

RYERSON UNIVERSITY
SENATE MEETING AGENDA
Tuesday, May 5, 2009

3:30 p.m. Light refreshments will be served in The Commons, Jorgenson Hall, Room POD-250.

4:00 p.m. Meeting in The Commons (POD-250).

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| Pages 1-3
Pages 4-9 | <ol style="list-style-type: none">1. President's Report<ol style="list-style-type: none">1.1 President's Update1.2 Ryerson Achievement Report
2. Report of the Secretary of Senate
3. The Good of the University
4. Minutes:<ol style="list-style-type: none">4.1 Minutes of the March 31, 2009 Meeting
5. Business Arising From the Minutes<ol style="list-style-type: none">5.1 Report of #W2009-1 of the Ad hoc Committee on Religious Observance<ol style="list-style-type: none">5.1.1 Motion #1: <i>That Senate approve the proposed policy on Accommodation of Student Religious, Aboriginal and Spiritual Observance Obligations.</i>
5.1.2 Motion #2: <i>That Senate request that the University take all possible steps to promote community awareness and understanding of the policy and related observance issues.</i>
5.1.3 Motion #3: <i>That a review of experience with policy timelines be carried out after one year with a report to Senate in Fall 2010.</i> |
| Page 32 | <ol style="list-style-type: none">6. Correspondence
7. Reports of Actions and Recommendations of Departmental and Divisional Councils<ol style="list-style-type: none">7.1 From the G. Raymond School of Continuing Education<p>Memo regarding discontinued certificates:</p><ul style="list-style-type: none">- Certificate in Quality Assurance- Certificate in Digital Architecture- Certificate in Business Management II- Certificate in Retail and Services Management- Certificate in Advanced Interior Design |

Pages 33-38

7.2 **From the School of Graduate Studies**

7.2.1 New Field: Film Preservation and Collections Management within the existing MA in Photographic Preservation and Collections Management.

7.2.1.1 **Motion:** *That Senate approve the submission of the proposal for a new field in **Film Preservation and Collections Management** within the existing MA in Photographic Preservation and Collections Management to the Ontario Council on Graduate Studies for Standard Appraisal.*

8. Reports of Committees

Pages 39-41

8.1 Report #W2009-1 of the Nominating Committee

8.1.1 **Motion:** *That Senate approve the nominations to the **Senate Standing Committees for 2009-10.***

Pages 42-52

8.2 Report #W2009-1 of the SRC Committee

8.2.1 **Motion #1:** *That Senate approve the **amendment of Policy 56: Publication of Research Results.***

8.2.2 **Motion #2:** *That Senate approve **Policy 118: SRC Integrity, as presented.***

Pages 53-78

8.3 Report #W2009-2 of the Academic Standards Committee

8.3.1 **Motion #1:** *That Senate approve the **periodic program review of the Hospitality and Tourism Management program** with the recommendations listed in the ASC Evaluation section.*

8.3.2 **Motion #2:** *That Senate approve the **periodic program review of the Midwifery Program.***

8.3.3 **Motion #3:** *That Senate approve the review of the **Certificate in Applied Digital Geography and GIS, and the Advanced Certificate in Applied Digital Geography and GIS programs.***

8.3.4 **Motion #4:** *That Senate approve the review of the **certificate program in Economics.***

8.3.5 **Motion #5:** *That Senate approve the review of the **certificate program in Publishing.***

8.3.6 **Motion #6:** *That Senate approve the revisions in the **Applied Digital Geography and GIS certificate programs.***

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8.3.7 **Motion #7:** *That Senate approve the Certificate in Dietetics Practice in Canada for Internationally Educated Dietetics Professionals.*

8.3.8 **Motion #8:** *That Senate approve the Certificate in Financial Management in Canada.*

8.3.9 **Motion #9:** *That Senate approve the Inter-professional Certificate in Advanced Neuroscience-Stroke Care.*

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| Pages 79-84
Pages 85-96 | <p>9. New Business</p> <p>9.1 Shaping Our Future: An Academic Plan for 2008-2013 (Update)</p> <p>9.2 Report of the Vice President, Research and Innovation</p> <p>10. Adjournment</p> |
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Ryerson University Senate

President's Update for the meeting of: May 5, 2009

Thank you – With the 2008-09 academic session coming to a close, I would like to thank the members of Senate for continuing dedication to Ryerson academic quality and distinction, and support for the development of Senate. In Fall 2009, the implementation of new by-laws, rules of order, and committee structures will constitute a turning-point in advancing our university.

Board of Governors Elections – For the information of Senate, I am pleased to introduce the newly-elected members of the Board of Governors joining us effective September 1, 2009. New student members elected to serve a one-year term are Shoaib Ahmed, Arzan Bharucha and Sid Naidu; and teaching faculty elected to serve a two-year term are Rena Mendelson and Xavier Fernando. Election for alumni Board members will take place from June 22 to July 6, 2009. The current Board member representing administrative staff, Charmaine Hack, was acclaimed.

Budget – The preparation of this update pre-dates the Board of Governors meeting of April 27th at which the 2009-10 Ryerson University Budget will be considered. Members of Senate will be provided a verbal report on the budget at the May 5th meeting.

Student Learning Centre Consultations – From February to April, the Ryerson community has been invited to offer input on the design of the new Student Learning Centre through focus groups, student surveys and Town Halls. The sessions included such topics as designing spaces with the flexibility, versatility and adaptability to accommodate different learning styles and provide for future needs, and space for student services to support learning and teaching technologies.

March Break Open House – Ryerson welcomed 1,903 visitors on campus tours conducted Monday, Tuesday, Wednesday and Friday of March Break. The full-day Discover Ryerson program on Thursday hosted 1,602 students (an impressive 81% turnout rate on the 1,980 students who had registered). Some comments from the visitor survey include:

- "The most valuable parts for me were those related directly to my program of choice, Journalism. Having a student in the program walk us around, and then being guided through the equipment, seeing students working on projects, more of the same would be great. Sense of community was wonderful and really sold me on the program."
- "Just wanted to say that you guys were impressively organized. Great work!!"
- "I enjoyed my experience. Ryerson is the best!"
- "It was excellent, best university tour I've been on."
- "Overall it was great, and in comparison to the Queens March Break tours I attended the day prior, this was exceptional."
- "During March break, I have attended a few other universities' info sessions and I found the RU info set up was unique and well organized."

- "I really enjoyed myself. This event helped me with every question I had about the program I'm interested in. This tour was informative and beneficial, thank you for having it."
- "The whole day was well organized, inviting and easy to navigate. Keep doing what you're doing!"
- "I know I got all my questions answered and I am very satisfied."

Earth Hour 2009 – On Saturday, March 28th at 8:30 p.m., Ryerson participated in Earth Hour to support action on climate change by turning off the lights for one hour. Within safety and research requirements, as many campus lighting systems as possible were shut down as a commitment to sustainability, recognized as a key principle in the Ryerson Master Plan.

25-Year Club – On May 4, 2009 we will honour long-service Ryerson faculty and staff whose contributions have played a significant part in the development of the university over a period of remarkable progress and change. The annual event inducts new members and welcomes 25-Year Club members from former years in a wonderful celebration that is a highlight of our year.

President's Recognition Reception for Student Leaders – On March 31st the university held the first annual President's Recognition Reception for Student Leaders, to celebrate students who step forward to advance the university throughout the year, not only by taking on a wide range of existing leadership roles, but by defining and initiating them as well. The occasion was a great success, and I would like to acknowledge and thank the Office of the Vice-Provost Students for assistance with planning and promoting the event.

Ryerson University Alumni Association (RUAA) – On March 26th I was pleased to host a very productive dinner with the Directors of the newly-constituted Ryerson University Alumni Association. It was a wonderful opportunity to discuss ideas on engaging all generations of Ryerson alumni, as an important sector of our community now being actively encouraged to participate in the life of the university. I would like to thank Jane Langdon for taking on the role of Chair, and all the Directors for helping us at this formative time for the organization.

Government Relations – The past month has been a very active time for government relations, in particular with regard to key funding announcements, including the Federal Infrastructure Program, as well as the encouraging news contained in the March 26th provincial budget.

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.

- ❖ March 16, 2009: Ryerson student newspaper *The Eyeopener* achieved a clean sweep in the campus categories of the 2009 Better Newspapers Competition sponsored by the Canadian Community Newspapers Association and the Canadian Newspaper Association, winning First Place in: Outstanding Campus Newspaper, Best Campus News Story (Adrian Morrow), Best Campus Feature Story (John Shmuel), and Best Campus Photography (Jordan Roberts).

- ❖ March 17-21, 2009: Students from the Ted Rogers School of Retail Management participated in the 3rd Annual International American Collegiate Retailing Association (ACRA) Charrette at the University of Florida. Teamed with students from across the U.S., Canada and the United Kingdom, TRSM student Stephanie Becerra was a member of the team that placed 1st in the competition, and Tara O'Hara and Rick Leitao were on teams tied for 2nd place.
- ❖ March 18, 2009: Saleh Abdel Motaal and Mohammed Sikander (Graphic Communications Management) won the Harvey Levenson Undergraduate Student Paper Award at the 61st Annual Technical Association of the Graphic Arts (TAGA) Conference in New Orleans. Ryerson is the only Student Chapter in Canada of the international TAGA organization, and has won this award two years in a row.
- ❖ March 19, 2009: "RU Ryerson?" contest winners awarded 1st place: "i Am Ryerson - Are You?" (Aisha Porter-Christie, Patrick Daggitt, Sebastian Cimpean); 2nd place: "Shananigans at Ryerson" (Lara Harb, Ola Jayzeh Al-Hallak, Jessica Tremblay); 3rd place: REEEEEEMIX (Matthew Fisher, Jean-Philippe Lavoie, Doug Cheong, Jenee Slusarek).
- ❖ March 20, 2009: The Ryerson School of Fashion participated for the first time in the annual Toronto Fashion Week, showcasing the work of six Fashion Design '08 graduates (Kat Marks, David Chou, Sara Duke, Dayna Phillips, Sidney Holloway, Heidi Ackerman). Coordinated by Professor David Brame, the inaugural *Ryerson School of Fashion at LG Fashion Week* inspired Robin Kay, President, Fashion Design Council of Canada, and Creative Director, LG Fashion Week to comment that "Ryerson's inaugural Fashion Week runway show will be a chapter in the Canadian history book of fashion!"
- ❖ March 20, 2009: The Ryerson submission for Nuit Blanche 2009 on October 3rd has been approved by the City of Toronto, and will feature Ryerson projects led by the Faculty of Communication and Design.
- ❖ April 3-5, 2009: At the 2009 SAE International Aero Design East competition in Acworth, Georgia, Ryerson placed 2nd in the Micro Class competing with institutions from around the world, the only Canadian university in all competition classes to finish in the top three.
- ❖ April 14, 2009: Sunny Fong (Image Arts '99) is the winner of Project Runway Canada Season II, earning \$100,000 and national exposure for his fashion design.
- ❖ May 22, 2009: The degree of Doctor of Laws honoris causa will be conferred at Spring Convocation by Dalhousie University on Professor Catherine Frazee, School of Disability Studies, Co-director, Ryerson RBC Institute for Disability Studies Research and Education.

RYERSON ACHIEVEMENT REPORT

A sampling of achievements and appearances in the media by members of the Ryerson Community for the April 2009 meeting of the Board of Governors

Events

The Honourable Senator Donald Oliver spoke to the Ryerson community about how Black students can hone their skills so they can become leaders of tomorrow. **Jermaine Bagnall**, the University's incoming first Black student union president hosted the evening and **President Levy** introduced Senator Oliver. The discussion, which was the finale of a successful series of events celebrating Black History Awareness, was covered by *Share News*.

Department of Architectural Science Professors **June Komisar** and **Mark Gorgolewski** and course instructor from the Centre for Studies in Food Security at Ryerson, **Joe Nasr**, curated the Carrot City: Designing for Urban Agriculture exhibition on display at the Design Exchange until April 30th. The exhibition features close to 50 concepts, many of which were created by Ryerson students, about how the design of cities and buildings is enabling the production of food in the city. **Mark Gorgolewski**, appeared on CityTV's *Breakfast Television* discussing the Carrot City exhibition. *blogTO* also reported on the exhibition.

MEDIA APPEARANCES

The *Globe and Mail* published a feature story on **President Sheldon Levy** and his vision for the corner of Yonge and Gould. The *Globe's* Peter Cheney called him an "empire builder."

President Levy spoke to the *Globe and Mail* about Canadian campuses vying for stimulus dollars.

Rogers TV's *Podium* reported on **President Levy's** March speech at the Empire Club.

President Levy and Athletic Director **Ivan Joseph** were quoted in a *Toronto Star* article about a referendum for a new athletic centre at Ryerson.

President Levy spoke to the *Toronto Star* about the provincial budget and flat-fee tuition plans.

Canadian Immigrant reported that Ryerson Board of Governors member **Nadir Mohamed** had been named CEO of Rogers Inc.

Myer Siemiatycki, Politics and Public Administration, appeared on CBC Radio's *Here and Now* discussing municipal politics. He was quoted in the *Canadian Jewish News* regarding the multifaith vigil held by the Interfaith Social Assistance Reform Coalition to call attention to the plight of the homeless.

A *Toronto Star* on the deputy prime minister of Jamaica's visit to Canada mentioned Ryerson **Chancellor G. Raymond Chang**. The Chancellor also spoke to the *Jamaica Gleaner* about the current state of education in Jamaica.

The Jamaica Information Service reported that Ryerson Visiting Fellow **Winstone Zulu**, School of Journalism, would visit to Jamaica with **Chancellor G. Raymond Chang**.

Kernaghan Webb, Ted Rogers School of Business Management, spoke to the *Kirkland Lake Northern News* about the new Sustainability Program at Ryerson.

Pamela Robinson, Urban and Regional Planning, appeared on CBC Radio's *The Point*.

Urban and Regional Planning student **Malumir R. Beavis** spoke to *Inside Toronto* about the future of the Gardiner Expressway.

Rogers Communication Distinguished Visiting Professor Chair **Jeffrey Dvorkin** published an editorial in the *Globe and Mail* about National Public Radio as a new model for CBC Radio. He appeared on *Canoe Live* discussing the state of journalism in the United States. He also spoke to CBC Radio stations across the country, as well as RCI-Radio's *The Link*, about the decline of broadcasting industry.

A *Bangkok Post* article on education opportunities quoted alumnus **Sittipon Chanarat**, who made mention of award-winning lecturer **Arne Kislenko**, History.

Fatima Kediye, Early Childhood Education, spoke to the *Globe and Mail* about autism being diagnosed in the children of Somali immigrants to Canada.

James Mars, Urban and Regional Planning, spoke to CBC's *Metro Morning* about public transportation.

Globe Campus spoke to School of Journalism Chair **Paul Knox** about multimedia journalism.

Avner Levin, Ted Rogers School of Business Management, spoke to the *Toronto Sun* about privacy concerns surrounding Google Street View. He was also quoted in the *Globe and Mail* on the topic of Facebook usage.

First-year Journalism student **Annie Webber** was quoted in a *Toronto Star* article in reaction to university professors criticizing the "Wikipedia generation".

CAW Saw Gindin Chair **Judy Rebick**, Politics and Public Administration, appeared on CBC Newsworld discussing the G20 meetings and the \$1.1 trillion stimulus package.

CBC.ca profiled Ryerson Fashion student **Laura Shaddick**, who creates garments out of household materials. Her designs appeared in the Mass Exodus show.

The *Toronto Star*, CBC.ca and The Discovery Channel's *Daily Planet* all reported that Ryerson students would compete in NASA's Great Moonbuggy Race.

Inside Toronto reported that a team of Ryerson students are developing the City of Vaughan's website.

Bryan Evans, Politics and Public Administration, appeared on CJRL-FM News discussing the PC Party leadership candidates and was quoted in *The London Free Press* quoted on the future of the Ontario Tories. He also appeared on Alert Radio (a Canadian Dimension podcast) discussing the impact of the economic crisis on the province of Ontario.

James Norrie, Associate Dean, Administration of the Ted Rogers School of Management, appeared on the *John Oakley Show* discussing British MP George Galloway being denied access to Canada. He appeared on the show on two separate occasions discussing offensive comments made on Fox News, and the CRTC and the television industry. He also spoke to CBC Radio's *Ontario Today* about the Conflicker virus.

Tim Falconer, Journalism, appeared on CBC Radio's *Ontario Morning* discussing his new book, *That Good Night: Ethicists, Euthanasia and End-of-Life Care*.

xtra quoted **Rebecca Rose**, VP Education of the Ryerson Students' Union, in an article about Conservative student politicians.

Martlet featured Fashion graduate **Jennifer Fukushima** and her eco-fashion designs. **Martin Antony**, Psychology, was quoted in an Oprah.com article on ways to calm the jitters.

The *Niagara Falls Review* and *Welland Tribune* reported on a keynote address by **Grace-Edward Galabuzi**, Politics and Public Administration, at the Changing the Canvas Conference.

Metroland - Kawartha Division reported that Ryerson student **Gwen Elliot** won the Miss Charity Award of the Miss World Canada pageant.

Actuphoto reported that the Magnum Workshop Toronto would be hosted by Ryerson, as part of the 13th annual Contact Photography Festival.

The *Toronto Star* reported on Ryerson's financial status in its survey of six universities and six colleges in light of their budget plans during the recession.

Inside Toronto profiled anti-racism crusader **Bev Salmon**, a Ryerson honorary doctorate recipient.

The Canadian Free Press, *London Free Press*, *Star Phoenix*, *Toronto Sun*, Canoe Live, CBC News at Six and News Talk 980 (CJME) reported that Saskatchewan Premier Brad Wall visited the Grab-a-Grad Job Fair at Ryerson to meet with students to discuss employment opportunities in his province. Canoe Live interviewed **Ian Ingles**, Employment Services Coordinator at the Career Centre, about that province's employment incentive program.

The *Varsity* reported that British MP George Galloway had been invited to speak in Toronto by the RSU and other local organizations.

Graphic Arts published an editorial by **Natalia Gilewicz**, Graphic Communications Management and reported on a job fair held by the school.

Investment Executive reported on Bay Street Hoops, a charity basketball tournament held at Ryerson.

blogTO reported that Ryerson students would live in small outdoor wooden cabins to raise awareness of overcrowded housing in Toronto.

The Beano & Boxcar Blog reviewed the Anime and Contemporary Japanese Society lecture hosted by the Consulate General of Japan in Toronto and the Digital Value Lab at Ryerson.

The *Vancouver Sun* and *Globe and Mail* quoted **Ron Pushchak**, Urban and Regional Planning, about the impact of Earth Hour. He also appeared on CBC Radio's *Fresh Air* discussing the topic.

The *Hamilton Spectator* reported that Ryerson Rams basketball player **Jenny Hobson** was named an OUA East Second Team All-star.

A *National Post* article made mention of Ryerson's pension management. **Khaleda Manzoor**, Economics, was quoted in an Inter Press Services News Agency article about the United States being condemned for their boycott of a racism conference.

Oren Amitay, Psychology, was quoted in a *Toronto Star* article about the focus on cellphones after a woman was killed by a truck while talking on her cell. CBC News spoke to **Arne Kislenko**, History, about the changes in Canada-U.S. border crossing.

Murtaza Haider, Ted Rogers School of Management, appeared on Canoe Live discussing the new Ontario budget and the proposed 13% tax.

The *Globe and Mail* quoted **Christopher Thomson**, an instructor in the G. Raymond Chang School of Continuing Education, in an article on couples who delay marriage.

The *Perth EMC* reported on an award-winning film about Alzheimer's by Ryerson Image Arts students **Kazik Radwanski** and **Daniel Montgomery**.

The *Daily Gleaner* reported on an appearance at the University of New Brunswick by CAW Saw Gindin Chair **Judy Rebick** to discuss her new book, *Transforming Power: From the Personal to the Political*.

The *Printing News* reported that Ryerson student **Saleh Abdel Motaal** had won The Harvey Levinson Undergraduate Student Paper Award.

A *Metro* article mentioned the new Sustainability certificate program at the G. Raymond Chang School of Continuing Education.

The *National Post*, *Winnipeg Free Press*, *Calgary Herald* and *Nanaimo Daily News* reported on a study by the Centre for the Study of Commercial Activity at Ryerson on the diminishing presence of department stores in malls and the increased space held by unisex stores.

Masthead Online spoke to Journalism alumna **Alina Seagal** about her thoughts on the recession and the fate of the magazine industry.

The *Hamilton Spectator* reported that Ryerson Fashion alumni and *Project Runway Canada* season one competitors **Evan Biddell**, **Lucian Matis** and **Carlie Won** had taken part in the LG Fashion Week.

The *Montreal Gazette* reported on a show by School of Fashion graduate **Monica Mei's** show during Toronto Fashion Week.

Patrizia Albanese, Sociology, spoke to the *National Post* about the increase in classroom sizes at universities.

John Shields, Politics and Public Administration, was quoted in the *Toronto Star* on the topic of immigrant labour.

A *Toronto Sun* article mentioned a Ryerson course on human rights.

The *Toronto Star* sought comment from **Robert Ott**, Chair, School of Fashion, in reaction to a locally made fashion line made with biodegradable materials. He also spoke to the *Star* about young designers choosing where to work and launch their careers.

