

**RYERSON UNIVERSITY**  
**SENATE MEETING AGENDA**  
**Tuesday, March 31, 2009**

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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 (POD-250).

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| Pages 1-4<br>Pages 5-9 | <b>1. President's Report</b><br>1.1 President's Update<br>1.2 Ryerson Achievement Report   |
| Pages 10               | <b>2. Report of the Secretary of Senate</b><br>2.1 Report #W2009-2 of the Secretary of Senate  |
|                        | <b>3. The Good of the University</b>   |
| Pages 11-14            | <b>4. Minutes:</b><br>4.1 Minutes of the March 3, 2009 Meeting   |
|                        | <b>5. Business Arising From the Minutes</b>  |
|                        | <b>6. Correspondence</b>   |
| Pages 15-16            | <b>7. Reports of Actions and Recommendations of Departmental and Divisional Councils</b><br>7.1 From School of Graduate Studies:<br>Complex program Changes – Communication and Culture  |
| Pages 17-20            | <b>8. Reports of Committees</b><br>8.1 Report #W2009-1 of the Awards and Ceremonials Committee<br>8.1.1 <b>Motion:</b> <i>That Senate approve Policy 160: Approval and Presentation of Posthumous Academic Awards, effective April 1, 2009</i> |
| Pages 21-26            | 8.2 Report #W2009-2 of the Composition and Bylaws Committee<br>8.2.1 <b>Motion #1:</b> <i>That Senate approve the amendment of the Bylaw of the Urban and Regional Planning School Council</i>   |
| Pages 27-40            | 8.2.2 <b>Motion #2:</b> <i>That Senate approve the revised Bylaw of the Civil Engineering Department Council.</i>  |
| Pages 41-43            | 8.3 Report #W2009-1 of the Senate Learning and Teaching Committee  |

- 8.4 Report #W2009-2 of the Academic Standards Committee
- 8.4.1 **Motion #1:** *That Senate approve **the periodic program review of the Occupational and Public Health program** with the recommendations listed in the ASC Evaluation section.*
- 8.4.2 **Motion #2:** *That Senate approve the **periodic program review of the International Economics and Finance program.***
- 8.4.3 **Motion #3:** *That Senate approve the **periodic program review of the Disability Studies program** with the recommendations listed in the ASC Evaluation section.*
- 8.4.4 **Motion #4:** *That Senate approve the **Certificate in Criminology and Criminal Justice.***
- 8.4.5 **Motion #5:** *That Senate approve the **Interprofessional Certificate in Advanced Neuroscience-Stroke Care.***

**9. New Business**

**10. Adjournment**

## Ryerson University Senate

### President's Update for the meeting of: March 31, 2009

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**Honorary Doctorates 2009** – I am pleased to share the list of honorary doctorate recipients for 2009, and to extend thanks to everyone involved in preparing the nominations, and to the Awards and Ceremonials Committee for its work. It has been a pleasure to connect with the nominees, who have responded with enthusiasm and pride in accepting the honour.

Spring 2009: ARTS The Hon. Edward Broadbent  
FCAD William R. Cunningham  
FCS Dr. Gina Bohn Browne  
FEAS Dr. John A. Bickley; Dr. Asad M. Madni  
TRSM Michael Adams; Dr. Michael Guerriere  
The Chang School (Special Ceremony): Jean Arthur Beliveau  
Fall 2009: Alan Broadbent; Aditya Chandra Jha

**2<sup>nd</sup> Annual CEO Outlook Conference** – On February 27<sup>th</sup>, the Ted Rogers School of Management hosted *Mining: The Future of a Canadian Success Story* featuring leaders talking not only about the industry, but about the social, political and environmental shift happening in the field. The conference, initiated by Distinguished Visiting Professor Diane Francis, is becoming an anticipated trademark event shining a spotlight of distinction on Ryerson.

**TRSM Student Success** – The spotlight has settled on student teams at the Ted Rogers School of Management with an outstanding series of exceptional outcomes in student competitions (dates and student names are in this, and previous, updates under President's Congratulations):

- MBA Games: 1<sup>st</sup> place (academic category) for the second year in a row; 2<sup>nd</sup> place for spirit;
- John Molson MBA International Case Competition: 1<sup>st</sup> place in division (the only Canadian team to win their division) and top six finish among 36 teams from nine countries;
- DECA U Provincials: Five 1<sup>st</sup> place awards, two 3<sup>rd</sup> place awards; seven Top 5 awards; Winner 2008-09 Civic Consciousness Chapter Award, competing with 13 Ontario/Quebec universities;
- Certified Management Accountants of Ontario (CMA Ontario) 4<sup>th</sup> Annual Case competition: 1<sup>st</sup> place in a competition entered by 37 teams from 19 Ontario universities;
- JDC (Jeux de Commerce) West: 1<sup>st</sup> place (Ontario academic and charity categories), 2<sup>nd</sup> place in two academic case competitions (Management Information Systems, Marketing) in an event entered by 600 students from 14 schools;
- 6<sup>th</sup> Annual CaseIT International Undergraduate Business Competition: 2<sup>nd</sup> place in an event entered by 16 universities from around the world;
- 2009 RBC Next Great Innovator Challenge: Winners for the 2<sup>nd</sup> year in a row, in a competition including more than 350 entries from business schools across the country;
- 2009 ACE Regional Exposition: 1<sup>st</sup> place in both the TD SIFE (Students In Free Enterprise) Entrepreneurship Challenge and the HSBC Financial Literacy Challenge.

**Welcome** – Buzz Hargrove, former president of the Canadian Auto Workers, as Distinguished Visiting Professor in the Ted Rogers School of Management, lecturing at both undergraduate and MBA levels on economic and labour issues.

**Planning for Ted Rogers Annual Event** – I was pleased to host a meeting with Melinda Rogers on March 11<sup>th</sup> inviting input from colleagues of Ted Rogers, university faculty and students on ideas for an annual Ryerson event honouring Ted Rogers. We received excellent advice, and the Provost and Vice-President Academic will be following up with next steps.

**Graduating Student Athlete Breakfast** – The annual event on March 5<sup>th</sup> is always wonderful for its enthusiasm and support celebrating student athletes and the university. It was great to learn that some students will be coming back to continue with graduate studies at Ryerson, and to help with coaching and as mentors for student athletes.

**Bond Building** – The official opening of the Bond Building on February 26<sup>th</sup> celebrated a project that combined academic requirements, Master Plan principles and leadership in sustainability, with the first LEED Gold certification earned by a university building. Congratulations to the Psychology and Urban & Regional Planning programs, colleagues in Campus Planning and Facilities, and everyone who contributed to a great team effort.

**Budget** – As of writing, we are awaiting the announcement in the Ontario Budget scheduled for March 26<sup>th</sup>. At the same time, we are meeting with employee groups to share assumptions and the general shape of the Ryerson budget we are developing. Once the Finance Minister presents the budget, we will have to wait for the implications to be made clear to the postsecondary sector by the Minister, at which point we will be better able to update the community on the general framework and the further information on the Ryerson budget for 2009-10.

**Empire Club** – My speech on March 5<sup>th</sup> entitled *A New Reality: Building Universities and Cities for the Digital Age* received a favourable response, including a feature article in the March 14<sup>th</sup> edition of the Globe and Mail, as Ryerson continues to generate interest in City-Building and distinctive academic leadership.

### **Government Relations:**

#### ***Federal Government*** –

- This month I met with federal colleagues in Ottawa to discuss Ryerson issues, including: Members of Parliament Tony Clement, Gerard Kennedy, and Terence Young; Chad Gaffield, President, SSHRC; and attending the Deputy Ministers University Champions Dinner with Ryerson DM Champion Richard Fadden, Deputy Minister Citizenship and Immigration Canada.
- On March 9<sup>th</sup> we received a letter sent by the federal government to all Ontario universities and colleges inviting submissions under the Knowledge Infrastructure Program. This is a critically important opportunity with a very short deadline date of March 30<sup>th</sup> 2009, requiring significant detail in the preparation of each project package, as well as consultation with the provincial government regarding approval and funding shares.

**Ministry of Training, Colleges and Universities** – On February 27<sup>th</sup> government announced the allocation of additional graduate spaces. While Ryerson was treated fairly with an allocation of

289 spaces, the pace of our development and exceptional student demand means that targets will be exceeded in 2009-10 based on flow-through alone, and I am following up with the Minister.

**President's Congratulations** – I am proud to acknowledge Ryerson achievements sent to me since the last update, and continue to encourage everyone to let me know about accomplishments by members of our community. More details of achievements, research, awards and distinctions, and life at the university are also available at 'News and Events' on the Ryerson web site.

- ❖ January 23-25, 2009: Entering the JDC (Jeux de Commerce) West competition for the first time, the 28-member team from the Ted Rogers School of Management achieved 1<sup>st</sup> place in Ontario academic and charity categories, and 2<sup>nd</sup> place in two academic case competitions (Management Information Systems, Marketing) against 600 students from 14 schools.
- ❖ February 2009: Mark Kasumovic (4<sup>th</sup> Yr Image Arts) is the Ryerson winner of the annual SNAP!Stars 2009 photography competition among Canadian and northeastern U.S. art schools.
- ❖ February 3, 2009: Kat Marks (Fashion '08) won 1<sup>st</sup> place in the Avant-Garde (Women) category at the prestigious worldwide 2008 International Design Awards.
- ❖ February 4-7, 2009 – At the 6<sup>th</sup> Annual CaseIT International Undergraduate Business Competition, the Ted Rogers School of Management team (Ben Albert, Barry Au, Dimitry Sapon) placed 2<sup>nd</sup> in an event entered by 16 universities from around the world.
- ❖ February 26, 2008 – The Ryerson Engineering Student Society (RESS) raised \$2,052 for SickKids in the 7<sup>th</sup> annual 24-hour Bug Push around the Quad, with more than \$15,500 raised since the event began.
- ❖ February 26, 2009: At the American Foundry Society Ontario Chapter Scholarship Awards, Mechanical and Industrial Engineering students Anthony Lombardi (4<sup>th</sup> Yr B.Eng.) and Abdolkarim Danei (1<sup>st</sup> Yr M.A.Sc.) were recipients of an American Foundry Society Scholarship; and Abdallah El Sayed (1<sup>st</sup> Yr M.A.Sc.) received three awards: a Non-Ferrous Foundry Society (NFS) Scholarship, a Foundry Education Foundation (FEF) Scholarship, and an NSERC-Michael Smith Foreign Study Supplement, which he will take to IIT-Madras.
- ❖ March 2, 2009: Richard Dean has been named head coach of the Toronto Stealth, a new team in the semi-pro Women's Blue Chip Basketball League (WBCBL); Dean has coached at Ryerson for 11 years, and is currently assistant coach of the Varsity Men's Basketball team.
- ❖ March 5, 2009: The 2009 RBC Next Great Innovator Challenge was won by a team of MBA students (Jonathan Chirigoga, Zuzana Fabian, Carey Gibson, Binh Lu) from the Ted Rogers School of Management, prevailing over more than 350 entries received from business schools across the country and winning the competition for Ryerson for the second year in a row.
- ❖ March 6, 2009: Three Ryerson Civil Engineering teams placed 2<sup>nd</sup>, 10<sup>th</sup> and 14<sup>th</sup> at the 25th annual Troitsky Bridge Building Competition held at Concordia University, in a competition of twenty-nine teams from eleven universities in Canada and the U.S.
- ❖ March 9, 2009: Aisha Porter-Christie (3<sup>rd</sup> Yr RTA) was one of two recipients of the Ontario Association of Broadcasters' Michael Monty Scholarship Award for academic excellence and community involvement at the 4<sup>th</sup> Annual OAB Career Development Day.
- ❖ March 11, 2009: Ryerson winners at the American Society of Materials (ASM) Ontario student Poster Night were Antonio Lombardi (4<sup>th</sup> Yr Mechanical Engineering) and graduate students

Francisco D'Elia (M.A.Sc.) and Lukas Bichler (Ph.D.), in a competition of 35 entries (29 graduate and 6 undergraduate) from McMaster University, Ryerson University, University of Toronto and University of Waterloo.

- ❖ March 13, 2009: Ryerson students from TRSM won 1<sup>st</sup> place in both the TD SIFE (Students In Free Enterprise) Entrepreneurship Challenge and the HSBC Financial Literacy Challenge at the 2009 ACE Regional Exposition.
- ❖ Varsity Achievements [Ontario University Athletics (OUA)]
  - Varsity Figure Skating – OUA Championship results
    - Tabitha Copping: Silver (Short Program)
    - Tabitha Copping & Madeleine Jullian: Silver (Senior Similar Pairs)
    - Michelle Zenger: Bronze (Senior Solo Dance)
    - Tara Bartolini, Janice Gregg, Jennifer Ji, Michelle Zenger: Bronze (Dance Fours)
  - Men's Basketball
    - Boris Bakovic, OUA East Division First Team All-Star
    - Josh Budd, OUA East Division All-Rookie Team
  - Women's Basketball
    - Jenny Hobbs, OUA East Division Second Team All-Star
    - Angela Tilk, OUA East Division All-Rookie Team
  - Men's Volleyball
    - Chris McLaughlin, OUA East Division Second Team All-Star
    - Luka Milosevic, OUA East Division All-Rookie Team
  - Women's Volleyball
    - Leah Saar, OUA East Division Second Team All-Star, and All-Rookie Team

# **RYERSON ACHIEVEMENT REPORT**

*A sampling of achievements and appearances in the media by members of the Ryerson Community for the March 31, 2009 meeting of Senate.*

## **Events**

The *Globe and Mail*, the *Toronto Star*, *Novae Res Urbis* and the *Waterloo Region Record* reported on **President Sheldon Levy**'s speech at the Empire Club, entitled "A New Reality: Building Universities and Cities for the Digital Age." The *Torontoist*, 680 News, CBC.ca and iPhone Blog also covered his address.

The unveiling of cutting-edge technology created by Ryerson's Centre for Learning Technologies and the Science of Music, Auditory Research and Technology (SMART) Lab at the first accessible concert for people who are deaf or hard of hearing received broad media coverage in Canada and internationally. **Deborah Fels**, Ted Rogers School of Management, **Frank Russo**, Psychology, and PhD students **Ellen Hibbard** and **David Fournier** were quoted.

Print: *Toronto Sun*, *National Post*, *Inside Toronto*, *Eye Weekly*, *Varsity*

Television: Discovery Channel's Daily Planet, CBC Newsworld, CBC News Sunday, Global National, CITY TV, CFTO, CJBC, CKCO, CKVR, CHBX, CICI, CKNY, CITO, 100 Huntley Street

Radio: CFRB News, CFRB's *Ryan Doyle Show*, CBC Radio One *Here and Now*, CBC Radio One *Spark*, CBC Radio One *Voyage North Hour*, CBO-FM, CILY-FM.

