

SENATE MEETING AGENDA

Tuesday, December 1, 2009

4:30 p.m. Light dinner will be served in The Commons, Jorgenson Hall, Room POD-250.

5:00 p.m. Meeting starts (POD-250).

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
3. Announcements
- Pages 1-3 4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the November 3, 2009 meeting*
5. Matters Arising from the Minutes
 - 5.1 Green Paper Discussion – Provost’s Academic Structures Commission (PASC) - (attached)
6. Correspondence
7. Reports:
 - Pages 4-6 7.1 Report of the President
 - Pages 7-12 7.1.1 President’s update
 - 7.1.2 Achievement Report
 - 7.2 Report of the Secretary
 - Pages 13-26 7.3 Committee Reports
 - 7.3.1 Report #F2009-3 of the Academic Governance and Policy Committee –
Motion #1: *That Senate approve the **Bylaw of the Department of Politics and Public Administration Council.***
 - Motion #2:** *That Senate approve the **Bylaw of the Arts and Contemporary Studies Program Council.***

Pages 27-31

7.3.2 Report #F2009-2 of the Academic Standards Committee:
Motion: *That Senate approve the **Certificate in Ethics.***

8. Old Business
9. New Business as Circulated
10. Members' Business
11. Consent Agenda: Course/Curriculum Changes (See Supplementary Report #1- <http://www.ryerson.ca/senate/agenda/2009/suppl-dec-01-coursechanges.pdf>)
 - From Arts – Arts and Contemporary Studies; Liberal Studies; and Philosophy
 - Communication and Design - Journalism
 - From Community Services – Disability Studies; Early Childhood Education; and Social Work
 - From Engineering, Architecture and Science – Chemistry and Biology; Civil Engineering; Computer Science; Electrical and Computer Engineering; First-Year and Common Engineering; Industrial Engineering; and Mathematics
 - Ted Rogers School of Management – Business Management (Finance, Global Management Studies, Human Resources, Law and Business, Marketing); Hospitality and Tourism; and Retail Management
12. Adjournment

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

Members Present:			
<u>Ex-Officio:</u>	<u>Faculty:</u>		<u>Students:</u>
G. R. Chang	A. Anderson	Y. T. Leong	A. Ahmed
C. Cassidy	V. Chan	J. Leshchyshyn	M. A. Aumeer
M. Dewson	D. Checkland	A. Levin	K. S. Baig
G. Fearon	Y. Derbal	A. Lindgren	J. McLarnon
U. George	M. Dionne	J. Macalik	A. Nofal
L. Grayson	F. Donald	D. Mason	N. Rawdah
K. Jones	D. Elder	A. Mitchell	S. Reaburn
M. Lachemi	A. El-Rabbany	G. Mooers	L. Salvador
M. Lefebvre	S. Espin	G. Mothersill	A. Sharif
S. Levy	F. Gunn	M. Panitch	A. West
A. Shepard	M. Haider	A. M. Singh	N. Williams
P. Stenton	G. Kapelos	C. Stuart	
M. Yeates	R. Keeble	N. Thomlinson	
M. Zeytinoglu	M. Kolios	K. Tucker Scott	
	H. Lane Vetere	J. Turtle	
	D. Lee	K. Webb	
	V. Lem		
<u>Senate Associates:</u>			<u>Alumni:</u>
P. Monkhouse			P. Nichols
C. Smith			
F. Tang			
<u>Regrets:</u>	<u>Absent:</u>		
K. Alnwick	P. Goldman		
A. Bal	S. Samuelsson		
P. Corson	O. Taha		
D. Doz	V. Quan		
T. Hassan			
O. Ijiwoye			
T. A. Jhuman			
A. Kahan			
N.M. Lister			
A. Rasoul			
A. Venetsanopoulos			

Transfer from Colleges of Applied Arts and Technology –

There was a presentation by K. Jones, followed by a discussion, prior to the official start of the meeting.

1. **Call to Order/Establishment of Quorum** – Quorum was established.

2. **Approval of Agenda** - Agenda was approved.

3. **Announcements**

a. There were no announcements.

4. **Minutes of Previous Meeting**

Motion: That Senate approve the Minutes of the October 6, 2009 meeting.

D. Mason moved, M. Lachemi seconded.

Motion approved.

5. **Matters Arising from the Minutes** – There was none.

6. **Correspondence** – There was none.

7. **Reports**

7.1 Report of the President

a. M. Dewson was thanked for his years as service as Chair of the United Way Campaign.

b. Update on the AUCC report on the economic benefit of international students in Canada

7.2 Report of the Secretary – no report

7.3 Report of the Vice Provost, University Planning

Three surveys were provided. There were no questions.

7.4 Update from the Commission on the Academic Structure of Ryerson University

M. Yeates reviewed the report on the status of the Commission and activities to date. A green paper will be developed to present a number of scenarios at the end of November and Town Halls will be held.

7.5 Committee Reports

7.5.1 Report #F2009-1 of the Awards and Ceremonials Committee

A summary report of 2009 convocations was presented.

7.5.2 Report of the Academic Governance and Policy Committee

A list of the members of the Nominating Committee was presented.

7.5.3 Report #F2009-1 of the Academic Standards Committee

M. Zeytinoglu moved all the motions.

Motion #1: *That Senate approve the proposed revisions to admission requirements for the Direct Entry program in Early Childhood Education.*

Seconded by U. George.

Motion approved.

Motion #2: *That Senate approve the proposed curriculum changes in the Hospitality and Tourism Management program.*

Seconded by K. Jones.

Motion approved.

Motion #3: *That Senate approve the proposed curriculum re-organization in the Journalism program.*

Seconded by G. Mothersill.

Motion approved.

8. Old Business – There was none.

9. New Business as Circulated – There was none

10. Members Business –There was none.

11. Consent Agenda

Course changes were presented for information only.

The President reviewed process of moving consent agenda to the floor.

12. Adjournment – The meeting adjourned at 6:25 p.m.

Respectfully submitted,

Diane R. Schulman, PhD
Secretary of Senate

Ryerson University Senate

President's Update for the meeting of: December 1, 2009

OPSEU Staff Recognition and Development Conference: The 12th annual conference opened with the 2009 OPSEU Star Staff Award presented to Luisa Chan, Administrative Assistant in the Department of Mathematics. Luisa was praised by colleagues and by Ryerson students for her twenty years of exceptional efficiency and willingness to help, her capacity for learning new things and ensuring others are able to do well in their jobs and in their studies, her strength and leadership in times of change, adaptability and skill, compassion and cheerfulness. These qualities embody the conference theme, “A Culture of Respect” which celebrates the importance of the role played by OPSEU staff at the university, and the context of our Academic Plan objectives.

TVO Best Lecturer Competition 2010: Twenty-five Ryerson professors have been nominated by students and alumni for the 2010 title, representing all Faculties and a wide range of academic disciplines. Semifinalists will be announced on December 7th. (See tvo.org/bigideas and http://www.ryerson.ca/news/news/General_Public/20091102_tvolecturer.html)

Revitalizing Canadian Manufacturing Conference: On November 10th, the Ted Rogers School of Management hosted a conference which engaged students, faculty and guests in a discussion of topics such as innovation and entrepreneurship in manufacturing, attracting and retaining top talent, and green manufacturing. Moderated by Distinguished Visiting Professor Buzz Hargrove, panelists included The Honourable Sandra Pupatello, Minister of Economic Development and Trade; Gordon Nixon, president and CEO, RBC; John Galt, president and CEO, Husky Injection Molding Systems; Elizabeth May, leader of the Green Party of Canada; Jayson Myers, president and CEO, Canadian Manufacturers & Exporters; Jim Stanford, economist, CAW; and Jim de Wilde, executive-in-residence, TRSM. More information is available at http://www.ryerson.ca/news/news/General_Public/20091113_trsmconf.html.

Canadian Millennium Scholarship Foundation Conference – November 12th marked the celebration of CMSF contributions, recognizing that its operations are winding down at the end of this academic year. I was pleased to participate in the Presidents' Roundtable on Student Success, and attended the keynote address delivered by Dr. Bob Birgeneau, Chancellor of the University of California, Berkeley, and former president of the University of Toronto. Ryerson was mentioned as an important player over the course of the day's events, and I would like to express special thanks to Carole Scrase, whose efforts on behalf of Ryerson students and the Foundation helped ensure that the greatest benefit was realized from the program.

Annual Student Awards Events – Congratulations and thanks to everyone involved in recognizing student achievement and dedication in the annual program of events. This year there is an added dimension of determination and hope, in recognizing that knowledge and talent are the surest hedges against uncertainty. Every year I am impressed again by the Ryerson definition of community, involving our families, alumni, external advisors and professional colleagues, and everyone on campus contributing to academic program and research strength.

Black Star Exhibition: As a follow-up to the item included in last month's update, I was pleased to attend the opening of *Images of the Berlin Wall* and *Freedom Rocks* on October 22nd at the Consulate General of Germany. On November 12th, German Ambassador Dr. Georg Witschel visited us on campus, and it was a privilege to acknowledge the extensive attention and media coverage received by this extraordinary historical commemoration. Special thanks to Ryerson faculty Arne Kislenko, Blake Fitzpatrick and Vid Ingelevics, and everyone involved in the exhibit.

Advancement: On October 19th we were honoured to host two stewardship events – recognizing Judith Harris and Tony Woolfson for their gift of \$400,000 in support of the Midwifery program; and celebrating the Hydro One gift of \$500,000 supporting the Chair in Aboriginal Governance. I am also very pleased to report the recent pledge of \$100,000 from Vale Inco in support of the Chair in Aboriginal Governance.

Remembrance Day: As current events impress upon us both the immediacy and poignancy of history, it was heartwarming to see so many members of our community gathered together as a sign of respect and remembrance, to honour our fallen and our survivors on a special day of shared importance for our university and nation.

Annual President's Leadership Dinner: On November 18th, I am very pleased to have welcomed esteemed statesman, political scientist, and renowned university leader Dr. John Brademas to campus for a two-day visit. Dr. Brademas served as President of New York University from 1981 to 1992, and shared his experiences leading the transition of NYU from a regional commuter school to a national and international residential research university.

Associations and Government Relations:

October 27-30, 2009 – The agenda of the Association of Universities and Colleges of Canada (AUCC) annual meeting in Ottawa focused on three themes: (1) the fiscal situation facing universities nationwide, with particular concerns expressed about the ability of the provinces to provide adequate support; (2) the demographic decline affecting enrolments at a number of universities, notably on the east coast; and (3) international student recruitment and its impact on the economy.

November 16, 2009 – We were pleased to host a meeting and visit on campus with Toronto Region Research Alliance (TRRA) Chair & CEO Courtney Pratt and colleagues, who were very impressed by the level of research and innovation at the university.

November 16, 2009 – Ryerson researchers had the opportunity to meet Guy Bujold, President and CEO of CANARIE Inc. for a discussion over dinner on campus.

President's Congratulations – I am proud to recognize Ryerson achievements reported since my last update, and ask everyone to let me know about new accomplishments. More information is available on the *Ryerson Today* web page at <http://www.ryerson.ca/ryersontoday>.

- ❖ October 14, 2009: Sharon Jennings, The Chang School of Continuing Education, was named a finalist in the Canada Council for the Arts 2009 Governor General's Literary Awards in the Children's Literature (Text) category for her book *Home Free*.
- ❖ October 21, 2009: Master of Architecture students Mike Blois, Sean MacLean, and Jason Fung won 3rd place in the international student design competition run by the Northern Ontario School of Architecture. First place went to the submission from the Focolta di Architettura Valle Giulia Sapienza in Rome; 2nd place to the Yale School of Architecture.

- ❖ October 29: TRSM Distinguished Visiting Professor Buzz Hargrove (Doctor of Laws *honoris causa* '06) received an Honorary Doctorate from Queen's University as 'one of Canada's figureheads in the fight for workplace and social justice.'
- ❖ November 14, 2009: The Gemini Award for Best Cross-Platform Project won by CBC's *Ormiston Online* involved research, analysis and commentary on Internet-based election campaigning provided by the Ryerson Infoscape Research Lab. Ryerson researchers included Greg Elmer, Infoscape director and Bell Globemedia Research Chair, Fenwick McKelvey, Ganaele Langlois, Peter Ryan, Elley Prior and Zach Devereaux.
- ❖ November 20, 2009: Dr. Brenda Milner (Doctor of Science *honoris causa* '08) will be presented with the Prize for Cognitive Neuroscience awarded by the International Balzan Prize Foundation for her pioneering work in memory research. Half of the one million Swiss Francs awarded to each winner must be designated to finance projects by young researchers, to serve the Prize's special mission of promoting new or emerging fields of study or research.
- ❖ November 30, 2009: TRSM student Andrea Belvedere will be celebrated as one of Canada's Top 100 Most Powerful Women in the Future Leaders category, as chosen by the Women's Executive Network.
- ❖ December 19, 2009: TRSM student Vanessa Lewis will carry the Olympic Torch as a member of the Vancouver 2010 Olympic Torch Relay.
- ❖ Varsity Achievements [Ontario University Athletics (OUA)]
 - Varsity Rowing, OUA Championships
 - Philippe Roy and Matt Buie won the first Gold Medal in Ryerson Rowing history in the Men's Heavy Double event
 - Powers Yamich and Dan Augello won a Silver Medal in the junior varsity competition Men's Double event
 - Inaugural OUA All-Stars (first time awarded in rowing) - Matt Buie, Philippe Roy
 - Men's Soccer (OUA headline: *Rams Rule the East in 2009 Soccer Awards – 11/03/2009*)
 - Most Valuable Player – Alex Braletic
 - Rookie of the Year – Michael Jan
 - Community Service Award – Anthony Volpe
 - East Division 1st Team All-Stars – Alex Braletic, Markus Molder
 - East Division 2nd Team All-Stars – Michael Jan
 - CIS All-Canadian 2nd Team – Alex Braletic (first Ryerson men's soccer player ever selected CIS All-Canadian)
 - Women's Soccer
 - East Division 1st Team All-Stars – Andrea Raso
 - East Division 2nd Team All-Stars – Caliaigh Copland
 - Fencing – Ontario Challenge Circuit (OCC) Newmarket Fencing Tournament
 - Horia Puscas, Silver Medal, Men's Sabre (21 competitors)
 - Daylin Boyce, Bronze Medal, Men's Foil (51 competitors)
 - Rodney Barnes, Bronze Medal, Men's Epée (33 competitors)

RYERSON ACHIEVEMENT REPORT

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

Events

To mark the 20th anniversary of the fall of the Berlin Wall, Ryerson University in partnership with the Embassy of Canada in Berlin and the Consulate General of Germany in Toronto presented a two-part commemorative photo exhibition: Images of the Berlin Wall, featuring select images from The Black Star Collection at Ryerson University, and Freedom Rocks, created by Blake Fitzpatrick and Vid Ingelevics, both of Image Arts. The exhibits were shown in Toronto and Berlin simultaneously and attracted considerable media attention in Canada and Germany including CNN, CNN.com, Le Devoir.com, Global TV News, Toronto Star, Now, Government of Canada, Mauerfall 2009, All Business, PR-CANADA.net, The Mail Archive, PR Newswire UK, Flensburg Online, PresseEcho.de, Stockwatch.de, Finanz Nachrichten, Brankaufmann, PRESSEMITTEILUNGEN, FTOR, NA Presseportal, Sorglocity, Presseportal, Gewerbeauskunft, Blogspan, Newstin.de, Wallstreet and On Vista.