The *Simcoe Reformer* reported on a Ryerson study showing that culinary tourists spend approximately twice as much as non-culinary tourists during their visits to a region.

The *Torontoist* published articles predicting the future of the Ryerson campus in six and 11 years. Other *Torontoist* articles reported on Ryerson's expansion plans, the University's Master Plan and the new Student Centre.

Sophie Quigley, Computer Science, was quoted in the *Toronto Star* and appeared on CKGL-AM's *Gary Doyle Show* in reaction to the case of a man who believed he had won \$42 million at a lottery slot machine.

YorkRegion.com reported that **Nava Israel**, Program Manager at the G. Raymond Chang School of Continuing Education, was nominated for the Top Immigrants of 2009 award.

A *Toronto Star* article on the Israel-Palestine conflict quoted **Alan Sears**, Sociology, on Canadians finding ways to make their voices heard.

Ian Baitz, Graphic Communications Management, spoke to *Flexo Magazine* about Forum 2009.

ComputerWorld Canada reported that Status of Women Canada would fund a Ryerson-led research on women in IT.

Journalism student **Hazel Hughes** published an article in the *Record* on the search for a Canadian identity.

Urban and Regional Planning student **Melissa Cini**, appeared on Rogers TV's *Goldhawk*, discussing tuition increases.

Investment Executive reported that Ryerson was named the regional champion (Central Canada) in a competition promoting financial education.

Metroland published a feature article on the success of Ryerson's School of Journalism.

IT Business quoted Associate Dean, Academic, **Wendy Cukier**, Ted Rogers School of Management, in an article about women in the IT field.

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

The *Globe and Mail* reported that LEAP graduate **Steven Wang** spoke at Ryerson. LEAP (which stands for leadership through education, appreciation and participation) is a joint initiative between Ryerson and the North York YMCA to help youth develop the tools for overcoming common workplace barriers facing Chinese-Canadians.

Rob Wilson, Ted Rogers School of Management, spoke to the *National Post* about Pizza Pops advertisements.

Vancouver Island News Group, Cowichan Valley Citizen and Ladysmith Chronicle reported on the Act II Studio production *I'm Still Here*.

The *Toronto Star* and the *Globe and Mail* reported that Toronto City Hall Ombudsman Fiona Crean spoke at Ryerson.

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

Mitu Sengupta, Politics and Public Administration, published an article in *Counter Punch* about World Bank reforms.

Crunch Gear, Eye Weekly, InfoNIAC, Gizmo Watch, CBC Radio's Spark, Global TV's 100 Huntley Street and a Russian podcast all reported on the Emoti-Chair and the first-ever concert for the deaf. **Frank Russo**, Psychology, appeared on CBO-FM's *All in a Day*, CBC Radio's *Voyage North Hour* and *Here and Now*.

Neil Rothenberg, Ted Rogers School of Management, appeared on Rogers TV's *Goldhawk*, discussing job sharing.

Prepared by the Office of Public Affairs.

**MINUTES OF SENATE MEETING
TUESDAY, March 31, 2009**

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

1. President's Report

The President reported that he was delayed due to a meeting with the Minister of MTCU. The Provost reported on the appointment of Gervan Fearon as the Dean of the Chang School, and related his experience. He will begin on July 1, 2009.

The President reported that all universities have been working on the federal infrastructure project. The competition included a requirement for matching funds by the province. Ontario set aside a \$780M matching fund for its portion. He outlined the requirements for the submission. The projects submitted were ones which saved money for the University further down the road. The President reported on the Ontario budget. He stated that next year there is a new Senate Priorities Committee which will be able to assist Senate with its input and understanding of the budget. The Ontario government has allocated \$150M in one-time-only money. There has been no detail in the budget on the particular allocations for specific institutions. It is expected that universities will get \$90-\$100M of that. Regarding base money, the government gave \$199M to colleges and universities, and \$100M of that is for universities. There are many things included in that money, leaving about \$3.5-\$4M of new money. As a result of these two amounts of money, the budget reduction will not be the anticipated 5%, it will likely be about 3.5-4%. There is no way that this cut can be calculated to be 0% - no combination of numbers gives this result. It is very good news, and given the economic circumstances, this is a better outcome than anticipated. The money will be passed on to the community. Ryerson has a strong fiscal situation as it has not run a deficit and is not planning to run one for 2009-10.

It was asked if the new money can be used for maintenance, and the President stated that this is difficult. The infrastructure projects may free up some of the institutional money to be used on such maintenance. This is part of the proposed infrastructure submission. It is difficult to tell how much money there is as this is a competition between universities across the country, and perhaps those in emergency situations will be favoured. There were three projects of \$30M each submitted.

It was commented that the assumption was that there would be a 3-5% cut this year and a possible 3% cut next year as well. The President replied that there is no way to know how to deal with the upcoming year cuts. Other universities have a 15% problem now and are spreading that problem over three years. It was asked about the need to plan for deeper cuts for next year, and the President responded that there is no way to know, as the government does not come out early on these matters.

The budget for next year is not yet finalized. Cuts will be based on the difference between cost and revenue.

2. Report of the Secretary of Senate

The Secretary reported on the results of the Senate elections to the Senate Priorities Committee for 2009-10 and for the Search Committee for an Associate Librarian.

3. Good of the University

A. Mitchell chaired.

K. Alnwick confirmed that the calendar for the coming year is on the Ryerson website.

4. Minutes of the March 3, 2009 meeting

Motion: *That Senate approve the minutes of the March 3, 2009 meeting of Senate.*
N. Thomlinson moved and D. Mason seconded.

Motion approved.

6. Business Arising From the Minutes

There was none.

6. Correspondence

There was none.

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

The School of Graduate Studies presented program changes for Communication and Culture, for information only.

8. Reports of Committees

8.1 Report #W2009-1 of the Awards and Ceremonials Committee

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

A. Shepard moved and K. Alnwick seconded.

A. Shepard stated that on a rare occasion students who are deceased are granted awards. Most universities have a policy on how these can be handled to treat families with as much compassion as possible. It was confirmed that this was not for Honorary Doctorates.

Motion approved.

8.2. Report #W2009-2 of the Composition and Bylaws Committee

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

A. Mitchell moved and N.M. Lister seconded.

Motion approved.

8.2.2 Motion #2: *That Senate approve the revised Bylaw of the Civil Engineering Department Council.*

A. Mitchell moved and D. Lee seconded.

Motion approved.

8.3 Report #W2009-1 of the Senate Learning and Teaching Committee

J. Britnell presented an interim report. There is usually an annual report, but the committee believed it was important for Senate to know what the large committee and its sub-committees were doing. She presented the content of the report.

There were two questions that the committee wished to get some feedback on: Are there other issues that should be addressed by the committee, and are there ways in which the committee can better communicate between the committee and the community. She would be pleased to get feedback from Senate now, or via email or later input.

A. Mitchell commented that one new thing at the university this year is the new technology classroom in the Podium. There should be a committee on effective learning environments, with someone from Architecture and/or Interior Design. J. Britnell responded that she would be delighted to take this idea back to the committee.

8.4 Report #W2009-2 of the Academic Standards Committee

A. Shepard moved Motions 1-4. Motion 5 was delayed for the next meeting.

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.*

Seconded by S. Martin.

A. Shepard commented that the periodic program review called for an increase in faculty complement, and he is pleased to announce that there has been an increase in faculty lines in this school. N. Thomlinson asked about what the course reduction would be in this program, and would like to see the balance of P/PR/LS maintained. M. Zeytinoglu commented that the number of courses is above the norm, and the reduction will be to the Professional category to bring the program closer to 40 courses.

Motion approved.

8.4.2 Motion #2: *That Senate approve the periodic program review of the International Economics and Finance program.*

Seconded by S. Dhebar.

Motion approved.

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.*

Seconded by C. Stuart.

Motion approved.

8.4.4 Motion #4: *That Senate approve the Certificate in Criminology and Criminal Justice.*

Seconded by D. Tucker.

Motion approved.

9. New Business

There was none.

10. Adjournment

The meeting adjourned at 6.50 p.m.

Respectfully submitted,

Diane R. Schulman, PhD
Secretary of Senate

To: Ryerson Senate

From: Senate Committee to Review Policy #150 on Accommodation of Student Religious Observance Obligations

Re: Report to Senate

Date: April 23, 2009

1. Background

In Spring 2008, an *Ad Hoc* Committee on Student Religious Observance submitted a report describing observance of Ryerson students (<http://www.ryerson.ca/senate/documents/reobservreport.pdf>). In October 2008 Senate struck a committee to review Ryerson policy #150 on Accommodation of Student Religious Observance Obligations and provide recommendations for possible policy change to the Secretary of Senate by the May 2009 Senate meeting. A proposed revision to policy is attached. What follows is a report of the Committee's activities and conclusions.

2. Work of the Committee

The committee (see membership below) met on 7 separate occasions to discuss issues and strategies related to Ryerson policy on the accommodation of student religious observance obligations. The committee reviewed the previous report in light of the current Ryerson policy. To inform discussion the committee undertook to gather the following information: practices for the accommodation of student observance at other Ontario universities; feedback from Ryerson instructors on accommodation issues; and feedback from Ryerson students on accommodation issues.

3. Practice at Other Ontario Universities

To compare Ryerson policy and procedures with those at other Ontario Universities, Committee member Ann Whiteside of the Discrimination and Harassment Prevention Services Office compiled a summary of relevant information (Appendix I). Like Ryerson, other Ontario universities address religious observance obligations related to courses through the course instructor. A number do not stipulate specific timelines for submission of requests for accommodation of observances. Others stipulate that requests be made two weeks prior to the observance while some indicate a period of time at the start of the teaching semester.

4. Feedback From Ryerson Instructors

A survey of Ryerson instructors was conducted via the Web (copy attached). A total of 62 instructors responded (56 RFA, 5 CUPE). Responses were varied. An overwhelming majority of respondents were aware of the policy and the majority included a reference in their Course Outline. Most respondents had received requests for accommodation and many had received 10 or more requests. A range of different observances and accommodations were reported. Advice was mixed in terms of timelines. Many were strong supporters of the policy as a proactive response to diversity while others suggested the policy was inappropriate in a secular institution. A majority advised that the current policy was effective. A large majority requested greater efforts to communicate the policy to students

and instructors. Many also requested that more information be made available in terms of holy days and observance issues to assist in decision making.

5. Feedback from Ryerson Students

Members of RSU, CESAR and Ryerson student faith and spiritual groups were invited to a focus group attended by Committee members to gather student feedback on their experience of the policy. Those unable to attend were invited to provide feedback via email. Summary notes for the focus group were reviewed by all Committee members and are available. The dominant theme in student feedback was around the need for more effective efforts to communicate the policy to both students and instructors. The need for better information and/or training for instructors on observance issues was stressed. Some students reported that in some instances instructors were grudging in their accommodation and did not respect the observance in question. Many students expressed reluctance to come forward to request accommodation citing apprehension about singling themselves out in class. A number of students also expressed concerns over issues related to the timing of requests, particularly when observance obligations are not known well in advance as they are related to other conditions. Many noted that observance differed among members of the same faith group and that this was sometimes an issue for their instructor. A number of students cited the need to include Aboriginal spirituality within the policy as it is currently not fully understood or addressed by existing policy wording. The majority of students did, however, indicate that they were eventually successful in managing the majority of their observance issues.

6. Major Issues Identified

While the Committee believes that current Ryerson practice and policy on accommodation of student religious observance issues compares well with those at other universities, there are a number of improvements that can be made. Perhaps the greatest need is for improved communication on the issue of observance. Students and instructors alike require more complete and timely information on the policy and related observance issues. In addition to communicating the policy to students and instructors (e.g. with student and instructor schedules at the start of term, via material in departmental, registrarial or Senate communications at the start of term, web site information etc.), information must also be provided on holy days and other observances for each semester (One crucial step is the distribution of expanded and timely information concerning the religious observance calendar which has been made available at www.ryerson.ca/equity/calendar). Recognition and acceptance that observance may differ among members of a faith or spiritual group is also important. Examples of observance and accommodation strategies must be made readily available as this will create awareness and familiarity for students and instructors in dealing with such issues.

One proposed change to current policy is to include Aboriginal and spiritual observance within the context of the policy. Another change would provide students the option to submit an observance request to their Chair/Director. This office would then liaise with the instructor and student to determine a strategy. This already occurs under the current policy.

Perhaps the most important change proposed is with respect to timelines. Currently students are required to submit any request for accommodation of observance in the first two weeks of classes. Given the sometimes limited awareness of policy (particularly on the part of incoming first year students) and given that students are permitted to add a course in a semester as late as the end of the second week of classes, this presents obstacles to some students, particularly if they are already apprehensive about coming forward. The proposed policy revision would require students to submit requests for observance no later than 2 weeks prior to the observance in question. This matches the practice at a number of other Ontario universities. Given the importance of timing issues, it is further

proposed that experience with the proposed timelines be reviewed at the end of one year to determine whether further fine tuning of timelines is necessary.

7. Motions for Senate Consideration:

Motion 1: That Senate approve the proposed policy on *Accommodation of Student Religious, Aboriginal and Spiritual Observance Obligations*.

Motion 2: That Senate request that the University take all possible steps to promote community awareness and understanding of the policy and related observance issues.

Motion 3: That a review of experience with policy timelines be carried out after one year with a report to Senate in Fall 2010.

8. Committee Membership

Pedro Goldman, Chair, Physics Department

Zahra Ismail, Ismaili Muslim Students Association

Heather Lane Vetere, Vice Provost Students

Mohamed Malik, Muslim Students Association

Monica McKay, Co-ordinator, Aboriginal Services

Marcia Moshe, Associate Dean of Arts, Undergraduate Programs and Student Affairs

Zita Murphy, Senate Library Representative

Carol Stuart, Professor, School of Child and Youth Care

Ann Whiteside, Officer, Discrimination and Harassment Prevention Office

Keith Alnwick, Registrar (Chair)

RYERSON UNIVERSITY

POLICY OF SENATE

ACCOMMODATION OF STUDENT RELIGIOUS, ABORIGINAL AND SPIRITUAL OBSERVANCE

Policy Number:	150
Approval Date:	May 5, 2009 October 2, 2001; Revised: November 8, 2005
Submitted By:	Ad Hoc Committee to Review Policy on Accommodation of Student Religious Observance Obligations
Committee Members:	K. Alnwick (Chair), P. Goldman, Z. Ismail, H. Lane Vetere, M. Malik, M. McKay, M. Moshe, Z. Murphy, C. Stuart, A. Whiteside
Implementation Date:	Fall, 2009
Policy Review Date:	Fall 2010
Responsible Office:	Provost and Vice President Academic

Preamble

Ryerson is a community which celebrates diversity and places a high value on inclusion and respect for differences. Ryerson recognizes that the religious, Aboriginal or spiritual observances of students may conflict with their academic obligations and could potentially lead to a disadvantage if an accommodation is not arranged. Ryerson also accepts that sincerely held beliefs by members of the same religious group or Aboriginal peoples (from different nations) often engender different types of commitments for observance practices. In accordance with the principles of the Ontario Human Rights Code, which requires accommodations based on creed, this policy outlines how accommodations for the religious, Aboriginal or spiritual observances of Ryerson students will be determined.

Policy

Religious, Aboriginal and spiritual observances are often highly personal and subjective. This requires that instructors accept the sincerely held beliefs of students at face value and accommodate and address issues, through informal or formal procedures detailed in this policy. In responding to requests for accommodation, instructors will enable the observing student to meet the academic obligations of the course as presented in the course outline while ensuring that academic integrity is maintained. Accommodations should prevent academic

disadvantage or penalty to the student in question. Instructors are encouraged to consult with the Discrimination and Harassment Prevention Office for further information.

This policy deals exclusively with academic requirements including, but not limited to, lectures, labs, tests, assignments, practicum and final examinations. Observance may restrict participation in course activities, including:

- absence from class
- absence from scheduled exams
- absence from scheduled placement
- following specific dress codes
- temporary absence from class for daily prayers, fasting or breaking a fast during class
- other required activities outlined in the course syllabus.

Requests for accommodation of specific religious or spiritual observance must be presented to the instructor no later than two weeks prior to the conflict in question (in the case of final examinations within two weeks of the release of the examination schedule). In extenuating circumstances this deadline may be extended. If the dates are not known well in advance because they are linked to other conditions, requests should be submitted as soon as possible in advance of the required observance.

Given that timely requests will prevent difficulties with arranging constructive accommodations, students are strongly encouraged to notify instructors of an observance accommodation issue within the first two weeks of classes. To facilitate timely requests and decision making, the University will take all practical steps to ensure that students and instructors are aware of the policy and related observance issues.

In cases where the timing of the submission of the request cannot be resolved with the instructor, the student should consult with the Chair or Director of the department responsible for the course.

To minimize potential conflict between religious and academic obligations, instructors are strongly encouraged to consult the Ryerson Religious Observance calendar at <http://www.ryerson.ca/equity/calendar/> to review religious observances prior to finalizing the course outline.

Requests for accommodation of observance can be made informally or formally to the course instructor. Informal requests will be made verbally through private discussion or through an email between the student and instructor.

For formal requests, student must submit a clear explanation of the observance and requested accommodation along with a copy of the religious accommodation form, which is available on the Senate website at <http://www.ryerson.ca/senate/forms/>. Instructors will confirm accommodations in writing within 5 days of receiving the request.

Alternatively, students may submit their formal request directly to their Chair/Director. In such cases, the Chair/Director office will work with the instructor and the student to determine a mutually agreeable accommodation.

In any case where a mutually agreed upon accommodation cannot be reached, students have the right to appeal decisions made by the instructor to the Chair/Director of the academic unit responsible for the course in question. Decisions of the Chair/Director may be appealed to the Dean of the Faculty.

To: Dr D. Schulman, Secretary of Senate
From: Des Glynn, Vice Chair, Chang School Council
Subject: Discontinued Certificates

The following certificates, offered through the G. Raymond Chang School of Continuing Education, were approved for discontinuation by the Chang School Council in the 2008-9 academic year.

- Certificate in Quality Assurance (Feb 4th)
- Certificate in Digital Architecture (11 March)
- Certificate in Business Management II (25th February)
- Certificate in Retail and Services Management (25 March)
- Certificate in Advanced Interior Design (Feb 4th)

The accompanying attachments were submitted in support of the recommendation to discontinue each certificate. In all cases, low course enrollments together with low certificate registrations comprised the rationale for discontinuing. In all cases, naturally, students will be appropriately advised and arrangements will be made for registered students to complete their certificates.

Supporting Documentation is on file in the Office of the Senate

SCHOOL OF GRADUATE STUDIES

REPORT TO SENATE, MAY 5, 2009

1. New Field: *Film Preservation and Collections Management* within the existing *MA in Photographic Preservation and Collections Management*

Motion

That the Senate approve the submission of the proposal for a new field in *Film Preservation and Collections Management* within the existing *MA in Photographic Preservation and Collections Management* to the Ontario Council on Graduate Studies for Standard Appraisal.

2. Complex Program Changes – *Journalism* (for information)
3. Complex Program Changes – *Master of Business Administration* (for information)
4. Complex Program Changes – *Management of Technology and Innovation* (for information)
5. Complex Program Changes – *Chemical Engineering* (for information)

Submitted by:



Maurice Yeates, Dean
Chair, School of Graduate Studies Council

1. The School of Graduate Studies has reviewed the proposal for the field of ***Film Preservation and Collections Management*** within the existing ***MA in Photographic Preservation and Collections Management*** listed below, and submits it to Senate for its approval for it to be sent to the Ontario Council on Graduate Studies for external review ('standard appraisal'). Vol. I of the brief ('The Program') is available for review in the office of the Secretary of Senate, and Volumes I & II ('The Program', and 'Curricula Vitae') are available for review in the office of the Dean of the School of Graduate Studies (YDI-1109). Vol. I of the brief ('The Program') is also available for review at www.ryerson.ca/graduate/temp.

Username: gradstudies Password: 4ryerson

Motion

That the Senate approve the submission of the proposal for a new field in *Film Preservation and Collections Management* within the existing *MA in Photographic Preservation and Collections Management* to the Ontario Council on Graduate Studies for Standard Appraisal.

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

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

Ryerson University

The Field of Film Preservation and Collections Management within the existing MA in Photographic Preservation and Collections Management

EXECUTIVE SUMMARY

Introduction: The future of our Canadian film heritage depends greatly upon the skills of knowledgeable professionals and their commitment to the stewardship of films, particularly in their original film formats. Within the last twenty years, the cultural challenges to preserving Canadian film, and the technical expertise required to do so, have increased considerably. Thus far, there have been no programs anywhere in Canada preparing students to acquire the rapidly disappearing expertise that is required for preserving and restoring films and for managing new and existing collections of films.

Meeting these challenges requires highly skilled individuals, leading to this proposal to establish a new field in Film Preservation and Collections Management within its current M.A. in Photographic Preservation and Collections Management. The broad aim of this field would be that of educating new motion picture archivists, preservation professionals, librarians, and public collections specialists within Canada. Introducing this new field will both enhance the quality of the existing program and significantly

expand its scope. Along with an expanded scope will come expanded facilities and the possibility of developing new centres for interdisciplinary studies, most particularly for film in relation to digital imaging and restoration processes, or for film in relation to the broader fields of cultural studies, history and visual culture.