International: BBC Radio 4, PODCTAHLINR (Russian radio)

Online: CBC.CA, New Scientist.com (UK-based science magazine and website), Kikil.org (Indonesian news website), Baz.online (Swiss news website), Thurgauer Zeitung (German news website), NUjij.com (Dutch website), itbusiness.ca (technology website), Reuters.com, Newsblaze.com, Hearingreview.com, Earthtimes.org, Breitbart.com (news website), Smartmoney.com, Prefixmag.com, Gizmowatch.com

Three hundred first- and second-year Architecture students participated in a weeklong collaborative exercise to develop design proposals for an Air India Flight 182 memorial to be built in Bathurst, New Brunswick. *Novae Res Urbis*, OMNI News: South Asian Edition and *The Northern Light* reported on the charrette.

## **MEDIA APPEARANCES**

**President Levy** spoke to the *Toronto Star* and *Parent Central* about the possible creation of a new university in the GTA.

**President Levy** spoke to the *Toronto Star* about the graduate space expansion announcement. *The Strand* reprinted some of his comments. The Kingston *Whig-Standard* reported that Ryerson had received 289 new graduate spaces over the next three years.

**President Levy** spoke to CTV Newsnet and CBC Newsworld in reaction to the federal and provincial budgets.

The *Torontoist* spoke to **Vice President, Administration and Finance, Linda Grayson** about the University's plans for the former Sam the Record Man site. **Paul Knox**, Journalism, appeared on BNN discussing poverty.

*Broadcaster* reported on the Ontario Association of Broadcasters Career Development Day, where **Aisha Porter-Christie**, Radio and Television Arts was awarded the Michael Monty Scholarship, given to a student with high academic standing who is making a difference in their community.

**Tariq Amin-Khan**, Politics and Public Administration, appeared on The Real News Network discussing why Canada has a military presence in Afghanistan.

**Deborah Fels**, Ted Rogers School of Management, spoke to G4TECHTV about technology for disabled children.

**Harald Bauder**, Geography, published an editorial in the *Toronto Star* about the impact of the economic crisis on vulnerable immigrants.

**Neil Seeman**, Health Services Management, published an editorial in the *National Post* on the topic of reading week.

**Patrice Dutil**, Politics and Public Administration, spoke to *Le Telejournal Ontario* about John Tory stepping down and the future of the provincial Conservative Party.

The *Guelph Mercury* profiled Fashion alumna and *Project Runway Canada* contestant **Jessica Biffi**, whose design was chosen for production, to be sold at select Winners stores in Canada.

A *Toronto Star* article on urban farming and *The Torontoist* reported on the “Carrot City” exhibit at the Design Exchange curated by **June Komisar** and **Mark Gorgolewski**, School of Architectural Science.

*Frames Per Second* reported that the Digital Value Lab at Ryerson hosted a seminar on “Anime and Contemporary Japan Society.”

Associate Dean, Administration, **James Norrie**, Ted Rogers School of Management, appeared on CFMJ-AM's *John Oakley Show* discussing a racist editorial cartoon about U.S. President Barack Obama, wildlife legislation, the Ontario Human Rights Commission's call for a Canadian media watchdog, and the rise of “teen sexting.”

A *Toronto Star* article on the city's need for pedestrian zones mentioned Ryerson's Gould Street.

A *Globe and Mail* article on layoffs at Umbra mentioned **Frank Miller**, an instructor at the Ted Rogers School of Management.

**Bryan Evans**, Politics and Public Administration, spoke to the Canadian Press about Ontario Conservative leader John Tory.

**Usha George**, Dean of Community Services, appeared on OMNI News: South Asian Edition, discussing Mexican immigrants in Canada.

**Myer Siemiatycki**, Politics and Public Administration, appeared on CBC Radio's *Here and Now* discussing the 175<sup>th</sup> anniversary of Toronto.

The *Toronto Star* reported that **Buzz Hargrove** had begun his term as a Distinguished Visiting Professor in the Ted Rogers School of Management.

The *Toronto Star* reported that former Rams coach **Richard Dean** was named head coach of the Toronto Stealth.

CAW Saw Gindin Chair **Judy Rebick**, Politics and Public Administration, and **Alan Sears**, Faculty of Arts, contributed a column on criticism of Israel to rabble.ca.

The *National Post* and *Montreal Gazette* reported on the second annual CEO Outlook conference “Mining: The Future of a Canadian Success Story” organized by the Ted Rogers School of Business.

*Canadian Architect* and the *Waterloo Region Record* reported on North House, a solar-powered home designed and built by architecture and engineering students from Ryerson, University of Waterloo and Simon Fraser University.

**Mitu Sengupta**, Politics and Public Administration, contributed a review of the film *Slumdog Millionaire* to *Green Left*, published columns in thestar.com and *Counter Punch*, and also appeared on CFRB-AM’s *Bill Carroll Show* discussing the impact of the Oscar-winning film.

Ryerson students appeared on CBC News at Six discussing fashion.

Ryerson Registrar **Keith Alnwick** appeared on CFTO and CJOH discussing the demand for university education in such fields as engineering and environmental studies.

*Oakville Today* reported that the family of late Ryerson student **Mark Friesen** would establish an endowment fund for Urban and Regional Planning students.

Rogers Communications Distinguished Visiting Professor **Jeffrey Dvorkin** spoke to CBC Radio *Here and Now*, and *All in a Day*, about the state of the media industry.

*Vitality Magazine*, the *Sidney Morning Herald* and the *Boston Globe* profiled **Martin Antony**, Psychology, and his new book “When Perfect Isn’t Good Enough.”

*Kazinform* reported that **Michael Murphy**, Radio and Television Arts, visited Gumilyov Eurasian National University.

The *Canadian Jewish News* profiled **Ruth Panofsky**, English, and her recent book *At Odds in the World: Essays on Jewish Canadian Women Writers*.

**Avner Levin**, Ted Rogers School of Management, appeared on OMNI News: South Asian Edition discussing immigration, and spoke to CBC Radio’s *Crosstown* about the ways federal agencies collect and manage personal information.

The *Toronto Star* quoted **Myer Siemiatycki**, Politics and Public Administration, on municipal governance. He also spoke to the *Globe and Mail* about immigrant youth.

A *Globe and Mail* article on Canadian shoppers cutting back on spending on consumer goods this past Christmas quoted **Tony Hernandez**, Centre for the Study of Commercial Activity.

*Popular Mechanics* and the 60 Second Science Blog quoted **Murtaza Haider**, Ted Rogers School of Management, in an article about scientists using biological tracking models to pursue Osama bin Laden. He also spoke to CBC News about India’s economy.

*Mediacaster* spoke to **Bradley Fortner**, Program Director at the Rogers Communications Centre, about PodCamp, hosted by Ryerson.

**Binoy Prasad**, Politics and Public Administration, spoke to CH News about *Slumdog Millionaire*.

A *Peterborough Examiner* article on running as a uniting force quoted Health Promotion Nurse **Joelle Carmichael**.

**James Tiessen**, Ted Rogers School of Management, appeared on CFMJ-AM's *John Oakley Show* on U.S. President Barack Obama.

**Gregory Levey**, Professional Communications, published an editorial in the *National Post* in reaction to CUPE Ontario's vote on a boycott of Israeli universities.

*Canadian Architect* published a discussion on "The Contemporary Urban Waterfront: From Toronto to Dubai" by a panel that included architect Bruce Kuwabara and Faculty of Communication & Design Dean **Daniel Doz**.

**Olivia Courteaux**, History, appeared on TFO's *Panorama* discussing U.S. President Barack Obama's visit to Canada.

**Arne Kislenko**, History, appeared on OMNI News: South Asian Edition discussing U.S. President Obama's visit to Canada.

**Alan Sears**, Sociology, spoke to the *Ottawa Sun* about Students against Israeli Apartheid and Carleton students fearing expulsion.

**Catherine Frazee**, Disability Studies, spoke to the *National Post* about the United Nations making inclusion a human right.

The *Torontoist* profiled **Anne Wagner**, a Ryerson graduate student and the principal director of Stand Canada.

**Janet Chappell**, Nutrition, spoke to Canada.com about healthy lunchbox ideas.

The globeandmail.com reported that proposed venues for the 2015 PanAm Games included racquetball and basketball at Ryerson and York Universities.

Ryerson student **Mike Decucci** spoke to CFMZ-FM about the issue of racism on campus.

The *Globe and Mail* quoted **Gabor Forgacs**, Ted Rogers School of Hospitality & Tourism Management, on luxury hotels entering the next phase of eco-activism. He also spoke to Global about Valentine's Day destinations.

The *Welland Tribune* reported that **Grace-Edward Galabuzi**, Politics and Public Administration, will be the keynote speaker at "Changing the Canvas, Building Niagara Business" workshop. He also spoke to the *Toronto Star* about Africentric schools.

Menafn.com reported that Ryerson would participate in the Canadian Universities Fair in Kuwait.

**Carol Sevitt**, a Professional Communications instructor, spoke to the *National Post* about food manners.

The *Globe and Mail* reported that Ryerson will offer a new certificate program in Sustainability through the G. Raymond Chang School of Continuing Education.

**Tariq Amin-Khan**, Politics and Public Administration, appeared on OMNI News: South Asian Edition discussing the situation in Pakistan.

The *Globe and Mail* quoted **David Greatrix**, Aerospace Engineering, in an article about issues with Bombardier Q400 planes.

*Exchange Magazine* reported that the Ryerson Faculty of Engineering, Architecture and Science will participate in the 2009 Solar Decathlon Competition, in an article that quoted **Mark Gorgolewski**.

**Rob Wilson**, Ted Rogers School of Management, spoke to the *National Post* about Diet Pepsi advertisements and corporate branding, and on a separate occasion about Wireless Wave ads.

The *Toronto Sun* quoted **Monica McKay**, Coordinator of Aboriginal Services, on new police procedures.

**April Lindgren**, Journalism, publishes a regular column in *Metro*.

*Now Magazine* reviewed “Mother Courage and Her Children”, a Ryerson Theatre School production.

CBC Radio’s *Here and Now* interviewed **Paulina Bleah**, a third-year Nursing student, about Viola Desmond Day at Ryerson.

*SPAMfighter* reported that security experts in Ryerson Computing and Communication Services detected a phishing scam.

**Alice Chu**, Fashion, appeared on CBC’s *Metro Morning* discussing spring fashion and colour trends.

The Canadian Press quoted **Randy Boyagoda**, on love letters and Dante’s take on love. He also published a book review of “George Steiner at the New Yorker” in the *National Post*.

*Metro* reported on sustainability and conservation initiatives that saved \$15 million at Ryerson.

**Greg Murray**, a fourth-year student at the Ted Rogers School of Management, writes a blog for the *Financial Post/National Post*.

*Canadian Architect* reported that **George Kapelos**, Architectural Science, will co-chair the Study of Architecture in Canada’s 36th Annual Conference.

**Andrew Laursen**, Chemistry and Biology, publishes a regular column in *Metro*.

*Prepared by the Office of Public Affairs.*

**Report of the Secretary of Senate  
March 31, 2009**

**Results of the Election to the Senate Priorities Committee, 2009-10**

All of the following Senators were elected to serve on the Senate Priorities Committee for 2009-10. Except for the election for the Undergraduate student position, all were elected by acclamation.

Ken Jones	Dean
Madeleine Lefebvre	Dean, Vice Provost or Chief Lib.
Pedro Goldman	Faculty Senator
Nina-Marie Lister	Faculty Senator
Neil Thomlinson	Faculty Senator
David Tucker	Faculty Senator
Khurram Shahzad Baig	Graduate Student Senator
Omar Taha	Undergraduate Student Senator

**Results of the Election to the Associate Librarian Search Committee**

The following Senators were elected by acclamation to serve on the Search Committee for the Associate Chief Librarian.

Alexandra Bal	Faculty Senator
George Kapelos	Faculty Senator
Charles Sule	Graduate Student Senator

Respectfully Submitted,

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

**MINUTES OF SENATE MEETING  
TUESDAY, March 3, 2009**

<b>Members Present:</b>			
<b><u>Ex-Officio:</u></b>	<b><u>Faculty:</u></b>		<b><u>Students:</u></b>
K. Alnwick	M. Anthony	J. Macalik	K. Chadha
S. Boctor	A. Bal	D. Mason	T. Hassan
C. Cassidy	P. Corson	A. Mitchell	S. Martin
G. R. Chang	Y. Derbal	Z. Murphy	J. McIntosh
M. Dewson	J. Dianda	M. Panitch	M. Piacente
D. Doz	D. Elder	R. Ravindran	R. Rose
U. George	A. El-Rabbany	D. Rose	A. Sharif
L. Grayson	P. Goldman	J. Saber	D. Sookram
J. Hanigsberg	M. Haider	A. Singh	C. Sule
A. Kahan	R. Hudyma	C. Stuart	N. Williams
H. Lane Vetere	G. Kapelos	N. Thomlinson	P. Yoon
M. Lefebvre	R. Keeble	D. Tucker	
S. Levy	J. Lassaline	J. Turtle	
A. Shepard	A. Levin	K. Webb	
P. Stenton	A. Lindgren	A. Wellington	
A. Venetsanopoulos			<b><u>Alumni:</u></b>
M. Yeates			S. Dhebar
			A. Walker
<b><u>Regrets:</u></b>	<b><u>Absent:</u></b>		
M. Abadir	C. Gouldson		
S. Espin	M. Malik		
K. Jones			
D. Lee			
Y. T. Leong			
H. D. Mwendwa			

## 1. President's Report

The report was circulated with the agenda. M. Yeates reported that the graduate growth funds were for 2009-12 period. Ryerson was allocated the 6<sup>th</sup> largest in the province. The most gratifying is the doctoral expansion. In 2000, there were no doctoral programs at Ryerson, and now Ryerson is firmly a doctoral institution. Everyone is to be commended for their efforts toward this end. The President commended Dean Yeates.

The government, both federally and provincially, will be allocating funds for "shovel-ready" projects to get the economy moving. It is unknown what the exact nature of the program is to be, but there will soon be a competition for infrastructure funds. This will not be operating money.

The President presented the list of those who will be receiving Honorary Doctorates. Those contacted were all extremely pleased and honoured. Those approved are:  
For Spring 2009 - The Hon. Edward Broadbent, Arts; William Cunningham, FCAD; Dr. Gina Bohn Browne, FCS; Dr. John Bickley and Dr. Asad Madni, FEAS; Michael Adams and Michael Guerriere, TRSM; and Jean Beliveau, The Chang School (special ceremony in April). For Fall 2009 - Aditya Chandra Jha and Alan Broadbent.