The Toronto Star, CanadianManufacturing.com, CBC Radio One, CBL-FM, CBE-AM and blogTO all reported on the Revitalizing Canadian Manufacturing Conference held at the Ted Rogers School of Management. Distinguished Visiting Professor Buzz Hargrove was quoted on the need for a strong manufacturing sector in Canada.

Media Appearances

President Sheldon Levy appeared on TVO's *The Agenda* to discuss the future of Ryerson and the University's role as a city builder.

President Levy spoke to the *Toronto Sun* about Maple Leaf Gardens being a possible site for the new Ryerson Student Recreation and Athletic Centre.

President Levy was interviewed by Diane Francis on smarter cities in a *National Post* article.

The *National Post* reported on **President Levy's** attendance the Toronto Reference Library federal funding announcement.

Popular Mechanic, *Computer World*, the *Cambridge Reporter*, *Whitehorse Daily Star*, *IT World*, *Waterloo Region Record*, News 1130, CBC News and CBC Radio reported on a solar-powered home created for the 2009 Solar Decathlon competition in Washington, D.C. by students and faculty from Simon Fraser, Waterloo and Ryerson universities.

The *Jamaica Gleaner* reported that **Chancellor G. Raymond Chang** has made a leadership donation to the Centre for Addiction and Mental Health to further research and education on mental health and addictions.

The *Scarborough Mirror* reported that a team of Ryerson Architecture students - **Aaron Hendershott, Dov Feinmesser, Yekaterina Mityuryayeva** and **Tommy Tso** - won the CitiesAlive International Student Design Challenge.

680 News, CFRB News, CP24, CBLT (CBC-TV), CityNews, CJRL-AM, and CFRB's *Ryan Doyle Show* and *Jim Richards Show* reported on Ryerson students' participation in the Drop Fees Day of Action.

Eric Kam, Economics, spoke to the *National Post* about Toronto's unemployment rate. He was also quoted in the *National Post* and *Posted Toronto* about Toronto's economy.

James Norrie, Associate Dean, Administration at the Ted Rogers School of Management, appeared on CFMJ's *John Oakley Show* discussing B'nai B'rith advertisements, and on other occasions discussing the "balloon boy" incident, Canada's internet luring law and H1N1.

Usha George, Dean of the Faculty of Community Services, spoke to OMNI News: South Asian Edition about immigration.

Sandra Tullio-Pow, Fashion, spoke to the *Globe and Mail* about wool fashions for winter.

The *National Post* reported that the Ted Rogers School of Management finished in eighth place in the *Financial Post* MBA Portfolio Management Competition.

Ira Basen, English, spoke to *Fast Forward Weekly* about the "spindustry".

The *Chronicle Herald* reported that Ryerson Rams **Alex Braletic** was selected to join the second CIS soccer squad. The *Ottawa Citizen* reported that the midfielder was named OUA's most valuable player.

Candice Monson, Director of Clinical Training, Department of Psychology, appeared on CFRB-AM's *The Jim Richards Show* and *Canoe Live* discussing aging veterans.

Nancy Walton, Daphne Cockwell School of Nursing, spoke to CBC News (CNLT-TV) about the fight against H1N1.

A *Vancouver Courier* article on declining business in South Granville mentioned a 2003 Ryerson study on revitalizing local businesses.

The *Whitehorse Daily Star* quoted **Bryan Evans**, Politics and Public Administration, on George Smitherman's decision to run for the Toronto mayoralty. The article was carried by Canadian Press.

The *Strand* reported that hundreds of people gathered to honour **Christopher Skinner**, a Ryerson graduate killed on Oct. 18. The *Brock Press* and the Wilfrid Laurier Cord.ca quoted **Gillian Mothersill**, Faculty of Communication & Design, in a related article.

Jean-Paul Boudreau, Psychology, appeared on *Le Telejournal Ontario* discussing text messages sent by the Toronto Police. His comments also appeared on CBC.ca.

Clive Vanderburgh, interim chair of Radio and Television Arts, appeared on TVO's *The Agenda* discussing the 40th anniversary of *Sesame Street*.

Patrizia Albanese, Sociology, **James Nadler**, Radio and Television Arts, and **Marni Binder**, Early Childhood Education, all spoke to the *Toronto Star* about the anniversary of *Sesame Street*.

Novae Res Urbis, *The Architect's Journal*, CBC.ca, *The Guardian* and *Architect* reported that British architect **Will Alsop** was appointed a Ryerson Distinguished Visiting Practitioner in Architecture.

The *Guardian* (Trinidad) reported that Ryerson held a special reception in Trinidad for alumni and prospective students.

Avner Levin, Ted Rogers School of Management, and **Julia Hanigsberg**, General Counsel and Secretary of the Board of Governors, spoke to the *Law Times* about a new law research centre at Ryerson.

The *Toronto Star* interviewed **Myer Siemiatycki**, Politics and Public Administration, about the Toronto Port Authority. He was also quoted in the *Globe and Mail* about the Toronto mayoralty race.

La Rotonde reported on a new campaign at Ryerson encouraging graduates and staff to consider planned giving.

A *Toronto Star* article about an LCBO retail outlet at King-Spadina and the need for minimum height bylaws mentioned the Ted Rogers School of Management building as a good example of a mixed-use building.

Wendy Cukier, Associate Dean, Academic, Ted Rogers School of Management, appeared on *Goldhawk Live* discussing the national gun registry. She also published an article in *Metro* about creating more opportunities for boys.

Tim Sly, Occupational and Public Health, spoke to CityTV, CBE-AM's *The Early Shift* and CBC Radio One's *Morning Edition* about misconceptions surrounding the H1N1 vaccines. His appearance on CBC Radio was also carried on stations across the country from Corner Brook to Prince Rupert.

CAW Sam Gindin Chair **Judy Rebick**, Politics and Public Administration, was quoted in the *Globe and Mail* on conflicts in the Middle East.

The *Hamilton Spectator* quoted **Catherine Middleton**, Ted Rogers School of Management, on the topic of smart phone applications.

Helen Henderson, a student in the School of Disability Studies, published an article on the healing power of laughter in the *Toronto Star*. She is a regular contributor to the newspaper.

Sandeep Agrawal, Urban and Regional Planning, appeared on RCI's *Masala Canada* discussing a study he co-authored pertaining to the economic integration of Indian immigrants to Canada.

Nina-Marie Lister, Urban and Regional Planning, contributed an essay, *Water/Front*, to the Design Observer Group.

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

James Norrie, Associate Dean of Administration at the Ted Rogers School of Management, and **Jeffrey Dvorkin**, Rogers Communications Distinguished Visiting Chair in Journalism and Professor of Distinction appeared on CFMJ-AM's *John Oakley Show* discussing convicted murderer Colin Thatcher wanting to reap royalties from the sale of his new book.

CTV and CBC News reported that Distinguished Visiting Professor **Buzz Hargrove** was named an Officer of the Order of Canada. He appeared on CBC Radio's *Here and Now* and CFRA's *Michael Harris Live* discussing his autobiography.

John Shields, Politics and Public Administration, spoke to OMNI News: South Asian Edition about the Canadian immigration system.

Kathryn Underwood, Early Childhood Education, appeared on TVO's *The Agenda* discussing the provincial government's vision for early childhood education.

A *Pacer* article mentioned Ryerson research on Wal-Mart in small communities.

Professor Emeritus **John Miller**, Journalism, spoke to CBC Radio's *Here and Now* about downsizing at the *Toronto Star*.

David Amborski, Urban and Regional Planning, spoke to *Niagara This Week* about budget deliberations.

The *Whitehorse Daily Star* quoted **Paul Knox**, Chair of the School of Journalism, in an article about false Internet reports of the death of a musician. The article was carried by Canadian Press. He also spoke to CFRB's *Jim Richards Show* about the future of the *National Post*, and appeared on CBC's *The National* and *The World at Six* discussing coverage of the hostage situation in Edmonton.

HealthJockey.com reported on research by **Leslie Atkinson**, Psychology, on the relationship between mother and child.

The *Toronto Star* spoke to **Frances Gunn**, Ted Rogers School of Retail Management, about the resurgence of large retail outlets. She also appeared on CP24 and Global News discussing food packaging.

The *Globe and Mail* quoted **Jeffrey Dvorkin**, Rogers Communications Distinguished Visiting Chair in Journalism and Professor of Distinction in an article about the CBC revamping its all-news channel into CBC NN. He also spoke to Canoe Live about the flu vaccines, and appeared on CP24, CBO-FM's *All in a Day* and CBCS-FM's *Points North* on the "balloon boy" incident.

Official Wire, *Innovations Report*, *AZO Building* and UPI.com reported that **Filiz Klassen**, Interior Design, had designed architectural skins that interact with the weather and harness energy.

Sean Wise, Ted Rogers School of Management, spoke to CBC News about cell phone rates.

Randy Boyagoda, English, published an article in the *Globe and Mail* about Désiré Munyaneza's trial, and book reviews of *Kanata* and *Museum of Innocence* in the *National Post*.

The *Journal* reported that Ryerson had signed a deal with the University of Toronto regarding usage of the library by Ryerson graduate students. BlogTO had earlier reported that Ryerson would pay the \$200 per student fee for its graduate students to use the Robarts library. A number of media outlets reported that students from Ryerson and U of T were campaigning to ban bottled water in all Ontario government buildings, including Canadian Press, 680 News, CP24, CHCH-TV, CBC.ca, CBC Radio One's *Ottawa Morning*, CFMK-FM, CFPL-AM, CKNX-AM and CHYM-FM.

Patrice Dutil, Politics and Public Administration, appeared on CJBC-AM's *Y A Pas 2 Matins* discussing an investigation into a conflict of interest charge brought against Mississauga Mayor Hazel McCallion.

Ryerson student **Boonaa Mohammed**, Radio and Television Arts, spoke to RCI's *The Link* about young Muslims and Canadian identity.

Discovery's *Daily Planet* reported that Ryerson engineering students were working to protect catapulted pumpkins from smashing on impact. The segment featured an interview with Associate Professor **Filippo Salustri**, Mechanical Engineering.

Tariq Amin-Khan, Politics and Public Administration, appeared on OMNI News: South Asian edition discussing Stephen Harper's visit to India. He also appeared RCI's *The Link* discussing Pakistan.

Frank Russo, Psychology, spoke to the *Brock Press* and *Humber Daily Planet* about the Emoti-Chair developed by the Science of Music, Auditory Research and Technology Lab and its ability to bring music to the deaf. *The Barrie Examiner* and *Deaf Times* also reported on the Emoti-Chair.

Karim Ismaili, Chair of Criminal Justice and Criminology, appeared on Chicago Public Radio discussing the impact of urban violence.

A *Globe and Mail* article mentioned Ryerson's partnership with AMC Canada to turn 12 movie theatres at the Yonge-Dundas AMC 24 into state-of-the-art lecture halls.

A *National Post* article on MBA programs mentioned the Ted Rogers School of Management. *Metro* also mentioned the Ted Rogers School of Management in an article on MBA programs.

Joseph Springer, Urban and Regional Planning, appeared on CBC Radio's *Metro Morning* discussing the redevelopment of Regent Park.

Paul Moore, Sociology, spoke to Global News and CIII-TV News about zombies and Hallowe'en.

Melanie Dempsey, Ted Rogers School of Management, was quoted in the *Toronto Star* on the topic of people using cell phones while driving.

Rachel Dodds, Ted Rogers School of Hospitality Management, spoke to the *Globe and Mail* about the City of Vancouver's efforts to be waste-free.

Althea Prince, G. Raymond Chang School of Continuing Education, spoke to CBC Radio's *Here and Now* about actor Chris Rock's documentary film, *Good Hair*.

A *Toronto Star* article mentioned that Ryerson received joint one-time capital funding from the Ontario and federal governments to renew and expand the School of Image Arts building.

The *Globe and Mail* published a letter to the editor by **John Morgan**, History, about the origins of the Church of England.

Sudbury Northern Life reported that graduating Ryerson students **Michal Blois**, **Sean McLean** and **Jason Fung** finished third in a local design competition for the proposed Northern Ontario School of Architecture.

Innovation Canada reported that **Zouheir Fawaz** and **Kamran Behdinan**, Aerospace Engineering, are testing algae-based biofuels to help green the airline industry.

Sean Wise and **Neil Wolff**, both of the Ted Rogers School of Management, were quoted in the *National Post* about the Canadian Council of Small Business and Entrepreneurial conference held at Ryerson.

The *Bloor West Villager* reported that **Alexandra Anderson**, Image Arts, would speak at the Cuban Film Festival.

The *Toronto Star* reported that photographer and alumnus Edward Burtynsky's exhibit *Oil* will be shown at the Ryerson Gallery and Research Centre in 2011.

CBC Radio's *Metro Morning* reported on the Keep On Rockin': Sexuality and Aging symposium hosted by Ryerson.

Arne Kislenko, History, appeared on OMNI NEWS: South Asian edition discussing smuggling people.

Ali Hussein, Electrical Engineering, spoke to CIUT Radio about lightning and lightning research.

Vanessa Magness, Ted Rogers School of Management, was quoted in the *Globe and Mail* about the cost of being a green business.

Jim Mars, Urban and Regional Planning, appeared on Rogers' *Goldhawk* discussing the TTC.

Brent Barr, G. Raymond Chang School of Continuing Education, commented on franchising in the *National Post*.

Keith Hampson, Director at the G. Raymond Chang School of Continuing Education, spoke to *24 Hours (Vancouver)* about distance education.

A CTV News segment on campus mobile application profiled initiatives at Ryerson.

MICE BTN reported that the Ted Rogers School of Management offers courses in Meeting Professionals International.

Elizabeth Evans, Ted Rogers School of Retail Management, commented in the *Globe and Mail* about luxury and designer offerings at Canadian department stores. She also spoke to the *Leader-Post* about a hiring program at Loblaws.

Margaret Webb, Journalism, published two articles in the *Toronto Star*: one about the need for a national food strategy in Canada and the other on wine.

David Tucker, Radio and Television Arts, spoke to *Maclean's* about Canadian television programming.

Sepali Guruge, Daphne Cockwell School of Nursing, appeared on OMNI News: South Asian Edition discussing the struggle immigrants face when settling in Canada.