The success and growth of the present Master's program, along with the increasing demand for skilled professionals within this area, have made this an ideal time for the introduction of a new field, the first of its kind in Canada.

Ryerson University, through the School of Image Arts, offers the Master of Arts program in Photographic Preservation and Collections Management in association with George Eastman House (GEH) International Museum of Photography and Film in Rochester, N.Y. This program offers a demanding academic and professional education, unique in the world, in which students spend the first year of the program at Ryerson University in Toronto and the second year either at Ryerson (in affiliation with the Art Gallery of Ontario) or at GEH in Rochester. The first student cohort was admitted in September of 2004, following approval of an OCGS standard appraisal brief on March 7, 2003. This group included 24 full-time students, 50% of which were visa students. Since its inception, thirty-eight students have completed the two-year program successfully. An additional cohort of nineteen students is expected to graduate in 2008. As of this year, there are forty-five students enrolled in the program. Twenty-six new students entered the program in September, and one can see from their numbers that the ratio of domestic to international students has begun to improve. Domestic students now make up 60% of incoming students, and this is expected to improve both with time and with the introduction of this proposed new field.

The program in Photographic Preservation and Collections Management was originally offered on a self-funded, cost-recovery basis. Early in 2007, the OCGS approved a request to offer the program on a fees-plus-grant basis. This change, along with the acquisition of the Black Star Collection, the construction of a Gallery/Research Centre, the availability of graduate growth funds from the Provincial Government, and Ryerson University's impressive success in expanding its graduate offerings, makes it possible and worthwhile for the university to incorporate an additional field in this program, a field for which there is a clear need. The School of Image Arts is requesting approval for its new field in Film Preservation and Collections Management, the first field of its kind in Canada. This new field will build on the success and growth potential of the current program.

The addition of the new field to the program will mean an approximate admissions increase from 25 students per year to 30 or 35. In any given year, it would be expected that approximately 12-15 students would opt to specialize in the new field. Of these, the aim is for nearly all to be domestic students, significantly increasing the overall domestic student numbers in the program. Additional sections of certain core and common courses may have to be added to the program, although this will certainly be a benefit to students, giving them greater flexibility in their two-year academic schedule.

The field in Film Preservation and Collections Management will draw largely on the expertise of faculty already teaching in the Photographic Preservation and Collections

Management program. Members of the program's faculty are drawn from Ryerson's School of Image Arts, the School of Graphic Communications Management, the Departments of Applied Chemical and Biological Sciences, Communications and Culture, Interior Design, as well as the Ryerson Library. The program is already strong in the areas of film history and theory, cultural studies, aesthetics, and the science of photographic processes.

Program Overview: The program will be offered at Ryerson University in Toronto, in classrooms, laboratories, the new Image Arts Gallery and Research Centre and the Rogers Communications Centre. The School is entering discussions with key individuals at the Toronto International Film Festival Group, Library Archives Canada, and the Canadian Broadcasting Corporation in order to provide a wide spectrum of internship placement opportunities between the first and second years of the program. Working side-by-side with staff in these organizations, students will gain hands-on training experience in the maintenance, care, and preservation of motion pictures and motion picture and media archives. Throughout the program, students will receive training in all archival practices, including but not limited to: curatorial duties; access procedures and understanding the nature and purpose of copyright laws; inspecting, repairing, measuring, and shipping nitrate prints; and organizing and managing climatized vaults. Students will learn to evaluate the quality of laboratory work, to explore the possibilities and the limits of electronic and digital technologies, and to confront the paradoxes and hardships of video preservation.

Students in the Film Preservation Field of the Graduate Program in Photographic Preservation and Collections Management will take 13 required courses: of these, seven are common to the existing program and the new field, and 6 are specific to the new field. Of the six courses that are specific to the field, three courses (PP8150 History of Film; PP8151 Film Materials and Processes; PP8111 Issues in Film Curation and Exhibition) are modeled closely on courses in the existing program, and two others (PP8154 Topics in Early Film and its Preservation; PP8153 Management of Film Collections/Metadata for Media Collections) are similar to courses in the existing program, while one (PP8156 Film Production Processes) is significantly different from courses offered in the existing program. An internship and professional practice project are also required.

2. Complex Program Changes – *Journalism* (for information)

i) Reduce the number of credits for degree completion from 17.5 to 16.5. This will be achieved by changing “History of News” (JN 8106) from a required course in the winter semester of the second year of the program to an elective course.

ii) Increasing the Language Proficiency Requirements for Admission

Increase the Language Proficiency requirements for Admission from the School of Graduate Studies General Requirement.

Current:

TOEFL paper 580

TOEFL computer 237

TOEFL internet based 93

IELTS 7

New:

TOEFL paper 615

TOEFL computer 260

TOEFL internet 105 (Writing/Speaking 26)

IELTS 7.5

3. Complex Program Changes – *Master of Business Administration* (for information)

Proposal 1: Delete International Business Issues and Functions from the Foundation term
Current: Foundation term has 6 courses

Rationale: A 5 course Foundation term is sufficient.
This brings the number of courses in line with the other course-based terms.

Proposal 2: MB8107 (International Marketing) becomes a required course, and MB8401 (Marketing Management) becomes an elective

Current: MB8401 is a required course, and MB8107 is an elective

Rationale: MB8003 (Marketing) in the Foundation term supplies a good background for MB8107.

Proposal 3: MB8600 Research and Communication for Managers is introduced as the 7th required course and the number of electives is reduced from 4 to 3.

Current: There are 6 required courses and 4 electives

Rationale: This course is required to foster the development of communication and research skills necessary to conduct applied research and secure employment. These are key elements of the Integrative Term.

As well as reducing the electives to 3, merge the elective requirements to become “3 credits required from any elective list”. This allows the student more flexibility in choosing to specialize or remain general.

4. Complex Program Changes – *Management of Technology and Innovation* (for information)

The MTI program offers both MBA and MMSc degrees.

MMSc Changes

The principal change in the MMSc in the Management of Technology and Innovation is the addition of a one-term required course, MT8219 Theories of Technology and Organization, to provide a firmer grounding in the academic literature which is the foundation for the thesis.

MBA Changes

The principal changes to the MBA in the Management of Technology and Innovation are designed to align it more with the other MBA in the Ted Rogers School of Management, and to allow more cross over among students in these two MBA programs. Specific changes are:

- i) Two required 0.5 credit courses, MT8208 and MT8218, are merged into a 1.0 credit course, MT8220, which becomes an elective.
- ii) A new 1.0 credit course, MT8600 Research and Communication for Managers, is added to the required course list.
- iii) The Experiential Term is aligned with the other MBA program by requiring 3 elective credits plus the option of a Thesis, Internship, or International Exchange.

5. Complex Program Changes – *Chemical Engineering* (for information)

Proposal:

The proposal is to re-categorize the electives for the Master's and Doctoral programs and to remove core electives in the Masters program in keeping with the other graduate engineering programs. The program would remove from four electives categories to two and remove non-Chemical Engineering program courses and treat all non-program courses as curriculum substitutions.

Rationale:

To simplify the presentation of the program and facilitate course selection. The re-categorization does not reduce the number of program electives required or available. The removal of the category of core electives will give the Masters students more flexibility in their program design and is in keeping with the design of other engineering graduate programs.

**Report of the Senate Nominating Committee
May 5, 2009**

The following are the nominees for standing committees of Senate. Faculty terms are for two years and student terms for one year.

Academic Policy and Governance Committee: Must all be Senators

		Term	Term #
Carla Cassidy	Dean (Arts)	2011	1
John Turtle	Faculty, Arts (Psychology)	2011	1
Murtaza Haider	Faculty, Business (Retail Management)	2011	1
Jana Macalik	Faculty, Communication & Design (Interior Design)	2011	1
Carol Stuart	Faculty, Community Services (Child and Youth Care)	2011	1
Jurij Leshchyshyn	Faculty, Engineering, Architecture & Science (Architecture)	2011	1
Gillian Mothersill	Chang School Associate (Communication & Design)	2011	1
Melanie Panitch	Chair/Director (Disability Studies)	2011	1
Asif Sharif	Graduate Student (Mechanical Engineering)	2010	1
Andrew West	Undergraduate Student (Politics)	2010	1
Olufemi Ijiwoye	Undergraduate Student	2010	1

Scholarly, Research and Creative Activity (SRC) Committee

		Term	Term #
Usha George	Dean (Community Services)	2011	1
Alexandra Anderson	Faculty, Communication & Design (Image Arts)	2011	1
Brian Cameron	Librarian	2011	1
Charles Sule	Graduate Student (Environmental Applied Science Man)	2010	1
Deep Jaiswal	Undergraduate Student (Nursing)	2010	1

Senate Appeals Committee

		Term	Term #
Christopher Gore	Faculty, Arts (Politics)	2011	1
Arthur Ross	Faculty, Arts (Politics)	2011	1
Frankie Prychidny	Faculty, Business (ITM)	2011	1
David Valliere	Faculty, Business (Business Management)	2011	2
Andrew Furman	Faculty, Communication & Design (Interior Design)	2011	3
Lucia Dell'Agnesse	Faculty, Communication & Design (Fashion)	2011	3
Aurelia DiSanto	Faculty, Community Services (Early Childhood Education)	2011	1
Linda Cooper	Faculty, Community Services (Nursing)	2011	2
Jasna Schwind	Faculty, Community Services (Nursing)	2011	1
Margareth Zanchetta	Faculty, Community Services (Nursing)	2011	2
Tetyana Antimirova	Faculty, Engineering, Architecture & Science (Physics)	2011	1
Daria Sydor	Chang School (Business)	2011	2
Darius Sookram	Politics and Public Admin	2010	2
Piero Dodaro	Politics and Public Admin	2010	2
Aisha Nofal	Business Management	2010	2
Mitchell Silber	Business Management	2010	1
Natasha Williams	Business Management	2010	2
Katie Zeppieri	RTA	2010	2

Kateryna Aksenchuk	Nursing	2010	2
Courtney Miller	Nursing	2010	1
Abraar Vakil	Electrical Engineering	2010	2
Ryan Snow	Electrical Engineering	2010	2
Jason McIntosh	CE, Human Resource Management	2010	1
Angela Walcott	CE	2010	2
Asif Sharif	Graduate Studies, Mechanical Engineering	2010	2
Michael Dick	Graduate Studies, Media Production	2010	1
E.M. Ebrahim Poulad	Graduate Studies, Civil Engineering	2010	1

Academic Standards Committee

		Term	Term #
Marcia Moshe	Faculty, Arts	2011	1
Elizabeth Evans	Faculty, Business (Retail Management)	2011	3
Pamela Robinson	Faculty, Community Services (Urban and Regional Planning)	2011	1
Jacqui Gingras	Faculty, Community Services (Nutrition)	2011	1
Dimitri Androutsos	Faculty, Engineering, Architecture & Science (Electrical Eng)	2011	2
Noel George	Faculty, Engineering, Architecture & Science (Chem & Bio)	2011	1
Cecile Farnum	Librarian	2011	1
Cyndie Kalkhurst	Student (RTA)	2010	1
Piero Dodaro	Student (Politics)	2010	1

Awards & Ceremonials Committee

		Term	Term #
Anne-Marie Singh	Faculty, Arts	2011	1
Kernaghan Webb	Faculty, Business	2011	2
James Norrie	Associate Dean, Business	2011	2
David Tucker	Director, Communication & Design	2011	2
Usha George	Dean, Community Services	2011	2
Janet Hercz	Director, Chang School	2011	2
E. Ebrahim Poulad	Graduate Student	2010	1
Thomas Granofsky	Undergraduate Student	2010	1

Senate Learning and Teaching Committee

		Term	Term #
Janice Waddell	Faculty, Community Services	2011	1
Raja Nagendra	Computer Science	2011	1
Arzan Bharucha	Student, Business Management	2010	2
Tanisha Jhuman	Student, RTA	2010	1
Sarah Reaburn	Student, Nursing	2010	1
Abraar Vakil	Student, Electrical Engineering	2010	1
Michael Dick	Graduate Student, Media Production	2010	1
Hennessey Don Mwendwa	Student, CE (Public Administration)	2010	2

MOTION: That Senate approve the nominations to the Senate standing committees for 2009-10.

For information:

Senate Priorities Committee: (Elected by Senate)

Ken Jones	Dean	2009-11	1
Madeleine Lefebvre	Dean, Vice Provost or Chief Lib.	2009-11	1
Pedro Goldman	Faculty Senator	2009-11	1
Nina-Marie Lister	Faculty Senator	2009-11	1
Neil Thomlinson	Faculty Senator	2009-11	1
David Tucker	Faculty Senator	2009-11	1
Khurram Shahzad Baig	Graduate Student Senator	2009-10	1
Omar Taha	Undergraduate Student Senator	2009-10	1

Respectfully Submitted,

Melanie Panitch, Chair (for the Committee)

M. Antony, C. Cassidy, Y. Derbal, S. Dhebar, K. Jones, J. Macalik, R. Ravindran, D. Sookram, C. Sule, D. Schulman (non-voting)

SRC Committee
Report to the Senate
May 5, 2009

As one of its duties, the SRC Committee periodically meets to discuss and review relevant policy. At the April 6th meeting the Committee reviewed the following policies:

- Non-Competition Agreements – SRC
 - <http://www.ryerson.ca/senate/policies/pol153.pdf>
- Signing of Research Applications and Agreements in Support of Research
 - <http://www.ryerson.ca/senate/policies/pol154.pdf>
- Publication of Research Results
- SRC Integrity Policy
- Research Centres

The recommendations of the Committee are outlined below.

1. It was recommended that Policy 153: **Non-Competition Agreements** and Policy 154: **Signing of Research Applications and Agreements** be renewed with no changes.
2. It was recommended that, in order to synchronize Senate Policy with the RFA collective agreement, **Policy 56: Publication of Research Results** www.ryerson.ca/senate/policies/pol56.pdf be amended as follows:

Current wording

As part of a research agreement (grant-in-aid of research, contribution agreement, or contract) a sponsor may wish to negotiate provisions that permit a delay on the publication of research findings. Such a delay will normally be between sixty and ninety days but in exceptional circumstances may be up to a maximum **of one year after the preparation** or submission of a paper or presentation or the submission of the final report or conclusion of the project, whichever comes first.

Proposed Wording

As part of a research agreement (grant-in-aid of research, contribution agreement, or contract) a sponsor may wish to negotiate provisions that permit a delay on the publication of research findings. Such a delay will normally be between sixty and ninety days but in exceptional circumstances may be up to a maximum of **two years after the submission** of a paper or presentation or the submission of the final report or conclusion of the project, whichever comes first.

The proposed change synchronizes the policy with the RFA collective agreement.

MOTION 1: That Senate approve the amendment of Policy 56: Publication of Research results.

3. The SRC Committee has recommended that the Senate adopt the attached policy on **SRC Integrity**.

The policy on SRC Integrity is a replacement for Principles Governing SRC Conduct/Misconduct which was withdrawn due to extensive overlap with the RFA collective agreement. The new policy has been crafted in keeping with the requirements of the collective agreement and the requirements of the Tri-Council Memorandum of Understanding. This latter document sets out the broad terms and conditions under which universities must operate if they wish to receive funding from the federal research granting councils, specifically; the Natural Sciences and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC) and the Canadian Institutes of Health Research (CIHR).

MOTION 2: That Senate approve Policy 118: SRC Integrity, as presented.

4. The Policy on Research Centres is to be circulated for comment amongst the Ryerson community. Copies of the draft policy are available from the SRC Committee members and from the Office of the VPRI.

Respectfully Submitted,



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RYERSON UNIVERSITY
POLICY OF SENATE

Scholarly, Research and Creative (SRC) Integrity

Policy Number:	118
Date of Approval:	May 5, 2009
Policy Review Date:	Fall, 2013
Responsible Office:	Vice President Research and Innovation
Effective Date:	Fall, 2009

1.0 Preamble

Intellectual freedom and honesty are essential to the sharing and development of knowledge. In order to demonstrate Ryerson's adherence to these fundamental values, all members of the community must exhibit integrity in their teaching, learning, research, evaluation and personal behaviour.

All members of the Ryerson community engaged in research and creative activity have a responsibility to be vigilant regarding the conduct of research and creative activity, whether their own or others, and to avoid or minimize and manage any unavoidable conflict of interest. This applies to SRC applications, proposals, the research itself, reports and publications.

Individuals are personally responsible for the intellectual and ethical quality of their work and must ensure that their research meets University standards and the standards of those entities sponsoring any component of the research. They are responsible for knowing what constitutes SRC misconduct.

The purpose of this Policy is to:

- Promote a culture of SRC integrity among scholars, in order to maintain and enhance the value of impartiality that universities offer society;
- Proscribe activities which breach generally acceptable standards of conduct in research and scholarship;
- Establish a framework for managing conflict of interest;
- Ensure compliance with federal, provincial and municipal legislation and guidelines as well as the standards of granting agencies; and
- Provide a common process for dealing with allegations of SRC Misconduct in a fair, transparent and timely manner.

2.0 Proper Conduct of Scholarly, Research and Creative Activity

Scholarly, Research and Creative Activities include a broad range of activities which contribute to the creation, enhancement and dissemination of knowledge within a particular discipline or interdisciplinary field. It may be carried out in the course of a faculty, staff or student's work or studies at the University. All scholarly, research and creative (SRC) activity at Ryerson University must reflect proper conduct, including, but not limited to, the following:

- 2.1 Employment of rigorous methods and procedures appropriate to each individual discipline in the gathering, analysis, and dissemination of information;
- 2.2 Open and formal acknowledgement of all contributors, appropriate to the magnitude and importance of their contributions;
- 2.3 Citation of all sources (published and unpublished) consulted through any means of communication and information storage and retrieval, in accord with prevailing standards and practice in disciplines, including securing permission for use of other people's work;
- 2.4 Due attention to ownership and confidentiality of all materials, obtained either through the peer review process, private conversations, or any other manner;
- 2.5 Full disclosure of all actual or potential conflicts of interest, financial or otherwise, to all parties who are, or in any way might be, involved in the SRC project;
- 2.6 Sensitivity to issues, especially of justice, arising from the unequal power relations between professors or senior researchers and students or research assistants and research participants
- 2.7 Careful regard for health and safety issues relevant to the SRC activity.
- 2.8 Attention to the authorship of SRC products such that primary and all other forms of authorship are clearly identified, and assented to, by all authors, and such that the primary author is responsible for the validity of the entire manuscript.

3.0 Applicability, Scope and Relationship to Other Policies

- 3.1 This policy applies to faculty, undergraduate students taking part in SRC, graduate students, postdoctoral fellows and other personnel involved directly or indirectly in research, including, but not limited to, research associates, technical staff, adjunct professors, visiting professors, and institutional administrators and officials representing the University Directly from the Tri-council MOU – it's a bit broader in the scope in that it catches "officials representing the University".
- 3.2 This policy is consistent with the requirements of the Tri-Council Agencies (CIHR, NSERC or SSHRC) and other granting agencies, Ryerson University's Student Code of Academic Conduct and the Ryerson University on Conflict of Interest. This policy provides a process to address issues of misconduct relating to SRC activities being undertaken by University community members or at University facilities.

- 3.3 This policy is to be read in conjunction with existing University policies, guidelines and statements, the most relevant of which are found in Appendix A.

4.0 Scholarly, Research and Creative (SRC) Misconduct

SRC Misconduct is any deliberate attempt to gain advantage in scholarly, research and creative activity, including, but not limited to, fabrication, falsification or plagiarism.