## 2. Report of the Secretary of Senate

The Secretary reported on the results of the election, as distributed.

## 3. Good of the University

S. Dhebar reported on the Ryerson Alumni Association. The alumni dinner was a success last year and this year's is upcoming shortly. There are recent graduates who have started a Facebook group with great participation.

A. Shepard wished to echo the President's praise of Dean Yeates for his leadership as Dean of the School of Graduate Studies. He was able to bring Ryerson to where it is. Dean Yeates thanked P. Stenton for doing his job enormously well.

K. Alnwick reported that the exam schedule will be posted on Friday, March 6.

## 4. Minutes

**Motion: That Senate approve the minutes of the January 29, 2009 meeting.**

D. Mason moved, S. Dhebar seconded.

**Motion approved.**

## 5. Business Arising from the Minutes

**Motion: That Senate approve the amendment of Policy #145: The Course Management Policy, effective September 1, 2009.**

J. Dianda moved, A. Levin seconded

J. Dianda stated that he attended the last committee meeting which addressed the questions raised at the last meeting of Senate, and was impressed with the discussion that dealt with the issues.

**Motion approved.**

**6. Correspondence**

There was no correspondence.

**7. Reports of Actions and Recommendations of Departmental and Divisional Councils (for information only)**

There were course changes submitted by Interior Design and the Daphne Cockwell School of Nursing.

**8 Reports of Committees**

**8.1 Report #W2009-1 of the Nominating Committee –**

R. Rose stated that as RSU elections were going on at the same time, she heard that there were complaints about the Senate process. She appreciates that there was a prompt email and that the committee met to discuss this issue. She stated that the integrity of the election was called into question, as the election results were allowed to stand. She asked how the rules will be enforced in the future, and why it was not monitored more closely. She questioned whether the students' election was taken seriously, why the election results were not turned back, and how it will be ensured that it will not happen again. M. Panitch stated that the election issues were taken very seriously and that there was much deliberation. Having emailed all of the candidates, and asking them to write statements and to come before the committee, the committee saw it as a teachable moment, and decided that students should be given more knowledge about the democratic process. Next year candidates will be brought in before the election to understand the process.

**8.2 Report of the Composition and Bylaws Committee**

**8.2.1 – Motion: That Senate approve the changes to the bylaw of the Department of Physics Council such that one Postdoctoral Fellow is included in its membership.**

Annick Mitchell moved, M. Yeates seconded.

**Motion approved.**

**8.2.2 – Motion: That Senate approve the amendment of Section 5.2 of its bylaw (effective July 1, 2009) to state: “Vice-chair: The Vice-Chair shall be elected by and from elected Senators in conjunction with elections to the Senate Priorities Committee.”**

Annick Mitchell moved, D. Mason seconded.

**Motion approved.**

### **8.3 Report #W2009 of the Senate Appeals Committee**

**8.3.1 – Motion #1: That Senate approve the amendment of Policy 134: Undergraduate Academic Consideration and Appeals Policy, as presented to Senate on January 27, 2009, to be implemented for Fall, 2009.**

A. Levin moved, R. Hudyma seconded.

Section IIC2 will be amended to be consistent with the procedures section.

**Motion approved.**

**8.3.2 - Motion #2: That Senate approve the amendment of the Student Code of Academic Conduct to replace Faculty Appeals Committees with an Academic Integrity Council, effective September 1, 2009.**

A. Levin moved, J. McIntosh seconded.

R. Rose asked about the amendment of the procedures section. The Secretary confirmed that there would be a committee established as usual, and any student wishing to serve should let her know.

### **9. New Business**

There was no new business.

### **10. Adjournment**

The meeting adjourned at 6:35 pm.

Respectfully Submitted,

Diane R. Schulman, PhD  
Secretary of Senate

**SCHOOL OF GRADUATE STUDIES**

***REPORT TO SENATE, MARCH 31, 2009***

1. Complex Program Changes – *Communication and Culture* (for information)

Submitted by:

A handwritten signature in cursive script that reads "Maurice Yeates".

---

Maurice Yeates, Dean  
Chair, School of Graduate Studies Council

1. Complex Program Changes – *Communication and Culture* (for information)

At its meeting on March 5, 2009, the School of Graduate Studies Council approved a motion that the following changes to the *Communication and Culture* graduate program be implemented immediately:

i) Change in Program Structure:

Reduce the requirement of elective courses by one course.

Currently: Four elective courses for Thesis/Project option and five in MRP option.

Proposed: Three elective courses for Thesis/Project option and four in MRP option.

This change to reduce the total number of required courses to eight for the project/thesis option and nine for MRP option, does not affect the program objectives, as the program continues to provide a wide range of theoretical and technical material for students from diverse backgrounds. With this reduction, the total number of required courses is comparable to most Canadian MA programs.

ii) Change Admission Requirements:

Raise the GPA admission requirement to B+ average for Masters applicants.

Currently: at least a “B” average

Proposed: at least a “B+” average

This higher GPA requirement is due to the high academic demands of the MA program. Program records show that most students with only an entry GPA of B do not do as well as those with a B+ or higher, and/or drop out from the program. Also this admission criterion is similar to the admission requirements of other similar programs (Royal Roads, UWO) across Canada.

**Report of the Awards & Ceremonials Committee**  
**March 31, 2009**  
**W2009-1**

There have been circumstances when it has been deemed appropriate for Ryerson to award degrees or certificates to students who have died or become terminally ill even when the academic requirements have not all been fulfilled. In order to establish appropriate and consistent procedures for these circumstances, the Awards & Ceremonials Committee has developed a policy for Senate's approval.

**Motion: That Senate approve Policy 160: Approval and Presentation of Posthumous Academic Awards, effective April 1, 2009.**

Respectfully submitted,

Alan Shepard, Chair, for the Committee

Keith Alnwick, Carla Cassidy, Debora Foster, Usha George, Martin Greig, Janet Hercz, Sri Krishnan, April Lindgren, Ann MacKay (non-voting), Rena Mendelson, James Norrie, Melissa Piacente, Phil Schalm, Diane Schulman (non-voting), Asif Sharif, David Tucker, Kernaghan Webb, Maurice Yeates

RYERSON UNIVERSITY  
POLICY OF SENATE

**APPROVAL AND PRESENTATION OF POSTHUMOUS ACADEMIC AWARDS**

Policy Number:	160
Approval Date:	March 31, 2009
Policy Review Date:	Fall, 2012
Responsible Office(s):	Provost and Vice President Academic and Registrar
Effective date:	April 1, 2009

**I INTRODUCTION**

Ryerson University recognizes that there may be circumstances where it is deemed appropriate to award degrees and/or certificates to students who have died or become terminally ill while studying at the University even when the academic requirements for graduation have not all been fulfilled.

Deceased or terminally ill students who have already completed all of the requirements for the degree or certificate program will be considered for graduation in the usual manner.

**II DEFINITIONS**

Posthumous Award – Where the student did not complete academic requirements for graduation prior to their death or terminal illness.

Next of kin – The family member or significant other deemed responsible by the family, including the executor of the student’s estate, for advising the University on issues related to a possible posthumous award.

**III AWARDING OF POSTHUMOUS ACADEMIC AWARDS**

1. **Request** - Anyone may request the Registrar's consideration for the approval of a posthumous award for a Ryerson student who is deceased or terminally ill.
  - i. If the request is made by the next of kin, the Registrar will consult with the student’s Program Department Director/Chair and Dean to determine if the student is eligible. The Provost will have final approval of the award and the Vice Provost, Students will communicate the decision to the next of kin,

- ii. If the request is made by someone other than the next of kin, the Registrar will consult with the student's Program Department Director/Chair and Dean to determine if the student is eligible. The Vice Provost, Students, with the approval of the Provost, will contact the next of kin to determine if they wish to have the award conferred.

**2. Guidelines for the Award of Posthumous Master's and PhD Degree**

Unfulfilled requirements shall be waived, and a posthumous Master's or PhD degree awarded, if a student:

- i. was formally registered with a Clear academic standing ; and
- ii. had completed 75% of a course-based program (e.g. eight out of ten courses); or
- iii. had completed 75% of a course-plus project program (e.g. may have finished the courses and not the project); or
- iv. had made significant progress on a thesis or dissertation for a thesis-based Masters or PhD program (all coursework has been successfully completed).

**3. Guidelines for the Award of Posthumous Undergraduate Bachelor's Degree**

Unfulfilled requirements shall be waived, and a posthumous Bachelor's degree awarded, if a student:

- i. was formally registered with a Clear academic standing; and
- ii. had completed 75% of the curriculum; or had completed 50% of a Direct Entry curriculum.

**4. Guidelines for the Award of Posthumous Continuing Education Certificate**

Unfulfilled requirements shall be waived, and a posthumous Continuing Education Certificate awarded, if a student:

- i. was formally registered with a cumulative GPA of 2.00; and
- ii. had completed two thirds of the curriculum leading to the certificate.

**5. Extenuating circumstances**

If a student does not meet the conditions outlined above, the Registrar **will** consult with the student's Program Department Director/Chair and Dean to determine whether an academic award can be recommended to the Provost without compromising the academic integrity of the University. The Provost will make the final decision on whether a posthumous award is to be recommended for approval by the Awards and Ceremonials Committee of Senate.

**6. Timing and Presentation of Awards**

- i. Normally, the award will be dated and presented at the next Convocation for the student's program, however, if requested by the next of kin and approved by the Provost, the award can be issued in advance of the usual convocation ceremony at a location that is most appropriate for the situation. If a posthumous award is approved and the award document is presented prior to the appropriate Convocation ceremony, the date on the award document will be the month of approval of the posthumous award.

- ii. The student's next of kin (or designate) may participate in the Convocation ceremony to receive the student's award document at the same time the student's classmates receive their awards.
- iii. The student's name will be listed as usual in the program book of the next appropriate Convocation ceremony. There will not be any 'posthumous' notation beside the student's name in the program, or on the award document, or on the official academic record (transcript).
- iv. The name of the student receiving a posthumous award will be read as usual at the next appropriate Convocation ceremony. If the next of kin (or designate) is in attendance and receiving the award on stage, it will be mentioned that they are receiving the award on the student's behalf. If the next of kin have chosen not to participate the student's name will still be read out with a mention of their passing or their inability to attend.

**REPORT OF THE COMPOSITION AND BYLAWS COMMITTEE**  
**MARCH 31, 2009**  
**#W2009-3**

1. The School of Urban and Regional Planning has proposed a change to section A4 of its Bylaw. The current Bylaw is as follows:

**MEMBERSHIP:**

There shall be a School Council of the School of Urban and Regional Planning, which shall be composed as follows:

1. The Director of the School.
2. All members of the full-time teaching faculty of the School.
3. One member of the part-time/sessional faculty of the School.
4. Degree students enrolled in the School, the total number of which shall be not less than one-third, and not more than one half of the total of faculty members on the Council, consisting of a representative from each of the following categories: PLAN 1, PLAN 2, PLAN 3, PLAN 4, and combined PLAB/PLAD. The President of the Ryerson Association of Planning Students (RAPS) shall represent the category in which she/he is enrolled.
5. One (1) alumna/us representative, and an alternate designated by the Ryerson Planning Alumni (RPA)

The proposed amendment to Section 4 is as indicated in bold:

4. Degree students enrolled in the School, the total number of which shall be not less than one-third, and not more than one half of the total of faculty members on the Council, consisting of a representative from each of the following categories: **lower PLAN (combined PLAN 1 and PLAN 2), upper PLAN (combined PLAN3/PLAN 4), combined PLAB/PLAD, and MPI.** The President of the Ryerson Association of Planning Students (RAPS) shall represent the category in which she/he is enrolled.

**MOTION 1: That Senate approve the amendment of the Bylaw of the Urban and Regional Planning School Council.**

**2. Civil Engineering** – The Department of Civil Engineering submitted an amended Bylaw for approval. The Committee has determined that this Bylaw meets the Requirement of Policy 45: Constitutional Provisions for Department/School Councils.

**MOTION 2: That Senate approve the revised Bylaw of the Civil Engineering Department Council.**

Respectfully Submitted,

Sheldon Levy, Chair for the Committee

David Checkland, Murtaza Haider, George Kapelos, Ronald Keeble, Dana Lee, Mohamed Malik, Annick Mitchell, Diane Schulman (non voting), Natasha Williams

**RYERSON UNIVERSITY**

**BY-LAWS OF THE URBAN & REGIONAL PLANNING SCHOOL COUNCIL**

(Hereinafter called “Council”)

**OBJECT**

The Object of the Council is to develop and recommend to the School, policy that is relevant to the School’s responsibilities within the University, and to the general policy of the University.

**AUTHORITY**

By the authority of Ryerson University’s *Policy 45*, Council may initiate policy recommendations on any matter pertaining to the operation of the School. If such policies have significance and effect only within the School, approval by the Council and by the Director of the School and the Dean will provide authority for action. Such action will be reported by the Dean to Senate, for its information.

If such policies have extra-School ramifications, they shall be transmitted to the Dean of the Faculty for discussion with the Academic Planning Group. If there are no ramifications beyond the Faculty, the matter may be settled there with the approval of the Dean, and shall be reported to the Senate by the Dean, for its information. If there are broader ramifications, the recommendations shall be brought to Senate for action.

In the event of a disagreement between the School Council and the Dean, or between the School Council and the School Director and the Dean, the disagreement will be referred by the disputants to the Provost and Vice-President Academic. In the event of a continuing disagreement, the matter shall be reported to the President for action. Should such a dispute have bearing on the academic policy of the University as a whole, the matter shall be reported to Senate upon its resolution.

**A. MEMBERSHIP:**

There shall be a School Council of the School of Urban and Regional Planning, which shall be composed as follows:

5. The Director of the School.
6. All members of the full-time teaching faculty of the School.
7. One member of the part-time/sessional faculty of the School.
8. Degree students enrolled in the School, the total number of which shall be not less than one-third, and not more than one half of the total of faculty members on the Council, consisting of a representative from each of the following categories: lower PLAN (combined PLAN 1 and PLAN 2), upper PLAN (combined PLAN3/PLAN 4), combined PLAB/PLAD, and MPI. The President of the Ryerson Association of Planning Students (RAPS) shall represent the category in which she/he is enrolled.
5. One (1) alumna/us representative, and an alternate designated by the Ryerson Planning Alumni (RPA)

**B. OFFICERS:**

The Council's Officers shall be:

1. A Chair, who shall be a member of School Council, but not the School Director, and who shall be elected at the first Fall meeting of each academic year by the members of the Council, and;
2. A recording secretary, who shall normally be the School Secretary and shall be a non-voting officer of the Council.