Prepared by the Office of Public Affairs.

**Report of the Academic Governance and Policy Committee
F2009-3
December 1, 2009**

1. The AGPC is charged with the approval of Department, School and Program Council Bylaws as per Senate Policy 45: *Constitutional Provisions for Department/School Councils* (See <http://www.ryerson.ca/senate/policies/pol45>) The Committee has reviewed the revisions to the Bylaws of the Department of Politics and Public Administration and the Arts and Contemporary Studies Program, and has determined that these Bylaws conform to the Policy. The revised Bylaws are attached.

MOTION #1: That Senate approve the Bylaw of the Department of Politics and Public Administration Council.

MOTION #2: That Senate approve the Bylaw of the Arts and Contemporary Studies Program Council.

2. The Committee is currently reviewing the following:
- Part time v. Full time undergraduate studies
 - Senate Policy on Program Advisory Councils

Respectfully submitted,

Alan Shepard, Chair, for the Committee
Keith Alnwick, Carla Cassidy, Murtaza Haider, Olufemi Ijiwoye, Jurij Leshchyshyn,
Jana Macalik, Melanie Panitch, Diane Schulman, Asif Sharif, Claudette Smith, Carol
Stuart, John Turtle, Heather Lane Vetere, Andrew West

Bylaw

Approved by Department Council
13 May 2008

Approved by the Composition and Bylaws Committee of Senate
24 September 2008

Approved by Senate
07 October 2008

Amended by Department Council
21 May 2009

Approved by the Academic Governance and Policy Committee of Senate
17 November 2009

Mandate of Council

Students, faculty and staff are partners in the functioning of the Department of Politics and Public Administration. Department Council is the principal mechanism for bringing together these constituencies to identify, discuss and resolve matters of mutual concern.

The specific mandate of the Departmental Council is:

- to develop, recommend, and maintain all policies relevant to the Department – and the operation of the programs for which it is responsible – within the context of general University policies;
- to contribute actively to the operation and long-term planning of the Department through the creation of committees, working groups, and other mechanisms as deemed appropriate;
- to provide an arena for debate, discussion, and the dissemination of information on matters pertinent to the Department and the programs for which it is responsible.
- to recommend major curriculum changes to the Academic Standards Committee of Senate upon recommendation of its curriculum committees.

Authority of Council

The Council will operate in the spirit of policy adopted by the Ryerson Senate, in particular, Policy #45: *Constitutional Provisions for Department/School Councils*.

Without prejudice to any policy of the Ryerson Senate, the authority of the Politics and Public Administration Departmental Council embraces two additional principles:

1. Council will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty, or staff, or on matters of a contractual nature; and
2. Council does not have the authority to override decisions made by Departmental committees that do not formally report to it. Council does, however, have the authority to discuss such decisions and to provide advice, save in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Department Chair. The Council is advisory to the Department Chair on matters that are contractually the responsibility of the Chair.

Membership of Council

The Departmental Council shall be comprised of the following:

- all tenured and tenure-track faculty whose primary appointment is to the Department;
- all priority-of-consideration sessional instructors within the Department;
- one (1) member chosen by and from the other sessional and part-time instructors of the Department;
- all administrative staff of the Department (non-voting);
- one (1) student from each of the first three years and two (2) students from the fourth year of the Politics and Governance (BA) program, with such students named by the

Politics and Governance Course Union by the end of the third week of September in each academic year;

- one (1) student elected from each level of the Public Administration and Governance (BA) program, with such elections to be held during the third week of September in each academic year; and
- one (1) student elected from the Public Policy and Administration (MA) program, with such elections to be held during the third week of September in each academic year.

Should the number of faculty members of the Department Council exceed twenty-seven (27), a second student representative shall be elected from the third level of the Public Administration and Governance (BA) program.

Meetings of the Department Council are open to all faculty, instructors, staff and students.

Chair of Council

The Chair of Council will be elected by and from Council members for a one (1) year term, normally at the Fall meeting of Council, and shall serve until a successor is elected.

The Chair of Council is responsible for:

- calling and conducting meetings
- setting the agenda of all meetings
- maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is kept on file within the Department;
- ensuring that Council decisions and directions are carried out.

The Chair of Council is a member, *ex officio*, of all Council committees.

The Chair of Council may designate another member of Council to act in her/his stead on an interim basis.

There is no limit on the number of terms that may be served by a Chair, provided that an election is held each year.

Council Meeting Procedures

Council shall meet formally at least twice a year as a full Council.

Notices of meeting will normally be distributed – in either hard-copy or electronic form – at least five (5) working days in advance of the meeting.

Quorum is fifty per cent (50%) of the full membership of the Council.

Decisions are normally made by a simple majority of voting members present at a meeting, however:

- a decision to amend the Bylaw of the Department Council requires a two-thirds (2/3) majority of voting members present at a meeting, and can be taken only after written notice – including the text of the proposed amendment(s) – has been provided to all members of Council at least three working days in advance of the meeting; and
- in exceptional circumstances, decisions may be taken outside meetings through ballots distributed electronically or in physical form to all members.

All matters of procedure not specifically addressed in this Bylaw shall be governed by the provisions of *Bourinot's Rules of Order*.

Standing Committees of Council

Curriculum Committee (Undergraduate)

Mandate:

The Undergraduate Curriculum Committee is the Council's chief instrument to ensure the integrity, currency, and relevance of the curricula of both of the undergraduate programs administered by the Department (Politics and Governance, Public Administration and Governance). The Committee will:

- monitor the curriculum of both undergraduate programs on an ongoing basis to ensure that it continues to satisfy the objectives of the program;
- recommend to Department Council any reviews and/or revisions that it may deem necessary; coordinate such reviews and revisions; and in respect to proposed revisions, ensure compliance with the University's approval process;
- take leadership to coordinate the Department's response to the requirements of the Periodic Program Review (see Senate Policy #126: *Periodic Program Review of Undergraduate Programs*) and the procedures that flow therefrom;
- respond to queries, requests, or proposals from any constituency within either program or within the University when these bear upon the program curricula;

Courses and curricular structure are considered by Department Council based on the recommendation of the Undergraduate Curriculum Committee.

Composition:

The Undergraduate Curriculum Committee is chaired by the Department Chair or her/his designate.

The Undergraduate Curriculum Committee shall consist of the following members of Department Council:

- the Chair of Department;
- the Undergraduate Program Coordinator(s);
- the Continuing Education Coordinator;
- the Chairs of each sub-committee;
- three students from the Politics and Governance program, who shall vote only on those matters pertaining to Liberal Studies electives and the curriculum of the Politics and Governance program; and
- three students from the Public Administration and Governance program, who shall vote only on those matters pertaining to Liberal Studies electives and the curriculum of the Public Administration and Governance Program.

Quorum is fifty per cent (50%) of the full membership of the Committee; fifty per cent (50%) of the faculty/instructor members; and fifty per cent (50%) of the student members.

Sub-committees:

- There shall be one curriculum sub-committee (hereinafter "Area Group") for each of the five (5) sub-fields represented in the undergraduate curriculum: Canadian, Comparative,

Global, Public Policy and Administration, and Theory and one (1) for the Liberal Studies curriculum.

- In addition to specific tasks assigned to the Area Groups by the Undergraduate Curriculum Committee, each Area Group shall:
 - recommend to the Undergraduate Curriculum Committee a course framework for each of the courses for which it is responsible, and
 - monitor the syllabi of each of the courses for which it is responsible for
 - congruence with approved frameworks,
 - appropriateness of the objectives, scope, difficulty, and evaluative instruments to the level of the course, and
 - duplication of concepts and/or readings between courses.
- Without restricting the generality of the foregoing, responsibility for Liberal Studies electives shall be shared between a subfield Area Group, which will take primary responsibility for substantive content; and the Liberal Studies Area Group, which will take primary responsibility for compliance with Liberal Studies policy and for consistency and coherence between and among Liberal Studies offerings.
- Membership in each Area Group shall be open to any tenured and tenure-track faculty – and to any sessional instructor – who chooses to participate in the Area Group. The Department Chair is, *ex officio*, a member of all Area Groups. Faculty and eligible instructors will be asked to declare their interest(s) and the membership of the Area Groups will be distributed within the Department during the Fall term of each academic year.
- Each Area Group shall elect a Chair from among its membership by the end of October in each year, who shall serve until a successor is elected.
 - There is no limit on the number of terms that may be served by a Chair, provided that an election is held each year.

Leaves Committee

The Leaves Committee shall consider applications for leave made pursuant to Article 6.1A of the collective agreement between the Ryerson Faculty Association and the Board of Governors, and shall have authority to act on behalf of the Council with respect to such applications.

The Leaves Committee consists of all tenured and tenure-track faculty whose primary appointment is to the Department of Politics and Public Administration, and is chaired by the Department Chair or her/his designate.

SRC Committee

Mandate:

The SRC Committee is the Department Council's designated/collegial forum to promote the broad array of research activities in the Department and to play a facilitative and supportive role for all members of the Department. Specifically it will:

- Represent and promote the diversity of research interests in the Department to the Ryerson community, prospective and current students, and the wider community in the following ways:
 - Advocate for, and on behalf of, the diverse research interests of the Department, including its social justice mandate, by way of offering a counter perspective to the commodification of knowledge and/or research university-wide;

- Advocate for, and lobby on behalf of, the SRC interests of the Department to the Faculty of Arts and/or Ryerson administration;
- Liaise with the Faculty of Arts SRC Committee and Office of Research Services (ORS) to report on items (e.g. workshops, grant opportunities, deadlines, etc...) for the purposes of providing SRC information to the department.
- Promote the SRC activities of all faculty within the Department through such means as Chair's weekly or monthly updates and the Department website.
- Maintain an SRC web presence for the Department;
- Organize, or cause to be organized, regular Departmental symposia;
- Promote academic conferences, workshops, symposia, speakers, etc. that may be of interest to some or all members of the Department;
- Provide an annual report to the Departmental Council on the undertakings of the SRC Committee
- Play a facilitative and supportive role in assisting individual faculty members only upon the direct request of such faculty members. Such activities might include:
 - Acting as a liaison between the Dean of Arts, the Faculty of Arts Research Associate(s), and/or the Office of Research Services, and the Department and/or an individual faculty member;
 - Responding to direct requests from individual faculty members or groups of faculty members for advice on any activity related to SRC.

The Mandate of the SRC Committee expressly excludes the following:

- Offering unsolicited direction or advice to individual faculty members on any aspect of their SRC activities;
- Any role in the employment relationship (i.e., the appointment, tenure, or promotion) of any faculty member in the Department as that relationship is detailed in the Collective Agreement between the Ryerson University Board of Governors and the Ryerson Faculty Association.
- Any infringement upon the contractual role of the DAC with respect to the SRC activity of probationary faculty.
- Any direct or indirect effort to relegate or privilege one or more types of research / journals / publications/ topics over other types of SRC activities, publications and/or journals

Composition and Term of Office:

The SRC Committee shall consist of the following members:

- Four (4) faculty members – at least one of whom must be tenured – elected each May by and from the tenured and tenure-track faculty whose primary appointment is to the Department of Politics and Public Administration; and,
- The Department representative to the Faculty of Arts SRC Committee.

In electing committee members, Department members shall give due regard to the diverse research interests of faculty.

Upon the first meeting of the SRC Committee, a chair shall be selected by its members.

The term of office of members elected to the SRC Committee in May of each year is two years, beginning on 01 August in the year of election and expiring 31 July two years later. There is no limit on the number of terms that may be served by a member of the SRC Committee, provided that the member is re-elected every second year.

Other Departmental Committees

Advisory Council

Pursuant to Senate Policy #158: *Program Advisory Councils*, the Department Council shall establish – and ensure the regular meeting of – a Program Advisory Council consisting of not less than eight (8) nor more than twelve (12) members external to Ryerson, with one representative drawn from each of the following constituencies:

- federal public service
- provincial public service
- municipal public service
- third sector
- private sector
- union
- alumni
- academic

Where the Department Council deems it advisable, representation may be increased to include:

- one elected official
- one representative from each program partnership
- more than one representative from any group, as long as the total number of external members does not exceed twelve (12) as provided for above.

The Department Council shall recommend to the Dean of Arts individuals to be appointed for a three (3) year term in each category. There is no limit on the number of terms that may be served by a member of the Advisory Council, provided that the Department Council recommends, and the Dean of Arts appoints, the member to subsequent term(s).

The Department Chair, the Undergraduate Program Coordinator(s), and the Graduate Director(s) are, *ex officio*, members of the Advisory Council.

Alumni Advisory Group

The Chair of the Department may appoint an Alumni Coordinator, who shall undertake to ensure that an Advisory Group – with appropriate representation from each of the programs for which the Department is responsible – meets at least twice in each academic year. The Alumni Advisory Group may recommend such actions as it deems appropriate – particularly regarding the promotion of the programs and the fostering of a sense of community among program graduates. With the agreement of the Department Council, the Alumni Advisory Group may play an active and ongoing role in the life of the programs and the Department. However, the Alumni Advisory Group is not authorised to make decisions on behalf of the Department or the University.

Graduate Committee

Mandate:

The Graduate Committee exists to provide support for the Graduate Director(s) who is/are appointed by the Dean of the School of Graduate Studies, upon the recommendation of the Department Chair, who shall consult with the Graduate Committee in making his/her recommendation.

The Graduate Committee shall assist the Graduate Director(s) to:

- ensure the integrity, currency, and relevance of the curricula of the Department-based MA program in Public Policy and Administration by:
 - monitoring the curriculum of the graduate program on an ongoing basis to ensure that it continues to satisfy the objectives of the program;
 - recommending, to the Programs and Planning Committee of the School of Graduate Studies, such curricular amendments as it deems advisable;
 - recommending, to the Council of the School of Graduate Studies, any reviews and/or revisions that it may deem necessary; coordinating such reviews and revisions; and in respect to proposed revisions, ensuring compliance with the approval processes of the University and of the Ontario Council of Graduate Schools;
 - taking responsibility to ensure the accreditation of the program by the Canadian Association of Programs in Public Administration (CAPPA); and
 - responding to queries, requests, or proposals from any constituency within the program or within the University when these bear upon the program curricula;
- ensure the effective administration of the Department-based MA program in Public Policy and Administration by:
 - recommending members and associate members to the Membership Committee of the School of Graduate Studies;
 - meeting with the student association once each term to discuss student concerns;
 - providing guidance to the teaching/supervising faculty, particularly with respect to student advising;
 - organising meetings of the teaching/supervising faculty at least once each term, and external to regular Departmental meetings
 - facilitating communication between and among the teaching/supervising faculty;
 - providing support for Department-based and other initiatives of relevance to the program including, but not restricted to, the Executive-in-Residence program of the Canada School of Public Service, alumni initiatives, student/faculty events, and special seminars/symposia;
- ensure the adequate promotion of the program through appropriate print and electronic promotional material (subject to budgetary limitations); and
- review annually the budget of the program and, when required, make recommendations for amendment to the Dean of the School of Graduate Studies.