Specifically, the following acts generally are considered instances of SRC Misconduct, although SRC Misconduct and individual Faculties may modify these examples to their own scholarly, research and creative circumstances and the norms applicable to their disciplines:

- 4.1 Fabrication of recording or reporting and other falsification of data or results (fraud);
- 4.2 Falsely claiming someone else's words, work or ideas as one's own with an intent to deceive (plagiarism);
- 4.3 Failure to honour the confidentiality that the researcher promised or was contracted to as a way to gain valuable information from a party internal or external to the Institution;
- 4.4 Misuse of funds acquired for support of scholarly, research and creative activities, including (but not limited to) failure to comply with the terms and conditions of grants and contracts; misuse of University resources, facilities and equipment; failure to identify correctly the source of research funds (financial misconduct);
- 4.5 Destruction of research data or records to avoid the detection of wrong doing;
- 4.6 Retaliation against a person who acted in good faith and reported or provided information about alleged SRC Misconduct;
- 4.7 Material failure to comply with relevant federal or provincial statutes or regulations and university policies applicable to the conduct of and reporting of research;
- 4.8 Failure to comply with a direction of the institution's Research Ethics Board, Animal Care Committee, Biological Safety Committee, Radiation Safety Committee or any representative of the Office of the Vice President, Research and Innovation and Centre for Environmental Health, Safety and Security Management (CEHSM) upon which an approval to proceed with the research was granted or failing to notify these bodies of significant protocol changes that may affect prior decision to approve the research proceeding;
- 4.9 Failure to provide relevant materials to the institution's Research Ethics Board, Animal Care Committee, Biological Safety Committee, Radiation Safety Committee or any representative of the Office of the Vice President, Research and Innovation and Centre for Environmental Health, Safety and Security Management (CEHSM) required by the institution or which the research or academic community considers to be materials relevant to decision-making;

- 4.10 Failure to reveal material conflicts of interest to the University, sponsors, colleagues or journal editors when submitting a grant, protocol, manuscript or when asked to undertake a review of research grant applications, manuscripts or to test or distribute products (See section 5.0);
- 4.11 Making false or misleading statements that are contrary to good faith reporting of alleged SRC Misconduct or failing to declare any conflicts of interest when reporting alleged SRC Misconduct;
- 4.12 Misleading publication; for example:
 - 4.12.1 Failing to appropriately include as authors other collaborators who prepared his or her contribution with the understanding and intention that it would be a “joint” publication;
 - 4.12.2 Failing to provide collaborators with an opportunity to contribute as an author in a “joint publication” when they contributed to the research with the understanding and intention that they would be offered this opportunity;
 - 4.12.3 Falsely claiming someone else’s data as his or her own;
 - 4.12.4 Preventing access to research data to a legitimate collaborator who contributed to the research with the explicit understanding and intention that the data was their own or would be appropriately shared;
 - 4.12.5 Giving or receiving honorary authorship or inventorship;
 - 4.12.6 Misattributing or denying inventorship;
 - 4.12.7 Knowingly agreeing to publish as a co-author without reviewing the work including reviewing the final draft of the manuscript;
 - 4.12.8 Failing to obtain consent from a co-author before naming him or her as such in the work;
 - 4.12.9 Portraying one’s own work as original or novel without acknowledgement of prior publication or publication of data for a second time without reference to the first;
- 4.13 Willfully misrepresenting and misinterpreting (for any reason) of findings resulting from conducting scholarly, creative and research activities;
- 4.14 Condoning or not reporting the performance by another University member of any of the acts noted above;
- 4.15 Encouraging or facilitating another researcher to carry out scholarly, research and creative misconduct (e.g. a supervisor telling his graduate student to falsify data); or otherwise creating an environment that promotes misconduct by another; and
- 4.16 Inadequate supervision of faculty members, students, staff or any visiting personnel engaged in SRC activities at Ryerson during the course of an SRC endeavour, whether the principal investigator is present or not, on sabbatical or other leave.

5.0 Conflict of Interest in Scholarly, Research and Creative Activity

Definition: A conflict of interest in SRC activity exists when individuals' judgments and actions in relation to SRC are, could be, or gives the appearance of being affected by personal, Institutional or other interests or obligations, including, but not limited to, business, commercial or financial interests, whether of individuals, their family members, their friends, or their former, current or prospective professional associations – or of the University itself. A personal interest in a business transaction or professional activity may include, but is not limited to, having a financial, family or managerial/directing interest, or holding stocks or other forms of equity or debt.

5.1 Duty to Report

- 5.1.1 All persons engaged in SRC activities of the University, as defined in section 3.1 of this policy, have a duty to report any conflicts of interest, or possible conflicts of interest prior to any commitment of or expenditure of research funds.
- 5.1.2 Principal Investigators must report such conflicts to their Dean, and all others must report such conflicts to the project's Principal Investigator.
- 5.1.3 All conflicts of interest that may affect a decision about a specific application or request for a grant or award must be disclosed in writing to the relevant Agency by the applicant.
- 5.1.4 Failure to report a conflict of interest, or possible conflict of interest, may result in appropriate disciplinary measures, as outlined in section 6.0.

5.2 Procedures

- 5.2.1 Any full-time and part-time faculty, instructors, visiting scholars, post doctoral fellows, students, staff, or other person engaged in SRC activities at Ryerson University who has, or believes s/he has, a conflict of interest with an SRC project as defined in section 5.1, must report that conflict to the project's Principal Investigator (PI). If the PI is the one with a conflict, then s/he must report that conflict to the Dean of his or her Faculty.
- 5.2.2 The PI must, in consultation with the Dean, review the conflict of interest situation.
- 5.2.3 The Dean must determine, in consultation with the Office of Research Services and/or the Vice President Research and Innovation, if there is a conflict of interest, and therefore whether to approve or prohibit the SRC activity in question.
- 5.2.4 If the matter remains unresolved, the Vice President, Research and Innovation has final approval.

6.0 Allegations of Scholarly, Research and Creative Activity Misconduct

6.1 Complainants

- 6.1.1 Individuals, including those not part of the University community, may make allegations of SRC Misconduct according to the SRC Integrity guidelines contained herein.

- 6.1.2 Anyone who alleges SRC Misconduct is required to declare any conflicts of interest he or she may have related to that claim, and is expected to act in good faith.

6.2 Allegations

- 6.2.1 All allegations must be made in writing to the Vice President, Research and Innovation, and must be signed, dated, and identify the complainant. Documentation must contain all relevant information and include supporting evidence, if available.
- 6.2.2 The Office of the Vice President, Research and Innovation will review and log all such complaints and forward them to the appropriate senior academic or administrative decision maker for resolution of the complaint.
- 6.2.3 Under these guidelines, a Senior Academic or administrative decision maker includes but is not limited to the positions of Vice Provost, Vice President, Dean, Senior Director.

6.3 Procedures

- 6.3.1 The University will respond to allegations of SRC misconduct in a timely, impartial, fair and transparent manner, maintaining appropriate confidentiality during the initial review and investigation stages.
- 6.3.2 The review of Complaints of SRC Misconduct will be carried out carefully, thoroughly and as promptly as possible, to resolve all questions regarding the integrity of the SRC activity and those individuals that may be involved in the allegation. The following general principles apply:
 - 6.3.2.1 Complaints of SRC Misconduct will be taken seriously and vigorous leadership shall be exercised in their enquiry and resolution.
 - 6.3.2.2 All persons involved (those making allegations, those who are the subject of the allegations of misconduct, and those who assist in the enquiry) shall be treated with respect and fairness.
 - 6.3.2.3 The specific process to be followed when there is an allegation of SRC Misconduct depends on the relationship of the respondent to the University (see section 6.3.3).
 - 6.3.2.4 If an employee involved in an allegation of SRC Misconduct (either as a complainant, respondent or witness) is a member of a Union which has a collective agreement with the University, the employee has the right to be represented by a legal bargaining agent at any meetings with members of the University administration.
- 6.3.3 Procedures Based on the Relationship of the Respondent to the University
 - 6.3.3.1 **Students (Undergraduate, Graduate, Continuing Education, Visiting and Exchange Students)** - All undergraduate, graduate, continuing education, and exchange students who are alleged to have committed SRC misconduct will be subject to the existing *Student Code of Academic Conduct* and its procedures for academic misconduct.
 - 6.3.3.2 **Faculty Members (Ryerson Faculty Association - RFA)** - Any action taken to address an allegation of SRC misconduct against a

faculty member will be carried out pursuant to the terms of the Ryerson Faculty Association collective agreement.

6.3.3.3 **Instructors, Teaching/Graduate Assistants (Canadian Union of Public Employees – CUPE Local 3904)** - Any action taken to address an allegation of SRC misconduct against an Instructor, Teaching Assistant or Graduate Assistant represented by CUPE Local 3904 will be carried out pursuant to the terms of the relevant CUPE Local 3904 collective agreement.

6.3.3.4 **Staff and Research Staff (Ontario Public Service Employees Union – OPSEU Local 596)** - Any action taken to address an allegation of SRC misconduct against research and administrative staff represented by OPSEU Local 596 will be carried out pursuant to the terms of the OPSEU Local 596 collective agreement.

6.3.3.5 **Staff (Management and Confidential) and non-unionized employees)** - Any action taken to address an allegation of SRC misconduct against MAC staff, non-unionized staff will be carried out pursuant to the *Management and Confidential Excluded Group Employee Appeal Process*.

6.3.3.6 **Others not covered by the Student Code of Academic Conduct, Collective Agreements or non-union employee policies (e.g., Visiting Scholars and Adjunct Professors)** - Any action taken to address an allegation of SRC misconduct against a Visiting Professor, Visiting Librarian, Adjunct Professor will be carried out pursuant to the relevant University policies and procedures, which may include, the Visiting Professor and Visiting Librarian Procedures and the Adjunct Professor Appointment Procedures.

6.3.4 The senior academic or administrative decision maker will inform the Vice President, Research and Innovation as to the resolution of the complaint/allegation.

6.4 Accountability, Transparency and Education

6.4.1 The Office of the Vice President Research and Innovation will periodically prepare and publish summaries of outcomes in an annual report to the Senate (with personal identifiers removed) for the purpose of educating University members on acceptable practices for scholarly, research and creative integrity and research ethics activities.

6.4.2 To promote an understanding of research integrity issues, the University will use appropriate vehicles such as, but not limited to, workshops, seminars, written materials and orientation for new faculty, staff and student members.

7.0 Jurisdiction

These guidelines fall under the shared jurisdiction of the Provost and Vice President, Academic and the Vice President, Research and Innovation. The interpretation and administration of these guidelines is the responsibility of the Vice President, Research and Innovation.

APPENDIX A

This document is to be read in conjunction with existing University policies and statements. These can be viewed at: <http://www.ryerson.ca/senate/policies/>

The most relevant Senate policies are the following:

- [Pol #51 - Ethics Review of Research Involving Human Subjects](#)
- [Pol #52 - Ethics Review of Research Involving Animals](#)
- [Pol #56 - Publication of Research Results \(see SRC Report March 5, 2002\)](#)
- [Pol #58 - Research Using Biohazardous Materials](#)
- [Pol #60 - Student Code of Academic Conduct \[Effective Fall 2008\]](#)
- [Pol #61 - Student Code of Non-academic Conduct](#)
- [Pol #63 - Policy on Ownership of Student Work in Research](#)
- [Pol #143 - Policy on the Indirect Costs Associated with Scholarly, Research and Creative \(SRC\) Funding](#)
- [Pol #144 - Policy on Research Centres](#)
- [Pol #145 - Course Management Policy](#)
- [Pol #153 - Non-competition Agreements \(SRC\)](#)
- [Pol #154 - Signing of Research Applications and Agreements in Support of Research](#)

The most relevant University policies and procedures are the following. These can be viewed at: <http://www.ryerson.ca/teaching/policies/>

- [Adjunct Professor Appointment Procedures](#)
- [Visiting Professor and Visiting Librarian](#) Procedures
- [University Conflict of Interest Policy](#)

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2009–3; May 2009

In this report Academic Standards Committee (ASC) brings its evaluation and recommendation on a number of items:

- **Section A** presents the periodic program review of the following programs:
 - Hospitality and Tourism Management;
 - Midwifery.
- **Section B** presents the periodic review of the following continuing education certificate programs:
 - Digital Geography and Geotechnology;
 - Economics;
 - Hospitality and Tourism Management;
 - Publishing;
 - Training and Development.
- **Section C** presents proposals by the G. Raymond Chang School of Continuing Education for new and revised certificate programs in:
 - Applied Digital Geography and GIS;
 - Dietetics Practice in Canada for Internationally Educated Dietetics;
 - Financial Management in Canada;
 - 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.”

A.1. Hospitality and Tourism Management

Program Description

The *Ted Rogers School of Hospitality and Tourism Management* is one of four schools in the *Ted Rogers School of Management* (TRSM). The Department of Food Technology, as the School was known at the time, was established in 1950 to offer the first hospitality program in Canada. Today, the School offers a 4-year *Hospitality and Tourism Management* (HTM)

program leading to a Bachelor of Commerce (Hospitality and Tourism Management) degree. The program aims at the development of future managers in the hospitality and tourism industries.

The HTM program is accredited by the Institute of Hospitality. Accreditation by the Institute confers international recognition and demonstrates that the program meets benchmark standards relevant to the needs of the hospitality, leisure and tourism industries. Accreditation of the program also assists in the mobility of program graduates and facilitates global recruitment.

The School also offers several continuing education courses in hospitality and tourism subject areas. Until recently, these courses have been offered within a certificate program. This certificate program has been discontinued as it was determined that it no longer met the needs of those in the industry.

The School states its mission as *leadership development through industry relevant education and research*, and identifies its vision *to be a leader in hospitality and tourism management education, recognized for its commitment to internationalization, applied technology, industry involvement and partnership*. In its mission statement, the School also expresses its commitment to the *delivery of “universal skills and perspectives including: communication, international understanding, enquiry/research skills, information literacy, and understanding of social and cultural forces, ethics/professional practice and information technology”* while *“encouraging outreach, cooperation and collaboration with other schools, universities and institutions in respect to program and curriculum development, teaching and learning, and SRC.”*

The School has a complement of 11 RFA faculty and 5 CUPE instructors. The School admits approximately 160 new students¹ every year and the program has a total enrollment of 600 students.

The Curriculum:

The School is unique among hospitality/tourism schools in Canada in that it is first and foremost a management school. The program has a broad orientation that explicitly links service and operational issues to principles of strategic business management. Students are exposed to virtually every branch of business that affects the industry at micro or macro levels. The curriculum emphasizes the development of students' skills in applied research and the deployment of technology as critical tools for industry innovation. Students undertake real research projects for industry partners as part of their coursework and serve as research assistants in faculty led research projects.

The School utilizes the *International Living/Learning Centre* as a combined residence, hotel and conference facility, providing a living classroom and offering work experience opportunities to program students. Students are required to complete a total of 1,600 hours

¹ For Fall 2007, the School admitted a total of 164 students to the program; of these 107 students entered directly from high school (OUAC 101 category), 16 students entered the program with a diploma from relevant CAAT programs and 16 students transferred from other universities.

of documented work experience in the hospitality and tourism industries. This work experience exposes students to a range of professional settings, allowing them to observe and evaluate various management styles. A Placement Centre operated by the School supports practicum placements and helps students clarify their career goals before graduation. Many program students participate in international educational exchange programs to study abroad for a semester and gain international work experience in hospitality and tourism industries.

The program consists of 45 courses (Ryerson calendar, 2008/2009, pp. 588–595) with 27 professional (20 required and 7 elective), 12 professionally-related (7 required and 5 elective) and 6 liberal studies courses. The curriculum requires a total of 135 hours of instruction. Professional courses include 81 hours of instruction corresponding to 60 percent of the total program hours and professionally-related courses represent 36 instruction hours corresponding to 27 percent of the total program hours.

Admission Requirements:

Applicants to the program require an Ontario Secondary School Diploma (OSSD), with six Grade 12 U/M course credits, including English and Mathematics (one of Grade 12 U Advanced Functions (MHF4U), Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U)) with a minimum grade of 60 percent in each of these subjects. The School also contacts applicants for an interview where traveling distance permits.

The Program Review

The review provides comprehensive information about the program and the School, including student data, student and graduate surveys and a comparator review. The Peer Review Team² (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:

- **Applied curriculum:** The School prepares students for management careers within the hospitality and tourism industries and related service sectors through a balanced curriculum. The curriculum develops applied professional and management skills by integrating research and technology into all facets of the program including assignments, tutorials, case studies, simulations, internship and off-campus applied projects. As the PRT has commented “[t]he School has a well articulated set of academic goals and learning objectives that are addressed in a common core and three thematic streams of courses. The courses provide a useful combination of managerial and operational

² Members of the PRT were Profs. P. Williams (Simon Fraser University) and F. Domoy (Rochester Institute of Technology).

learning opportunities. Their collective focus is on nurturing the development of managerial professionals who are 'hands on' with respect to the use of a range of 'soft and hard' technologies related to specific hospitality and tourism industry sectors."

- **Dedicated faculty:** The HTM program is supported by a small but dedicated group of faculty. Collectively, HTM faculty has expertise in each of the three areas of specialization (food and beverage, lodging and tourism) of the program as well as in the five main business disciplines built into the curriculum. Virtually all faculty have past and current industry-relevant work experience that contributes to the applied nature and currency of the curriculum.
- **Student satisfaction:** In its report, the PRT commended the strong interaction faculty and staff members have with the students and stated *"the School's complement of staff and faculty members express significant pride, care and commitment for the organization and its values. They are appreciated by the students and go to great lengths to nurture connections between lessons learned in the classroom and experiences gained in the field."* PRT's observation is also reflected in survey results which show that current students and program graduates are highly satisfied. Students also appreciate the strong links that the program and faculty members have with the hospitality and tourism industries and how these linkages are reflected in program courses.

Weaknesses:

- **Small faculty complement:** While the small group of faculty supporting the School and the program are highly dedicated, the School frequently encounters challenges due to the size of its faculty complement. In many instances there are simply too few faculty members to form a critical mass in support of new initiatives. Over the years the School has encountered such challenges as it attempted to extend the breadth of the program and build research expertise in areas critical to hospitality and tourism industries.
- **SRC:** One of the weaknesses identified in the Self-Study report is the relatively low SRC output—in particular applied research output that relates directly to hospitality and tourism industries. The School and its faculty are in the process of developing a comprehensive SRC plan which will identify strategic research directions. As the PRT commented *"There is a need for the School's faculty members to develop a collective vision and strategy for integrating teaching and research scholarship into their agendas."*
- **Curriculum:** The School closely monitors its program and identifies potential curriculum changes that would enhance students' preparedness to work effectively in the hospitality and tourism industries. In particular, the School has identified the following issues as potential areas of curricular improvement:
 - Program courses do not incorporate practical experience/issues in a consistent manner.
 - The curriculum can benefit from additional coverage in cultural diversity, human resource management and financial management.

- Course quality, rigor and depth are not consistent across all professional courses.

In its report, the PRT stated “[f]rom a strategic positioning perspective, it is important that the School not only retain a carefully crafted operational flavour to its programming, but also place more emphasis on elevating some overriding theoretical and managerial frameworks into its courses. Stronger evidence of the integration of well-established as well as emerging academic research (theoretical and applied) outcomes into the curriculum will help position the School as a leader in its field. The importance of crafting a strategy which purposefully integrates relevant academic research outcomes with engaging and applied learning opportunities cannot be overstated.”

Developmental Plan:

The Development Plan recognizes students as the School’s primary constituents and emphasizes the School’s commitment to provide a learning environment that would allow students to reach for their full potential. The Developmental Plan sets specific goals to help strengthen the School and the program in several areas.

- **Student engagement and academic success:** To improve student engagement and ultimately students’ success in the program, the School has identified a multi-pronged approach. The School will offer orientation sessions to new students and enhance academic advising available to students throughout the four years of the program. The School will inform new students of the effort and commitment required to succeed in the program, and establish bridging courses aimed to improve their writing and math skills. The School will organize events that would bring peers together, introduce students to career options and provide opportunities to engage with faculty and industry representatives.
- **Curriculum:** The School will introduce an enhanced curriculum, which would deliver additional competencies in subject areas deemed to be lacking the necessary depth and academic rigour. The new curriculum will meet the accreditation guidelines of the Association to Advance Collegiate Schools of Business (AACSB), bringing the HTM program in line with the other TRSM programs. Revised courses will deliver new, industry recommended competencies in several subject areas including: leadership skills, crisis management, environmental management, technology and new tourism product development. The School also intends to strengthen students’ ability to conduct applied research. Towards this objective, the School will integrate further research methodologies concepts into program courses and will cultivate ties with TRSM based research centres as an outlet for student research projects.
- **Teaching:** As part of its plan to strengthen student engagement, the School has expressed its commitment to improve the quality of teaching in all program courses. The School will encourage faculty to adopt new teaching technologies, which can potentially enhance delivery and learning outcomes. The School will provide assistance to new faculty regarding best practice teaching methods and work towards establishing a school

culture, which recognizes and values teaching excellence. The School will introduce measures aimed at improving the quality and timelines of feedback to students.

- **SRC:** In its report, the PRT recommended that “... *development resources should be allocated to not only enhance the research and related publishing skills of faculty, but also to showcase ways of integrating relevant research findings into the curriculum and learning experiences of students. Simultaneously, it is critical that new faculty possess well developed research skills that can be shared with other faculty members. These new hires have the potential to establish the ‘research environment’ of the School for years to come and are, in many ways, central to positioning the School as the leading hospitality and tourism program in Canada.*” These recommendations will form the basis of the School’s strategic SRC plan. The plan will be aimed to attract, develop and retain the best faculty who will have the track record and/or the potential to establish a strong applied research program in areas of interest to the hospitality and tourism industries.
- **Internal/External communications:** As part of its Development Plan, the School will develop a communications strategy to increase the profile of the program among internal (other schools/departments within the TRSM and other Ryerson Faculties) and external constituencies (hospitality and tourism companies, professional organizations). The School will foster collaborative partnerships, encourage increased faculty participation in industry/professional associations and develop an executive-in-residence program.