**C. ELECTIONS:**

1. Student, alumni, and part-time/sessional faculty representatives shall be elected annually by students, alumni and part-time/sessional faculty respectively, prior to the first meeting of the Council in each academic year.
2. The Ryerson Association of Planning Students (RAPS) shall ordinarily conduct elections for student representatives.
3. The Ryerson Planning Alumni Committee shall ordinarily conduct the election for the alumna/alumnus representative.

4. The School Director shall facilitate the election for a part-time/sessional faculty representative (where part-time/sessional candidates volunteer to run).
5. Council Chair shall be elected by a simple majority of the members present at a duly constituted Council meeting, which shall be called during the month of September in each year.

**D. MEETINGS:**

1. There shall be two regularly scheduled meetings of Council in each of the Fall and Winter semesters.
2. Meeting times and agendas shall be conspicuously posted within the School and circulated to all Council members at least seven (7) days before scheduled meetings in order to encourage general attendance and to offer members appropriate time to prepare for matters being brought before Council.
3. Additional meetings may be called by either the Council Chair or by the Director of the School, and shall be called within seven (7) days of receipt, by the Council Chair or the Director, of a written petition signed by not less than four (4) members. In situations where external conditions warrant, emergency meetings may be called by the Council Chair or by the Director with 24 hours notice provided to members via e-mail.
4. Meetings of Council shall be open to all students and alumni who are otherwise not Council members, as observers.
5. At the last meeting of the calendar year, the Director of the School shall be invited to give a Director's Annual Report including a budget summary, to Council with plans for the coming year

**E. QUORUM:**

A quorum shall be fifty percent (50%) of the total Council membership, which shall include at least one (1) student representative.

**F. VOTING:**

1. Each member of Council, excepting only the Council Chair, may cast one (1) vote on any matter before Council and, in the event of a tied vote, the Council Chair may elect to cast a deciding vote or to refer the matter back to the Council for a decision at a future date.
2. Observers and guests attending meetings shall not vote.

**G. COMMITTEES:**

1. At the beginning of each academic year, the Council shall appoint two (2) Standing Committees. These Committees serve in an advisory capacity to the School Director, and as information gathering and reporting bodies to Council. None of the powers of Council are conferred to the Committees. The two Standing Committee are:
  - a) The Curriculum and Course Development Committee
  - b) The Annual Review Committee
  - i. The Standing Committees shall consist of interested parties and attempt to be representative of all School stakeholders.
  - ii. The members of the Standing Committees shall consist of a proportion of the student and faculty members of Council, representing the same distribution of membership as Council itself. The Chair of School Council and the Director of the School shall be ex-officio members of the two Standing Committees.
2. The mandate of the Standing Curriculum and Course Development Committee shall include, but not be limited to the following:
  - i. To consider curriculum and course development as it relates to the department/school, and to provide advice to the School Director.
  - ii. Review curriculum for currency, relevance and delivery; identify those aspects the curriculum is addressing well and those aspects where improvements could be made.
3. As advisory to the School Director, the mandate of the standing Annual Review Committee may include, but not be limited to the following:
  - i. Examine the special needs that arise out of (e.g.) workplace pressures, language, religion, gender, ethnicity, sexual orientation and/or age of the student and faculty bodies as it relates to the School and bring these to the attention of the Council.
  - ii. Examine the adequacy of resources for students and faculty within the School.
  - iii. Examine the outcomes of existing student exchanges, placements, fieldtrips, and excursions and the prospect of new ones.

- iv Examine the relationships between the School and outside parties (i.e. employers, other schools & universities, professional accreditation organizations).
  - v Document the above and make recommendations for action.
  - vi Publish a report that will be made freely available to all incoming and outgoing students, faculty, alumni, and others who request it.
4. Ad Hoc Committees may be established by the Council as and when required to examine and report to the Council on specific issues and questions, provided that the convenor of each such Committee shall be a member of the Council.
5. Each Standing and Ad Hoc Committee shall report in writing at least once a year to Council.

**H. AMENDMENT:**

Amendment of these By-Laws shall:

- 1. Require passage by Council of an amending By-law with a vote in favour by at least one-half (1/2) of the total members of the fully constituted Council, provided that advance written notice of the intent of the amendment shall be given to each member of the Council not less than fourteen (14) days prior to tabling of the amending By-law by Council.

**I. Commencement:**

- 1. These By-laws shall come into force on the day on which they are ratified by the Senate.
- 2. Any amendment to these By-laws shall come into force on the day they are ratified by Senate.

**Department of Civil Engineering**  
**By-Laws of Departmental Council**

**Approved by Senate (Academic Council)**  
**January 30, 2007**  
**Amended October 15, 2008**

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## 1. Definitions

**Administrative Staff** – all full-time administrative staff in the Department.

**Alumni** – all graduates from a program of the Department and who have identified themselves as potential non-voting members for Council.

**Associate Chair, Undergraduate Program** – the Associate Chair of the Department who oversees the undergraduate programs offered by the Department.

**Associate Chair, Graduate Program** – the Associate Chair of the Department who oversees the graduate programs offered by the Department.

**Chair** – Chair of Departmental Council

**Council** – the Departmental Council for the Department.

**Department** – the Department of Civil Engineering; Departmental has equivalent meaning.

**Faculty Member** – all full-time faculty members of the Department

**Graduate Student** – a full-time student registered in a civil engineering graduate program offered by the Department

**Guest** – an individual who is not a member of the Council, but who has been invited to address council concerning a specific issue.

**Member** – all individuals who are members of the Council, including undergraduate and graduate students, support staff and faculty members.

**Observer** – any member of the public who is not a member of the Council.

**Support Staff** – all full-time technical and administrative staff in the Department.

**Technical Staff** – all full-time technicians and technologists in the Department.

**Undergraduate Student** – a student registered in an undergraduate program offered by the Department.

**Vice-Chair** – Vice Chair of Departmental Council

## 2. Objective

The purpose and objectives of Council are:

- to develop and recommend academic policies relevant to the Department;
- to promote effective teaching, learning and research in a collegial environment within the Department;
- to represent, maintain and advance the interests of Council members within the Department and the constituencies they represent; and
- to work with the administration and other groups within the University around areas of common concern.

## 3. Structure

### 3.1 Membership

The membership of Departmental Council shall be composed of:

- all faculty members, including the Chair and the Associate Chair(s) of the Department excluding those faculty members on leave;
- the Administrative Assistant ex-officio non-voting as a representative of the administrative staff;
- one non-voting member elected by and from the technical staff;
- undergraduate and graduate students elected by their respective constituencies as indicated in the following table;
  - 1 - 2<sup>nd</sup> year undergraduate student
  - 1 - 3<sup>rd</sup> year undergraduate student
  - 1 - 4<sup>th</sup> year civil undergraduate student
  - 1 - 4<sup>th</sup> year geomatics undergraduate student
  - 1 - graduate student from the PhD programme
  - 1 - graduate student from the Master's programme

- The student membership is subject to the requirement that the number of student members be not less than one-third, and not more than one half, of the total faculty members on the Council. Council may amend the student member composition as appropriate to ensure that this requirement is met.

### **3.2 Standing Committees**

The Departmental Council shall establish the following standing committees:

#### **3.2.1 Undergraduate Curriculum Committee**

##### **Mandate:**

- To make recommendations to Council regarding:
  - short-term curriculum problems within the undergraduate program;
  - long-term curriculum planning to meet the academic needs of the program; and
  - undergraduate program and course changes.
- To liaise with the Budget and Resource Committee to help determine the resources necessary for implementation of new academic programs.
- To interact with the Department Advisory Council.
- To present to Council at least one written report each academic year (one of them being at the last meeting of the academic year).

##### **Membership:**

- Four faculty members elected by the Council. (one from each discipline)
- One undergraduate student, not necessarily a member of Council, elected by the undergraduate students on Council.
- The Department Chair, ex officio
- The undergraduate Associate Chair, ex officio.
- The Chair of the Committee is elected.

#### **3.2.2 Strategic Planning Committee**

##### **Mandate:**

- To advise the Department Chair on budget matters pertaining to the Department.

- To identify and prioritize the immediate needs for, and to make short and long term plans for, the physical resources and equipment necessary to maintain the academic programs and courses relevant to the program(s) offered by the Department.
- To determine the resources required to support any proposed new program, and to report those needs to Council prior to Council's approval of the proposed program.
- To liaise with the other committees of Council when matters of physical and budget resources arise.
- To present to Council at least one written report each academic year (one of them being at the last meeting of the academic year).

**Membership:**

- One faculty member from each of the four disciplines (voting).
- All other Council members are entitled to attend (non-voting).
- The Chair of the Department, ex-officio non-voting.
- The Associate Chairs of the Department, ex-officio.

**3.2.3 Research and Graduate Studies Committee**

**Mandate:**

- To foster growth of research and graduate studies within the Department through promotion of these activities both within and outside the Department.
- To promote faculty research initiatives.
- To advocate for research space and resources.
- To be an advocate of the researchers and graduates students concerns and/or research needs and liaison with other committees of the Council when needed.
- To make recommendations to Council regarding short and long-term plans for the graduate curriculum.
- - To liaise with the Strategic Planning Committee to help determine the resources necessary for the graduate program.
- To present a written, annual report to Council about the research activities being carried out within the Department by the last meeting of the academic year.

- Operational matters such as admissions, scholarship, performance and examinations will be handled only by the faculty members of the committee to ensure compliance with the University's Policies on Student Confidentiality, as described in [www.ryerson.ca/privacy](http://www.ryerson.ca/privacy).

### **Membership:**

- Four faculty members elected by the Council, one from each of the four disciplines.
- One graduate student.
- The Associate Chair of Graduate Studies, ex-officio.
- The Chair of the Department, ex-officio non-voting.

### **3.3 Ad-Hoc Committees**

#### **Mandate:**

- These committees may be established from time to time to investigate, report, and/or make recommendations on specific issues.

#### **Membership:**

- When possible, faculty and student membership should reflect the membership proportions of the Council as a whole.

### **3.4 Term of Office**

#### **3.4.1 Officers of Council**

The Officers of Departmental Council (Chair and Vice-Chair) shall be elected from the faculty membership of the Council at the first regular meeting of the fall semester to take office at the beginning of the academic year. The term of office is one year.

A member is eligible for reappointment or re-election, as the case may be, except that no member shall serve for more than two consecutive terms, but on the expiration of one year

after having served the second of two consecutive terms, such person may again be eligible to run for office.

A member elected to fulfill the term of a vacant office is eligible to hold the office for two full terms in addition to the remainder of the term he or she is elected to fulfill.

### **3.4.2 Members of Standing Committees**

Members shall hold office for a renewable one year term.

### **3.4.3 Members of Ad-Hoc Committees**

Members of ad-hoc committees shall hold office until the report of the committee has been approved by Council, or the ad-hoc committee has been disbanded by Council.

### **3.4.4 Student Members of Council**

Undergraduate and graduate student members shall be elected annually.

### **3.4.5 Technical Staff Representative**

The member chosen from the technical staff shall be elected for a renewable one year term.

## **3.5 Duties of Office**

A thorough knowledge of the By-Laws and Robert's Rules of Order is a prerequisite for all officers of Council.

### **3.5.1 Chair**

The Chair shall:

- call the meetings of Council;
- prepare and circulate written notice and Agenda of Council meetings, with the assistance of the Recording Secretary;
- preside at all meetings of the Council, enforce the objectives, By-Laws, and Rules of Order, and ensure that the committees perform their duties;
- be an ex-officio non-voting member of all standing committees and of any committees established by the Council;

- communicate actions of Council to the administration of the University when requested by Council;
- prepare and circulate Minutes of Council meetings with the assistance of the Recording Secretary

### **3.5.2 Vice-Chair**

The Vice-Chair shall:

- in the absence of the Chair, perform the duties of the Chair;
- in the event that the Chair's position is vacated, perform the duties of the Chair and arrange for the timely election of a new Chair;
- call for nominations/elections for students and support staff and ensure elections are carried out in a timely manner;
- assist the Chair in any manner, as requested by the Chair.

### **3.5.3 Recording Secretary**

In addition to being the representative on Council for the administrative staff, the Administrative Assistant of the Department of Civil Engineering shall act as Recording Secretary of the Council of the Department of Civil Engineering. The responsibilities of the Secretary include:

- assisting the Chair in preparing and circulating written notice and Agenda of Council meetings;
- attending Council meetings and taking of Minutes during Council meetings;
- assisting the Chair in preparing and circulating these Minutes; and
- maintaining soft and hard master copies of the By-Laws and revising them as Council approves changes.

### **3.5.4 Chairs of Committees**

The responsibilities of the Chairs of Committees include:

- ensuring all positions in their committee are filled, and for reporting the membership of their committee to the Vice-Chair of Council as soon as membership composition is known;
- calling committee meetings;

- submitting agenda items from their committee for Council meetings.
- giving an oral report of their committee's activities at each regular Council meeting;
- submitting a written report by the end of the academic year to the Council.

## 4. Meetings

### 4.1 Schedule of Departmental Council and Standing Committees Meetings

#### 4.1.1 Departmental Council

In the first two weeks of September of each academic year, the Council Chair must schedule six Council meetings during the coming academic year: one on the last Wednesday of September, one on the third Wednesday of each of the following months: October, November, January, March and one on the second Wednesday of April.

#### 4.1.2 Standing Committees

Standing committees shall meet as required. Each committee shall submit and present a written report to Council at least once per academic year, the preferred time being at a regular meeting or after consultation with the Council Chair. A standing committee may request that the Chair of Council call a special meeting of Council to report on the work and recommendations of the committee.

#### 4.1.3 Special Meeting

A special meeting of Council shall be held following a written request by 15% (rounded up) of the full membership to the Chair, or by an administrative request of the Dean or Chair of the Department. The agenda for such meetings will be provided to all members of Council at least 2 working days (48 hours) in advance of the meeting, which will be scheduled at the next available timetabled Council meeting slot.

### 4.2 Departmental Council Meetings

#### 4.2.1 Notice of Meetings and Distribution of Agenda

The written notice and Agenda of a regularly scheduled Council meeting shall be distributed no later than 72 hours (3 days) and not earlier than 96 hours (4 days) prior to the meeting.

## **4.2.2 Submissions of Agenda Items**

Individual Council members may submit agenda items. All agenda items and supporting documentation are to be submitted to the Chair and/or Vice Chair at least 96 hours (4 days) prior to the meeting for inclusion in the written agenda of the meeting. Agenda items submitted after that time will be discussed under the "New Business" portion of the meeting.