Composition and Term of Office:

The Graduate Committee is chaired by the Graduate Director(s) or her/his/their designate.

The Graduate Committee shall consist of the following members:

- Chair of Department;
- Graduate Director(s);
- Program Administrator (non-voting);
- three faculty elected by and from teaching/supervising faculty whose primary appointment is to the Department of Politics and Public Administration
 - two faculty members shall be elected in May of even-numbered years;
 - one faculty member shall be elected in May of odd-numbered years.

The term of office of members elected to the Graduate Committee in May of each year is two years, beginning on 01 August in the year of election and expiring 31 July two years later. There is no limit on the number of terms that may be served by a member of the Graduate Committee, provided that the member is re-elected every second year.

Admissions sub-committee:

There shall be a three-person Admissions sub-committee consisting of the Graduate Director(s) and one or two members of the Graduate Committee elected by the Committee at its first meeting in the Fall term.

The Admissions sub-committee shall:

- review applications and make recommendations to the Dean of the School of Graduate Studies as to which applicants should be offered admission to the program;
- recommend to the Graduate Committee admissions policies consistent with the policies of the School of Graduate Studies.

BYLAW OF THE ARTS AND CONTEMPORARY STUDIES PROGRAM COUNCIL

Mandate

Students, faculty, and staff are partners in the functioning of the *Arts and Contemporary Studies* (ACS) Program. This Council is the principal mechanism for bringing together these constituencies to identify, discuss, and resolve matters of mutual concern.

The specific mandate of the Program Council is:

- to develop, recommend and maintain all academic policies relevant to the Program within the context of general University policies;
- to contribute actively to the operation and long-term planning of the Program through the creation of committees, working groups, and other mechanisms as deemed appropriate; and
- to provide an arena for debate, discussion, and the dissemination of information on matters pertinent to the Program.

Authority of Council

- The Council will operate in the spirit of Ryerson's Constitutional provisions for Departmental/School Councils. (Senate Policy #45.)

Membership

Membership on the Program Council comprises the following:

- the Program Director
- the Chairs of the following Departments: English, French and Spanish, History, Philosophy and Music, and Sociology)
- one RFA member teaching in the Program in the current year, apart from the Program Director and Chairs, from *each* of the following departments: (a) English, (b) French and Spanish, (c) History, and (d) Philosophy and Music. (These will be elected each September by all of the faculty teaching that same year in the Program, and will serve a one-year term.)
- One student from each year of the program (for a total of four) elected each September by the students from that year. (These will all serve a one-year term.)
- the Program Assistant (non-voting)

All meetings of the Program Council are open for anyone to attend.

Chair of Council

- The Chair of Council will be elected by and from Council members, normally at the September meeting of Council.
- The Council Chair is responsible for
 - calling and conducting meetings;
 - setting agendas;
 - maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the Program Assistant;
 - monitoring follow-up to Council actions
- The Chair of Council is a non-voting member, *ex officio*, of all Council Committees
- The Chair of Council may request another council member to act in his or her stead on an interim basis.
- There is no limit on the number of terms that may be served by a Chair, provided that an election is held duly each year.

Council Procedures

- There will be no fewer than two meetings per academic year. Additional meetings may be held at the call of the Council Chair or at the request of a quorum of Council members.
- Notices of meetings will normally be distributed at least three days in advance.
- A quorum is 50% of Council's full membership.
- Votes decided by a simple majority of voting members present at a meeting.
- A decision to amend council bylaws requires a two-thirds majority of voting members present at a meeting, and can be taken only after written notice has been provided to all members at least three days in advance of the meeting.
- The Chair of Council will vote only in the event of a tie.
- Email voting may be used under appropriate circumstances.

Committee Structure, Mandates, and Composition

The standing committees and Coordinators of Council and of the Program are given below, but additional committees, coordinators, and working groups may be established at any time with the approval of the Council. Both the Program Director and the Chair of Council, are non-voting members, *ex-officio*, of all committees. All committees have a quorum of 50% of voting members. Ex-officio members may vote in the event of a tie.

1. **Nominating Committee**

Composition: Three faculty members elected by the Program Council

Mandate: The Nominating Committee establishes slates of candidates (not necessarily from Council) for elections for the Curriculum committee and the External Liaison committee.

2. **Curriculum Committee**

Composition: Four faculty and two student representatives. These are elected from the slates provided by the Nominating Committee. Committee members who are faculty serve for a one year term and Committee members who are students serve for a one year term. The Committee will be chaired by the Program Director, who can then appoint a vice chair from among the elected members of the Committee.

Mandate: The curriculum committee is Council's chief instrument to ensure the curricular integrity, currency, and relevance of the *Arts and Contemporary Studies* Program. The Committee will:

- monitor the Program curriculum on an ongoing basis to determine whether it satisfies the Program objectives.
- recommend to Council any reviews and/or revisions that it may deem necessary; co-ordinate such reviews and revisions; and in respect to proposed revisions, assist the Program Director in dealing with the University's approvals process.
- work with the Program Director to co-ordinate the Program's response to Ryerson's periodic program review procedures.
- respond to queries, requests, or proposals from any constituency within the Program or the University when these bear upon program curriculum.
- Courses are approved by Council based on a recommendation of the Curriculum Committee. The Curriculum Committee may seek the advice of the relevant theme committees.

3. **External Liaison Committee**

Composition: Two faculty elected by (but not necessarily from) Council; the Council may second additional members.

Mandate: Recognizing the Program Director as the official representative of the Program in external matters, the External Liaison Committee will work with the Program Director in both a support role and a planning and

strategic advisory role to promote the external interests of the Program. The Committee will advise and support the Program Director in the following areas:

- High school liaison
- External Advisory Committee
- Fund-raising
- Alumni relations
- Matters involving academic/professional associations
- Contract, partnerships, and external agreements

4. Scholarships and Awards Committee

Composition: The four elected faculty Council representatives and the four elected student Council representatives.

Mandate: The mandate of this committee is to oversee the adjudication of all awards (such as the “Spirit of ACS” Awards) that fall under the purview of the ACS Program Council, to recommend that new awards be established as appropriate, and to recommend revising the terms and conditions of awards that fall under the purview of the Council, as appropriate. Recommendations of this committee are to be voted on by the Council as a whole.

5. Coordinators of Council/Program

Council may, at its discretion, appoint coordinators in the following areas. These coordinators will report periodically to the Council.

- admissions
- library
- space and physical resources
- continuing education
- program seminars

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2009–2; December 2009

In this report Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on a proposal by G. Raymond Chang School of Continuing Education to offer a new interdisciplinary *Certificate in Ethics*.

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

Certificate in Ethics

The importance of theoretical and practical knowledge in ethics for both private and public life is increasingly recognized by individuals, organizations and the public in general. Much like critical thinking, problem solving, numeracy and technical literacy, *literacy in ethics* has become a professional skill and qualification required to deal with complex issues. The proposed *Certificate in Ethics* has been designed to impart ethical awareness, theoretical and applied ethical knowledge, and skills in moral and ethical reasoning. The *Certificate* pursues these objectives through an interdisciplinary curriculum.

Admission Requirements: Prospective registrants are required to have an OSSD with six Grade 12 U or M credits with a minimum grade of 60 per cent, or equivalent. Mature students with relevant work experience will also be considered for registration in the *Certificate* program.

It is expected that many prospective registrants would have an undergraduate degree or post-secondary diploma/certificate with several years of professional experience in a relevant field

Curriculum: The curriculum comprises both theoretical and practical knowledge; it focuses on case studies and decision making models. Together, these components provide an important skill set and knowledge base, and equip students with the resources and competencies needed to effectively address ethical issues.

The proposed *Certificate* program will consist of a total of six courses including: (i) two core courses, (ii) three elective courses grouped in six streams: *Environment, Health, Human Rights and Administrative Justice, Law, Media and Culture, and Organizations and Professions*, and (iii) a required capstone course. The proposed curriculum structure also includes a *Non-Stream* option to allow students explore ethical awareness themes based on their individual interests.

- **Core Course I:** All students will be required to choose one of eleven Philosophy courses. This course will ensure that students acquire the fundamentals of ethical theory and moral reasoning, conceptual resources and skills.

Environment Stream:

CPHL 500 Philosophy of the Natural Environment

Health Stream:

CPHL 302 Ethics in Health Care
CPHL 444 Ethics in Health Services Management
CPHL 507 Ethics and Disability
CPHL 509 Bioethics

Human Rights and Administrative Justice Stream:

CPHL 400 Human Rights and Justice

Law Stream:

CPHL 449 Issues in Philosophy of Punishment
CPHL 612 Philosophy of Law

Media and Culture Stream:

CPHL 530 Media Ethics

Organizations and Professions Stream:

CPHL 307 Business Ethics
CPHL 444 Ethics in Health Services Management
CPHL 449 Issues in Philosophy of Punishment
CPHL 530 Media Ethics

Students in any stream or in the Non-Stream option can take PHL 503 Moral Philosophy I as Core Course I.

- **Core Course II:** CPHL xxx Ethics in Professional Life. This is a new course designed to serve as a professionally-related course for students enrolled in degree programs offered by Faculty of Arts. Core Course II explores and examines how organizations and professions institutionalize values, influence beliefs and attitudes, and guide conduct through prescriptions for professional practices.
- **Electives:** Students will be required to choose three electives from among 37 different courses. The list below shows the clustering of electives under each stream. This list will guide students and provide direction in their selection of elective courses. There will be a Non-Stream option, for students who wish to remain uncommitted to a stream. Students in the Non-Stream option will be able to freely select their elective courses under the guidance of the Certificate Coordinator.

Environment Stream

- CECN 502 Economics of Natural Resources
- CECN 510 Environmental Economics
- CHST 562 Science, Corporations and the Environment
- CPHL 500 Philosophy of the Natural Environment
- CPSY 518 Environmental Psychology

Health Stream:

- CPHL 302 Ethics in Health Care
- CPHL 444 Ethics in Health Services Management
- CPHL 507 Ethics and Disability
- CPHL 509 Bioethics
- CPSY 124 Social Psychology
- CPSY 706 Models of Personal Growth

Human Rights and Administrative Justice Stream:

- CHST 301 Human Rights and the Canadian State
- CHST 721 African American Experience
- CINT 905 Conflict Resolution and Negotiation
- CPHL 400 Human Rights and Justice
- CPHL 507 Ethics and Disability
- CPOG 315 Issues in Equity and Human Rights
- CPOG 424 Human Rights and Global Politics
- CPPA 629 Administrative Law
- CSOC 609 Women and Human Rights
- CSOC 705 Law and Justice

Law Stream

- CCRM 322 Ethics in Criminal Justice
- CECN 321 Introduction to Law and Economics
- CENG 520 Language of Persuasion
- CODG 130 Legal and Ethical Issues in Using GIS and Digital Data
- CPHL 449 Issues in Philosophy of Punishment
- CPHL 507 Ethics and Disability
- CPHL 612 Philosophy and Law
- CPHL 921 Philosophy of Intellectual Property
- CPPA 629 Administrative Law
- CSOC 705 Law and Justice

Media and Culture Stream

- CENG 413 Colonial and Postcolonial Literatures
- CENG 520 Language of Persuasion
- CENG 621 Reading Gender in a Global Context
- CENG xxx The History of Rhetoric
- CHST 602 A History of Propaganda
- CPHL 401 Philosophy of Mass Culture

CPHL 530 Media Ethics
 CPHL 603 Moral Philosophy II
 CPHL 621 Beyond the Western Tradition

Organizations and Professions Stream:

CCRM 322 Ethics in Criminal Justice
 CINT 905 Conflict Resolution and Negotiation
 CODG 130 Legal and Ethical Issues in Using GIS and Digital Data
 CPHL 307 Business Ethics
 CPHL 400 Human Rights and Justice
 CPHL 444 Ethics in Health Services Management
 CPHL 449 Issues in Philosophy of Punishment
 CPHL 530 Media Ethics
 CPOG 315 Equity and Human Rights
 CPPA 629 Administrative Law
 CSOC 705 Law and Justice

Students in any stream or in the Non-Stream option can take PHL 503 Moral Philosophy I as an elective.

- **Capstone Course:** COPH xxx Certificate in Ethics Capstone Course. The Capstone Course is the culminating course designed to bring together ethical theories (Core Course I), the practice in formulating and addressing ethical questions (elective courses), and the practice in applying decision making models, and handling case studies (Core Course II). Students will be encouraged to examine a case or issue from their own professional perspectives or from a perspective pertinent to the industry sector, organizational context or occupational niche in which they work or are aiming to work.

ASC Evaluation

The proposed *Certificate in Ethics* has been designed to deliver fundamental knowledge in ethical theory, moral reasoning and critical thinking while allowing students to gain experience in applied ethics. The *Certificate* program successfully combines a diverse set of courses into an interdisciplinary yet coherent curriculum structure. This impressive range of courses clearly demonstrates Ryerson's strength in applied ethics, a topic of increasing relevance and importance.

ASC is highly supportive of the proposed *Certificate*. During its deliberations, ASC formulated two recommendations that are aimed to enrich curriculum offerings at Ryerson and strengthen the proposed *Certificate* program.

- **Potential for an interdisciplinary Minor in Ethics:** Given the topical significance and the fact that the program is largely based on existing courses, there is the potential to offer a new interdisciplinary *Minor in Ethics*. Such a new *Minor* can be of

interest to a wide range of students enrolled in Ryerson degree programs. *ASC encourages the Department of Philosophy and Music* (which has academic and administrative responsibility for the proposed *Certificate* program) *to consider offering a Minor in Ethics based on the Certificate program.*

- **A new stream in Corporate Social Responsibility:** In its proposed inaugural format, the *Certificate* program groups elective courses into six streams. While these streams all address important social issues, a new stream with a business focus can significantly enrich the program and strengthen the interdisciplinary character of the *Certificate*. Such a stream can examine corporate social responsibility from various perspectives. *ASC recommends that the Department of Philosophy and Music initiate discussions with other academic units to formulate a new stream in Corporate Social Responsibility. A proposal with the revised curriculum structure should be submitted to ASC by Fall 2010.*

Recommendation

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

That Senate approve the Certificate in Ethics.