ASC Evaluation

ASC’s assessment of the HTM program and its recommendations are as follows:

- **Curriculum:** The School specializes in applying management principles to hospitality and tourism industries. The School’s success and reputation is to a large extent due to its distinctive program mix that reflects its core values of relevant applied education delivered by faculty with industry experience, and its adherence to the notion of intentional, purpose-driven curriculum. The program and ultimately students can potentially benefit from placing the distinctive applied elements of the program on a stronger conceptual base. Indeed, the PRT referred to the perceived need to “*place more emphasis on elevating some overriding theoretical and managerial frameworks into [program] courses.*” While acknowledging the importance of retaining the program’s “*carefully crafted operational flavour*” the PRT recommended the integration of the results from emerging theoretical and applied academic research into the curriculum that will allow the School retain its position as a leader in its field. ASC concurs with this view and *recommends that integration of advanced/emerging theoretical and management concepts into program courses that would allow program graduates to work at a higher conceptual level should be one of the underlying principles of any curriculum restructuring for the School.*
- **Common courses:** The HTM curriculum includes a number of courses that are also part of the common business management core curriculum (e.g. ACC 100, ECN 104, ECN 204, ITM 102, QMS 102). However, the HTM curriculum also has a number of

introductory level courses (e.g. HTM 503 Human Resources Administration, HTM 601 Organizational Behaviour I, HTM 302 Marketing Principles, etc.), which are in most cases part of the common core curriculum (e.g. MHR 523 Human Resources Management, MHR 405 Organizational Behaviour and Interpersonal Skills, MKT 100 Marketing I, etc.). In evaluating the program, ASC inquired about the rationale for retaining such HTM specific courses, which can easily be replaced with equivalent courses from the common core without jeopardizing the academic integrity of the program. Adopting courses from the common core curriculum will not bring efficiency to the delivery of such courses—as courses in the common core curriculum always run in multiple sections due to consistently high enrolment in other TRSM programs. However, adopting common courses will allow HTM students to interact with students from other TRSM and possibly other Ryerson programs. A heterogeneous student body is likely to provide different perspectives and view points that can significantly enhance the learning environment. In addition, participating in the common business management core curriculum will allow the School to meet the requirements of the AACSB accreditation. Therefore, *ASC recommends that the School consider adopting courses from the common business management core curriculum to replace equivalent HTM courses that are currently part of the HTM curriculum.*

- **SRC priorities:** The Self-Study report and the PRT report commented on how the School and the program can potentially benefit from increased SRC activities. The School is cognizant of this fact; indeed, the Development Plan identifies development of a strategic SRC plan and the establishment of a stronger SRC culture as high priority action items. As new faculty members will have a significant impact on expanding the SRC activities, it is essential to develop a parallel hiring plan that will allow the School to make its future hiring decisions strategically in accordance with its SRC priorities. ASC encourages the School to proceed with the preparation of a School SRC plan. *ASC recommends that the School identify its SRC priorities and make its hiring decisions strategically to create a critical mass of SRC activity in selected fields.*

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 the *Ted Rogers School of Management* and the Provost and Vice President Academic by the end of June 2010.

Recommendation

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

That Senate approve the periodic program review of the Hospitality and Tourism Management program with the recommendations listed in the ASC Evaluation section.

A.2. Midwifery Education Program

Program Description

Midwifery has existed as a regulated, publicly funded profession in Ontario since 1993. Entry to midwifery practice requires graduation from a Bachelor of Health Sciences (Midwifery) program offered exclusively by a consortium comprised of Ryerson, McMaster and Laurentian Universities. The consortium was established in 1992 and enrolment commenced at all three institutions in 1993 based on a common curriculum and a common set of academic regulations. The curriculum has proven to be highly effective with major strengths including academic rigour and intensive clinical experience, supported by small classes taught by highly capable faculty.

The consortium now admits 90 FTE students across the three sites each year. Ryerson offers full-time and part-time programs, McMaster offers a full-time program and Laurentian offers both English and Francophone full-time programs. The Ryerson program co-ordinates all clinical placements for the three universities. The Midwifery Education Program (MEP) consortium sees its role in education and in the midwifery profession as part of a broader commitment to social justice. The consortium affirms its responsibility to foster an anti-oppression environment, not only within the three sites of the MEP, but also within the wider community.

The program is framed by a well articulated statement of beliefs and values, guiding principles, program goals, and outcome expectations for students. Collectively, these provide the basis for students to understand clearly their roles as health service providers, contributors to a growing profession, and lifelong learners. At the completion of the program students will:

- Exhibit values and attitudes consistent with woman-based care; advocate for women's choices and preferences and work in partnership with women.
- Provide safe, competent and ethical midwifery care that includes counseling, teaching and support for women and their families within varied cultural, ethnic and socio-economic populations.
- Promote childbirth as a normal part of women's health with an understanding of its cultural and social meanings.
- Promote understanding of and participation in health care by women and their families.
- Collaborate effectively with other health care providers; consult and refer appropriately.
- Exhibit critical thinking skills that can be used throughout one's professional career.
- Understand and appropriately apply research findings within clinical practice.
- Be accountable for one's own actions and participate in self and peer assessment.
- Contribute to the development of the midwifery profession.

As of 2008/2009 academic year, the Ryerson MEP has a complement of 6 RFA faculty and 5 CUPE instructors.

The Curriculum:

The curriculum of the Midwifery program differs significantly from the Ryerson norm because of the need to achieve complete equivalency among the three consortium partners. The curriculum has a total of 24 courses. (Ryerson Full-Time Undergraduate Calendar, 2008/2009, pp. 281–287 and Ryerson Part-Time Undergraduate Calendar, 2008/2009, pp. 137–143). The curriculum includes courses from basic sciences, social sciences, health sciences, women's studies electives and midwifery clinical courses. Six courses corresponding 55 percent of the program hours are devoted to clinical training. In addition to clinical placements with midwife preceptors, clinical experience is gained in hospital settings under the supervision of nurses and obstetricians.

The first 3 semesters include pre-clinical course work. These terms provide a foundation for clinical placements which start in the fourth semester. The curriculum is based on the premise that students begin their clinical work in all aspects of midwifery but with limited responsibility. The level of responsibility required of students increases throughout the program such that the last 3 semesters include only clinical placement courses. Clinical placements are logistically complex as students may be required to move some distance from their home communities for extended periods of time. The curriculum is delivered over 9 semesters completed in four academic years of full-time study. At the time of admission, part-time students can request entry into either the 5-, or 6-year streams. The primary difference between the streams is the length of time students may take to complete the first 3 semesters of pre-clinical course work. Once students enter the clinical placement courses, all students participate full-time in the program.

Admission Requirements:

Applicants to the program require an OSSD with six Grade 12 U/M course credits, including English, Science (one of Biology (SBI4U) or Chemistry (SCH4U)) and one course in Canadian World Studies or the Social Sciences and the Humanities with minimum grades of 70 percent in each of the subject areas. Preference is given to applicants who have successfully completed at least one year of university studies with a B cumulative GPA, or have other related life experience.

In practice, students admitted to the program bring significant additional qualifications. Many students admitted to the program have been university graduates including several who have successfully completed graduate degrees. The remaining students have usually had some university education or a college diploma.

In addition to the academic requirements, applicants complete a supplementary application form and submit a personal letter. Applicants who are successful in stages one and two of the admissions process undergo an extensive interview process. Offers of admission are made on the basis of the interview score. The School admits approximately 30 new students every year (20 full-time and 10 part-time) and the program has a total enrollment of 125 students.

The Program Review

The review provides comprehensive information about the Midwifery program, including student data, student and graduate surveys and a comparator review. The PRT³ report and the consortium'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:

- **Consortium:** The program review identifies access to expertise across the consortium as a major strength. The three university partners participate in the delivery of a highly successful program that is not only firmly rooted in the strength of each university but also in the collective expertise of the consortium. For example, once the students begin their clinical courses, they become part of a single cohort of midwifery students from all three universities. All students are placed in midwifery practices across Ontario, and are allocated to tutorial groups dependent on clinical location. The tutorial groups are composed of a mix of students from all three university programs. As the PRT commented *“the faculty and staff work very hard at constant communication and consensus building across sites and that the administrative levels of the three universities support their work”* resulting in *“a well organized, efficient and generally satisfied partnership.”*
- **Dedicated Faculty:** The Ontario MEP consortium has been an effective structure since its inception in 1993. A small number of experienced midwifery faculty, ably supported by program staff, have developed and continuously refined a high quality baccalaureate degree program. In its report, the PRT acknowledges that *“[f]aculty members are outstanding in their experience, teaching abilities and commitment to the profession,”* praises the consortium and commends *“the faculty and staff of the three university sites of the MEP for continuing to provide an exemplary program.”* The PRT further states that *“[t]he program has flourished under the past and present leadership and the commitment to the program and its students.”* Survey results also reveal students' satisfaction with the faculty and the quality of teaching and learning in all the areas surveyed with over 95 percent finding faculty members current, knowledgeable, challenging, well organized, available and fair.
- **Clinical Placements:** Clinical placements and the resulting experience gained under the supervision of dedicated faculty and preceptors are an integral part of the program. Clinical placements provide students with opportunities to learn and practice hands-on

³ Members of the PRT were Profs. E. Carty (University of British Columbia) and J. Lafrance (Université du Québec à Trois-Rivières). The PRT visited all three members of the consortium. They spent two days at each site. The PRT report is structured to be read as a complete document; the report also includes sections which review the consortium and the individual consortium partners.

clinical skills and to consolidate clinical thinking and decision-making skills using simulated situations with faculty. In the Self Study Report, the MEP reflects on the present status of the program and identifies clinical placements as one of its greatest achievements. The PRT concurs with this view, praises the MEP in successfully meeting the challenge in “*providing consistently high- level clinical education for students as they work in placements across the province.*”

- **Curriculum:** The curriculum of the Midwifery program is highly effective with major strengths including academic rigour and intensive clinical experience, supported by small classes. After an extensive review of the curriculum documents and conducting student, graduate and preceptor interviews, the PRT concluded that “*the curriculum provides for a learning experience that fosters critical thinking, is woman centered care and focused on the acquisition of clinical expertise.*” Consortium partners regularly meet to assess the effectiveness of the curriculum. This on-going attention to the currency of the curriculum has resulted in several curricular revisions introduced since the inception of the program.

Weaknesses:

- **Demanding program:** The Midwifery program is academically and clinically challenging and very demanding on students’ time and consequently on their personal life. Over the course of four years, a typical full-time student is required to learn and demonstrate proficiency in the integration of a significant body of science, social science and midwifery clinical knowledge. To prepare students for the commitment required to succeed in the program, the Ryerson MEP informs students during orientation sessions and student-faculty meetings and delivers additional information about various aspects of the program as needed.
- **Clinical Placements and the Preceptors:** The Ryerson MEP has the responsibility for clinical placements for the consortium. This involves offering basic and continuing education to clinical midwifery preceptors, obtaining and confirming clinical placements for students from all three university sites, and developing policies and procedures to ensure a fair and equitable process for all students and midwifery preceptors. As the number of students in the midwifery clinical placements has grown, midwifery preceptors around the province have continued to provide high quality learning opportunities to program students. Yet, with the expansion of the Midwifery program underway, there is a concern that there will be dramatic pressures on clinical placement. As clinical placements are critical to the program’s ongoing success, the consortium has been developing strategies that will address how clinical placement courses are distributed across the semesters.

Development Plan:

- **Midwifery Two-Year Stream for Health Professionals:** The MEP Consortium received expansion funding from the Ontario Ministry of Health and Long-Term Care to offer a shortened program to suitable candidates with previous health professional degrees. The main target groups are nurses and physicians with previous baccalaureate degrees or equivalent and experience in maternity care. The first semester of the 2-year

stream will consist of academic courses only. The remaining semesters will include a mix of academic and clinical courses; clinical placements will proceed in an alternating sequence which will allow participation in tutorials while providing adequate time for clinical placements. Ryerson Senate approved the 2-year stream in November 2008 for implementation starting Fall 2009.

- **Curriculum:** Student and preceptor feedback, together with the need to address improved integration within the health care system, has led the consortium to propose changes to the curriculum and academic regulations, including the development of an academic course in interprofessional practice. This course together with improved interprofessional placements offers an exciting opportunity for the MEP to play a leadership role in the emerging field of interprofessional education. Ryerson Senate approved the proposed curriculum changes in November 2008 for implementation in Fall 2009.
- **Administrative Structure:** The Self Study Report recognizes that implementation of the development plan depends on increased resources which would allow program expansion and facilitate the consortium to meet the demand for midwifery services. The Ryerson MEP recognizes that program expansion would inevitably bring its own challenges. The development plan foresees a reassessment of the current administrative structure. A new organizational structure with greater administrative autonomy may prove to be more effective even if the consortium partners continue to take a shared approach to the curriculum and the clinical placements.

ASC Evaluation

Since the inception of the *Midwifery* program in 1993, the consortium has graduated a total of 346 students, with 124 students completing their studies at Ryerson. If one word can summarize the program, that would be “*demanding*.” Students and graduates recognize that the program is very demanding on their personal life. Relocating, being on-call during clinical placements and meeting the academic and clinical demands to succeed are difficult to cope with all at once. Despite this, the MEP consortium is rightfully proud to have graduated the majority of midwives practicing in Ontario today. Program graduates are currently working in British Columbia, Manitoba, Quebec and Nunavut; they are highly sought after across Canada.

The success of the program is in no small part due to the dedication and commitment of the faculty, staff and students have shown to the program and the profession. As the PRT commented “[t]he program is outstanding in the quality of its faculty, students and staff. All work to very high standards and have been very successful in meeting both the program and university standards.” Student and graduate surveys consistently point out how much students appreciate the efforts of faculty, staff and preceptors that contribute to the students’ learning and mastery of skills that are essential for a successful career as a midwife. In the words of students “*the level of experience and expertise that many of the faculty possess is of tremendous value to students*” and the success of the program is mostly due “*experienced (and still practising) midwives who as teachers bring history and depth to their teaching.*”

The program's commitment to the midwifery profession is also apparent through their support of the International Midwifery Pre-registration Program (IMPP), which is offered in collaboration with the G. Raymond Chang School of Continuing Education and the College of Midwives of Ontario. This program functions as a bridging program for internationally educated midwives and contributes to the midwifery practice in Ontario. Clinical placements for IMPP students are arranged through the MEP's placement process and supported by its preceptor development work.

The Midwifery program is based on a clear set of beliefs, guiding principles for midwifery education. The program has also developed an equity statement which reflects its core values. In particular, the consortium is committed to have a student body which reflects the diversity of our society. In its report, the PRT praised the Ryerson MEP for its success in increasing the number of students with diverse ethno-cultural backgrounds.

Since 1993, the Ryerson MEP has been operating with a small faculty complement. As part of the expansion funding the consortium received from the Ontario Ministry of Health and Long-Term Care, the Ryerson MEP has been able to hire additional tenure-track faculty to support the new 2-year stream for health professionals and admit additional students to the full-time program. This influx of resources will allow the Ryerson MEP to function at a level commensurate with its accomplishments to this date.

Follow-up Report

In keeping with usual procedure, a follow-up report 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 *Midwifery* program satisfies the relevant policy and procedural requirements, Academic Standards Committee recommends:

That Senate approve the periodic program review of the Midwifery Program.

SECTION B: CERTIFICATE REVIEWS

B.1. Geography

The Department of Geography currently offers 3 certificate programs in collaboration with the Chang School: *Certificate in Applied Digital Geography and GIS*, *Advanced Certificate in Applied Digital Geography and GIS* and *Certificate in Geotechnology for Teachers*.

Certificate Programs in Applied Digital Geography and GIS

The *Certificate in Applied Digital Geography and GIS* began in 1997 as an introduction to geographic information systems (GIS). This post-baccalaureate program has been developed for professionals who are currently employed or anticipating careers in various industries and services, and wish to acquire knowledge and skills in digital geography and GIS. The *Advanced Certificate in Applied Digital Geography and GIS* program was subsequently launched in 2004 to allow GIS professionals to extend their expertise to work in the increasingly complex GIS industry.

Admission to both certificate programs require an undergraduate degree in a related field, or an OSSD with six Grade 12 U/M credits, or equivalent, and two years of practice in a related field. Applicants to the advanced certificate program must also have completed the first certificate or have prior education and training in GIS equivalent to the first certificate, and two years of work experience in a GIS-related job.

The *Certificate in Applied Digital Geography and GIS* is a six-course (2 of the required and 2 of the electives are degree-credit courses) program that begins with two required introductory courses followed by GIS applications- and implementation-oriented electives. The advanced certificate is also a six-course (all certificate-credit courses) program with technical specialty, capstone and integration courses. Students registered in the first certificate can complete the program online, as six certificate courses are available in a distance education format.

From the start to Fall 2008, inclusive, there have been a total of 281 graduates (271 completed the first certificate and 10 completed the advanced certificate) and a total of 3,255 registrations in certificate courses.

As part of this review process, certificate administrators have identified revisions to the curriculum and the admission requirements of both certificate programs. These changes, described in Section C.1 of this report, aim to streamline the curricula and increase registrations in both certificate programs.

Recommendation

Having determined that the review of the certificate programs in digital geography satisfies the relevant policy and procedural requirements, Academic Standards Committee recommends:

That Senate approve the review of the Certificate in Applied Digital Geography and GIS, and the Advanced Certificate in Applied Digital Geography and GIS programs.

Certificate in Geotechnology for Teachers

The *Certificate in Geotechnology for Teachers* was launched in 2000 in response to changes in the Ontario geography high school curriculum. At the time, most geography teachers had little, if any, experience with geotechnology. This six-course certificate program was specifically designed for teachers; it delivered both the fundamentals of GIS and the pedagogy enabling geography teachers incorporate GIS into their teaching.

Since the inception of the program, there have been 43 course registrations and only 4 graduates. Since Winter 2005, there has been only one course registration with the sole registrant graduating in Spring 2008. Declining interest in the program is a result of changes in the education of geography teachers. Today, GIS is seen as an important tool for geographers and consequently all geography departments in Ontario universities offer at least one course in GIS. In addition, Faculties of Education introduce GIS in at least one session delivered to teacher candidates. Therefore, the Department of Geography and the Chang School decided to discontinue this certificate program.

B.2. Economics

Until recently, the Chang School and the Department of Economics jointly offered two certificate programs: the *Certificate in Economics* and the *Advanced Certificate in International Economics*. The completion of the *Certificate in Economics* was an admission requirement for the advanced certificate program. The *Certificate in Economics* included most of the first-year courses of the *International Economics and Finance* undergraduate degree program, while the advanced certificate contained most of the second-year courses. Students who completed these two certificate programs would have most of the credits for the first two years of the undergraduate degree program.

Enrollment statistics compiled for the certificate review indicated that few, if any, students applying for the degree program were graduates of either of these two certificates. Students were clearly not interested in using these certificates as stepping stones into the undergraduate degree program. On the other hand, many students expressed an interest in the advanced certificate, but were disappointed that they had to graduate from the *Certificate in Economics* to qualify for admission to the advanced certificate program.

In response, the Department of Economics and the Chang School jointly prepared and submitted a proposal for a complete restructuring of the economics certificates which Senate approved in May 2008. The approved restructuring of economics certificate programs retained the *Certificate in Economics* as currently offered, replaced the advanced certificate with a new entry-level *Introductory Certificate in International Economics*, and introduced four new certificate programs in *Microeconomic Theory and Policy*, *Macroeconomic Theory and Policy*, *Industrial Organization and Policy*, and *Quantitative Economics*. Each of the new certificates functions as a stand alone program. All certificate programs including the existing the *Certificate in Economics* have the common admission criteria of OSSD with six Grade 12 U/M (including Grade 12 U credits in English and Mathematics) credits, or equivalent, or mature student status.

Recommendation

Having determined that the review of the certificate program in *Economics* satisfies the relevant policy and procedural requirements, Academic Standards Committee recommends:

That Senate approve the review of the certificate program in Economics.

B.3. Hospitality and Tourism Management

The *Certificate in Hospitality and Tourism Management* is an introductory-level program intended for individuals who wish to develop their practical managerial skills for pursuing a career in the hospitality and tourism industry. It includes general management courses and introductory courses from each of the three areas of specialization within the *Hospitality and Tourism Management* degree program. Admission to the program requires OSSD with six Grade 12 U/M course credits, or equivalent, or mature student status. The certificate program consists of 8 required degree-credit courses. The academic home of the certificate program is the *School of Hospitality and Tourism Management* in the Ted Rogers School of Management.

The objective of the program is to promote life-long learning for those entering the hospitality and tourism industry or who are currently working in the industry. The review has shown that the current certificate program based on introductory-level courses no longer meets the intended program objective with only 27 students successfully completing the program since 1997. Therefore, the School and the Chang School decided to discontinue the certificate program. The School is currently conducting needs assessment aimed at developing advanced continuing education modules for hospitality and tourism industry partners.

B.4. Publishing

The objective of the *Certificate in Publishing* is to provide students with the knowledge and skills necessary to work in the publishing industry. The program has been in existence for approximately 20 years. During this time, there have been a number of changes to the program, including many new course offerings and online delivery of several certificate courses. The program's academic home is in the Chang School. It has very close ties with the publishing industry, with both academic coordinators working full-time in publishing and with an active Program Advisory Council. The program offers a number of value-added opportunities for students to be involved in the publishing industry and to fund their education at Ryerson through industry-sponsored awards. In particular, the program offers active mentorship and job advertisement services, and has a large number of industry internships available to registered certificate students.

This certificate program is delivered at a post-baccalaureate level; admission to the program requires an undergraduate degree, or mature student status with related professional experience. The program requires the successful completion of 8 certificate-credit courses, 2 of which are required, with a cumulative grade point average of 2.00 or higher. Most of the courses are offered both in classroom and online formats. Enrolment is very strong in both the traditional and the online courses, with over 800 course registrations in the 2006/2007 academic year.