## **4.2.3 Agenda**

The Agenda for a Departmental Council Meeting will include:

- Call to Order
- Approval of the Minutes of the last meeting
- Discussion arising out of the Minutes
- Urgent Business
- Reports
  - Chair of the Department
  - Undergraduate Curriculum Committee
  - Budgetary Planning and Physical Resources Planning Committee
  - Research and Graduate Studies Committee
  - Current ad-hoc committees
  - Other Ryerson committees when possible (e.g. Senate, Board of Governors)
  - Faculty and student associations
- Notices and Announcements
- Agenda items submitted as per 4.2.2
- New Business
- Adjournment

## **4.2.4 Quorum**

A quorum for conducting a full Council meeting shall consist of not fewer than 50% of the full membership, with the further requirement that no fewer than 50% of those in attendance be from the faculty membership.

## **4.2.5 Minutes of Meetings**

The Minutes of Council meetings will be circulated within 10 working days following meetings.

## **4.3 Committee Meetings**

### **4.3.1 Attendance at Committee Meetings**

Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.

A committee member may not appoint a voting designate to act in their stead at committee meetings.

#### **4.3.2 Input to Committees**

Matters to be reviewed by committees can come from the following sources:

- Committees will review matters pertaining to their mandates at their own initiative.
- Committees may also be requested by Council to review other matters.
- Any member of Council may request a committee to review a matter. In this situation, the proposal must be submitted in writing (e-mail included) to the committee and must be co-signed by another Council member.

## **5. Procedures**

### **5.1 Procedure for Nomination to Council Office or Standing Committee Positions**

The Chair of Council shall call for nominations annually in early September. Names of the nominees shall be freely available to all members of Council. The Chair will call for nominations from the floor at the first September meeting. If positions remain vacant after the first September meeting, the Chair may request that the Vice-Chair to initiate a second call for nominations or that the respective constituencies appoint members to the committees.

### **5.2 Elections**

The Chair of the Council, with the assistance of the Administrative Assistant, will ensure that the elections are conducted by the appropriate constituencies with adequate advance notice and in a democratic way.

#### **5.2.1 Members of Council**

Election of the members of Council representing the undergraduate and graduate students shall take place at the beginning of the academic year (September). The Chair will oversee

these elections and they will be run by the Ryerson Civil Engineering Student Society, (RCESS) for undergraduate students. Votes will be conducted by secret ballot.

The elections of the other members of Council who are representing specific constituencies such as technical staff will take place annually in September. The Chair will oversee these elections.

### **5.2.2 Officers of Council**

The Officers of Council shall be drawn from the faculty membership. Elections for the Officers of the Council shall take place in the first September meeting of each year. The Department Chair or his designated representative shall oversee the election of the Chair of Council. The new Chair of Council shall oversee the election of the Vice Chair and members of standing committees. The elected officers will take office upon election.

### **5.2.3 Members of Standing Committees**

Members of standing committees shall be drawn from the Council membership, unless otherwise allowed. Elections by the appropriate constituencies shall take place in the first September meeting of each year.

### **5.2.4 Officers of Committees**

Each standing committee will elect a Chair and a Secretary from its membership. The Chair and Secretary must be faculty members of Council.

## **5.4 Vacancies**

The call for an immediate election to fill any vacancy on Council or in committee membership will be conducted by the Chair except as outlined below:

- **Chair**

In the event that the position of Chair becomes vacant, the Vice-Chair shall call the elections and ensure that the elections are conducted in a democratic way.

- **Student Members of Council**

In the event that an undergraduate student is unable to continue membership, the Chair shall instruct the students to elect a replacement for the remainder of the term of office. (as per item 5.2.1)

## 6. Other General Procedural Guidelines

Other general procedural guidelines will be Robert's Rules of Order.

### 6.1 Additional Procedures

- Friendly amendments to motions are permitted. A friendly amendment to a motion is an amendment approved by the mover and seconder of the motion. Friendly amendments are incorporated into the motion without a vote.
- Friendly withdrawals of motions are permitted. A friendly withdrawal of a motion is the withdrawal of a motion approved by the mover and seconder of the motion. Such motions will be withdrawn without a vote.

## 7. Policy Recommendations

### 7.1 Authority

Authority for policy recommendations of Council is explained in Policy 45 of **Academic Policies and Procedures of Ryerson University**.

### 7.2 Decisions of Council

- Decisions of Council will normally be made by a simple majority of the members present and voting (including proxies).
- Substantive issues will require a two-thirds majority of the members voting (including proxies) to pass.
- An issue is defined by Council as substantive when at least one third of the members present and voting declare it to be so.
- Secret ballot may be invoked at the request of any Council member.

### 7.3 Recommendations of Committees

Recommendations of committees shall be approved by Council before being transmitted and/or implemented.

## 8. Guests and Observers

- Guests from inside or outside Ryerson may be invited by members to attend Council meetings as non-voting participants. Notice of presence of all guests must be given in the Agenda.
- All Council meetings are public and open to Observers. Observers do not normally participate in Council discussions but may be allowed to address Council at the discretion of the Chair of Council. Notice of presence of observers is not required.

## 9. Amendments to By-Laws

A notice of motion of proposed by-law changes must be circulated at least two weeks prior to a meeting. Amendments to By-laws require a two-thirds majority vote of the Council members.

## APPENDIX:

### RYERSON UNIVERSITY ACADEMIC POLICIES AND PROCEDURES

## Constitutional Provisions for Department/School Councils

Ref. .: Senate Policy 45

Approval Date: May 6, 1986

Status: CURRENT

Each department/school shall establish a department/school Council to develop and recommend policy relevant to the department/school as it relates to the general policy of the University.

Such Councils shall:

a) include all full-time members of the teaching staff of the department, course supervisors, assistant Chair(s), the Chair, and where applicable one member chosen by and from the sessional and part-time instructors of the department. The department may co-opt additional members. The number of such additional members shall be set out in the by-laws.

b) include a number of elected or appointed students to the ratio of not less than one-third, and not more than one half, of the total of faculty members on the Council. Schools and departments at Ryerson which have no program of study and therefore have no students shall be exempted from this requirement.

c) meet formally at least twice a year as a full Council. A quorum shall consist of not fewer than 50% of the full membership.

d) establish a sub-committee to consider curriculum and course development as it relates to the department/school and may establish such other sub-committees as may be thought necessary. Faculty and student membership on each sub-committee shall reflect the membership proportions for the whole department/ school Council established under paragraph b) above, save in cases where there may be a conflict of interest. In such cases, machinery shall be established, to provide for input of data from the excluded group. Recommendations of sub-committees shall be approved by the department/school Council before being transmitted or implemented.

e) submit their by-laws for the approval of Senate.

A department/school Council may initiate policy recommendations on any matter pertaining to the operation of the department. If such policies have significance and effect only within the department/school, approval by the department/school Council, and by the Chair and Dean, will provide authority for action. Such action will be reported by the Dean to Senate for its information.

If such policies have extra department/school ramifications, they shall be transmitted to the Dean of the Faculty/Division for discussion with the committee of Chairs. If there are no ramifications beyond the Faculty/Division, the matter may be settled there with the approval of the Dean, and shall be reported to the Senate by the Dean for its information. If there are broader ramifications, the recommendation shall be brought to Senate for action.

In the event of a disagreement between a department/school Council and the Dean, or between a department/school Council and its Chair and Dean, the disagreement will be referred by the disputants to the Vice President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action. Should such a dispute have bearing on the academic policy of the University as a whole, the matter shall be reported to Senate upon its resolution.

Note: See related curriculum policies including Ref. No. 7 "Procedures for the Preparation, Submission and Approval of Academic Proposals", Ref. No. 21 "Academic Jurisdiction", Ref. No. 32 "Procedures for Program and Course Curricular Revisions", Ref. No. 33 "Program Balance", Ref. No. 35 "Degree Programs Policy", Ref. No. 112 "The Development, Review and Approval of New Undergraduate Degree Programs", Ref. No. 126 "The Periodic Review and Evaluation of Undergraduate Programs at Ryerson", and Ref. No. 127 "Procedures for Graduate Program Approval".

**Senate Learning and Teaching Committee**  
**Interim Report March 31, 2009**  
**W2009-1**

The Senate Learning and Teaching Committee (SLTC) is pleased to submit an interim report for the period December 2008-March 2009. The SLTC meets on a monthly basis throughout the academic year, has a standing membership of 21 and 11 regular observers. (Please see attached lists of the membership) Interest in monthly meetings of this committee remains high with an average of 25 persons attending each of the eight scheduled monthly meetings.

The SLTC meets to discuss and debate issues related to teaching and learning and to make recommendations to Senate or other appropriate bodies across the university. Specific changes mentioned in the last report were related to a new committee structure and the use of Blackboard to support information exchange. The following is a brief summary of the existing committees and foci.

**Inclusive Learning Environment**

In collaboration with the Interpersonal Skills Teaching Centre Simulation Program, the committee has created a unique simulation that addresses many issues related to inclusivity in the classroom. The simulation was previewed by many members of the Senate Learning and Teaching Committee and will be highlighted at the Faculty Conference in May.

**Academic Integrity**

New on-line services for faculty and students have been developed to promote academic integrity. Ryerson is also part of a multi-university collaborative project to develop on-line discipline specific modules to be used to assist in the promotion of academic integrity. A survey has been distributed to faculty to evaluate the current processes of the Academic Integrity Office. The committee supported the institution of an Academic Integrity Council which was passed by Senate, and has established a process for the selection of the Council's membership.

**Academic Writing and Language Proficiency**

This is a new committee that was developed to address the many challenges that students have in relation to writing and language proficiency and the supports being offered to support student success. The committee is currently working to fully develop its mandate.

**Information Literacy**

This committee was created in November 2008. *Information literacy* is a lifelong learning skill that is critical to student success. It refers to the ability of the individual to recognize the type of information needed, access the information efficiently and effectively, evaluate the information critically and use the retrieved information appropriately and ethically. The goal of the committee is to promote greater integration of information literacy skills into the classroom. It is currently identifying best practices and successful activities and has developed a faculty survey to better identify key partners and programs.

**Experiential Learning**

This new committee was struck in December 2008 and is currently working on the development of a model of the experiential learning cycle for Ryerson and the development of a model for reflective practice.

### **Ethical and Effective Use of Technology**

Meetings of this committee have this year been temporarily suspended since a Committee on Technological Change in an Academic Context has been created at the request of the Provost. This university wide committee is co-chaired by Stephen Hawkins (CCS) and Beth Swart (FCS). Three members of the Senate Learning and Teaching Committee sit on this new committee.

### **Respectful and Civil Learning**

Due to changes in membership, this committee's work has been suspended. The SLTC will determine whether this committee should be continued next year.

The mandate of the SLTC is to keep informed about new developments at Ryerson that affect the teaching and learning environment. The committee has been asked to provide feedback related to the new GPA policy, the revised Faculty Course Survey, the proposed TA/GA award, the Academic Integrity Survey, and the Academic Integrity Council. The committee had had presentations about Service Learning, the Experiential Learning office, the implementation of the use of clickers in the classroom, and the new structure of Student Services. In each instance the committee members have been able to question and respond to the presentations with a view to clarifying information, providing feedback, and offering recommendations. Consistent with the overall review of standing committees of the Senate, the SLTC is currently conducting a review of its terms of reference, membership, and meeting format.

In October 2008 the committee bid farewell to one of its long standing members, Marion Creery. Marion had served on this committee since its inception in the early 1990s.

The Senate Learning and Teaching Committee welcomes the Senate's response to the following issues:

1. The committees listed above indicate the issues that the SLTC considers priorities. Are there other teaching and learning issues that Senate believes should be considered?
2. How can we foster better communication between the SLTC and the wider community?

A complete report of the committee activities will be provided in November, 2009.

Respectfully submitted,

Michael Dewson, Vice Provost, Faculty Affairs  
Chair for the Committee

## SENATE LEARNING & TEACHING COMMITTEE MEMBERSHIP

2007-2008			2008-2009	
	NAME	DEPARTMENT/SCHOOL	NAME	DEPARTMENT/SCHOOL
Vice Provost, Faculty Affairs (Chair)	Michael Dewson		Michael Dewson	
Vice Provost, Students	Zouheir Fawaz		Heather Lane Vetere	
Learning & Teaching Director	Judy Britnell	(non-voting)	Judy Britnell	(non-voting)
Librarian	Don Kinder		Don Kinder	
Student Services	Marion Creery		Tanya Lewis	
Student Services	Gretchen Bingham		Gretchen Bingham	
Secretary of Academic Council	Diane Schulman	(non-voting)	Diane Schulman	(non-voting)
Digital Media Projects Office	Restiani Andriati		Restiani Andriati	
			Matt Justice	
<b>FACULTY ASSOCIATES</b>				
Arts	Vappu Tyyskä	Sociology	Maureen Reed	Psychology
Business	Frances Gunn	Retail	Frances Gunn	Business
Communication & Design	Gillian Mothersill	Ass. Dean, FCAD	Lila Pine	Image Arts
Community Services	Elaine Frankel	ECE	Elaine Frankel	Early Childhood Education
Engineering, Architecture and Science	Raj Nagendra	Computer Science	Raj Nagendra	Computer Science
Continuing Education	Linda Kowal	The Chang School	Linda Kowal	The Chang School
<b>STUDENTS</b>				
Arts	Amandeep Malhi	Arts & Contemporary Studies	Christopher Wright	Arts & Contemp. Studies
Business	Sayed Mahmood	Retail Management	Arzan Bharucha	Business Management
Communication & Design			TBD	
Community Services	Maame Twum-Barima	Nursing	Katherine Mckay	Social Work
Engineering, Architecture & Science	Samih Abdelgadir	Electrical Engineering	James Larcombe	Computer Science
Graduate Studies	Omar Falou	Computer Engineering	TBD	
Continuing Education	Jean Tong		Hennessey Don Mwendwa	Continuing Education (Public Administration)
<b>OBSERVERS</b>				
	Donna Bell	Academic Integrity Officer	Donna Bell	Academic Integrity Officer
	Matt Feagan	TA/GA Coordinator, LTO	Chris Cachia	TA/GA Coordinator, LTO
			Matt Feagan	PhD Liaison, LTO
	Gosha Zywno	LTO Faculty Associate, Electrical Engineering	Gosha Zywno	LTO Faculty Associate, Electrical Engineering
	Anne Johnson	Engineering, Chemistry		
	Rona Abramovitch	Outreach and Access	Rona Abramovitch	Outreach and Access
	Maureen Reed	Psychology		
	Diana Brecher	Student Counseling		
			Tony Conte	Office of the Vice Provost, Students
	Tetyana Antimirova	Physics	Tetyana Antimirova	Physics
	Katherine Penny	Experiential Learning	Katherine Penny	Experiential Learning
	Lucie Moussu	Writing Centre	Lucie Moussu	Writing Centre
	Robert Roseberry	English Language Support	Robert Roseberry	English Language Support
	Dalia Hanna	Recording Secretary, LTO	Joana Londoño	Recording Secretary, LTO

\*  Indicates change of member

# REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2009–2; March 2009

In this report Academic Standards Committee (ASC) brings its evaluation and recommendation on the following two items:

- **Section A** presents the periodic program review of the following programs:
  - Occupational and Public Health;
  - International Economics and Finance;
  - Disability Studies.
  