Respectfully submitted by

Mehmet Zeytinoglu,
for the 2009/2010 Academic Standards Committee

G. Allen (Journalism)	J. Gingras (Nutrition and Food)
K. Alnwick (Registrar; ex-officio)	D. Glynn (Continuing Education)
D. Androustos (Electrical & Computer Eng.)	C. Farnum (Library)
A. Bal (Image Arts)	G. Hunt (Business Management)
T. Brancatella (Student, Nutrition and Food)	M. Moshe (Faculty of Arts)
J. Dianda (Philosophy)	P. Robinson (Urban & Regional Planning)
P. Dodaro (Student, Politics and Governance)	D. Schulman (Secretary of Senate; non-voting)
N. George (Chemistry and Biology)	D. Sydor (Accounting)

Green Paper

Academic Restructuring at Ryerson University: Some Scenarios

**Provost's Academic Structure Commission
November 27, 2009**

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PREFACE

On May 6, 2009 the Provost announced the establishment of an Academic Structures Commission to prepare a Report to him on possible reorganization of some parts of the University. The Commission arises from Recommendation 16 in *Shaping Our Future: Academic Plan for 2008/13*, which was approved by Senate (May, 2008). In the consultations and discussions which guided the formation of the plan, it was argued that the academic structure be revisited to ensure the University responds effectively to internal and external pressures arising from recent and expected growth and change.

The mandate of the Provost's Academic Structures Commission (PASC) is to prepare a Report on such possible reorganizations within the context of current and anticipated teaching and research developments, following an extensive consultation process. The Commission is tasked to explore a range of possibilities with respect to restructuring existing Faculties and establishing new ones. Since becoming a university in 1993, Ryerson has grown exponentially in undergraduate student numbers and programs, has established a graduate school, and placed greater emphasis on scholarly, research and creative activity. This has occurred within the framework of a long established five-Faculty structure.

Given the Report is to be submitted to the Provost by January, 2010, the Commission (members listed below) has established a tight schedule of written reports and university-wide consultations:

1. Create a generic e-mail address (pwg@ryerson.ca) to which any person in the university community may send comments, ideas, suggestions, and so forth.
2. By the end of June, 2009, hold two Town Halls to explain the process, respond to questions and concerns, and receive suggestions. These were held May 29 (91 in attendance) and June 26 (41 in attendance).
3. Prepare a Discussion Paper to be transmitted to the university community by the end of September (transmitted electronically via 'infoline' and Campus News, Sept 22, 23 and 29). <http://www.ryerson.ca/provost/planning/documents/>
4. Convene a Town Hall at which Commission members welcomed input on the Discussion Paper and the topic in general (held on Oct 2, 45 in attendance).
5. By the end of November prepare a Green Paper containing the Commission's preliminary restructuring scenarios, and transmit to the university community.
6. Hold a Town Hall to present and discuss the Green Paper.
7. Prepare a White Paper containing the recommended restructuring scenarios by the end of January, 2010.
8. Present to Provost and university community.

Interleaved within this schedule have been discussions with other groups as requested.

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⁵ Withdrew due to pressure from other commitments.

BACKGROUND

In the Town Halls, and other local group discussions, it has been clarified that the next stage in the process beyond the contextual *Discussion Paper* involves this ‘green’ paper which includes a variety of possible Faculty structure scenarios. Following distribution and discussion of the ‘green’ paper, a Final Paper will provide a summary of the Commission’s deliberations, and suggest to the Provost a short list of possible alternatives. It is the Provost, following normal consultative University procedures, who will decide the timing and format of any changes that may occur. Such changes will require Senate and Board approval.

The Commission takes the existing Department structure as the building blocks of Faculties. It is, therefore, assumed that Departments as they are currently constructed will still exist (unless sub-groups within Departments suggest change), and departmentally based programs, whether they be single discipline or locally multi-discipline, remain the norm. The conclusion of the *Discussion Paper*⁶ includes a summary of considerations used by the Commission in its discussions of possible Faculty structures⁷:

Legacy: There is no doubt that Ryerson has a lengthy and successful tradition of strong, accountable, and responsible administration through its five-Faculty structure. If the ensuing considerations indicate that little or no restructuring should occur with respect to a particular Faculty, then none will be suggested. This is entirely consistent with the Commission’s mandate, which is to prepare a Report on “... possible reorganization of some parts of the University”.

Congruency or “Fit”: A Faculty should include departments that are as congruent as possible. This does not imply sameness. Rather, it requires some shared assumptions and/or practices among Departments regarding things such as: prerequisites and important student skills; pedagogic structures; current and possible future teaching and research; and necessary facilities. There may or may not be any particular one (or set) of these shared by all Departments in a Faculty; overlapping threads of such assumptions and practices generally suffice. Further, such “fit” is not always clearly in favor of locating a Department uniquely in a particular Faculty.

Legitimacy: Following from the congruency principle, a Faculty should adequately represent through its leadership and designation its current and possible future foci of teaching and inquiry. Does the Faculty name and structure adequately reflect the congruent departments therein? Clarity is required.

Quality of Programs: Given Ryerson’s unique concentration in professional and quasi-professional areas, this consideration addresses the quality issue particularly in context of general Provincial standards (through OCGS and UPRAC), but also various

⁶ The *Discussion Paper* has been circulated three times via ‘infoline’ throughout Ryerson’s academic community. It is included as an Appendix to this paper. <http://www.ryerson.ca/provost/planning/documents/>

⁷ Edited slightly from: *Discussion Paper: Academic Restructuring at Ryerson University* (PASC, September 21, 2009), 26-28.

professional bodies (particularly those with regulatory obligations covered by Provincial or Federal statute). The ‘tests’ are whether the Faculty would be able to focus properly on maintaining and enhancing quality among its constituent parts.

‘Branding’ and Strategic Opportunities: Given increasing Governmental ‘shaping’ (primarily through fiscal means) of post-secondary education and research, it is becoming increasingly important that what a university does be highly visible to the external (and internal) community. The ‘test’ question in this case is whether a Department is in a Faculty which reveals adequately the true import of what it is doing, thereby increasing the possibility of emphasizing its immediate relevance to new opportunities as they arise.

Administrative and Operational Efficiency: This is in many ways linked to congruence and size of Faculty. It is easier for Chairs and Deans to do their jobs if Faculties are of reasonable size, and Departments are intellectually congruent. Huge Faculties (such as traditional Faculties of Arts & Science) are invariably subdivided for administrative purposes into congruent groups, with many Associate and Assistant Deans. The ‘tests’, therefore, are whether a Faculty is too big (perhaps 8 Departments, ± 4 , would be about right), or too disparate; or, on the other hand, include sufficient RFA+CUPE instruction resources to warrant necessary Faculty-based support services.

Financial Viability: The important issue is that all Faculties implement modes of operation, particularly on the instructional side, that encourage financial efficiency and flexibility. The ‘test’ question in this case, therefore, becomes whether a new or restructured Faculty would be more likely to add to financial efficiency and academic flexibility, and not impoverish those existing. At Ryerson, a good part of increased financial efficiency can be achieved by re-organizing academic programs through some form of common first and (perhaps) second year courses.

Growth and Opportunities: While the potential for another phase of growth in student numbers at both the undergraduate and graduate levels is on the horizon, any Faculty restructuring that may be proposed is not predicated upon it. Furthermore, opportunities of various kinds occur that are not associated with significant growth. Faculties and Departments organized to take advantage of such situations in a financially viable manner will be in a favorable position. The general ‘test’ question would be whether any Faculty restructuring leaves Ryerson as a whole better positioned to take advantage of a variety of opportunities that may arise.

Interdisciplinary/Multi-Disciplinary Activities: Ryerson is not the only university in which faculty members and students appear to want more interdisciplinary programs. Equally, all universities find them difficult to design, implement, and manage in a Department based environment. There are few real interdisciplinary programs at the undergraduate level at Ryerson. The three highly successful interdisciplinary programs at the graduate level provide clear *economic incentives* for cooperation. Would Faculties consisting of more congruent disciplines foster greater within-Faculty interdisciplinary work? Should a Faculty (or School) of Interdisciplinary Studies be

established to develop cross-Faculty interdisciplinary work at the undergraduate level?
What kinds of economic incentives should be required?

Single-Discipline Professional Faculties: One of the reasons some ‘traditional’ universities have many Faculties is that single-discipline professional areas (such as Social Work), particularly those subject to Provincial regulations (such as Education or Nursing), are often designated as Faculties. Questions related to separate Faculty status include: is a single-discipline area too ‘large’ to be included with other much smaller Departments in a Faculty; and, does such a Department’s professional obligations require sufficiently different administrative and/or pedagogic structures?

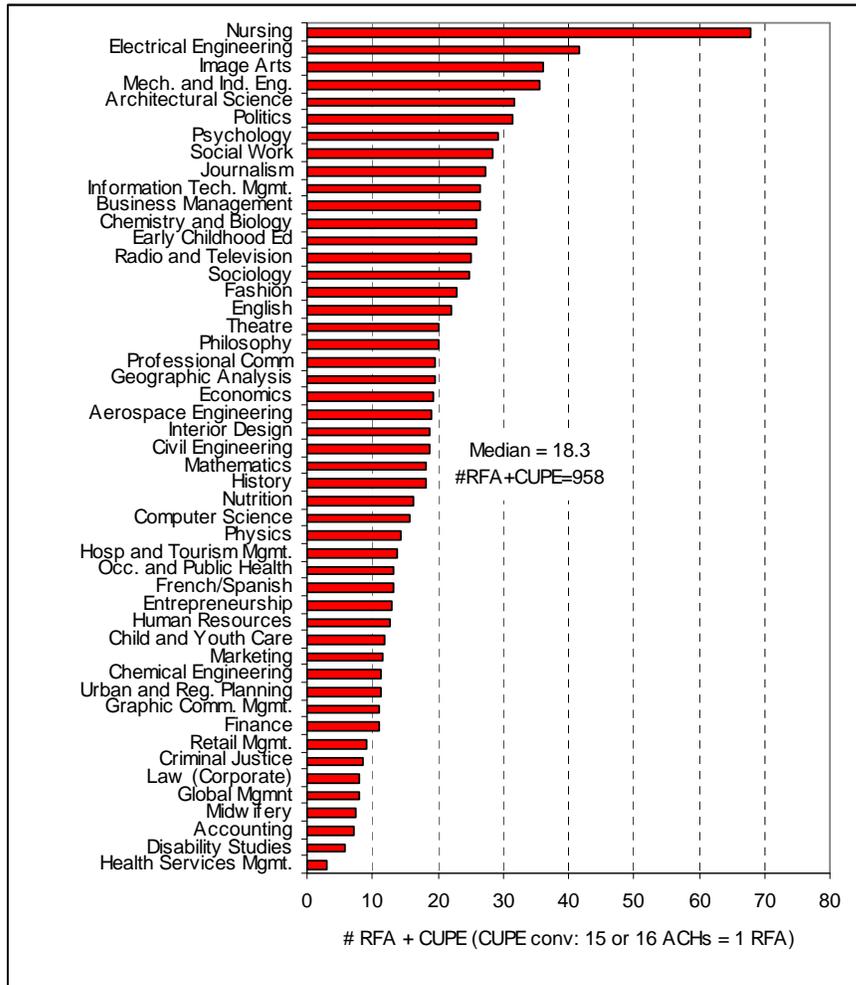
Acceptability: Previous decisions at Ryerson concerning Faculty restructuring have not involved as much community involvement as the current exercise. Any outcome will have to be acceptable to those involved. Unfortunately, whatever restructuring happens, there may be knock-on effects. One or more Departments may have to make a Faculty location decision that it might prefer not to contemplate. While the Commission contemplates alternative scenarios, it will have to keep in mind the question of acceptability, and undoubtedly it will be front and centre in the minds of the Provost, Senate, and Board of Governors.

Perusal of the above list immediately suggests that scenarios will differ in response to the considerations that underlie their formation. It is evident that if a particular restructuring paradigm commences with emphasis on one particular consideration, it is likely that the rest of the structure will incur knock-on effects. It is for this reason that the Commission decided to simulate possible consequences in a set of scenarios if a particular change in faculty structure were to be implemented. Thus, these simulations are merely designed to illustrate an impact of the change.

SCENARIOS

Although the most obvious ‘metric’ for comparison of scenarios is the Departmental complement involved, other measures indicative of aggregate Faculty size are needed. The *Discussion Paper* includes: undergraduate BIUS and FTEs generated by program; undergraduate BIUs and FTEs by teaching Department; and RFA+CUPE instructional resources by Department. Although the easiest and most comprehensive to use as a measure of size is RFA+CUPE⁸ by Department because this embraces resources reflective of both undergraduate and graduate teaching and supervision, and includes the recent departmentalization of TRSM (Figure 1), undergraduate FTEs and graduate

Figure 1. Departments by RFA+CUPE Size.

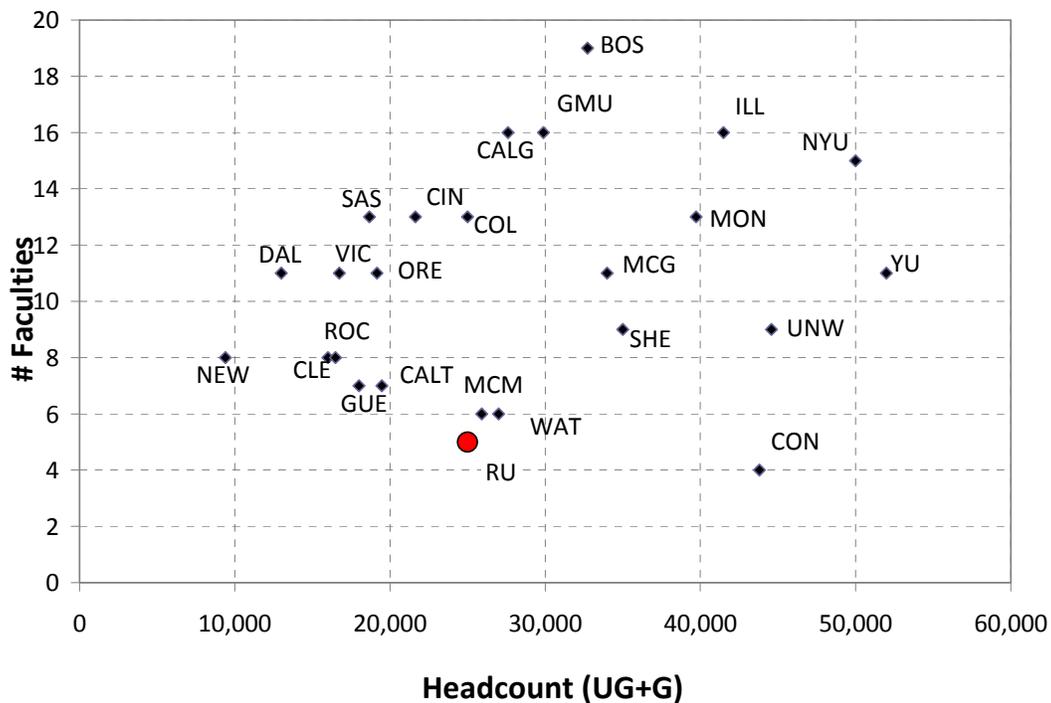


⁸ It will be recalled from the *Discussion Paper* (pp 18-24) that the RFA+CUPE measure is derived from: UPO (2008) *Decision Support Indicators and Data* (Ryerson University: University Planning Office, December, 2008), Table of “RFA and CUPE Counts” p. 2.11. The following formula is used by UPO with respect to CUPE resources: 1FTE = 15 ACH over two semesters for sessional CUPE instructors; and 16 ACHs over two semesters for PT.

headcounts (domestic + visa) are also included for illustrative purposes⁹.