Recommendation

Having determined that the review of the certificate program in *Publishing* satisfies the relevant policy and procedural requirements, Academic Standards Committee recommends:

That Senate approve the review of the certificate program in Publishing.

B.5. Training and Development

The objective of the *Advanced Certificate in Training and Development* is to provide students with the opportunity to develop professional expertise in training and development. Training and development specialists, as consultants or employees, help businesses, institutions, and government agencies to develop, carry out, and evaluate training programs for their employees.

The program's academic home is the Department of Human Resources Management and Organizational Behaviour at the Ted Rogers School of Management. Eligible applicants to this advanced certificate program must have completed a Ryerson *Certificate in Human Resources Management* or have an undergraduate degree, or a three-year college diploma as well as completed the course CMHR 523 Human Resources Management, or equivalent. The program consists of 6 courses; 5 are degree-level courses and one is a certificate-credit course in which students complete a capstone project.

In the course of this review, program administrators identified a number of shortcomings of the certificate program including: declining course registrations and program enrollment, and competition from other educational institutions in the GTA who offer similar but shorter programs for lower fees. Consequently, the Chang School and the Department of Human Resources Management and Organizational Behaviour decided to discontinue this certificate program and recommended the development of an interdisciplinary, inter-faculty certificate program in organizational learning be considered.

SECTION C: NEW & REVISED CERTIFICATE PROGRAMS

C.1. Applied Digital Geography and GIS Certificate Programs

The Department of Geography together with the Chang School recently completed a review of the certificate programs in applied digital geography and GIS (see Section B.1 of this report). The review identified a number of curriculum revisions and changes to admission requirements aimed to streamline the curricula of the certificate programs and increase registrations.

Specific changes to individual certificate programs are listed below. The curricula and admission requirements of the revised certificate programs are given in Appendix 1.

Certificate in Applied Digital Geography and GIS:

Proposed revisions to the *Certificate in Applied Digital Geography and GIS* are:

- replacing required courses CODG 100 and CODG 110 with CODG 101 and CODG 102 to reflect new equivalencies with courses in the undergraduate degree program;
- adding new courses to the electives category to address current GIS applications;
- allowing students in the certificate program to choose one course from the advanced certificate program subject to fulfilling course pre-requisites and approval by the Academic Coordinator;
- changing the admission requirements for this post- baccalaureate and introductory level certificate program by: (i) eliminating the OSSD and the two-year professional practice requirements, and (ii) recognizing a college diploma as an acceptable post-secondary educational experience required for admission.

Advanced Certificate in Applied Digital Geography and GIS:

- Proposed revision to the admission requirements for the *Advanced Certificate in Applied Digital Geography and GIS* will see the elimination of the “two years of professional practice in GIS or a related field” requirement. This change has resulted from the program administrators’ recognition that the work experience requirement has not enriched the learning environment as it was originally envisioned.

Recommendation

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

That Senate approve the revisions in the Applied Digital Geography and GIS certificate programs.

C.2. Certificate in Dietetics Practice in Canada for Internationally Educated Dietetics

The proposed *Certificate in Dietetics Practice in Canada for Internationally Educated Dietetics Professionals* is part of the existing Internationally Educated Dietitians Pre-registration Program (IDPP). The IDPP is funded by the Government of Ontario and the Government of Canada, and is offered under the umbrella of the Gateway for International Professionals programs in the G. Raymond Chang School of Continuing Education. The proposed certificate program will be jointly administered by the Chang School and the School of Nutrition.

The certificate will introduce internationally educated dietitians to theory, knowledge and practice in dietetics in Ontario/Canada, and prepare them for registration and employment as dietitians in Ontario.

Admission Requirements: The program will admit internationally educated dietitians approved through the IDPP admissions process. Eligible applicants must meet the following criteria:

- Proof of academic equivalency to an Ontario university degree in nutrition;
- Evidence of at least ONE of the following:
 - completion of a supervised internship/practical training in nutrition/dietetics outside of Canada (recent);
 - registration as a dietitian outside of Canada on the basis of accredited internship training (not through reciprocity); or
 - a minimum of one year of recent experience working as a dietitian outside of Canada (and/or teaching/completing research at an academic (post-secondary) level outside of Canada in the area of nutrition and dietetics).
- Evidence of having met the requirements to practice dietetics and/or be officially recognized as a dietitian in the country in which one was educated/trained, and/or, the country in which one practiced.

In addition, all applicants must have: (i) proof of English proficiency, (ii) proof of Ontario residency, and (iii) proof of eligibility to work in Canada.

Curriculum: The proposed certificate would include 10 required courses, providing 336 hours of required instruction hours over the course of two semesters, and over 500 hours of field/practicum placement experiences. The on-campus curriculum will include 7 core courses:

- CVID 100 Orientation to the IDPP;
- CVID 500 Intercultural Communication & Dietetics Practice;
- CVID 502 PLA & Portfolio Formation;
- CVID 504 Integrated Foods & Nutrition;
- CVID 511 Dietetics Practice in Canada I;

- CVID 512 Dietetics Practice in Canada II;
- CVID 513 Advanced Dietetics Practice in Canada.

The field placement/practicum component of the program will include 3 core courses/experiences:

- CVID 505 Administrative Experience;
- CVID 520 Dietetics Practice I: Health Promotion & Disease Prevention;
- CVID 521 Dietetics Practice II: Nutritional Management of Disease.

Recommendation

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

That Senate approve the Certificate in Dietetics Practice in Canada for Internationally Educated Dietetics Professionals.

C.3. Certificate in Financial Management in Canada

The proposed *Certificate in Financial Management in Canada* targets internationally educated accounting and financial services professionals who seek to enter the Canadian workforce as accounting and financial services professionals. The proposed certificate provides a flexible educational program for these individuals; it delivers knowledge, skills, and a suitable credential from a Canadian institution that will attest to the students' competencies in professional practice and workplace communications. Such qualifications represent a crucial first step for internationally educated professionals to gain employment at a level commensurate with their qualifications and experience. The proposed certificate program will be offered under the umbrella of the Gateway for International Professionals programs in the Chang School.

Admission Requirements: Eligible applicants must be registered participants in the International Accounting and Finance Professionals (IAFP) program. All applicants to the IAFP program must satisfy the following requirements:

- Be an internationally educated professional in the areas of accounting or finance and have a minimum of two years relevant employment experience;
- Have a baccalaureate degree;
- Be a resident of Ontario at the time of application and eligible to work in Canada;
- Demonstrate English language proficiency.

Curriculum: Each student registered in the proposed certificate program will have an individual academic plan determined at the onset of the program. The plan will reflect the information collected through the following assessment processes.

- Assessment done by the professional bodies, e.g. Institute of Chartered Accountants of Ontario (ICAO) the Certified Management Accountants (CMA), the Certified General Accountants (CGA);
- Career and/or action plans developed as part of the intake process for the IAFP program including those determined in the 8-hour long CDCE 111 Assessment for IAFP course.

The Program Manager will approve each academic plan in writing. Depending on the courses in an academic plan, individual students may need to take additional courses to satisfy the pre-requisite requirements for courses in their respective academic plans. The program will require the completion of a total of 6–10 courses in the following 3 categories:

- **Professional courses:** Appendix 2 provides a complete list of the accounting, finance and management courses from which professional courses in students' academic plans will be chosen. CLAW/CZAC/CZAF 122 Business Law will be a required course for all students.
- **Complementary courses:** The following complementary courses are designed to help participants prepare for professional practice in a Canadian context:
 - CZAC/CZAF 110 Career Development in Accounting/Financial Services;
 - CZAC/CZAF 200 Prior Learning & Competency (PLC) Portfolio Development.
- **Workplace Culture, Professional Communication and EAL/ESL courses:** Appendix 2 provides a list of courses in this category. The Professional Communication for Employment (PCE) entry assessment determines the requirement for CDCE (professional communication for employment) and CCMN (professional communication) courses. The Director of English as an Additional Language (EAL) programs will identify appropriate language instruction courses (the COEN and CLNG courses). The Director of EAL programs may also assign any other language instruction course, including any certificate course in the EAL portfolio, as deemed appropriate.

Recommendation

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

That Senate approve the Certificate in Financial Management in Canada.

C.4. 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 Department of Psychology in the Faculty of Arts, Daphne Cockwell School of Nursing in the Faculty of Community Services and 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 (equivalent to PSY 434)
- 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 content areas and complete the corresponding self-study components as needed. As the 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.

Governance

The certificate program has an interdisciplinary/interprofessional character and therefore it cannot be exclusively linked to a particular academic unit. In accordance with the terms of Policy 76 “Policies and Procedures Pertaining to Certificate Education at Ryerson,” a curriculum committee with representation from the involved academic units will have the responsibility for curriculum development and ongoing review of program objectives. The following principles will govern the certificate program and the curriculum committee.

- The Chang School will be the initial academic home of the certificate program. After the completion of the first cycle, i.e., after all the courses in the program have been delivered once, the Provost and Vice President Academic in consultation with the Faculty Deans and the Dean of the G. Raymond Chang School of Continuing Education, will reassess the governance and academic home issues.

- The Curriculum Committee will be structured as follows:

Ryerson Faculty:

3 RFA faculty members from Daphne Cockwell School of Nursing;
2 RFA faculty members from Department of Psychology;
1 RFA faculty member from School of Nutrition.

The Chang School:

CE Coordinator, Psychology Programs;
Program Director, Community Services Programs.

External Members:

Three external members from Sunnybrook Health Sciences Centre and Ontario Stroke Network.

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 also be 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/population⁴. 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.*

⁴ D'Amour, D. and Oandasan, I., "Interprofessionality as the field of interprofessional practice and interprofessional education: An emerging concept," *Journal of Interprofessional Care*, Supplement 1, pp. 8–20, 2005.

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. Alnwick (Registrar; ex-officio)
D. Androustos (Electrical & Computer Engg.)
A. Ball (Image Arts)
J. Dianda (Philosophy)
E. Evans (Retail Management)
D. Glynn (Continuing Education)
D. Granfield (Library)
P. Hadian (Student, Sociology)
G. Hunt (Business Management)

R. Keeble (Urban & Regional Planning)
L. McCarthy (Chemistry and Biology)
D. Schulman (Secretary of Senate; ex-officio)
G. Allen (Journalism)
R. Stagg (History)
J. Thorp (Student, Politics and Governance)
J. Waddell (Nursing)
M. Zeytinoglu (Electrical & Computer Engg.)

Appendix 1. Applied Digital Geography and GIS Certificate Programs

Certificate in Applied Digital Geography and GIS:

Admission Requirements: Undergraduate degree or a college diploma in a related field with a grade point average of at least 2.00, or equivalent, subject to the approval of the academic coordinator, is required.

Revised Curriculum:

- **Required Courses:**

CODG 101 Spatial Databases and Digital Cartography (equivalent to GEO 581);

CODG 102 Digital Geography and Spatial Analysis (equivalent to GEO 681);

- **Electives:**

Group A (select one or two courses):

CODG 123 Digital Geography Applications in Utilities Planning

CODG 124 Digital Geography Applications in Business Decision-Making

CODG 125 Digital Geography Applications for the Municipal Professional

CODG 126 Digital Geography Applications in Environmental Management

CODG 127 Digital Geography Applications in Community and Social Services

Group B (select two or three courses)

CODG 130 Legal and Ethical Issues in GIS and Digital Data

CODG 131 Issues and Innovation

CODG 132 Customizing GIS Software: Applications Programming (equivalent to GEO 541)

CODG 133 Map Algebra: Topology and Overlay

CODG 135 Digital Image Processing and Applications (equivalent to GEO 542)

CODG 136 Web Mapping

Note: One course from the Advanced Certificate First Level courses may be taken as the last course in the certificate as long as prerequisites are met and approval is given by the Academic Coordinator.

Advanced Certificate in Applied Digital Geography and GIS:

Admission Requirements: Successful completion of the *Certificate in Applied Digital Geography and GIS* or its equivalent, subject to the approval of the Academic Coordinator is required. An interview with the Academic Coordinator is required to facilitate assessment of prior learning.

Appendix 2. Certificate in Financial Management in Canada

Professional Courses

CACC 100	Introductory Financial Accounting
CACC 406	Introductory Management Accounting
CACC 414	Intermediate Accounting I
CACC 504	Accounting Cases and Concepts
CACC 514	Intermediate Accounting II
CACC/CZAF 522	Tax for Financial Planners & Managers
CACC/CZAC 742	Canadian Business Taxation I—see Note 1
CACC/CZAC 842	Canadian Business Taxation II—see Note 2
CECN 104	Introductory Microeconomics
CECN 204	Introductory Macroeconomics
CECN 506	Money and Banking
CFIN 300	Managerial Finance
CFIN 401	Managerial Finance II
CFIN 501	Investment Analysis I
CFIN 502	Personal Financial Planning
CFIN 512	Risk Management & Insurance
CFIN 601	Investment Analysis II
CFIN 612	Retirement & Estate Planning
CFIN 812	Advanced Personal Financial Planning
CMHR 405	Organizational Behaviour and Interpersonal Skills
CMHR 523	Human Resources Management
CMGT 200	Introduction to Management
CQMS 102	Business Statistics I
CQMS 202	Business Statistics II
CITM 102	Business Information Systems
CITM 595	Auditing of Information Systems
CITM 696	Accounting Information Systems
CZAC/CZAF/CLAW 122	Business Law
CZAC/CLAW 603	Advanced Business Law—see Note 3

Notes:

1. Student taking the CACC 742 Canadian Business Taxation I course may opt to take the supplemental course CACC 740 Canadian Business Taxation I–Workshop.
2. Student taking the CACC 842 Canadian Business Taxation II course may opt to take the supplemental course CACC 840 Canadian Business Taxation II–Workshop.

3. Student taking the CLAW 603 Advanced Business Law course may opt to take the supplemental course CACC 640 Advanced Business Law–Workshop.

Workplace Culture and Professional Communication Courses

CCMN 114	Short Management Reports
CCMN 124	Written Communications
CCMN 279	Business Communication
CCMN 304	Career Advancement Communications
CCMN 314	Professional Presentations
CDCE 210	Introduction to Canadian Workplace Culture & Communication
CDCE 220	Interpersonal Communication in the Workplace
CDCE 230	Customer Focused Service Principles
CDCE 240	Organizational Practices in Canada
CDCE 250	Integration of Workplace Related Soft Skills
CDCE 310	Formal and Informal Communication in the Workplace
CDCE 320	Advanced Customer Focused Applications
CDCE 400	Exploring Leadership Skills
CDCE 410	Canadian Workplace Governance
CDCE 420	Strategic Working Relationships
CDCE 430	Leadership in Client Relations
CDCE 440	Team Building
CDCE 450	Operational Leadership
CDCE 910	Oral Communication for International Professionals
CDCE 920	Customs and Etiquette in the Canadian Workplace

**Shaping Our Future: An Academic Plan for 2008-2013
Update
Presented to Senate on May 5, 2009
by
Alan Shepard, Provost and Vice President Academic**

On June 3, 2008, the Ryerson Senate approved Ryerson's five-year academic plan. *Shaping Our Future: An Academic Plan for 2008-2013* (www.ryerson.ca/about/provost/) builds on and expands Ryerson's current strengths while respecting its unique mission and building on the priorities established by the Quality Agenda set forth in its previous academic plan.

Shaping Our Future was written before the world was tossed into economic turmoil. The Plan takes an optimistic view that assumed the normal funding constraints and yet proposed an ambitious blueprint for the future. Plans were being devised to accommodate the predicted growth in demand for post-secondary education in the GTA, and the prediction that there would be money available for that growth at some time in the next few years. The reality of the provincial, federal and world financial situation, however, has challenged the ground rules. Academic planning was happening at the same time as units were being asked to consider the possibility of as much as a 5% reduction in operating budgets. And it was not known until after academic plans were already developed that there was some fiscal reprieve and that the cuts would not be quite as drastic as predicted.

This last point is very important in understanding how impressive Ryerson's response to *Shaping Our Future* has been. Budget cuts did little to dampen the traditional Ryerson enthusiasm for innovative thinking or its commitment to societally relevant and current education. As will be seen in the sampling of the goals provided in this report, Ryerson is clearly still on track.

Follow-up to May, 2008 Report to Senate

Although the Report to Senate in May, 2008 was a "final" report on the accomplishments of *Learning Together: An Academic Plan for 2003-2008*, clearly Ryerson was not really "between plans" in 2008-09. Many of the initiatives that began under the *Learning Together* continued to evolve, and many new initiatives were begun. Some of the major accomplishments of 2008-09 are as follows:

The Faculty of Arts reports that this year will see the first graduates in its newest undergraduate degree programs – Criminal Justice, Politics and Governance, Psychology, and Sociology. These programs are part of Ryerson's tangible success of the past five years, both in terms of advancing Ryerson's Academic Plan and enhancing Ryerson's academic reputation. Last year, more than 10,000 applications were received in these highly competitive programs, with 480 students admitted. As a result of this expansion, this June the Faculty of Arts will have, for the first time, a convocation ceremony dedicated to its own students.

The Faculty of Communication and Design has begun an evolutionary rethinking of the Faculty and its units to better position it in the cultural prosperity discourse. The need to provide a stronger inter/cross/multi-disciplinary environment (at the curriculum level as well as the SRC one) has been identified and has guided the plans of the Faculty, the Schools and Department, and the Rogers Communications Center. In anticipation of potential growth, the Faculty has been developing a three-phased approach spanning a period of 10 years in order to guide its future expansion as it principally relates to the creative industries' agenda. This expansion covers both undergraduate and graduate programs. This past year saw the development of a strategic positioning as it relates to SRC activities. Evidence of this can be found in the Echo Review (FCAD's annual report), the FCAD/Library Publication event that took place in the Fall (celebrating the 27 books and chapters in books authored by FCAD faculty), and the revision of the position of Associate Dean SRC.

The Faculty of Community Services has had a variety of successful initiatives over the past year.

- **Writing Initiative:** In response to a call for proposals from the Higher Education Quality Council of Ontario, a proposal was submitted for an intervention to enhance the writing skills of first year undergraduate students in the Faculty of Community Services during 2008-09 academic year. The program was funded by the Higher Education Quality Council of Ontario and the Provost's Office, Ryerson University. Evaluation of the initiative indicates high levels of student satisfaction and therefore the initiative will continue in the next academic year.
- **Continued funding "Making a Difference: Enhancing Student Engagement and Success" projects,** introduced in 2007-08. Reports of the first year of the projects, submitted in May 08, demonstrate a variety of successful outcomes.
- **Student Support Team:** The Faculty introduced a learning strategist to the FCS student support team.
- **SRC Enhancement Initiatives:** There were a variety of new and continuing initiatives to enhance SRC capacity for faculty members. These included workshops, consultancies, support for research centres, a poster day and book launch, and internal grants.

The Faculty of Engineering, Architecture and Science introduced one new Engineering program (Biomedical Engineering), one new Science program (Mathematics and its Applications), and one new Graduate program (Masters in Building Science). The new Engineering program's modified curricula which were approved by Senate last year, were also implemented, including the new "Undeclared Engineering" admissions.

In SRC activities, faculty members achieved considerable success in terms of externally funded grants and projects, reaching over \$12.0M in fiscal support. Research productivity continues to progress steadily toward the national averages in terms of graduate research thesis completion rates and the annual number of refereed journal and conference publications.

The Ted Rogers School of Management has experienced higher demand for its professional programs both at the undergraduate and MBA levels. This has translated into improved intake quality with the averages of all schools moving up significantly. The incoming average required for early admission now exceeds 82% and the number of first choice applications have risen significantly. The MBA program now ranks in the top 1/3 of all programs nationally as measured by incoming GMAT score and graduating average required for admission. TRSM is rapidly becoming not only the largest business school in English Canada, but among the very best. Both graduate and undergraduate student teams have placed very highly in competitions where they compete against the best schools in Canada.

TRSM has been concentrating on its connection with industry, focusing on premiere events including major conferences, public lectures and colloquiums, and research briefings that continue to draw the business community into the School on a regular basis. In 2008, over 200 events were hosted, offering a key constituency, executives and business located in downtown Toronto, the opportunity to connect and engage with the School. This translates into an increased awareness of the School's brand and improved prospects for student placements, co-op participation, internships, and on-campus hiring. It is also having a positive effect on fund-raising as locally-directed or award-related donations last year exceeded \$1,000,000.

Beyond their commitment to teaching, the faculty has made significant strides in producing peer-reviewed research with grants totalled in excess of \$2,000,000.

The G. Raymond Chang School of Continuing Education developed a new interdisciplinary Certificate in *Sustainability* and new certificate in *Inter-professional Certificate in Advanced Neuroscience-Stroke Care* developed in collaboration with the Daphne Cockwell School of Nursing and the Department of Psychology and in partnership with Sunnybrook Health Sciences Centre and the North and East GTA Ontario Stroke Region and Network. In addition, five new certificate programs were launched in Economics: Industrial Organization and Policy; Introductory International Economics; Macroeconomic Theory and Policy; Microeconomic Theory and Policy; and Quantitative Economics. An innovative partnership with Daphne Cockwell School of Nursing and collaboration with

the Ontario Telemedicine Network (OTN) introduced online and video-conferencing format to deliver part-time Nursing degree completion program in small and rural communities throughout Ontario.