- **Section B** presents proposals by the G. Raymond Chang School of Continuing Education which include new certificates in:
  - Criminology and Criminal Justice;
  - Advanced Neuroscience-Stroke Care.

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

## SECTION A: PERIODIC PROGRAM REVIEWS

The following review has been completed in accordance with Senate Policy #126, The Periodic Review and Evaluation of Undergraduate Programs at Ryerson.

### *1. Occupational and Public Health*

#### **Program Description**

The genesis of the *Occupational and Public Health* (OPHe) program at Ryerson can be traced back to 1960 when Ryerson Institute of Technology began offering a one-year certificate program in Public Health Inspection. In 1979, the Department of Public Health Inspection, as it was called at the time, began offering a certificate program in Occupational Health and Safety and received approval to establish a four-year degree program in Public Health. Occupational Health and Safety was introduced as a four-year degree option in 1991. The present academic home of the program is the School of Occupational and Public Health (SOPHe) in the Faculty of Community Services. The School currently offers a 4-year program and a 2-year post baccalaureate program, both with options in Public Health and Safety (PHS) and Occupational Health and Safety (OHS). Upon successful completion of these programs graduates receive the Bachelor of Applied Science (Occupational and Public Health) degree. The School also offers a co-operative education option, which provides students with 20 months of work experience integrated into their academic studies.

The PHS option is accredited by the Board of Certification of the Canadian Institute of Public Health Inspectors (CIPHI) and the School is renowned as an academic leader in the environmental field. Currently, Ryerson is one of five institutions<sup>1</sup> which provide accredited PHS programs. Demand for graduates comes from across Canada. Regional and provincial health agencies continue to be major employers, but significant numbers of graduates establish careers with either public agencies or private companies.

The OHS option is unique in Canada. It equips graduates for careers in Occupational Health and Safety, and positions may be found in public, private and service organizations throughout Canada. Graduates may choose to pursue registration as a Registered Occupational Hygienist through further examinations of the Canadian Registration Board of Occupational Hygienists, or to apply for certification as a Canadian Registered Safety Professional through the Canadian Association of Registered Safety Professionals.

The School also offers, in partnership with the G. Raymond Chang School of Continuing Education, certificate programs in *Advanced Safety Management*, *Environmental Public Health Leadership* and *Occupational Health and Safety* to industry professionals who wish to upgrade their skills and knowledge.

The mission of the School is to be *a demonstrated leader in injury and disease prevention education and to produce graduates who are successful and influential industry leaders committed to protecting and promoting the health of people and their communities by anticipation and preventing diseases and injuries due to biological, physical, chemical or other hazards*. In its mission statement the School also expresses its commitment *to excellence in teaching, relevance of curriculum, quality of scholarship, research and creative activities, lifelong learning and service to the community*.

With approximately 174 new students<sup>2</sup> admitted every year and a total enrollment of 475 students, SOPHe delivers one of the largest undergraduate OHS/PHS programs in North America.

### **The Curriculum:**

SOPHe supports the advancement of knowledge and research in the fields of occupational health and safety, and public health. The School delivers a theoretical and practical curriculum aimed at preparing graduates for professional careers. A science-based curriculum is augmented by complimentary courses in communication, business, social sciences and the humanities.

The program consists of a 45 courses (Ryerson calendar, 2008/2009, pp. 312–326). Both program options include 32 professional (30 required and 2 elective), 7 professionally-related (OHS: all required, PHS: 6 required and 1 elective) and 6 liberal studies courses. The curriculum of the OHS option requires a total of 146.5 hours of instruction. Professional courses include

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<sup>1</sup> Ryerson University, British Columbia Institute of Technology, Concordia University College of Alberta, Cape Breton University, First Nations University of Canada offer programs accredited by CIPHI.

<sup>2</sup> For Fall 2008, the School admitted 96 students into the 4-year program (OHS: 42 students, PHS: 54 students) and 78 students into the post baccalaureate program (OHS: 24 students and PHS: 54 Students).

104 hours of instruction corresponding to 71 percent of the total program hours and professionally-related courses represent 24.5 instruction hours corresponding to 17 percent of the total program hours. The curriculum of the PHS option requires a total of 141.5 hours of instruction. Professional courses include 99 hours of instruction corresponding to 70 percent of the total program hours and professionally-related courses represent 24.5 instruction hours corresponding to 17 percent of the total program hours. The first 2 semesters in both program options are common. The two options further share a total of 15 (10 professional, 1 professionally-related and 4 liberal studies) courses in Semesters 3–8.

The 2-year post baccalaureate program offers options in OPH and PHS and requires two years of full-time study. Students in the post baccalaureate program complete a total of 29 (all required professional) courses; they may apply for up to seven transfer credits based on their previous university studies.

### **Admission Requirements:**

- **4-year program:** Applicants require an Ontario Secondary School Diploma with six Grade 12 U/M course credits, including Grade 12 U English (minimum grade of 60 percent or higher) and one of Grade 12 U Chemistry (SCH4U) or Grade 12 U Biology (SBI4U). Students are encouraged to select Grade 12 U Physics, a Grade 12 U Mathematics course and the remaining courses from Grade 12 U Biology/Chemistry.
- **2-year post baccalaureate program:** Admissions requirements include completion of a bachelor's degree from an accredited university including a minimum of three liberal studies (liberal arts and sciences) courses.

### **The Program Review**

The review provides comprehensive information about the program and the School, including student data, student and graduate surveys, observations gathered from focus groups and a comparator review. The Peer Review Team<sup>3</sup> (PRT) report and the School's response to the PRT report provide further insight into the program.

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

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

#### **Strengths:**

- **Recognition:** As the oldest and largest accredited public health school in Canada, SOPHe is widely respected and is known to be an authority and leader in environmental public health education. The School also offers the only full-time occupational health and safety degree program in Canada. The public health option has been accredited by the Canadian Institute

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<sup>3</sup> Members of the PRT were Profs. R. Wells (University of Waterloo) and M. Griffiths (University of Guelph).

of Public Health Inspectors, and the occupational health and safety curriculum is deemed equivalent to educational requirements of the Board of Canadian Registered Safety Professionals.

- **Faculty Actively Engaged in Professional Associations:** The OHS program option has been in operation for over ten years, and builds upon over thirty years of successful delivery of the occupational health and safety certificate program. Occupational health and safety faculty members within SOPHe are considered to be leaders in their disciplines across Canada, and their advice and expertise is continually sought after. Faculty members are actively engaged in their professional associations. As occupational health and safety is an emerging profession, ten years of developing and delivering the program has allowed the School and its faculty to play a key role in shaping the profession.
- **Two-year post baccalaureate program:** The 2-year post baccalaureate program with OHS and PHS options is unique in Canada. The program produces well-rounded graduates who can couple their undergraduate degrees into many different career options. Students in the 2-year program tend to be highly focused and dedicated to their studies. With their maturity, and prior educational/professional experiences, they bring a unique perspective to the classroom.

#### Weaknesses:

- **Student Recruitment:** Although SOPHe has the distinction of offering the only full time degree program in occupational health and safety in Canada as well as being the oldest and largest of the five nationally accredited public health programs, this does not translate into a large number of applications from high school students. For the Fall 2007 admission cycle, 64 per cent of first-year registrants came directly from high school. With limited promotion of public health and occupational health and safety professions, many potential applicants are unaware that these professions exist. The biggest challenge for SOPHe has been to relay career information to prospective students.
- **Faculty Complement:** SOPHe has a complement of 7.5 RFA faculty (four Mode-I—one faculty member is cross-appointed with the School of Urban and Regional Planning—and four Mode-II) and 11 CUPE instructors. The RFA complement has not increased since the last program review. As a result, the RFA faculty take on increasingly more administrative and service tasks in the School, a situation that has hindered the development of graduate programs and limited SRC activity.
- **Curriculum:** The curriculum consists of 45 courses with limited number of professional electives. While the School intends to reduce the number of courses and eliminate curricular overlap, the School also foresees the need to introduce courses on emerging issues that are quickly becoming required material. However, the small number of RFA faculty find it a challenge to allocate sufficient resources to develop a revised and streamlined curriculum.
- **Space and Infrastructure:** The School is currently located on the west side of the second floor of the POD building. In addition, the School operates three laboratories and one preparation room in the first floor of Kerr Hall South. The School is concerned about limited

space and aging equipment in its undergraduate laboratories which may adversely affect the program quality.

### Developmental Plan:

As part of the periodic program review process the School considered program strengths, weaknesses, opportunities and challenges, as well as the program's context, mission and goals. The School then responded to observed strengths and weaknesses and has a developmental plan in place to address others. The plan addresses specific issues faced by the School in the near future, and sets specific goals and objectives to help strengthen the program in several areas. The development plan identifies Student Recruitment, Curriculum/Academic Quality, SRC Activities and Capital Upgrading as the main development areas:

- **Student Recruitment:** As part of its on-going efforts to increase the number of qualified applicants from high schools and to increase the public profile of occupational safety and public health professions, the School has identified a multi-pronged approach. In particular, the School in collaboration with the Ryerson Undergraduate Admissions Office is developing multimedia information material on occupational health and safety, and public health professions which will highlight recent current events, e.g. the West Nile virus and SARS epidemic. The School will disseminate promotional packages to targeted guidance counselors and science teachers in a pilot study. The School also intends to work with University Advancement to strengthen its alumni associations and further engage its alumni in recruitment activities.
- **Curriculum:** As part of its development plan, SOPHe intends to review the content of its program courses. The objective of this initiative will be elimination of curricular overlap and redundancy to streamline the curricula of both program options. The School will also explore how it can introduce courses in emerging topics so that program students will continue to graduate with the up-to-date knowledge expected from a premier OPHe program. In addition, SOPHe will continue to develop and deliver its certificate programs including the recently introduced Certificate in Environmental Public Health Leadership. Its certificate programs reflect the School's on-going commitment to professional development of public health inspectors and occupational health professionals.
- **SRC Activities:** SOPHe is currently in the process of developing an SRC plan. To further enhance the SRC output of its faculty, the School is encouraging faculty members to develop their individual/group SRC plans. The School continuously seeks and disseminates grant and funding opportunities to SRC active faculty. SOPHe is also actively pursuing partnerships with other Ryerson schools and departments, other academic institutions and professional bodies and associations for collaborative research opportunities. One of the objectives of the School is to engage upper year students in research activities supervised by faculty and to incorporate this type of experience into the curriculum/field project.
- **Capital Upgrading:** The School has initiated discussions with administration to identify suitable space for the School that can accommodate RFA and CUPE faculty while providing additional office and meeting space. The School is also pursuing opportunities with sponsors to upgrade and enhance laboratory equipment and facilities.

## ASC Evaluation

ASC's assessment of the Occupational and Public Health program and its recommendations regarding the program are as follows:

- **Program/School Identity:** The School of Occupational and Public Health offers an undergraduate program with options in Public Health and Safety and Occupational Health and Safety. The program has two distinct entry points. Students can either enter the 4-year program or the 2-year post baccalaureate program if they have an undergraduate degree from an accredited university. This structure allows students with varying academic backgrounds to earn a Bachelor and Applied Science degree in occupational and public health. The 2-year program students bring a new perspective to the classroom as they share their experience from previous studies and/or work with students in the 4-year program.

The School is known to be the leader in environmental public health education. SOPHe also offers the only full-time occupational health and safety degree program in Canada. The School and its faculty have established close links with the profession and professional organizations. Faculty members from the School serve in prominent positions in professional bodies and associations. These linkages directly benefit program students as faculty can easily integrate emerging issues into their lectures. *ASC commends the School for its leadership in development and delivery of occupational health and safety, and public health programs.*

- **Curriculum and Curriculum Structure:** The 4-year program consists of 45 courses, and the 2-year post-baccalaureate program consists of 29 courses (which are mostly the required professional courses from the 4-year program). The two program options, OHS and PHS, are based on a common foundation year; they further share a total of 15 courses in the final three years of the program. In its Development Plan, the School expressed its intent “*to review the content of program courses ... with the objective to eliminate curricular overlap, elimination of redundancy and an overall streamlining of the curricula of both program options.*” The PRT found the course load too high and recommended reducing the number of courses in both program options. The PRT also commented on the common content that can be potentially shared between the two program options. ASC concurs with the School's self-assessment and the PRT's views regarding the curriculum. In view of the low faculty complement (which results in higher teaching loads and reliance on CUPE instructors for the delivery of the curriculum), a streamlined curriculum may allow a more efficient delivery of the program. Furthermore, a revised curriculum with fewer courses may allow room for professional electives, which would introduce students to emerging topics. Also, a streamlined curriculum for the 4-year program will indirectly reduce the number of courses in the 2-year program. Currently, students in the 2-year program with 29 required courses find it a challenge to complete the program in only two years. *ASC recommends that the School develop a revised curriculum with fewer courses, increased shared curricular structure, and additional professional electives.*
- **Resources:** The Development Plan submitted as part of the previous program review identified space and infrastructure needs as a high priority development issue. The current Development Plan also indicates that the School continues in its pursuit of opportunities to

upgrade its laboratories and equipment. The PRT report also comments that “*the School is severely impacted by a lack of appropriate infrastructure*” and recommends a review of the allocation of space and resources that are available to the program. In addition, the School’s RFA faculty complement is low; consequently, the School relies on CUPE instructors (many of which are excellent long-term CUPE instructors) for the delivery of the curriculum. These issues are significant and if they are not addressed, they can adversely affect the School as well as the quality and reputation of its program. ***ASC recommends that the School work with the Dean of Faculty of Community Services and the Provost and the Vice President Academic to establish an action plan that will allow the School to address these issues in a timely and effective manner.***

- **Societal Demand:** SOPHe offers the only full-time university-based degree program in occupational health and safety, and one of the oldest accredited public health programs in Canada. The School is renowned for the rigor and quality of its programs. Yet, the School continues to attract only a limited number of applications. This phenomenon is in part due to relative obscurity of the occupational health and safety and public health professions, particularly among high school students. In its Development Plan, SOPHe outlined collaborative initiatives aimed to heighten the public profile of the public health and occupational health and safety professions and to promote them as exciting career choices to prospective applicants. These are indeed steps in the right direction. To reach a wider audience, the School may also consider promoting its well-deserved environmental credentials and publicize how environmental issues are reflected in its curriculum. SOPHe may also work with other science-oriented programs at Ryerson to present the OHS and PHS program options as potential transfer paths. ***ASC recommends that SOPHe continue in its collaborative efforts with professional associations to raise the public profile of the occupational health and safety and public health professions, and to work with Ryerson Undergraduate Admissions Office to promote these professions to high school students as viable career options.***

## **Follow-up Report**

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of Faculty of Community Services and the Provost and Vice President Academic by the end of June 2010.