One parameter to which the Commission is adhering concerns the maximum number of Faculties to be suggested. A cursory listing of the number of Faculties compared with university headcount suggests that Ryerson has relatively few compared with other institutions. Indeed, it was suggested in the Discussion Paper (p. 15) that as many as eight would not be unusual, and even more so if Ryerson were to be at 33,000 headcount. Furthermore, it is expected that aggregate administrative costs with respect Faculties would be no greater than the current share of total University income.

Figure 2. Selected Comparator Universities: Number of Faculties and Headcount (as of early June, 2009). Source: *Discussion Paper*, p.15.



Scenario 1: The existing five Faculties have served the University well since they began as Divisions in 1970, metamorphosing into Faculties in 1982 when the university was half its current student size. This legacy has not been re-examined in a comprehensive manner for almost three decades, during which time new Departments and many new programs have been accommodated (as well as some withdrawn or redefined). With the departmentalization of TRSM the existing structure now exhibits Faculties with similar

⁹ FFTE (Fiscal Full-Time Equivalent) undergraduate data from UPO, 2008/9, SAS files, three terms, totals (ie. domestic+visa). Graduate headcount also domestic+visa and is for Nov 1 2009. ComCult, EnSciMan, and I&SS headcounts distributed *pro rata* among contributing departments based on courses taught.

numbers of Departments, though the aggregate number of instructors in each Faculty is quite varied:

Table 1. The Existing Faculty Structure, 2008/9

	FEAS	FCS	TRSM	Arts	FCAD	Total
Departments	10	10	10	10	8	48
RFA+CUPE	232.3	191.4	147.7	205.7	181.3	958.4
FFTEs by Program	3925.0	3628.1	5253.2	1977.7	3366.3	18150.3
FFTEs by Department	3589.7	2868.2	4415.2	4360.1	2917.1	18150.3
Graduate Headcount	1012	316	191	328	241	2088

It was noted in the *Discussion Paper* (pp. 21-24) that within each of these Faculties are clusters of Departments that are generally recognized to have more in common with each other in terms of congruency than those in other clusters.

- The Faculty of Arts, for example, involves Departments in the social sciences and humanities, and in some universities these are separate Faculties.
- FEAS includes Departments in engineering and science – again clusters that are often in separate Faculties in other institutions. At Ryerson, Architectural Science, which is located currently in FEAS, includes foci in building science and project planning (construction) as well as architecture.
- In TRSM the clustering is around Business Management (including retail, and hospitality and tourism management), and Information Technology Management.
- In the *Discussion Paper* (p.22) it was suggested that FC&D involves two groups of Departments – those in the design area, and others in the general area of communication. The Dean of FC&D indicates that there are three “... distinct and interrelated...” areas within the Faculty: “communication, design, and visual and performing arts”¹⁰.
- FCS includes Nursing and health related Departments; leaving four that appear little related (Social Work, ECE, Urban & Regional Planning, and Child and Youth Care). Nursing is often a separate Faculty in other universities, and by itself is one-third of FCS in teaching resources and enrolment.

In essence, while it is Departments that form the building blocks of Faculties, it is wise that Faculties be developed in the context of existing clusters. That is why in the Mt. Allison case, when the objective was to encourage greater inter-departmental curriculum cooperation in the first and second bachelor level years, the university disaggregated one Faculty into three by cluster¹¹. Alternately, of course, clusters can be the basis of large-scale aggregations, as with a traditional Faculty of Arts & Science.

Scenario 2: One feature of many established universities that cannot be ignored is the traditional **Faculty of Arts and Science** – a Faculty structure that is predicated on an idea that the social science, humanities, and science disciplines lie at the ‘core’ of a university’s educational operation (see Appendix A). This is not the Ryerson heritage, and does not clearly reflect its professionally-oriented program mandate.

¹⁰ Doz, D. (2009) “FCAD: Repositioning Paper” draft, 2 pages, October 14, 2009.

¹¹ See *Discussion Paper*, 10-13. Mt. Allison and University of Calgary vignettes.

Table 2. A Simulated Traditional Faculty Structure

	Eng+Arch	FCS	TRSM	Arts&Sc	FCAD
Departments	6	10	10	14	8
RFA+CUPE	158.1	191.4	147.7	279.9	181.3
FFTEs by Program	2786.8	3628.1	5253.2	3115.9	3366.3
FFTEs by Department	1660.1	2868.2	4415.2	6289.7	2917.1
Graduate Headcount	901	316	191	440	241

However, the traditional Faculty of Arts and Science, which in some universities includes also a few fine arts disciplines (eg. Toronto, Queen's), does provide a means for dealing with many of the issues arising from interdisciplinary (and multidisciplinary) undergraduate and graduate programs. As enunciated in the Town Halls, and in writing¹², these issues include: a 'home' for the program; provision of TAs and GAs; access to study space and labs; transferability with respect to majors and minors; teaching and supervisory arrangements; and, faculty hiring, assessment, and promotion procedures. In one large Faculty of this type the majority of the resources and management procedures required are 'under one roof', and coordination difficulties with other Faculties are mitigated.

Scenario 3: A strong impetus for faculty restructuring has come from a cluster of four Departments which advocate a **Faculty of Science** – Chemistry & Biology; Physics; Computer Science; and Mathematics. The argument for this is based on the congruency of the Departments and programs involved, the efficiencies to be realized in the administration of similar units, and the enhanced legitimacy gained from the clarity of the Faculty name. However, the separation of these Departments from FEAS (see Appendix A) has raised issues concerning: whether its size is sufficient to warrant Faculty status; assuring the quality of science teaching in Engineering education; and the 'default' placement of Architectural Science in what becomes a Faculty of Engineering.

Table 3. Including a Science Faculty.

	Science	Eng+Arch	FCS	TRSM	Arts	FCAD
Departments	4	6	10	10	10	8
RFA+CUPE	74.2	158.1	191.4	147.7	205.7	181.3
FFTEs by Program	1138.2	2786.8	3628.1	5253.2	1977.7	3366.3
FFTEs by Department	1929.6	1660.1	2868.2	4415.2	4360.1	2917.1
Grad Headcount	146	867	316	191	328	241

With respect to these issues it may be observed that: many universities have faculties with four or less Departments; there should be every incentive for science to maintain and enhance the quality of its contributions to education in Engineering for that is its major 'market'; and Architectural Science should be located, if possible, in a Faculty in which it (and other departments) can realize the greatest net positive externalities and feel comfortable.

¹² Letter received from M. Bardecki and R. Pushchak, August 6, 2009.

In most universities, architecture is usually located with other design departments, for example: U of Manitoba, where the **Faculty of Architecture** includes departments of architecture, env. design, city planning, interior design, and landscape arch.; U of NSW, where there a **Faculty of Built Environment** includes architecture, planning, sustainable development; U of Melbourne – **Faculty of Architecture & Planning**; UC-Berkeley, where a **Faculty of Environmental Design** includes architecture, city & regional planning, landscape architecture & environmental planning, and urban design. Less commonly, architecture may be associated with engineering (eg. U of Waterloo).

Scenario 4: One of the themes about Ryerson that has attracted great interest is the University’s role as a ‘city builder’, and its engagement with urban/environment issues. This emphasis is quite consistent with the institution’s heritage – it is, however, an articulation that requires clarity in its Faculty structure, as well as presence in curricula (undergraduate and graduate), SRC, and community service and involvement. While considerable activity exists across the University with respect to this thrust, our ‘Faculty face’ in this regard is obscure.

It could be argued there is a coterie of Departments -- Architectural Science, Urban and Regional Planning, Interior Design, and Geographical Analysis – that might form a **Faculty of the Built and Physical Environment**. Such a Faculty would highlight many aspects of what Ryerson is doing, and serve as a creative force for the development of cross-disciplinary courses, multidisciplinary majors, and applied research, within this broad theme. The Commission recognizes that this grouping has not emerged as a ‘natural’ cluster at Ryerson -- each of these Departments is currently located in a different Faculty – but believes they have a high level of academic congruence, and there are exciting curricula and research developments to be realized.

Table 4: Including Faculties of Science, and the Built & Physical Environment.

	Science	TRSM	Eng	CS	SS&H	C&D	B&PE
Departments	4	10	5	9	9	7	4
RFA+CUPE	74.2	147.7	126.5	180	186.1	162.5	81.4
FFTEs by Program	1138.2	5253.2	2255.7	3319.6	1771.2	3036.7	1375.7
FFTEs by Department	1929.6	4415.2	1190.1	2652.1	3968.6	2601.0	1393.7
Graduate Headcount	146	191	785	263	283	229	191

An advantage of a Faculty of B&PE is that it would help to address some of the issues raised with respect to interdisciplinary studies in the environmental area¹³: a ‘home’ for the existing PhD/MASC program in Environmental Applied Science and Management¹⁴; a place from which proposed multidisciplinary/multi-Faculty undergraduate (such as in ‘environment and urban sustainability’) and graduate programs may be developed; and, designated space for student research and interaction. Although these types of programs involve more Departments than those included in the simulated

¹³ Letter received from M. Bardecki and R. Pushchak, August 6, 2009.

¹⁴ Which currently involves 14 Departments in four Faculties.

Faculty of the B&PE, it would provide a strong base from which multidisciplinary programs could be maintained and negotiated¹⁵.

Scenario 5: With about 10.1% of the nation’s GDP associated with health care¹⁶, it is unsurprising that many universities which do not have Faculties of Medicine wish to identify the activities they have in health care and associated activities. Health related employment is labor intensive, and the demand for places in professional programs in the area strong. It is interesting that Ryerson did have a Division of Health Sciences prior to 1970 which changed into Community Services with the addition of non-health programs.

The Commission has, therefore, discussed re-creating a **Faculty of Health and Behavioural Science**. The University is far stronger today in health care activities at both the undergraduate and graduate levels, and in research, than it was thirty years ago. Apart from this programmatic strength, there is also the University’s responsibility to help meet society’s health employment and research needs. Examples of non-medical universities that have established Faculties in the health area are:

- SFU, which has a non-departmentalized Faculty of Health Sciences offering bachelor (BA, BSc) and masters (MPH, MSc) degree programs in such thematic areas as: infectious disease; environmental health and toxicology; social determinants of health; mental health and addiction; and, global health;
- The U of Waterloo which has a Faculty of Applied Health Sciences including Departments of: Health Studies and Gerontology; Kinesiology; and Recreation and Leisure Studies. Notably, the Departments of Optometry and Pharmacy are in the Faculty of Science; and Psychology is in the Faculty of Arts.
- York University, which, as was noted in the *Discussion Paper*, has established a Faculty of Health including Departments of: Nursing; Kinesiology; Health Policy & Management; and Psychology.

Table 5. Including Faculties of: Health & Behavioural Science; and, the Built & Physical Environment

	Science	TRSM	Eng	CS	SS&H	C&D	B&PE	H & B
Departments	4	10	5	4	8	7	4	6
RFA+CUPE	74.2	147.7	126.5	71.9	156.9	162.5	81.4	137.3
FFTEs by Program	1138.2	5253.2	2255.7	1685.7	1455.5	3036.7	1375.7	1949.6
FFTEs by Department	1929.6	4415.2	1190.1	1306.1	3448.8	2601.0	1393.7	1865.8
Graduate Headcount	146	191	785	84	228	229	191	234

Inclusion of a Faculty of Health is simulated here in the context of Scenario 4, but it could just as well be included in other scenarios. Those that could be involved are Departments of: Health Services Management¹⁷; Midwifery; Nursing; Nutrition; Occupational and Public Health; and Psychology. The latter Department is suggested because of its major research fields in clinical psychology and psychological science.

¹⁵ Recognizing that, at Ryerson, **Faculties are the designated locus of RFA positions**.

¹⁶ *Health Care in Canada, 2009: A Decade in Review* (Canadian Institute for Health Information), p. 47.

¹⁷ Isaac, W. and J. Pringle *Health Services Management: Recommendations for Academic Restructuring*, Oct 15, 2009. 3pp.

Such a Faculty would appear to provide greater presence in the general area of ‘health’ than the three Canadian universities mentioned above. Furthermore, it would clearly ‘brand’ and clarify Ryerson’s involvement in health activities, and enhance the University’s case for expanded enrolment and research in the area should such opportunities arise.

Scenario 6: This scenario addresses the notion of single-discipline Faculties. They are common in virtually all large universities, though none exist at Ryerson. But, with research and possible certificate-type developments in Law now above the horizon, the possibility of such Faculties in the future cannot be ignored¹⁸.

Some of the parameters and implications may be outlined in the context of a possible **Faculty of Nursing**. Ryerson has the largest undergraduate enrolment in Nursing education in Canada, and yet others are Faculties¹⁹. The reason for this is that Nursing programs are subject to strong provincial regulation and review with respect to access (eg. college transfers) and curriculum; have extensive practicum arrangements with a variety of practice settings; and, complex administrative requirements because of the internal/external nature of all their programs. Ryerson also has one of the largest masters programs with 150 graduate students, and a growing research presence.

Such a Faculty could be established within the context of any scenario, except one involving a Faculty of Health. For comparative purposes, in Table 6 Nursing is included in the context of Scenario 3. This placement emphasizes that a Faculty of Nursing would have an instructional complement similar to that of a Faculty of Science, though its undergraduate FTEs by program are somewhat less.

Table 6. Including a Faculty of Nursing in the Context of Scenario 3

	Science	Eng+Arch	FCS	TRSM	Arts	FCAD	Nurs.
Departments	4	6	9	10	10	8	1
RFA+CUPE	74.2	158.1	123.6	147.7	205.7	181.3	67.8
FFTEs by Program	1138.2	2786.8	2787.9	5253.2	1977.7	3366.3	840.2
FFTEs by Department	1929.6	1660.1	2162.1	4415.2	4360.1	2917.1	706.1
Graduate Headcount	146	867	167	191	328	241	149

Scenario 7: The importance of the ‘design economy’ to Ontario, and Toronto’s, competitiveness is emphasized in a DIAC (2004) report *Design Matters* and in Vinodrai (2009)²⁰. On the basis of an analysis of employment in architecture, landscape architecture, graphic design, interior design, industrial design, and fashion, the DIAC report suggests there are about 40,000 workers in the design economy in Ontario. It is

¹⁸ The Law Working Group (2009) *Law at Ryerson: Submission to the Provost’s Academic Structures Commission*, pp6.

¹⁹ *Daphne Cockwell School of Nursing Submission to PASC*, November, 2009, 5pp.