The Library has had a variety of successful events and programs over the past year. Its partnership with the Learning Success Centre and Writing Centre has brought about accessible academic assistance for students. Such initiatives as the provision of 24/7 access to audio visual materials through acquisition of multimedia databases, streamed media and in-house digitization of copyright-cleared videos and EZ Proxy implementation now means a single convenient sign-in for users off campus to access our resources through the website and Blackboard have made information more accessible. Library usage, including visits and circulation, surpassed all previous records.

Academic Planning for the Next Five Years

The planning process over the past year has been devoted to the development of academic plans that support the University plan at the local levels. These final plans were submitted to the Provost on March 31, 2009.

Shaping Our Future established five principal priorities for the next five years:

- High Quality, Societally-Relevant Undergraduate and Graduate Programs
- Student Engagement and Success
- Learning and Teaching Excellence
- SRC Intensity
- Reputation

Twenty-five specific strategies were developed to support these priorities. Each unit has interpreted the priorities and strategies to determine how they will plan their future direction. The following is a summary of some of the initiatives that are part of these plans:

The Faculty of Arts is considering the potential for unprecedented growth in the GTA over the next decade and is prepared to consolidate its "old growth" and also participate and contribute to another round of undergraduate and graduate growth. While this will present a significant challenge for the Faculty of Arts, it is preparing four new undergraduate programs, thirteen majors and seven new graduate programs, including four at the doctoral level, two of which are to come on-line in 2010. The Faculty will be identifying and addressing issues such as the following over the next five years:

- Development of a one year common platform for all Arts programs (except International Economics and Finance and Geographic Analysis).
- Refinement of student admissions, advisement and support structures to maximize student retention and success and the development of a wide range of student engagement opportunities.
- Continued development of recruitment and reputation building strategies to ensure ever increasing demand for Arts programs.
- Consolidation of various teaching support programs such as teaching mentorships, TA development programming, and innovative teaching initiatives.
- Enhancement of support structures for SRC for faculty, as well as graduate and undergraduate students.
- Development of an appropriate staffing and administrative structure that reflects the growth and changing priorities of the Faculty.
- Development of a community of learning and teaching (faculty, staff and students) that is known for the highest standards of quality and excellence.

The Faculty of Communication and Design has developed its five-year academic plan around the following 4 key themes: Developing Operating Sustainability and Currency; Guiding Evolution and

Directing Growth; Enhancing Reputation and Developing Outreach Activities; and Supporting Scholarly Research & Creative Activities

The proposed Faculty academic plan serves three main purposes:

- To develop an operation that manages resources (academic and curricular, financial and spatial, internal and external) efficiently as well as broadens revenues that will further sustain current and future missions of the Faculty.
- To fully engage the Faculty and its various units in the key discourse currently taking place in the Creative Sector of the economy (on the Cultural Industries agenda). The cultural and creative industries are now fully recognized as playing a vital role to “economic policy through their ability to increase value-added activity, innovation, and intellectual property and thriving cultural and creative industries”⁵.
- To build on the regional and national reputation of the Faculty and its rich history as the majority of founding schools in Ryerson University’s 60th anniversary year. The new academic plan will serve to expand this reputation on the international stage. This will primarily be accomplished through further support and showcasing of the many accomplishments of students, faculty and alumni - thus enabling the Faculty to strengthen existing and to leverage new resources as well as develop new partnerships.

The Faculty of Community Services academic plan was developed at two retreats of all Directors, Associate Directors and Graduate Directors. Six goals were identified for the Faculty: infrastructure and capacity building; undergraduate and graduate strengthening and integration; strengthening SRC; introducing inter-professional education and care in teaching; SRC and practice; community building; and promoting diversity. The Schools completed their plans in February 2009. Analysis of the plans demonstrates an overwhelming focus on undergraduate and graduate integration and enhancing SRC. Infrastructure expansion, inter-disciplinarity and reputation building have also been identified by at least half of the schools.

Faculty of Engineering, Architecture and Science spent a significant amount of time preparing the new 2009-2014 Strategic Plans. These plans focus on the following Goals:

- Achieving excellence in the quality of undergraduate and graduate engineering, architecture and science programs;
- The development and the implementation of new societally relevant and needed high quality undergraduate and graduate programs;
- Faculty Restructuring;
- Establishment of National and International Partnerships;
- Enhancing and Strengthening SRC Activities and Outcomes; and
- Enhancement of the Students’ and Graduates’ Engagement and Satisfaction

The Ted Rogers School of Management will, in the next five years:

- Designate selected faculty appointments in targeted growth areas to meet AACSB accreditation requirements;
- Increase undergraduate student retention and graduation rates;
- Expand in MBA and MMSc programs;
- Increase funded scholarly research activity;
- Expand reputation building and branding of the TRSM;
- Develop innovative undergraduate programs and minors;
- Expand fund-raising activities; and
- Expand intra-university partnership internationally and in Canada.

The G. Raymond Chang School of Continuing Education has developed six major goals for the next five years.

⁵ From City of Toronto Creative City Framework (January 31, 2008)

- **Prepare adult learners for the 21st century:** The School will expand its leadership position related to providing quality university-based continuing education that empowers working adults to reach their personal and professional goals. Toward this end it will: develop programs geared to the needs of The Chang School's priority segments; ensure ongoing quality and relevancy of curriculum; and strengthen its competitive position and grow CNED enrolments and expand delivery options to meet priority segments need for flexible access and accelerated program completion.
- **Maximize access:** In addition to the accessibility values reflected in the offerings of the core program areas, the School will focus resources to maximize access to university-based curriculum for priority under-served and under-represented segments in a financially viable model.
- **Manage undergraduate demands for Chang School courses:** In collaboration with its academic partners, the School will participate in developing a University-wide strategy to fulfill increasing demand for courses for undergraduates and to provide increased choice/flexibility for students.
- **Foster continued innovation:** The School will foster continued innovation in program incubation and delivery methods by creating conditions that allow continuous improvement of key processes, as well as provide leadership in the continuing education community.
- **Foster organizational excellence:** The School will strengthen its processes, people, and the systems that are critical to the long-term success of the organization.
- **Continue generating revenue:** The Chang School will continue to enhance its role in delivering revenue to be used to sustain other University activities.

The Library has established five main goals for the next five years:

- **Building space:** As the principal occupant of the new Student Learning Centre the Library will emphasize scalable study, research and collaborative space and services, with corresponding collections space. Student engagement and success, and access and accessibility will be paramount considerations in building an integrated space which will be the gateway to Ryerson on Yonge Street. Meanwhile, the Library will continue to repurpose its existing space as much as possible to be consistent with the ideals of the new Student Learning Centre.
- **Build collections and access:** The Library will develop appropriate collections to support undergraduate and graduate programs of the university with a focus on sustainable growth, developing a comprehensive strategy for managing collections and space in the short, medium and long term. The Library will support the University's SRC role in knowledge creation and transfer by developing an institutional repository to capture and promote Ryerson's unique research and creative output using open and accessible scholarly communications systems and strategies.
- **Build Support of Learning, Teaching and SRC:** The Library will create and develop learner-centred spaces, programs and services that foster student success. As proactive players in academic success efforts, the Library is committed to continuing and expanding its essential role by creating dynamic spaces (real and virtual) and relevant, stimulating and inclusive programs and services that support learning, teaching and success for the Ryerson community.
- **Build Information Technology Infrastructure:** The Library's goal is to reach the students with the information and services they need anytime, anywhere. Thus it will provide flexible computing, and enhanced current computer and equipment services and seek to extend its virtual reach and application through the innovative use of technology.
- **Build Reputation:** The Library will develop a plan to ensure a high performance workplace and service delivery operation that is consistent with reliable service quality. This will be accomplished through the development of staff expertise and the realignment of responsibilities as appropriate. The Library will strengthen its reputation through a promotion, marketing, outreach, and fundraising strategy.

Report of the School of Graduate Studies

The School of Graduate Studies reports that in 2009/09 the University has 38 masters degree programs, and six doctoral programs, involving 1,964 students (headcount), with programs in all Faculties. Strategy 4 in *Shaping our Future*, 2008/12 states: *Subject to appropriate funding, Ryerson will increase the number of professional and research-based graduate programs, particularly at the doctoral level.* The first clause in this statement is obviously key to acceptable achievement of this goal. Fortunately, in the second part of the competition in the MTCU *Reaching Higher* plan Ryerson did quite well with respect to both masters **and** doctoral FTEs. The University received an increment of 209 domestic eligible masters FTEs and 95 domestic eligible doctoral FTEs above its 2007/8 total levels. Financially, this is sixth largest allocation to a university in the Province from the second tranche. The new 2011/12 domestic eligible targets are now 1,356 masters and 173 doctoral FTEs.

This funding basically covers what Ryerson has implemented so far during the *Reaching Higher* funding period, and what will be implemented in the first part of the *Shaping our Future* planning period. Unlike other mid-sized universities in the Province which have been involved in graduate studies for more than 50 years, Ryerson's *Reaching Higher* masters and doctoral incremental FTEs are built on eight years graduate endeavour only. Nevertheless, MTCU appears by its allocations to have accepted the notion of Ryerson as a masters **and** doctoral institution.

The following programs have been approved (by Senate, OCGS, the MTCU, the Board, and the Provost) for implementation in September, 2009: PhD Psychology; PhD Policy Studies; PhD Environmental Applied Science and Management; and, MSc Applied Mathematics.

Awaiting approval for implementation in September 2010 are an MA Fashion, MA Philosophy, and MPC Professional Communication, the latter two currently being reviewed by OCGS. Also, a proposal for an additional field in film preservation in the existing MA program in Photographic Preservation and Collections Management is at Senate. Implementation of any of these programs will depend on careful analysis of the resources available.

Academic Planning – Next Steps

As has been the practice, each unit will be asked to send the Provost an annual update on their academic plan, including what they have accomplished, what is in process and where changes to their plans are needed. This update is done in conjunction with the annual budget process. The financial future is an unknown, and the impact of government funding and the growth that Ryerson may experience as a result of demand in the GTA remain to be seen. The newly formed Senate Priorities Committee, which begins its work with the implementation of the new Senate Bylaw in July, will be involved in reviewing the relationship of the budget to the academic priorities of the University. A report on how *Shaping Our Future* is progressing will be presented to Senate at its May, 2010 meeting.

REPORT TO THE SENATE ON RYERSON'S SCHOLARLY, RESEARCH AND CREATIVE ACTIVITIES APRIL 2008 – MARCH 2009

A. INTRODUCTION

This has been an exciting year for progress in Scholarly, Research and Creative Activity at Ryerson with major gains being made at the University and the launch of the inaugural issue of *Intersections*, an annual publication created to highlight SRC activity. We would like to thank all the researchers that have helped to make this year the most successful in Ryerson's history in terms of external research funding as well as overall SRC activity.

The Ryerson community forms a mosaic of scholarly research and creative activities, with each Faculty making an enriching and unique contribution to the whole in the following areas:

- scholarly publications, research and social innovations and prosperity
- imaginative design, artwork, exhibits, and cultural innovation
- knowledge transfer to the community, to health and to scholarly work
- commercialization and technological innovation
- The School of Graduate Studies continues to grow its enrolment to over 2,000 graduate students
- The University currently has approximately 80 post-doctoral fellows across varied disciplines

There are numerous examples of creative pursuits at Ryerson University, for example one or more of the Faculties have been involved this year in:

- Nuit Blanche,
- Toronto International Film Festival
- Blackstar Collection/Exhibition
- Luminato
- Other contributions to cultural prosperity and SRC excellence

B. REVIEW OF THE PROGRESS MADE ON PRIORITIES AND OBJECTIVES CITED FOR THE 2008-2009, ACADEMIC YEAR

This year we had 8 objectives, which are described in this section together with our accomplishments:

Objective 1: Encouraging and Increasing Scholarly Research and Creative (SRC) Activity

Strategic areas of focus were established as part of the academic planning process:

- 1) Digital Media, Communication and Information Technology
- 2) Energy, Sustainability and the Environment
- 3) Health and Well Being
- 4) Cultural Prosperity
- 5) Technological Innovation
- 6) Management, Competitiveness and Entrepreneurship
- 7) Learning and Teaching Effectiveness

Our strategic areas are now aligned well with the provincial and federal priorities (see Appendix A).

In collaboration with University Advancement, *Intersections* was created to highlight the strategic areas of the University and focus on selected researchers who have achieved success in the recent past. A web-based research portal has also been developed to bring together all research related resources into one area (<http://www.ryerson.ca/research/portal.html>).

Activities to support strategic areas include 8 workshops on funding agencies/opportunities, offering of a review by an external reviewer to all faculty submitting proposals to Federal Granting Councils, participation of Grants officers in Faculty organized workshops, internal seed programs, review, feedback and processing of 830 applications to external sponsors, a celebration held for top researchers at Ryerson plus:

- Internal seed funding and support programs, including: New Faculty SRC Development Fund, Creative Fund, SSHRC Institutional Fund, Research Assistants program, Ryerson Post Doctoral Fellows, Ryerson Interdisciplinary Research Fund, Ryerson NSERC Equipment Fund (551 applications in total)
- New Media Lecture series established (between VPRI and VP Research, U of T). First lecture covered topics on eCulture, ePresence and eMedia, each examined from a social perspective. U of Waterloo joined as co-collaborator in November 2008. Ryerson will be hosting the next event on topics of industrial and commercial interest. U of Waterloo will be hosting their event following the Ryerson event. The New Media Lecture Series with the University of Toronto may lead to new research partnerships.
- New partnership with the University of Waterloo – MOU
- New partnership with St. Michael's Hospital and George Brown College, with new collaborative research opportunities

Objective 2: Improving Infrastructure and Funding

- Ryerson's research revenue continued to grow for the third consecutive year. Research revenues increased from \$16.2 million in 06-07 to \$19.9 million in 07-08 for a year over year growth of 23%. (Attached Chart 1) This represents more than a five-fold increase in the past decade. Research is supported by more than 125 research sponsors from government, business and industry, foundations and the non-profit sector.
- Value and number of peer-adjudicated research grants per eligible faculty member (\$9,737 and 0.323 in 07-08).
- In November 2008, *Research Infosource* ranked Ryerson as the 3rd fastest growing research university in Canada and the fastest growing in Ontario. We also ranked 31st among the 50 Canadian Research Universities and 13th among Non-Medical Universities.
- Our share of Tri-Council funding continues to grow.
- Submission of 7 Ryerson CFI New Initiatives Fund Applications and 6 CFI networked proposals after a thorough evaluation by external reviewers and enhancement of the best proposals.
- The number of awards held by Ryerson faculty have increased from 336 to 366 over the same period
- Renewed our second Canada Research Chair, Dr. Ling Guan.

Objective 3: Facilitating Knowledge Transfer

- On June 19, 2008, *Appear Networks* announced its intention to launch its North American research labs in Toronto in consultation with Ryerson's Ubiquitous and Pervasive Computing Lab. The connection between Ryerson and Appear Networks resulted from a graduate fellowship to Ryerson student Hossein Rahnama from OCE. <http://www.appearnetworks.com/Apear-to-launch-its-first-North.html>
- 4 OPIC funded Proof of Principle Projects funded for \$77,000 - OPIC is the technology transfer network which Ryerson leads comprising 7 universities plus the non-profit CEO Fusion. The network has received \$3.3 million from the federal government and the Province since 2005. Approximately just under half a million of this funding is for Ryerson, including \$200,000 for salaries and \$207,000 for POP projects and industry interaction. Because the POP funding is based on applications, the final amounts won't be known until near the end of the current grant. CEO Fusion will have received a total of \$200,000 by the end of the grant and our Students in Free Enterprise (SIFE) club \$15,000 to support its activities.

- Ryerson partnered with a number of Toronto institutions to form MaRS Innovation. MaRS Innovation will work in concert with the University's industry liaison personnel to bring additional tech transfer capacity to the University. MaRS innovation will be supported in part by a \$15 million NCE award.
 - First OPIC wide Business Plan competition. Twenty-six applications from faculty, students and alumni from the seven OPIC universities. The winner, Monica Chui, is a Ryerson Fashion graduate.
 - Conclusion of a new technology license and receipt of license revenue.
 - Negotiated a new industrial collaboration with F. Hoffmann-La Roche Ltd., culminating in a research contract in excess of \$200k over the first year. Contract includes support for a Post Doctorial Fellow.
-
- Developed numerous industrial relationships, including partnerships with Delvinia, Google Canada, Sirius Satellite Canada, Igloo Software, Royal Bank of Canada, and many others.
 - Developed the framework for a new industry led Digital Media Experience Centre (DMXC). The DMXC is a platform that allows industry to interact with university researchers and graduate students using an industry-derived innovation methodology. The DMXC will facilitate commercialization of industry projects, and support growth of Ontario's digital sectors.
 - Provided support for SSHRC CURA and Knowledge Impact in Society awards.

Objective 4: Creating a Culture of Research Integrity

According to the federal Memorandum of Understanding, all institutions receiving federal funds are required to establish policies and processes to ensure that research is undertaken in compliance with the federal legislation and guidelines.

- The Research Ethics Board has experienced an increase of over 26% in new protocols from calendar 2007 to 2008. This is a continuation of a trend in large increases over the past five years, as a result of increased research activity at the University by faculty members and graduate students. The Board has been enlarged to cope with the increase in volume; however the turnaround time on average has also increased from four weeks to six weeks.
- Discussions have started with the Canadian Council on Animal Care (CCAC) towards obtaining a Good Animal Practice Certificate.
- With respect to controlled goods, a program has been put in place at Ryerson and two researchers have now been cleared to possess such goods.
- We have developed a draft *SRC Integrity Policy* which is now before the Senate SRC Committee for review to bring us into compliance with the federal MOU in terms of research ethics and integrity issues.

Objective 5: Fostering Strategic International Partnerships and Supporting Internationalization

During the 2008-2009 academic year, Ryerson International, on behalf of the OVPRI, supported the establishment of strategic international partnerships and advanced the University's internationalization agenda through the following:

- Coordinated the work of the VPRI's International Working Group (IWG). This body met on four occasions to identify objectives for the internationalization of Ryerson University and the means by which this process can be accomplished. The IWG has also provided feedback on revisions Senate Policies 95 and 155, to ensure that they are relevant to current trends in the establishment of international partnership.
- Facilitated the formation of twelve (12) new institutional partnerships, including 2 institutions ranked in the top 100 worldwide by Shanghai Jiao Tong University (SJTU) and four more in the top 500 as well as several considered leaders in their fields (Technical University of Munich, Germany ranked 57th, and Heidelberg University, Germany ranked 67th).
- Supported student engagement in international activities through the promotion of two internal programs, the International Conference and Research Support Fund and the Ryerson International Summer Experience fund. To date, of the \$120,000 allocated by the VPRI for the 2008-2009 academic year, RI has disbursed over \$91,000 to 69 Ryerson students. RI expects to financially support approximately 90 students under these programs.
- Managed \$200,000 in student mobility funding from the Ministry of Training, Colleges & Universities, supported the participation of 81 Ryerson students in international educational activities.

- Provided support services to 119 Ryerson students who participated in international academic exchanges, and to the 143 international exchange students who came to our campus.
 - Developed an exchange agreement evaluation tool, and began a comprehensive review of Ryerson's current international exchange agreements to ensure that institutional and academic area goals are being met through these arrangements. Ryerson has been asked to share this model with other Canadian institutions.
 - Coordinated the delivery of the *Report on International Students & Student Mobility at Ryerson University*, with contributions from Undergraduate Admissions and Recruitment, International Services for Students (ISS), the School of Graduate Studies and University Planning
 - Coordinated the President's visit to Brazil, solidifying the existing strong relationship with partners there, and laying the ground work for a renewed partnership with the National Confederation of Brazilian Industry and Brazilian universities.
 - Coordinated the Vice President, Research & Innovation's visit to Hong Kong, Beijing and Taipei, intended to engage potential partners for research collaboration
-
- Provided support to academic areas in their pursuit of international funding opportunities, including two proposals for the HRSDC program: *European Union-Canada Framework for Co-operation in Higher Education, Training and Youth*
 - Facilitated, in collaboration with the Stephen Lewis Foundation, the visit of Winstone Zulu, one of Africa's best known HIV-AIDS and tuberculosis (TB) activists, to campus as a School of Journalism Visiting Fellow
 - Administered international development projects with budgets totalling \$1,159,990.49. This funding is reported by ORS as an increase in research funding to the university.
 - The CIDA funded project the 'Enhancement of Occupational Health and Safety in Brazilian Industry' (managed by RI) received a clean audit report from CIDA's auditors, on the \$2.1mil grant (of which approximately 95% of funds have been disbursed). Other CIDA and HRSDC projects managed by RI in collaboration with faculty are moving forward as planned and financial reporting to the funding agencies is on schedule.
 - Showcased Ryerson's strengths and enhanced the University's external relations through the organization of a series of University events. These included the VPRI's reception for Ryerson researchers and consular representatives.
 - Coordinated delegation visits to facilitate new international academic and research linkages. These ranged from single representatives of potential partner institutions to high-profile visits from Egyptian and Brazilian Federal Ministers that involved senior Government of Ontario representatives.
 - 10 new international partnerships, 6 with institutions ranked among the top 500 worldwide

Objective 6: Promoting SRC Activity through the Creation of Centres and Institutes

- In the area of "Digital Media, Communication and Information Technology", we are working towards the creation of DMXC and the first roundtable discussion on Digital Media has taken place with the participation of 4 Faculties. The proponents of this plan believe that such a centre is essential not only to the growth of Ontario's Digital Media Industry but to the future success of a knowledge-based and export driven economy.
- In the area of "Energy, Sustainability and the Environment" we are in the process of creating a new Ryerson Centre, while we are working with the City of Toronto in a major conference on Green Roofs. As a member of the Steering Committee of this conference we are creating the academic program which will involve universities and high schools.
- In the area of "Health and Well Being" we are continuing our collaborative activities with St. Michael's Hospital and George Brown College, while Ryerson remains a founding partner with the University of Toronto and York University of the SSHRC funded joint Centre of Excellence in Immigration and Settlement (CERIS).
- Centres and Institutes regulations compatible with the Senate are presently under development.