## **Recommendation**

Having determined that the program review of the *Occupational and Public Health* program administered by the School of Occupational and Public Health satisfies the relevant policy and procedural requirements, Academic Standards Committee recommends:

*That Senate approve the periodic program review of the Occupational and Public Health program with the recommendations listed in the ASC Evaluation section.*

## ***2. International Economics and Finance***

## Program Description

The *International Economics and Finance* program administered by the Department of Economics was one of the first full-time undergraduate degree programs offered by the Faculty of Arts. Successful completion of the program leads to a Bachelor of Arts (International Economics and Finance) degree.

The *International Economics* program, as it was known at the time, admitted its inaugural class of 50 students in Fall 2000. In 2004 the program and the degree names were changed to *International Economics and Finance* to better reflect the true nature of the curriculum. The program is unique in Canada in its emphasis on international economics and finance; it prepares students for careers in organizations as well as in national and international financial institutions.

The Department of Economics is a complex academic unit. In addition to its undergraduate degree program, the Department; delivers a masters level graduate program in *International Economics and Finance*, which commenced in September 2005. The Department offers a large number of required and elective professionally-related courses to programs in *all* Ryerson Faculties; offers an *Economics Minor*; delivers liberal studies courses; and collaborates with the Ted Rogers School of Management in the delivery of the *Economics and Management Science Major*. The Department also delivers, in partnership with the G. Raymond Chang School of Continuing Education, certificate programs in *Economics, Introductory International Economics, Microeconomic Theory and Policy, Macroeconomic Theory and Policy, Industrial Organization and Policy*, and *Quantitative Economics*.

The mission of the Department is to deliver innovative undergraduate and graduate programs in international economics and finance that nurture students' ability to think critically and adapt to the accelerating pace of change in an evolving global economy. The Department aims to provide a balance between theory and application, while preparing students for graduate studies and careers in the business world. In its mission statement the Department also expresses its commitment to providing current and relevant professionally related courses and Minors, as well as liberal studies education that reflects a diverse range of issues from the traditional concerns of the discipline to new, emerging areas of study.

The Department admits approximately 70 new students<sup>4</sup> every year and has a total enrollment of 185 undergraduate students, 35 graduate students (25 full-time and 10 part-time).

### The Curriculum:

The *International Economics and Finance* program combines the theoretical aspects of economics and quantitative methods with the practical skills and social awareness needed for effective application of this knowledge. It is the only economics degree of its kind in Canada—combining a formal internship with an international focus.

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<sup>4</sup> For Fall 2006, the School admitted a total of 71 students to the program; of these 36 students entered directly from high school (OUAC 101 category), 6 students transferred from other Ryerson programs and 29 students had other academic background (OUAC 105 category).

The program consists of 41 courses (Ryerson calendar, 2008/2009, pp. 128–136) with 24 professional (20 required and 4 elective), 11 professionally-related (7 required and 4 elective) and 6 liberal studies courses. The curriculum requires a total of 123 hours of instruction. Professional courses include 72 hours of instruction corresponding to 59 percent of the total program hours and professionally-related courses represent 33 instruction hours corresponding to 27 percent of the total program hours. The curriculum also includes two language courses (French or Spanish). All students in the program are required to participate in a 3-month long internship after the completion of the third year.

### **Admission Requirements:**

Applicants to the program require an Ontario Secondary School Diploma with six Grade 12 U/M course credits, including English and one of Grade 12 U Geometry and Discrete Mathematics (MGA4U) or Advanced Functions and Introductory Calculus (MCB4U) or Mathematics of Data Management (MDM4U) with a minimum grade of 60 percent in each of these subjects.

### **The Program Review**

The review provides comprehensive information about the program and the School, including student data, student and graduate surveys, observations gathered from focus groups and a comparator review. The Peer Review Team<sup>5</sup> (PRT) report and the School's response to the PRT report provide further insight into the program.

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

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

#### **Strengths:**

- **Faculty:** One of the key strengths of the Department is its faculty. The Department has an RFA complement of 18 full-time faculty (17 tenured/tenure-track and 1 LTF). Since many faculty members have been hired since 2000, all tenured/tenure-track faculty members, except one, are Mode-II. There is a high level of expertise in a broad range of knowledge areas including macroeconomics, international trade, econometrics and the environment. Faculty members are committed to the objectives of the program, its curriculum and the importance of teaching effectiveness.
- **Curriculum:** The second critical strength of the program is its curriculum. The curriculum includes a required final-year course in which students undertake an independent research project. In the view of the PRT, the undergraduate project course “*provides students with good practice in writing, and a coherent piece of analysis that demonstrates their abilities to prospective employers.*” One of the unique characteristics of the program is the mandatory internship. During their internship placements, students deepen their understanding of real world opportunities and challenges, and refine their career goals.

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<sup>5</sup> Members of the PRT were Profs. M. Faig (University of Toronto) and K.C. Lo (York University).

- **Learning Environment:** The Department strives to maintain an open, accessible and flexible relationship with students. Strong interaction between faculty and students in their course work, in particular during their final year projects/theses, create an engaging learning environment. Many students have the opportunity to work in the Department as research assistants, teaching assistants, marker/graders, or tutorial leaders. The Department regularly organizes student-oriented events such as graduation receptions, seminars, awards night, and alumni nights. These initiatives create a culture where participation is encouraged and students establish precious long-term connections with their classmates, faculty, the Department and the University.

#### Weaknesses:

- **Student Retention:** In its analysis of performance indicators pertaining to the program and its students, the Department has observed that student retention and graduation rates can be further improved. In its development plan, the Department has identified this issue as a priority and is in the process of implementing short- and long-term measures aimed to improve student retention and graduation rates.
- **Curriculum:** At the time when the Department was conducting this program review, the program was based on the “old” curriculum, which did not include any professional electives and provided limited preparation in foundation years for the analytic rigor of upper-level economics courses. The Department has introduced a “new” curriculum in Fall 2008 which is being phased-in and addresses all the deficiencies of the old curriculum identified during this program review process.
- **Student Services:** While the Department, its faculty and staff have been successful in creating an engaging learning environment, student and graduate surveys indicate a desire for more effective academic advising and guidance. The Department has also identified lack of study/work space for undergraduate and graduate students within the Department as a limiting factor towards creating an engaging environment.

#### Developmental Plan:

As part of the periodic program review process the Department considered program strengths, weaknesses, opportunities and challenges, as well as the program’s context, mission and goals. The Department created a developmental plan that addresses not only the weaknesses identified in the self study but also seeks to improve the program even in areas where there are no explicit concerns. The development plan identifies Student Success and Engagement, Curriculum and Faculty/Human Resources as the main development areas:

- **Student Success and Engagement:** As part of its on-going effort to improve student success, the Department has identified the recruitment of qualified applicants from high schools as a high priority. Towards this objective, the Department intends to implement strategies to attract the best students, including the development of extensive web resources and the delivery of enhanced information sessions. Other initiatives targeting in-program students aim to ease students’ transition to the university environment through academic

guidance. In particular, the Department will improve orientation for first year students and create information sessions for students in each year of the program. These information sessions will highlight academic expectations of that year, outline how courses are related to overall program structure, and will notify students of the resources available to them. The Department will identify program courses that are academically most challenging, assess the reasons why students experience problems in these courses, and propose solutions including curricular revisions as needed. The Department will also increase support to probationary students, including monitoring of progress throughout the academic year and expanding the “early intervention” program for first-year students with academic problems.

- **Curriculum:** The program review indicated that, while the learning objectives of the program are current and appropriate, the curriculum did not fully meet some objectives. Both the PRT report and survey results point out that curricular choice, which likely affects student success and engagement, is limited and should be expanded. In response, the Department initiated an immediate review of content, delivery and structure of program curriculum and courses. The outcome of this review was the “new” curriculum introduced in Fall 2008. The new curriculum aims to improve program content, student performance, retention and engagement, and increase student choice. The new curriculum includes a new first-year mathematics course, which will introduce program students to mathematical tools they need to analyze and solve economics problems. The new curriculum also allows students to select four professional electives. This revision will allow students to structure their program based on their interests and is therefore expected to enhance student engagement, particularly in the upper years of the program.
- **Faculty:** While the faculty members in the Department are highly committed to teaching excellence and research productivity, increasing enrollment in economics courses as well as the recently established graduate program have resulted in increased workload and placed strain on the delivery of the undergraduate program. The Department also identified areas of professional expertise such as economic development and international trade, which are not adequately covered by the research interests and/or specializations of its current faculty. In response, the Department is developing a strategic hiring plan, which will integrate the new workload norms and address the gaps in professional expertise.

## ASC Evaluation

The undergraduate and the graduate programs in *International Economics and Finance* are relatively young—the undergraduate program started in Fall 2000 and the graduate program accepted its first students in Fall 2005. Yet during this short time, the Department has established a well-deserved reputation for having a highly committed faculty who offer unique programs both at the undergraduate and graduate levels.

Since the inception of the undergraduate program, the Department has hired several new faculty members. The current complement of 18 full-time faculty have successfully created a strong research program and established an inviting, participatory learning environment. Indeed,

faculty members' commitment to the programs, to the delivery of their curricula and to program students is commendable.

The Department and its teaching obligations are complex; it is one of few academic units at Ryerson—if not the only one—with its own programs that also offers certificate programs, a Minor, liberal studies courses, and professionally-related courses, both required and elective, to other programs in *all* Ryerson Faculties. Many of these professionally-related courses have high enrolment, e.g. ECN 104 Introductory Microeconomics and ECN 204 Introductory Macroeconomics courses given to all students in the Ted Rogers School of Business Management, ECN 801 Principles of Engineering Economics given to all engineering students. The teaching workload resulting from the Department's obligation to deliver its own programs together with the professionally-related and liberal studies courses is extensive and results in high student-to-faculty ratios relative to Faculty of Arts and the University. The strategic hiring plan that the Department has been preparing as part of its development plan takes into account the new workload norms and the gaps in faculty expertise. Its implementation will allow the Department to address this important issue.

## **Follow-up Report**

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of Faculty of Arts and the Provost and Vice President Academic by the end of June 2010.

## **Recommendation**

Having determined that the program review of the *International Economics and Finance* program administered by the Department of Economics satisfies the relevant policy and procedural requirements, Academic Standards Committee recommends:

*That Senate approve the periodic program review of the International Economics and Finance program.*

## ***3. Disability Studies***

### **Program Description**

The *Disability Studies* program is a part-time, post-diploma degree completion program. It delivers university education to students with either a college diploma in the disability field or other related post-secondary academic credentials and work experience. Successful completion of the program leads to a Bachelor of Arts (Disability Studies).

The School of Disability Studies, which is in the Faculty of Community Services (FCS), was established in 1999, when it admitted its first class of 25 students. The first cohort graduated in 2003. The School also delivers a *Minor in Disability Studies*, which is available to most programs in FCS.

The program is designed to ensure that graduates can conceptualize disability and assess its consequences from a range of perspectives. The program's strong emphasis on advocacy and social action allows students to engage with policy and practice innovation in the area of disability as well as mental health, aging, gender, education, health care, criminal justice, poverty and children/youth issues. The curriculum creates an increased awareness of the socio-political context of disability and enables the students to apply this perspective to the development of a wide range of skills.

The School currently has four faculty members. During the 2007/2008 academic year, the School admitted 67 new students and the program has a total enrolment of 62 fiscal full-time equivalent students.

### **The Curriculum:**

The *Disability Studies* program is offered only on a part-time basis and consists of the equivalent of approximately four semesters of full-time course work. Core courses cover a variety of topics including disability theory, policy, community building, advocacy, empowering practices, access and technology, leadership, research methods, ethics, and media representation. Through elective courses, students can pursue subjects such as politics, human services management, crisis intervention, homelessness, ethnic diversity, gender and sexuality, and urban geography. The program does not limit itself to particular disabilities. However, students with an interest in a specific disability or issue, e.g. employment, have the opportunity to focus on this interest in different courses as well as in the applied community project/thesis course.

The program consists of a 23 courses (Ryerson Part-Time Undergraduate Calendar, 2008/2009, pp. 106–111) with 12 professional (10 required and 2 elective), 7 professionally-related (2 required and 5 elective) and 4 liberal studies courses. The curriculum requires a total of 69 hours of instruction. Professional courses include 36 hours of instruction corresponding to 52 percent of the total program hours and professionally-related courses represent 21 instruction hours corresponding to 30 percent of the total program hours. Students, who do not have the equivalent of two years of full-time related work/advocacy experience at the time of admission or who have not acquired such experience during their studies, are also required to complete the year-long practicum course DST 80A/B.

## Admission Requirements:

Applicants to the program must have an Ontario College of Applied Arts and Technology diploma from either a Developmental Services Worker program or other disability related program with a concentration in the area of disability. The applicant must have earned at least a B+ average in their diploma program which must include a one-year (or equivalent) introductory university-level humanities or social science course or equivalent. Applicants must also have two years (or equivalent) related work/advocacy experience.

## The Program Review

The review provides comprehensive information about the program and the School, including student data, student and graduate surveys, observations gathered from focus groups and a comparator review. The Peer Review Team<sup>6</sup> (PRT) report and the School's response to the PRT report provide further insight into the program.