²⁰ DIAC (2004) *Design Matters*, is based on research undertaken by M. Gertler and T. Vinodrai, (University of Toronto) for the Design Industry Advisory Committee.

See also: Vinodrai, T. (2009). “The place of design: Exploring Ontario’s design economy”. *Ontario in the Creative Age Working Paper Series*. Toronto: Martin Prosperity Institute, University of Toronto.

also claimed that Toronto has the third largest design labor force in North America (after New York and Boston). In the rhetoric of *Design Matters*, a design workforce can “...build global brands, make companies more competitive, grow the economy, transform our cities, anticipate future needs, create sustainable communities, and enhance quality of life”.

It could be argued that Ryerson, with its programs in Architectural Science, Graphics Communication Management, Interior Design, Fashion, and Urban and Regional Planning (with its emphasis on urban design) has unique strength in the broad and fluid area of design. Why not then group these Departments together in a Faculty which through greater focus can gain increased advantages of congruence, legitimacy, branding, and cross-disciplinary curricula developments?

A **Faculty of Design** would obviate the idea of a Faculty of the Built and Physical Environment, and imply the establishment of a distinct **Faculty of Media & Communication** (see Appendix A) which would include existing Departments in communication and visual and performing arts (Table 7). A Faculty of Media & Communication provides a framework for: conflating theory, scholarship, creative activities, technology, and practice; establishing common first and second year courses and electives; and, a ‘home’ for graduate and undergraduate programs perhaps under the rubric of ‘cultural industries’²¹ and ‘experiential media’²² (which is not to imply that other disciplines and Faculties could not also be involved). Such a Faculty should more firmly establish itself as the home for the existing graduate program in communication and culture.

Table 7. Simulating Faculties of Design, Media & Communication, Science, and Health

	Design	M & C	Eng	CS	SS&H	Science	TRSM	H&B
Departments	5	5	5	4	9	4	10	6
RFA+CUPE	95.9	128.3	126.5	71.9	176.5	74.2	147.7	137.3
FFTEs by program	2071.7	2134.2	2255.7	1685.7	1662.0	1138.2	5253.2	1949.6
FFTEs by Department	1633.8	1969.2	1190.1	1306.1	3840.5	1929.6	4415.2	1865.8
Graduate Headcount	146	229	785	84	273	146	191	234

Scenario 8: This scenario arises from an observation in the Commission that Ryerson has many Departments and programs in the applied social science disciplines which lead to qualifications required for employment in existing or developing professional areas. They all have: a base in social, economic, and political theory; a need for general knowledge concerning administrative law, structures and practices; and, a common demand by potential employers for graduates with related analytical skills. Furthermore, it is a loose grouping that in some universities elements of which may be included in a Faculty whose

²¹ Levine, I. *Proposed School of Creative Industries*, Oct 14, 2009, pp8. This paper appears to call for a restructuring of the current FCAD around four Departments: media production; fine arts; communication; and design.

²² Ball, A. *Proposal Summary: Experiential Media Institute (XMI)*, Nov 12, 2009, pp5. This paper calls for a research and curriculum cluster in its specific area, and that it be one of a larger number of clusters within FCAD. It is also proposed that a curricula be developed that provides for a large number of electives.

title includes the word ‘administration’, though the Commission believes such an implication unnecessarily confusing in Ryerson’s case.

A possible **Faculty of Professional Social Science** could include, but is not limited to: Child and Youth Care; Criminal Justice; Disability Studies; ECE; Economics (ie. int. econ. & finance); Geographic Analysis; Politics; Social Work; and Sociology (Appendix A). Such a Faculty would be quite large; could build on the ‘common platform’ programs already established in the existing Faculty of Arts; widen possibilities for student transferability between programs; and, provide a ‘home’ for undergraduate and graduate programs in such areas as immigration and settlement studies, international development, regional studies, and policy studies. It should be noted that in this simulation (Table 8) Psychology remains placed in a Faculty of Health.

Table 8. Faculties of Professional Social Science and Humanities

	Prof.SS	Hum.	M & C	Design	TRSM	Eng.	Science	H & B
Departments	9	4	5	5	10	5	4	6
RFA+CUPE	175.7	72.8	128.3	95.9	147.7	126.5	74.2	137.3
FFTEs by program	2922.9*	424.8*	2134.2	2071.7	5253.2	2255.7	1138.2	1949.6
FFTEs by Department	3978.4	1168.2	1969.2	1633.8	4415.2	1190.1	1929.6	1865.8
Graduate Headcount	300	57	229	146	191	785	146	234

*estimate

An immediate ‘knock-on’ concern would be the placement of disciplines that traditionally form the Humanities into a new Faculty. Such a grouping is comparable with Science in instructional complement. Furthermore, with current planning for new undergraduate programs and common entry courses, the Humanities Departments are well situated to cater for a significant part of possible future growth, perhaps couched in part in the context of ‘culture and diversity’.

Interdisciplinary Studies: Interdisciplinary programs and research are increasingly regarded as a vital component of intellectual inquiry, primarily because they involve **integration** of knowledge across disciplines, which can lead to new insights and innovation²³. In *Shaping Our Future* it is stated that: “Ryerson vigorously expand its response to dynamic change...” by creating “... new and innovative curricula and program structures, including both discipline-based and cross-disciplinary programs ... [and] ...new opportunities for cross-disciplinary inquiry by researchers, creative practitioners, and students.”

In consequence, there has been considerable discussion concerning a possible **Faculty of Interdisciplinary Studies**, which could serve as an ‘umbrella’ for a variety of cross-discipline, cross-Faculty, programs. The discussion arises primarily because, apart from experiences with four successful interdisciplinary programs at the graduate level, cross-Faculty interdisciplinary undergraduate programs are virtually non-existent, and those that do exist could embrace a wider constituency (see Appendix B). For example,

²³ Repko, A.F. (2008) *Interdisciplinary Research: Process and Theory* (Sage Publications), 115-134.

the highly successful Arts and Contemporary Studies program (in the Faculty of Arts) could well be expanded to include Departments in other Faculties²⁴.

This lack is possibly due to the fact that at Ryerson matters related to: faculty hiring, assessment, tenure and promotion; teaching and supervisory ‘loadings’; program and curriculum development; program budgeting; and so forth are all undertaken at the Faculty and Departmental levels. This structure, **as with most other universities**, tends to inhibit development of interdisciplinary programs. In such an administrative situation, faculty and students involved with interdisciplinary programs tend to ‘suffer’ in various ways. For example, faculty may ‘suffer’ because the Department in which they are located may view their involvement with interdisciplinary programs as marginal to the Departmental enterprise. Students in such programs may ‘suffer’ with respect to course selection and supervision availability. Graduate students may ‘suffer’ because GAs are more readily available to students registered in departmentally-based programs. The University in general ‘suffers’ through its apparent neglect of interdisciplinarity.

At various points during the course of the development of the previous scenarios it has been suggested where Faculty ‘homes’ for interdisciplinary programs may be. But, it is argued, these would be *ad hoc* arrangements, and still leave loose ends for such programs generally reach across Faculties. The answer may be to establish a **Faculty of Interdisciplinary Studies** (within the context of no more than eight Faculties) that can act like a ‘normal’ Faculty with respect establishment of programs, with some faculty appointments, but with a budget that includes funds to ‘purchase’ required instructional and other resources from cooperating Faculties and Departments. Its mandate would be to develop and manage interdisciplinary programs at both the undergraduate and graduate levels, and it would be established as a Faculty so that it could make some key instructional appointments, and provide a ‘home’ for students. It would also provide an additional avenue for program development, one that focuses on integration of discipline based knowledge.

Graduate Studies: the School of Graduate Studies (SGS) is the academic unit, which administers and delivers graduate programs at Ryerson. Since the year 2000 when SGS was implemented, it has facilitated Ryerson’s transformation from a primarily undergraduate university. SGS central coordination has provided mentorship to new and emerging graduate programs and has led Ryerson to meet and surpass its graduate enrolment targets. Currently, Ryerson offers 37 graduate programs including those awaiting approval by the Board of Governors. Of this total, 4 programs are interdisciplinary and 33 are associated with a single department/school.

For academic units in the latter group, graduate program delivery and research activities carried out by their graduate students are integral to their day-to-day operations. Yet, SGS remains to be the academic home of these graduate programs and students as SGS has not only administrative but also operational responsibility in the delivery of graduate programs.

²⁴ Letter from K. Church, E. Ignagni, C. Frazee, and M. Panitch concerning Disability Studies, Nov 18, 2009, 4pp.

Other universities have addressed these issues by assigning program delivery and financing thereof to Departments; and mainly administrative and coordinating responsibilities to SGS²⁵. Many of our graduate programs have been operational for four or more years; they have established strong track records and produced many graduates. Some have successfully completed their first seven year periodic (or cyclical) program reviews (Table 10). In other words, Ryerson and its academic units have matured and are now significantly more experienced in the delivery of graduate programs compared to the time when we first embarked on this journey.

Table 10. Ryerson University: Outcome of Periodic Appraisal Reviews

Program	Year	Type ²⁶	Outcome ²⁷
PhD/MASc/MEng Elect and Comp Eng	2005/06	Abbreviated	Good Quality
MA Photo Preserv & Coll Mngmt	2006/07	Abbreviated	Good Quality
PhD/MASc/MEng Civil Engineering	2007/08	Full	Good Quality
MASc Env App Sc and Mngmt.	2007/08	Full	Good Quality
MSA Spatial Analysis	2007/08	Full	Good Quality
PhD/MASc/MEng Mechanical Eng.	2007/08	Abbreviated	Good Quality
MA Public Policy and Admin	2007/08	Abbreviated	Good Quality
PhD/MASc/MEng Chemical Engineering	2008/09	Full	Good Quality
MA International Economics and Finance	2008/09	Full	Good Quality
(PhD)/MA Psychology	2009/10	Abbreviated	Good Quality
MSW Social Work	2009/10	Abbreviated	Good Quality
PhD/MA Communication and Culture	2009/10	Full	in progress
MA Early Childhood Studies	2010/11	Full	in preparation

In view of these observations, the university administration may want to revisit the role of SGS in the delivery of graduate programs, and investigate whether alternate administrative structures can bring further efficiencies and enhance the graduate student experience²⁸.

²⁵ Such responsibilities include but are not limited to: administration of oral examinations, doctoral thesis defenses; development and administration of policies and procedures related to graduate studies; administration of graduate admissions and general recruitment (particularly through the GAC); administration of University-based and external graduate scholarships; graduate faculty (SGS) membership; curriculum and calendar development; enhancing opportunities for professional skills development for graduate students; new program development and approval; management of quantitative and qualitative information pertaining to programs and students; degree audit and convocation; and maintaining central communication tools such as the SGS web-site.

²⁶ ‘Full’ means the program has been implemented for at least two years, and the review involves external consultants. ‘Abbreviated’ means the program is too close to implementation for external consultants to be required – in such cases a ‘paper review’ is conducted by Appraisals Committee of OCGS.

²⁷ Possible outcomes: Good Quality; Good Quality with Report; Conditionally Approved; Not Approved to Continue. In general, about 58% of Periodic Appraisal submissions (Full and Abbreviated) are placed immediately in the Good Quality category.

²⁸ SGS has a data survey of the functions of Graduate Schools of comparable size in Canada.

FACILITATING CHANGE

Each scenario, then, brings different strengths to the Faculty structure table. Table 9 provides a summary²⁹ indicating those four of five considerations which **Commission members believe**, based on its discussions, are most clearly met in any particular suggested scenario³⁰. Each person in the University will, of course, have their own views on the matter. The staging of any implementation will be up to discussions between the Provost’s office and the Departments involved, which is why the acceptability row is left blank.

Table 10. Attributes of Existing, and Possible Restructured Scenarios

Consideration	Scenario								
	1 SQ	2 A&S	3 Sc	4 B&PE	5 H&B	6 N	7 Des	8 PSS	9 Int
Legacy	√								
Congruency or ‘Fit’			√	√			√		
Legitimacy			√	√	√		√		
Quality Assessment			√		√	√			
‘Branding’ and Strategic Opps.				√	√	√	√	√	
Admin. and Op. Efficiencies			√			√			√
Financial Viability							√	√	√
Growth and Opportunities				√	√		√	√	√
Interdisciplinary Activities		√		√				√	√
Single-Discipline Prof. Fac.						√			
Acceptability									

Which raises the question: what is needed with respect to level of faculty support for a Department change in location to occur? The Commission’s attention in this regard has been drawn to the University’s policy with respect to *Benefactor Naming*. In the policy it is stated that when a benefactor naming is suggested, the Provost:

“... shall undertake to determine whether the tenure stream faculty in that unit support the naming. The term “support” shall not be construed so broadly as to require perfect consensus, nor so narrowly as to consist of a bare majority of the tenure-stream faculty.³¹

There are, of course, differences between the ‘benefactor naming’ and the ‘Department change in location’ cases. More than one Department is usually involved in a Faculty formation, and a low level of support in one should not automatically negate a change which appears eminently appropriate to the others.

²⁹ The scenarios are simply labeled for ease of recall by the idea which kick-started the particular simulation.

³⁰ Stuart C. *Academic Restructuring: The Perspective of the School of C & YC*, Oct 26, provides an interesting match of C&YC with this set of attributes/considerations.

³¹ *Benefactor Naming* (updated August, 2007). Office of the V-P University Advancement, Ryerson University, p3.