Objective 7: Enhancing Reputation Building and Recognition through Awards

- 23 different prize opportunities were reviewed: Nominees were identified for 3 of the opportunities (1 unsuccessful – 2 unknown at this time)

- Numerous appearances by Professor Ferworn on television demonstrating the OPIC funded Canine Remote Deployment System: <http://watch.ctv.ca/news/top-picks/a-dogs-eye-view#clip116091>
- Ryerson researchers launched Emoti-chair and Music-viz at concert accessible to the deaf, hard-of-hearing people.
- Appear Networks press release – see Objective 3
- This year we inaugurated (with the help and expertise of university Advancement), our annual research magazine, *Intersections*, with a printing and strategic distribution of 10,000 copies, including display on our web page
- We continue to update our web page weekly, with Ryerson’s SRC accomplishments
- We participated in the Discovery 08 - annual Ontario Centres of Excellence fair and our displays were among the most successful of this event, judging by the very large number of visitors we experienced

Objective 8: Creating a Responsive Institution

Ryerson is building its research and innovation capacity within the context of its applied academic tradition and the University’s Academic Plan, and is focusing its resources in areas of strategic importance in collaboration with the Deans and members of the academic community. The success of our SRC program is a tribute to the efforts of many people at the University, and it is our intention to continue the momentum.

Growth brings challenges, however, and in response to a number of issues raised by researchers and other members of the Ryerson community, the Vice President, Research and Innovation launched an external review of the operations of the VPRI Office. The goal of the review was to develop recommendations for better supporting our research activity and researchers in an external funding and compliance environment that has become increasingly more complex and replete with accountability requirements, and an internal environment in which administrative infrastructure has not kept pace with research growth.

The review, conducted in May 2008, to determine how to best serve the growing administrative needs of scholarly, research and creative activity at the University resulted in a proposed reorganization of the office and the establishment of some important positions, which will improve our services to the SRC Community. Succession planning has been initiated as part of the planned restructuring of the Office.

C. SPECIFIC GOALS AND PRIORITIES FOR 2009-2010

Objective 1: Encouraging and Increasing the Quality and Quantity of Scholarly, Research and Creative (SRC) Activity

It is the mandate of the Office of the VPRI to increase SRC activity at the University. The stated goal has been to double externally funded research from \$ 12.2 million in 2006 to \$ 24.4 million by 2011 and to increase the research intensity of researchers (number of peer-adjudicated grants per eligible faculty member: 0.35 and value: \$10,000) by encouraging faculty members to engage in SRC activities. We will explore joint initiatives with University Advancement to seek endowments for research chairs in areas of strategic importance. The Office of the VPRI will investigate new research opportunities by working with national granting councils, research foundations, external research institutes, other institutions, as well as business, industry, governments (federal, provincial and municipal) and external communities.

We also aim to create a framework at both the central and the local level that will help Ryerson to fulfill its SRC objectives and foster an environment that ensures Ryerson’s Faculties, Schools and the Library collaborate in research and creative scholarly and professional activities among scholars in various fields. The SRC Enhancement Program also includes internal programs to encourage interdisciplinary and international research initiatives with Ryerson.

The Office will institute a pilot program to provide additional administrative assistance to researchers with large numbers of external grants and contracts. This additional assistance will allow our most prolific award holders to concentrate on what they do best – research.

While we continue to make solid progress in our SRC funding goals, we are encountering a number of structural impediments in the design of some programs stemming from an overreliance on past success and reluctance to try new approaches. To address these issues, the Office of the VPRI will develop and roll out a strategy to bring the strengths and opportunities of Ryerson research to the attention of the federal government. This strategy will, over time, grow the research pie available to Ryerson.

The Office of the VPRI will work with the Provost and the VP Administration & Finance, the VP Advancement and the Deans, Chairs and academic members, to attract resources and provide adequate infrastructure and funding for the Scholarly, Research and Creative activities and explore the establishment of partnerships with other institutions for possible access to specialized facilities in order to grow our SRC funding, output and impact.

Objective 2: Facilitating Knowledge Transfer

Ryerson can help enable our ideas and innovations to be propelled into the community, industry and the marketplace by promoting and encouraging the transfer of knowledge, dissemination and commercialization of SRC outputs. The Office of the VPRI will oversee the promotion of knowledge transfer, commercialization of research and the management of intellectual property issues for maximum impact within the receptor community, to advance University, economic, and social goals. The Office will leverage its resources through strategic partnerships with external agencies such as MaRS Innovation.

Objective 3: Promoting SRC Strategic Activity through the Establishment of Partnerships and Collaborations

Establishment of partnerships and collaborations to support, encourage and promote the development and strengthening of strategic research clusters will be undertaken by the VPRI in cooperation with the Provost and Deans. These endeavours will allow the University to concentrate on areas of strength and to take advantage of national and international opportunities in strategic research areas. Strategic research clusters will be identified as part of the SRC strategic planning process to optimize Ryerson's relationships with the teaching hospital network and associated health-related institutes. International opportunities that allow Ryerson to capitalize on these strategic clusters (such as the recently-announced Canada-Brazil Framework Agreement for Cooperation on Science, Technology and Innovation) will be actively sought out. This will enable individual researcher projects to seek wider collaborations based on the specific strategic research clusters and research priorities of the University.

Objective 4: Fostering Strategic International Partnerships and Supporting Internationalization

The Office of the VPRI will collaborate with Faculties, Departments/Schools and others service departments to establish strategic international partnerships with prominent institutions and identify opportunities to support a range of international initiatives for faculty and students aimed at the increased internationalization of the institution, and ensure that the Ryerson name gains an increased international recognition. The findings of the International Working Group will be shared with the Ryerson community as a first step towards the formation of an institutional framework for internationalization. Ryerson International will produce an eGuide for faculty and staff, and another for students, providing clear and accessible resources to support the Ryerson communities toward engagement with international activity. The unit will work in collaboration with the academic areas and University Advancement towards a sustainable model for funding student mobility.

Objective 5: Undergraduate as well as Graduate students will be provided with Scholarly, Research and Creative activity opportunities

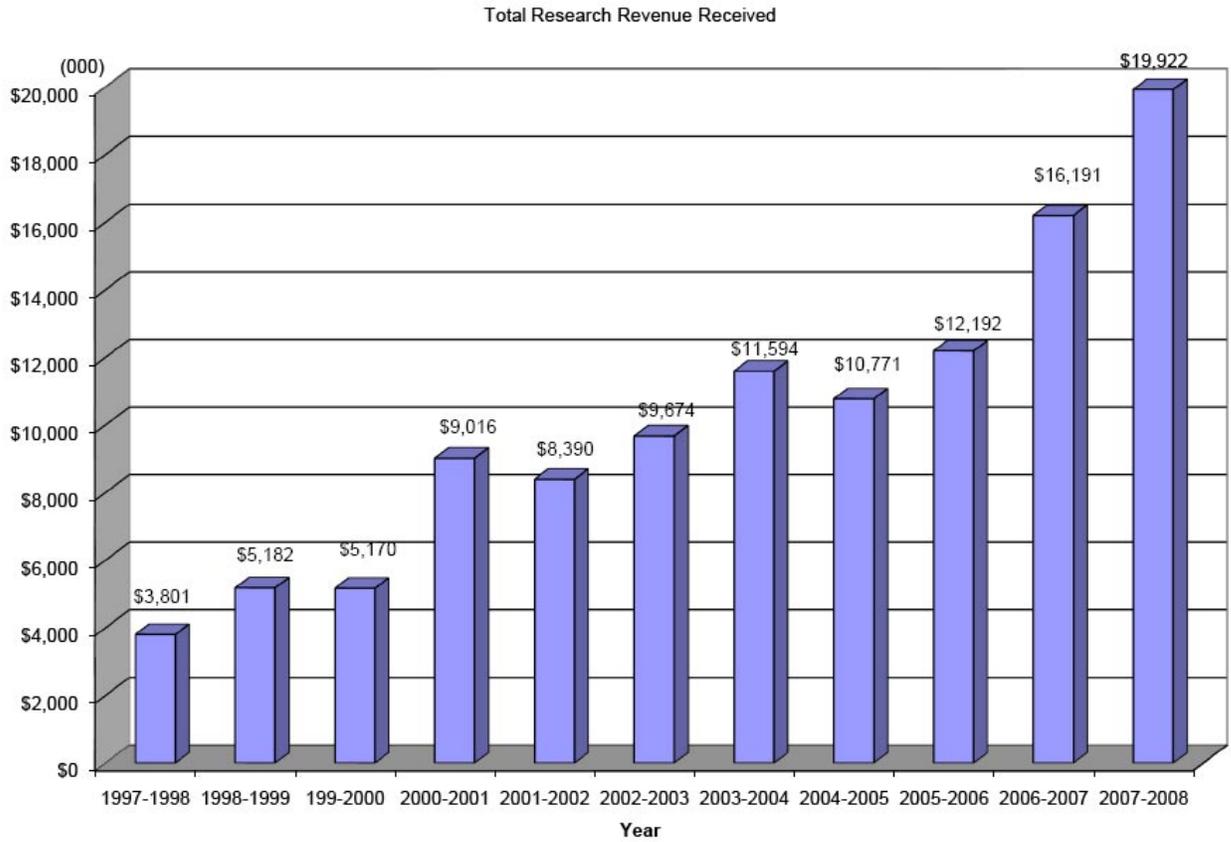
It is important to recognize that undergraduate education should also include an SRC component tied to the SRC enterprise of the University. Undergraduate students, in all years, but particularly in their upper years, benefit enormously from this connection, which fits with Ryerson's experiential learning mission. And Ryerson's SRC endeavour benefits greatly from their participation. Despite the difficulty of the current funding

environment, Ryerson will develop a mechanism to increase the number of paid undergraduate and graduate research opportunities.

D. CONCLUSIONS AND VISION FOR THE FUTURE

- Ryerson has made significant gains in numerous areas: number of research awards, total amount of awards, number of post-doctoral fellows, external ranking of Ryerson's research enterprise, etc.
- This has been accomplished due to the significant contributions of all Faculties in different aspects of SRC
- The VPRI is exploring new ways to measure SRC that will recognize all aspects of our creative and scholarly activities
- The Office of the VPRI is developing a federal government advocacy strategy to promote SRC
- Significantly increase the quantity and quality of research, including increases in the amount of external research funding, and improvement in other measures of SRC
- To bring Ryerson's research income to a total of \$24.4 M by 2011

Chart 1: Total Ryerson Research Revenue



Appendix A – Comparing Ryerson’s Research Priorities with Provincial and Federal Priorities

Ryerson’s Research Priorities	Ontario Research Priorities	Federal Research Priorities and Sub-Priority Sectors
<ol style="list-style-type: none"> 1. Digital Media, Communication and Information Technology 2. Energy, Sustainability and the Environment 3. Health and Well Being 4. Cultural Prosperity 5. Technological Innovation 6. Management, Competitiveness & Entrepreneurship 7. Learning and Teaching Effectiveness <p><i>* Shaping Our Future: An Academic Plan for Ryerson 2008-2013 (Ryerson, 2008)</i></p>	<ol style="list-style-type: none"> 1. Bio-Economy and Clean Technologies 2. Advanced Health Technologies 3. Pharmaceutical Research and Manufacturing 4. Digital Media and Information & Communications Technologies <p><i>* Ontario Innovation Agenda (Ministry of Research and Innovation, June 2008)</i></p>	<ol style="list-style-type: none"> 1. Environmental science and technologies <ul style="list-style-type: none"> • Water (health, energy, security) • Cleaner methods of extracting, processing and utilizing using hydrocarbon fuels, including reduced consumption of these fuels. 2. Natural resources and energy <ul style="list-style-type: none"> • Energy production in the oil sands • Arctic (resource production, climate change adaptation, monitoring) • Biofuels, fuel cells and nuclear energy 3. Health and related life sciences and technologies <ul style="list-style-type: none"> • Regenerative medicine • Neuroscience • Health in an aging population • Biomedical engineering and medical technologies 4. Information and communications technologies <ul style="list-style-type: none"> • New media, animation and games • Wireless networks and services • Broadband networks • Telecom equipment <p><i>* Mobilizing Science and Technology to Canada’s Advantage (Industry Canada, 2007)</i></p>

QUICK FACTS

Scholarly, research and creative activity at Ryerson University

Overview

Scholarly, research and creative activity is a top strategic priority at Ryerson University and central to its mission. In 2006, Dr. Anastasios (Tas) Venetsanopoulos was appointed to the position of Vice-President, Research and Innovation. Under his leadership, the University has invested \$5 million in scholarly, research and creative enhancement initiatives which include the appointment of Ryerson's first cohort of post-doctoral fellows. Ryerson is building its research and innovation capacity within the context of its applied academic tradition and the University's Academic Plan, and is focusing its resources in areas of strategic importance.

➤ Funding

- Annual funded research has increased more than five times over the last decade from \$3.8 million to **\$19.9 million**
- **64%** increase since 2005-06
- Third-fastest growing research university in Canada
- Supported by more than **125** research sponsors from government, business and industry, foundations and the non-profit sector

➤ Goals

- Deploy a vision that supports all of Ryerson's SRC activities
- Propel Ryerson ideas and innovations into the community and marketplace
- Continue to develop partnerships that share the wealth of Ryerson knowledge with industry and the community
- Support Ryerson graduate programs
- Promote international research
- Increase external research funding to **\$24.4 million** by 2010-11

➤ Strategic Research Directions

- Digital Media, Communication, and Information Technology
- Energy, Sustainability and the Environment
- Health and Well Being
- Cultural Prosperity
- Technological Innovation
- Management, Competitiveness and Entrepreneurship
- Learning and Teaching Effectiveness

- **Graduate strength**
 - **2,000** graduate students
 - **80** post-doctoral fellows

- **Recent Ryerson Partnerships**
 - University of Waterloo: Digital Media Experience Centre
 - St. Michael's Hospital: collaborative research opportunities

Research Chairs at Ryerson

- **Canada Research Chairs**
Each of Ryerson's 12 Canada Research Chairs is connected to a program in Graduate Studies, contributing directly to the education of highly qualified Ryerson graduates.

Tier 1 Canada Research Chairs

- Professor Irene Gammel, Department of English, Canada Research Chair in Modern Literature and Culture
- Professor Ling Guan, Department of Electrical Engineering, Canada Research Chair in Multimedia and Computer Technology
- Professor Souraya Sidani, School of Nursing, Canada Research Chair in Design and Evaluation of Health Interventions

Tier 2 Canada Research Chairs

- Associate Professor Michael Kolios, Department of Physics, Canada Research Chair in Biomedical Applications of Ultrasound
- Sridar Krishnan, Department of Electrical Engineering, Canada Research Chair in Biomedical Signal Analysis
- Associate Professor Krishna Kumar, Department of Aerospace Engineering, Canada Research Chair in Space Systems Engineering
- Associate Professor Mohamed Lachemi, Department of Civil Engineering, Canada Research Chair in Sustainable Construction
- Associate Professor Guan Jun Liu, School of Aerospace Engineering, Canada Research Chair in Control Systems and Robotics
- Associate Professor Catherine Middleton, Ted Rogers School of Information Technology Management, Canada Research Chair in Communication Technologies in the Information Society
- Assistant Professor Marcello Papini, Department of Mechanical and Industrial Engineering, Canada Research Chair in Abrasive Jet Technology
- Associate Professor Gideon M. Wolfaardt, Department of Chemistry and Biology, Canada Research Chair in Environmental Interfaces and Biofilms
- Assistant Professor Victor Yang, Department of Electrical and Computer Engineering, Canada Research Chair in Bioengineering and Biophotonics

➤ **Industrial Research Chair**

- Professor Bin Wu, NSERC/Rockwell Automation Industrial Research Chair in Power Electronics and Electric Drives (Senior Chairholder)

➤ **Endowed Chairs**

- Professor, Charles H. Davis, School of Radio and Television Arts, Edward S. Rogers Sr. Research Chair in Media Management and Entrepreneurship
- Associate Professor Greg Elmer, School of Radio and Television Arts, Bell Globemedia Research Chair in the Creative Use of Advanced Technology
- Assistant Professor Abby Goodrum, School of Journalism, Velma Rogers Graham Research Chair in News Media and Technology
- Associate Professor Tony Hernandez, Ted Rogers School of Management, Chair, Eaton Chair in Retailing

➤ **Externally Supported Chairs**

- Professor of Distinction Judy Rebick, Department of Politics and Public Administration, CAW-Sam Gindin Chair in Social Justice and Democracy

➤ **Research Awards and Distinctions**

- Professor Judith Bernhard, School of Early Childhood Education – Fulbright Scholar
- Professor Daolun Chen, Department of Mechanical and Industrial Engineering – Premier's Research Excellence Award
- Professor Bruce Elder, School of Image Arts – Member of the Royal Society of Canada, Governor General's Award in Media Arts
- Professor Deborah Fels, Ted Rogers School of Information Technology Management – Top 40 Under 40
- Professor Michael Kolios, Department of Physics – Premier's Research Excellence Award
- Professor Krishna Kumar, Department of Aerospace Engineering – Early Researcher Award
- Professor Julia Lu, Department of Chemistry and Biology – Premier's Research Excellence Award
- Professor D errick Rousseau, School of Nutrition – Premier's Research Excellence Award
- Professor Ziad Sagh ir, Department of Mechanical and Industrial Engineering – Premier's Research Excellence Award
- Professor Pamela Sugiman, Department of Sociology – Marion Dewar Prize
- Professor Bin Wu, Department of Electrical and Computer Engineering – NSERC Synergy Award for Innovation, Premier's Research Excellence Award

- Assistant Professor Bo Tan, Department of Aerospace Engineering – Early Researcher Award
- Associate Professor Krishnan Venkatakrishnan, Department of Mechanical and Industrial Engineering – Early Researcher Award

Research Programs at Ryerson

➤ **Post-Doctoral Fellow and SRC Associate Program**

- Four-year, \$3 million
- To attract outstanding post-doctoral fellows from around the world
- Value of awards: \$50,000 per year for three years
- 36 appointments made in two rounds

➤ **Ryerson International Initiatives Fund**

- \$300,000 program providing funding to enhance international partnerships
- Initiatives approved included partners in Dominican Republic, India, The Netherlands, China, Cuba, and the UK.

➤ **Six new interdisciplinary research collaborations**

- Two-year \$300,000 program, intended to seed interdisciplinary research collaborations
- First-round recipients bring together researchers in the following fields:
 - Journalism and Sociology
 - Electrical Engineering and Image Arts
 - Nursing with Nutrition and Psychology
 - Electrical Engineering with Mechanical Engineering and Architecture
 - Mechanical Engineering with Orthopaedic Surgery, Dermatology, Pharmacology and Psychiatry
 - Sociology with Geography, Economics, Occupational and Public Health

➤ **Research Centres at Ryerson: some examples**

- Centre for Studies in Food Security
- Centre for Health in at Risk Populations (CHIR)
- Modern Literature and Culture Research Centre
- The Institute for Innovation and Technology Management (IITM)
- Centre for Learning Technologies
- Centre for the Study of Commercial Activity (CSCA)
- Centre for Voluntary Sector Studies
- Rogers Communication Centre
- Ryerson Caribbean Research Centre
- The Diversity Institute in Management and Technology
- Privacy and Cyber Crime Institute

➤ **Laboratories at Ryerson: some examples**

- Heat Transfer Research Lab
- Infoscape Research Lab
- Propulsion Research Facility
- Robotics & Manufacturing Automation Lab
- Sound, Mind, Applied Research & Technology (SMART) Lab
- The Ryerson University Analytical Centre
- The Network-Centric Applied Research Team (NCART)
- Broadcast Multimedia Lab
- Minimally Invasive Thermal Therapy Laboratory
- Human Trace Element Detection Laboratory
- Infoscape Research Lab
- Thermofluids Research Laboratory
- Human Factors Engineering Lab
- Aerospace Biomechanics Lab
- Facility for Research on Aerospace Materials and Engineering Structures (FRAMES)
- HIV Prevention Lab
- Sleep and Depression Lab