## Assessment of Strengths and Weaknesses

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

### Strengths:

- **Ties with the Disability Community:** Since its inception the School and its members have established and nurtured strong links with the disability community. Faculty, students, adjunct professors, advisory council members and the School's SRC collaborators are rooted in many of the organizations and agencies providing disability-related services, advocacy work and social policy. These connections raise the public profile of the School and the program: members of the School speak at conferences organized by international disability advocacy organizations, at academic conferences and in local consumer-run groups. Faculty members sit on national boards of disability organizations and are engaged in research with the Council of Canadians with Disabilities and the Canadian Association of Independent Living Centres.
- **Flexible Curriculum Delivery:** A major strength of the *Disability Studies* program is its flexible delivery format which has been designed to meet the needs of distance and adult learners through a combination of on-line and on-site courses. All required courses are delivered either as intensive on-site courses, which typically extend over a period of two weeks, or through distance education. Some of the required courses are also available in traditional once-a-week class format.
- **SRC:** Faculty members in the School of Disability Studies have established strong research programs. They hold numerous internally and externally funded grants which support their

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<sup>6</sup> Members of the PRT were Profs. D. Mitchell (Temple University) and J. Mosoff (University of British Columbia).

research activities and allow them to hire research personnel. Faculty members recognize that collaborative research is an integral and fundamental part of the School's SRC plan. Over the years, the School and its faculty have established and participated in many interdisciplinary research projects with collaboration across schools/departments, Faculties and universities. The *Ryerson–RBC Foundation Institute<sup>7</sup> for Disability Studies Research and Education* functions as a research and education hub, engaging community experts, activists, scholars and practitioners in enriching faculty and student experiences related to disability studies.

#### Weaknesses:

- **Student Success:** Students registered in the *Disability Studies* program are all part-time students many of whom have to balance work, family and academic life. These characteristics have the potential to limit students' success in the program. The School recognizes the need to develop a strategy to monitor students' academic performance so that faculty and staff can follow up with those whose academic standings may be at risk.
- **Career Advising:** Student surveys and focus groups have identified career advising as an area that could be further strengthened. Survey results indicate that many students are unclear about career options available upon graduation. Many students, who are employed during their studies, enhance their careers through promotions and transfers as they progress through the program. Other students hope that their degree will ensure greater advancement. These students need career guidance regarding post-graduate education and employment opportunities. Enhanced career guidance may also allow the School to attract more students to the program as potential applicants understand how their career options can be widened with greater education.
- **Curriculum:** The School sees the evolution of the curriculum as a means to meet the changing nature of students, the broader community and the field of disability studies. Students and faculty have identified a number of curriculum content areas that would enhance current offerings, such as disability and human rights, disability arts and culture. The program review process has resulted in faculty recognizing the challenge in helping students make the link between what they do at work and the theoretical concepts they are exposed in program courses. As a result, the School believes that its curricular review needs to examine the place of theory in the program, and how students are introduced to various theories and how these inform or are informed by practice.

#### Developmental Plan:

The School's developmental plan sets specific goals to help strengthen the School and the program in several areas.

- **Support Academic Success and Retention:** In response to student surveys and feedback, the School has been working on sample curriculum plans and cohort pathways that will guide students through the curriculum and show how they can complete their studies in anywhere from 3.5 to 6 years. The School also intends to use its newly developed student database to

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<sup>7</sup> The Institute was established in 2001 with contributions from the RBC Foundation and Ryerson University.

develop an academic performance tracking system. The objective of such a system will be to alert the School to students who are on probation, who take an overload of courses, and to monitor in which sequence students take their professional and, in particular, their capstone courses. The School will seek additional resources to extend the highly successful student engagement/student mentor position.

- **Strengthen Career Planning:** In response to the students' recommendation to strengthen career advising, the School has been devising a plan to enhance the effectiveness of career related information it provides to its students. In particular, the School is considering appointing individual faculty members as resource persons for specific post-graduate career paths. Since the majority of students in the *Disability Studies* program are interested in pursuing teaching careers, the School intends to pay particular attention to developing a study plan for entry to education programs. The School will also organize a career panel during the summer sessions when most students are on campus. Following a recommendation by the PRT, the School is particularly keen on identifying interdisciplinary career paths for its graduates. To further expand career preparedness of its graduates, the School will explore new continuing education certificate programs in response to changes in the workplace. For example, a certificate program in Human Rights and Access prompted by legislative changes at the Ontario Human Rights Commission may serve to meet demand for professionals knowledgeable in this particular area.
- **Curriculum Enrichment:** As part of the program review process the School held a two-day retreat and conducted a comprehensive curriculum review. The School identifies curriculum enrichment as a continuous evolutionary process. The School will continue to review and revise the philosophy, goals and objectives of the curriculum as a whole and of the individual courses. The School will also work with Ryerson Faculties and enrich the curriculum through cross-disability representation and strengthen the learning experience by addressing the gaps identified in the curriculum review.

## ASC Evaluation

The Self-Study Report presents an overview of the program as *“Ryerson’s School of Disability Studies does not teach about disability, but rather teaches about social and physical worlds, beginning from disability. In so doing it focuses critical attention upon social, political, and economic structures and relations that produce and perpetuate disablement.”* Based on this perspective the School has developed an advocacy position emerging from within a socio-political framework. The program builds on the direct practice skills that students have acquired within a disability related diploma program and through work experience. The program prepares its students for leadership roles in a variety of areas including direct care, management, community development, policy, planning, and advocacy.

ASC’s assessment and recommendations are as follows:

- **Collaboration with other academic units:** Since 2006 the School has been offering a Disability Studies Minor to students in several FCS programs. However, with regard to academic matters this appears to be the only collaboration between the School of Disability

Studies and other academic units within FCS and Ryerson. The PRT comments on this issue and recommends further collaboration with other academic units. In particular, the PRT states that such collaboration may have *the added benefit of infusing ideas about disability into the thinking and practice of a wider spectrum of students and other faculty.*” Conversely, the School may enrich its program by incorporating relevant courses from other programs into the curriculum.

The program is designed to ensure that its graduates can conceptualize disability and assess its consequences from a range of socio-political perspectives. Given this strong social sciences foundation of the program, collaboration with other Ryerson schools/departments and social science program in particular can be conducive to move the program to a more theoretical base. Therefore, ***ASC recommends that the School investigate the feasibility of collaborative initiatives for curriculum development with other academic units at Ryerson.***

- **Curriculum:** Many program students presently work or intend to work upon graduation in various capacities for the delivery of services to disabled people. The Self-Study Report also indicates that upon graduation, approximately half of the program graduates apply to (and be accepted at) education programs with the intention of pursuing teaching careers. In view of post-graduate career options available, program students can potentially benefit from a greater selection of (elective) courses, which would allow students to tailor part of their course work based on their career objectives. Such curricular flexibility together with enhanced career guidance (as the School has identified in its development plan) can significantly enhance student satisfaction. ***ASC recommends that the School investigate curriculum changes that will provide students with greater flexibility and course selection in accordance with their career objectives.***
- **Other perspectives:** While other disability-oriented academic programs may have used or referenced alternate perspectives on disability (e.g. medical, rehabilitative), the Ryerson *Disability Studies* program has advocacy and social model of understanding disability as its core values. Integration of advocacy into the program and the resulting curricular consistency are admirable objectives. Yet, this should not be at the expense of methodological diversity. Student survey results indicate potential areas for improvement for the program, the curriculum, and the program environment. In particular, survey results show students’ desire “*to get insights into other people’s point of view*”, a view also expressed in response to the question “*What is missing from the program?*” in the focus group meeting as “*there needs to be more theory, particularly opposing theories.*” Therefore, ***ASC recommends that the School introduce curricular changes which would provide students with both the tools for independent critique of theoretical approaches and more intellectual challenges which give them critical skills and promote a broader range of thinking.***

## Follow-up Report

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of Faculty of Community Services and the Provost and Vice President Academic by the end of June 2010.

## **Recommendation**

Having determined that the program review of the *Disability Studies* program administered by the School of Disability Studies satisfies the relevant policy and procedural requirements, Academic Standards Committee recommends:

*That Senate approve the periodic program review of the Disability Studies program with the recommendations listed in the ASC Evaluation section.*

## **SECTION B: CONTINUING EDUCATION**

### ***B.1 Certificate in Criminology and Criminal Justice***

Many individuals entering the workforce in law enforcement administration, emergency preparedness agencies, public health agencies and the security management sector have no formal education in the area of criminology and criminal justice. Yet, they are charged with responsibilities for public health and safety, policing, courts and corrections. The proposed *Certificate in Criminology and Criminal Justice* program has been designed to meet the educational needs of individuals who wish to work in professions related to policing, corrections and criminal courts in Canada. The program familiarizes students with the structural, administrative, political and professional context of the criminal justice system and its related agencies, and gives them an appreciation for the complex causes and consequences of crime in Canadian society. The Department of Criminal Justice and Criminology will provide academic leadership for this certificate program. If approved, the target start date is Fall 2009.

#### **Admission Requirements**

Applicants to this certificate program must have an OSSD with six Grade 12 U/M courses with a minimum grade of 60%, or equivalent. Applicants with mature student status with relevant work experience, including, policing, corrections, courts, social service agencies, security management services, or regulatory enforcement agencies will also be considered for admission.

#### **Curriculum**

This certificate program consists of six courses. Of these 2 are required courses, 3 are stream-specific required courses and one is an elective. The curriculum structure is as follows:

##### **Required:**

- CCRM 100 Introduction to Canadian Criminal Justice
- CCRM 102 Introduction to Crime and Justice

Students in the certificate program must select one of the following two streams. With the permission of the Academic Coordinator, students may also choose a total of three courses from both streams.

**Specialist Stream:** CCRM 300 Policing in Canada  
CCRM 306 Corrections in Canada  
CCRM 308 Criminal Courts in Canada

**Generalist Stream:** CCRM 202 Victims and the Criminal Process  
CCRM 402 Criminal Justice and Social Inequality  
CCRM 601 Violence and Society

#### **Elective–select one course**

CCRM 304 Youth Justice in Canada  
CPHL 449 Philosophy of Punishment  
CPHL 612 Philosophy of Law  
CPSY 300 Psychology and Law  
CPSY 602 Developmental Psychopathology  
CSOC 500 Youth and Society  
CSOC 502 Violence and the Family

#### **Recommendation**

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

*That Senate approve the Certificate in Criminology and Criminal Justice.*

## ***B.2 Interprofessional Certificate in Advanced Neuroscience-Stroke Care***

Stroke is a leading cause of death and adult neurological disability. In Ontario alone, at least 90,000 Ontarians live with the effects of stroke which is believed to be a leading cause of transfers of the elderly to long-term care.

Since June 2000, the Ontario Stroke Strategy program has coordinated stroke care delivery in Ontario via designated stroke centres and prevention clinics. As this model expanded to include the continuum of stroke care within the province, a more integrated stroke strategy evolved to become known as the Ontario Stroke System (OSS). OSS delivers interprofessional stroke care with a focus on health promotion and primary prevention, secondary prevention, stroke recognition and emergency response, acute care, rehabilitation/recovery, transition management and community re-integration.

A principal challenge facing Ontario health care is a province-wide shortage of health care providers with advanced training in neuroscience and stroke care, and the ability to fill key leadership roles across the OSS. In response, the G. Raymond Chang School of Continuing Education in partnership with Sunnybrook Health Sciences Centre and North & East GTA Ontario Stroke Region and Network developed the *Interprofessional Certificate in Advanced Neuroscience-Stroke Care* program. The proposed certificate program aims to disseminate emerging practice and research in the area of stroke and neuroscience, and to build interprofessional teams to deliver neuroscience-stroke care.

## **Admission Requirements**

Admission requirements for the proposed certificate program will include:

- Completion of a baccalaureate degree or equivalent in a health related field of study;
- A minimum of one year's related professional experience in neuroscience-stroke care;
- An interview.

If an applicant has experience in neuroscience-stroke care and/or is in the process of completing a baccalaureate degree or equivalent, the Academic Coordinator will assess the applicant's work experience and academic credentials to determine the applicant's admissibility to the program.

Students who do not intend to complete the full certificate can elect to enroll in specific courses on a stand-alone basis with the permission of the Academic Coordinator.

## **Curriculum**

The curriculum of the proposed certificate program consists of six required courses. These courses address the core knowledge needs of health professionals seeking training in interprofessional stroke care:

CVNS 600	Critical Appraisal of Evidence
CVNS 620	Health Promotion Paradigms
CVNS 630	Brain Structures & Cognition
CVNS xxx	Neuro-stroke Assessment
CVNS 650	Client Stroke Rehab Recovery
CVNS yyy	Leadership in Stroke Care

The proposed certificate program also includes a self-study component, which is based on the e-learning strategy used in clinical settings designed to maintain clinician skills, competence, current knowledge and safe practice. The self-study covers the following content areas: knowledge of stroke strategy, interprofessional education, critical thinking, neuroanatomy and neurophysiology. Students registered in the certificate program take a web-based self-assessment, determine their competencies in self-study content areas and complete the corresponding self-study components as needed. As the self-study content areas underpin the

certificate courses, the self-study provides students with an opportunity to refresh their knowledge of foundational concepts, reinforce perceptions, and/or clarify misconceptions.

**Course Delivery:** Certificate courses will be delivered in distance education format using on-line web-based instruction and videoconferencing. This delivery format will meet the needs of working professionals and ensure access by students outside the Greater Toronto area.

## **ASC Evaluation**

The proposed *Interprofessional Certificate in Advanced Neuroscience-Stroke Care* is the first formal interprofessional education program in neuroscience and stroke care available at a post-baccalaureate level designed for health care professionals in Canada. This collaborative initiative promotes capacity building in neuroscience-stroke care and aims to build high functioning interprofessional teams to deliver neuroscience-stroke care to the ultimate benefit of stroke survivors.

Interprofessional stroke care teams consist of physicians, nurses and other health care professionals. The proposed certificate program primarily targets nurses and other health care professionals working in interprofessional stroke care teams, whereas physicians are likely to receive their neuroscience-stroke care training through postgraduate or medical residency programs. Given the importance of interprofessional practice to the success of stroke care, physicians can potentially benefit from the competencies delivered through the certificate courses. Therefore, *ASC recommends that individual certificate courses be also marketed to physicians who will be working as members of interprofessional stroke care teams.*

Interprofessional education aims to educate health providers on how to practice in a more collaborative fashion to prevent divisions of responsibility that arise as a result of differences in professional jurisdiction or scope of practice. Through interprofessional education, professionals from different disciplines and from different health care organizations learn to develop ways to provide an integrated and cohesive answer to the unique needs of the client/family/population<sup>8</sup>. As these concepts are fundamental to the success of the certificate program and ultimately for efficient delivery of stroke care, *ASC recommends that interprofessional practice and education concepts be properly positioned and integrated into all certificate courses.*

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<sup>8</sup> D'Amour, D. and Oandasan, I. (2005). Interprofessionalism as the field of interprofessional practice and interprofessional education: An emerging concept. *Journal of Interprofessional Care*, Supplement 1, 8-20.

## Recommendation

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

*That Senate approve the Interprofessional Certificate in Advanced Neuroscience-Stroke Care.*

Respectfully submitted by

Alan Shepard,  
for the 2008/2009 Academic Standards Committee

K. Alwick (Registrar; ex-officio)	R. Keeble (Urban & Regional Planning)
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