Appendix A

<p>Existing Faculty Structure</p> <p>Arts</p> <p>Criminal Justice</p> <p>Economics</p> <p>English</p> <p>French/Spanish</p> <p>Geographic Analysis</p> <p>History</p> <p>Philosophy</p> <p>Politics</p> <p>Psychology</p> <p>Sociology</p> <p>FCS</p> <p>Child and Youth Care</p> <p>Disability Studies</p> <p>Early Childhood Ed</p> <p>Health Services Mgmt.</p> <p>Midwifery</p> <p>Nursing</p> <p>Nutrition</p> <p>Occ. and Public Health</p> <p>Social Work</p> <p>Urban and Reg. Planning</p> <p>FEAS</p> <p>Aerospace Engineering</p> <p>Architectural Science</p> <p>Chemical Engineering</p> <p>Chemistry and Biology</p> <p>Civil Engineering</p> <p>Computer Science</p> <p>Electrical Engineering</p> <p>Mathematics</p> <p>Mech. and Ind. Eng.</p> <p>Physics</p> <p>TRSM</p> <p>Accounting</p> <p>Entrepreneurship</p> <p>Finance</p> <p>Global Mgmt</p> <p>Hosp and Tourism Mgmt.</p> <p>Human Resources</p> <p>Information Tech. Mgmt.</p> <p>Law (Business)</p> <p>Marketing</p> <p>Retail Mgmt.</p> <p>FC&D</p> <p>Fashion</p> <p>Graphic Comm. Mgmt.</p> <p>Image Arts</p> <p>Interior Design</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p>	<p>Scenario 2: Arts&Science</p> <p>Arts & Science</p> <p>Criminal Justice</p> <p>Economics</p> <p>English</p> <p>French/Spanish</p> <p>Geographic Analysis</p> <p>History</p> <p>Philosophy</p> <p>Politics</p> <p>Psychology</p> <p>Sociology</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p> <p>FCS</p> <p>Child and Youth Care</p> <p>Disability Studies</p> <p>Early Childhood Ed</p> <p>Health Services Mgmt.</p> <p>Midwifery</p> <p>Nursing</p> <p>Nutrition</p> <p>Occ. and Public Health</p> <p>Social Work</p> <p>Urban and Reg. Planning</p> <p>Eng & Arch</p> <p>Aerospace Engineering</p> <p>Architectural Science</p> <p>Chemical Engineering</p> <p>Civil Engineering</p> <p>Electrical Engineering</p> <p>Mech. and Ind. Eng.</p> <p>FCS</p> <p>Child and Youth Care</p> <p>Disability Studies</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p> <p>SS&H</p> <p>Criminal Justice</p> <p>Economics</p> <p>English</p> <p>French/Spanish</p> <p>History</p> <p>Philosophy</p> <p>Politics</p> <p>Psychology</p> <p>Sociology</p> <p>Accounting</p> <p>Entrepreneurship</p> <p>Finance</p> <p>Global Mgmt</p> <p>Hosp and Tourism Mgmt.</p> <p>Human Resources</p> <p>Information Tech. Mgmt.</p> <p>Law (Business)</p> <p>Marketing</p> <p>Retail Mgmt.</p> <p>FC&D</p> <p>Fashion</p> <p>Graphic Comm. Mgmt.</p> <p>Image Arts</p> <p>Interior Design</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p>	<p>Scenario 3: Science</p> <p>Science</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p> <p>Arts</p> <p>Criminal Justice</p> <p>Economics</p> <p>English</p> <p>French/Spanish</p> <p>Geographic Analysis</p> <p>History</p> <p>Philosophy</p> <p>Politics</p> <p>Psychology</p> <p>Sociology</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p> <p>Eng & Arch</p> <p>Aerospace Engineering</p> <p>Architectural Science</p> <p>Chemical Engineering</p> <p>Civil Engineering</p> <p>Electrical Engineering</p> <p>Mech. and Ind. Eng.</p> <p>FCS</p> <p>Child and Youth Care</p> <p>Disability Studies</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p> <p>SS&H</p> <p>Criminal Justice</p> <p>Economics</p> <p>English</p> <p>French/Spanish</p> <p>History</p> <p>Philosophy</p> <p>Politics</p> <p>Psychology</p> <p>Sociology</p> <p>Accounting</p> <p>Entrepreneurship</p> <p>Finance</p> <p>Global Mgmt</p> <p>Hosp and Tourism Mgmt.</p> <p>Human Resources</p> <p>Information Tech. Mgmt.</p> <p>Law (Business)</p> <p>Marketing</p> <p>Retail Mgmt.</p> <p>FC&D</p> <p>Fashion</p> <p>Graphic Comm. Mgmt.</p> <p>Image Arts</p> <p>Interior Design</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p>	<p>Scenario 4: City Builder</p> <p>B&PE</p> <p>Architectural Science</p> <p>Geographic Analysis</p> <p>Urban and Reg. Planning</p> <p>Interior Design</p> <p>TRSM</p> <p>Accounting</p> <p>Entrepreneurship</p> <p>Finance</p> <p>Global Mgmt</p> <p>Hosp and Tourism Mgmt.</p> <p>Human Resources</p> <p>Information Tech. Mgmt.</p> <p>Law (Business)</p> <p>Marketing</p> <p>Sociology</p> <p>Science</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p> <p>C&D</p> <p>Fashion</p> <p>Graphic Comm. Mgmt.</p> <p>Image Arts</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p> <p>SS&H</p> <p>Child and Youth Care</p> <p>Disability Studies</p> <p>Early Childhood Ed</p> <p>Health Services Mgmt.</p> <p>Midwifery</p> <p>Nutrition</p> <p>Occ. and Public Health</p> <p>Social Work</p> <p>Engineering</p> <p>Aerospace Engineering</p> <p>Chemical Engineering</p> <p>Electrical Engineering</p> <p>Mech. and Ind. Eng.</p> <p>Civil Engineering</p>	<p>Scenario 5: Health&Behav</p> <p>Health & Behavioral Sc</p> <p>Psychology</p> <p>Health Services Mgmt.</p> <p>Midwifery</p> <p>Nursing</p> <p>Nutrition</p> <p>Occ. and Public Health</p> <p>B&PE</p> <p>Architectural Science</p> <p>Urban and Reg. Planning</p> <p>Interior Design</p> <p>Geographic Analysis</p> <p>C&D</p> <p>Fashion</p> <p>Graphic Comm. Mgmt.</p> <p>Image Arts</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p> <p>SS&H</p> <p>Criminal Justice</p> <p>Economics</p> <p>English</p> <p>French/Spanish</p> <p>History</p> <p>Philosophy</p> <p>Politics</p> <p>Sociology</p> <p>CS</p> <p>Child and Youth Care</p> <p>Disability Studies</p> <p>Early Childhood Ed</p> <p>Social Work</p> <p>Engineering</p> <p>Aerospace Engineering</p> <p>Chemical Engineering</p> <p>Electrical Engineering</p> <p>Mech. and Ind. Eng.</p> <p>Civil Engineering</p> <p>TRSM</p> <p>Accounting</p> <p>Entrepreneurship</p> <p>Finance</p> <p>Global Mgmt</p> <p>Hosp and Tourism Mgmt.</p> <p>Human Resources</p> <p>Information Tech. Mgmt.</p> <p>Marketing</p> <p>Retail Mgmt.</p> <p>Science</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p>	<p>Scenario 6: Single Disc.</p> <p>Nursing</p> <p>Nursing</p> <p>Science</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p> <p>Arts</p> <p>Criminal Justice</p> <p>Economics</p> <p>English</p> <p>French/Spanish</p> <p>Geographic Analysis</p> <p>History</p> <p>Philosophy</p> <p>Politics</p> <p>Psychology</p> <p>Sociology</p> <p>Eng & Arch</p> <p>Aerospace Engineering</p> <p>Architectural Science</p> <p>Chemical Engineering</p> <p>Civil Engineering</p> <p>Electrical Engineering</p> <p>Mech. and Ind. Eng.</p> <p>FCS</p> <p>Child and Youth Care</p> <p>Disability Studies</p> <p>Early Childhood Ed</p> <p>Health Services Mgmt.</p> <p>Midwifery</p> <p>Nutrition</p> <p>Occ. and Public Health</p> <p>Social Work</p> <p>Urban and Reg. Planning</p> <p>TRSM</p> <p>Accounting</p> <p>Entrepreneurship</p> <p>Finance</p> <p>Global Mgmt</p> <p>Hosp and Tourism Mgmt.</p> <p>Human Resources</p> <p>Information Tech. Mgmt.</p> <p>Law (Business)</p> <p>Marketing</p> <p>Retail Mgmt.</p> <p>Science</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p>	<p>Scenario 7: Design/M&C</p> <p>Design</p> <p>Architectural Science</p> <p>Urban and Reg. Planning</p> <p>Interior Design</p> <p>Fashion</p> <p>Graphic Comm. Mgmt.</p> <p>Media & Communication</p> <p>Image Arts</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p> <p>SS&H</p> <p>Geographic Analysis</p> <p>Criminal Justice</p> <p>Economics</p> <p>English</p> <p>French/Spanish</p> <p>History</p> <p>Philosophy</p> <p>Politics</p> <p>Psychology</p> <p>Sociology</p> <p>Chemical Engineering</p> <p>Civil Engineering</p> <p>Electrical Engineering</p> <p>Mech. and Ind. Eng.</p> <p>FCS</p> <p>Child and Youth Care</p> <p>Disability Studies</p> <p>Early Childhood Ed</p> <p>Social Work</p> <p>Engineering</p> <p>Aerospace Engineering</p> <p>Chemical Engineering</p> <p>Electrical Engineering</p> <p>Mech. and Ind. Eng.</p> <p>Civil Engineering</p> <p>TRSM</p> <p>Accounting</p> <p>Entrepreneurship</p> <p>Finance</p> <p>Global Mgmt</p> <p>Hosp and Tourism Mgmt.</p> <p>Human Resources</p> <p>Information Tech. Mgmt.</p> <p>Law (Business)</p> <p>Marketing</p> <p>Retail Mgmt.</p> <p>Science</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p> <p>Health & Behavioral Sc</p> <p>Psychology</p> <p>Health Services Mgmt.</p> <p>Midwifery</p> <p>Nursing</p> <p>Occ. and Public Health</p>	<p>Scenario 8: Prof Soc Sc</p> <p>Prof Soc Sc</p> <p>Child and Youth Care</p> <p>Criminal Justice</p> <p>Disability Studies</p> <p>Early Childhood Ed</p> <p>Economics</p> <p>Geographic Analysis</p> <p>Politics</p> <p>Social Work</p> <p>Sociology</p> <p>Humanities</p> <p>English</p> <p>French/Spanish</p> <p>History</p> <p>Philosophy</p> <p>Media & Communication</p> <p>Image Arts</p> <p>Journalism</p> <p>Professional Comm</p> <p>Radio and Television</p> <p>Theatre</p> <p>Design</p> <p>Architectural Science</p> <p>Urban and Reg. Planning</p> <p>Interior Design</p> <p>Fashion</p> <p>Graphic Comm. Mgmt.</p> <p>Health & Behavioral Sc</p> <p>Health Services Mgmt.</p> <p>Midwifery</p> <p>Nursing</p> <p>Occ. and Public Health</p> <p>Psychology</p> <p>Science</p> <p>Chemistry and Biology</p> <p>Computer Science</p> <p>Mathematics</p> <p>Physics</p> <p>Engineering</p> <p>Aerospace Engineering</p> <p>Chemical Engineering</p> <p>Civil Engineering</p> <p>Electrical Engineering</p> <p>Mech. and Ind. Eng.</p> <p>TRSM</p> <p>Accounting</p> <p>Entrepreneurship</p> <p>Finance</p> <p>Global Mgmt</p> <p>Hosp and Tourism Mgmt.</p> <p>Human Resources</p> <p>Information Tech. Mgmt.</p> <p>Law (Business)</p> <p>Marketing</p> <p>Retail Mgmt.</p>
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Faculty	Department	Certificate / Degree Completion	Undergraduate Program	Graduate Program	
Faculty of Arts	Criminal Justice and Criminology Department	Criminal Justice and Criminology	Criminal Justice Justice Studies		
	Economics Department	Economics Industrial Organization and Policy Introductory International Economics Macroeconomic Theory and Policy Microeconomic Theory and Policy Quantitative Economics	International Economics & Finance	International Economics and Finance (MA/PhD)	
	English Department	English as a Second/Additional Language		Literatures of Modernity (MA)	
	French & Spanish Department	Business French and Translation Proficiency in French Proficiency in Spanish			
	Geography Department	Applied Digital Geography and GIS Applied Digital Geography and GIS, Advanced	Geographic Analysis	Spatial Analysis (MSA)	
	History Department				
	Philosophy Department			Philosophy (MA)	
	Politics & Public Administration Department	(PADP)	Politics and Governance	Public Policy and Administration (MA)	
		(PADP)	Public Administration and Governance		
	Psychology Department	Mental Health and Addictions Psychology	Psychology	Psychology (MA/PhD)	
	Sociology Department		Sociology		
	Multidisciplinary		Diploma in Arts		
	Multidisciplinary		Arts & Contemporary Studies	Immigration and Settlement Studies (MA) Policy Studies (PhD)	
	Multidisciplinary			Env App Sc and Management (MAsc/PhD)	
	Multidisciplinary			Immigration and Settlement Studies (MA)	
	Multidisciplinary			Communication and Culture (MA/PhD)	
			Undeclared Arts		
	Faculty of Communication and Design	School of Fashion	Fashion Coordination and Styling	Fashion Communication Fashion Design	Fashion (MA)
		School of Graphic Communications Mgmt.	Graphic Communications	Graphic Communication Management	
		School of Image Arts	Photography Studies) Film Studies Photography Studies	Image Arts	Photo Pres and Collections Management (MA) Documentary Media
School of Interior Design		Fundamentals of Interior Design Lighting Design Design Management	Interior Design		
		Facility Management			
School of Journalism		Public Relations Magazine Publishing Publishing	Journalism	Journalism (MJ)	
Professional Communication Department		Business Communication		Professional Communication (MPC)	
School of Radio and Television		Audio Production Fundamentals Media Writing Fundamentals Television Production Fundamentals	Radio & Television Arts	Media Production (MA)	
		Design for Arts and Entertainment	Theatre - Performance Production Theatre - Acting Theatre - Dance		
Multidisciplinary				Communication and Culture (PhD, MA)	
Faculty of Community Services		School of Child and Youth Care	Family Supports Residential Care for Children and Youth	Child and Youth Care	
		School of Disability Studies		Disability Studies	
		School of Early Childhood Education	ECE Degree Completion	Early Childhood Education	Early Childhood Studies (MA)
		School of Health Services Mgmt.	Health Services Management	Health Info Mgmt. Health Services Mgmt.	
		Midwifery Education Program		Midwifery	
		School of Nursing	Degree Completion (BSc) Advanced Neuroscience-Stroke Care Leadership and Management for Nurses	Nursing	Nursing (MN)
		School of Nutrition	Food Security Physical Activity: Assessment and Promotion	Nutrition & Food	Nutrition Communication (MHSc)
		School of Occupational and Public Health	Advanced Safety Management Environmental Public Health Leadership Occupational Health and Safety	Occupational & Public Health	
		School of Social Work	Canadian Social Work Practice	Social Work	Social Work (MSW)
		School of Urban and Regional Planning		Urban & Regional Planning	Urban Development (MPI)
	Multidisciplinary			Env App Sc and Management (MAsc/PhD)	
	Multidisciplinary			Policy Studies (PhD)	
	Multidisciplinary			Immigration and Settlement Studies (MA)	
	Multidisciplinary	Fundraising Management Gerontology Nonprofit and Voluntary Sector Management			
	Faculty of Engineering, Architecture, and Science	Department of Aerospace Engineering		Aerospace Engineering	Aerospace Engineering (PhD, MAsc, MEng)
		Department of Architectural Science	Architectural Preservation and Conservation Architecture Architecture, Advanced Landscape Design	Architectural Science	Architecture (MArch)
		Department of Chemical Engineering		Chemical Engineering	Chemical Engineering (PhD, MAsc, MEng)
		Department of Chemistry and Biology	Chemical Analysis	Chemistry Biology Applied Chemistry & Biology	Molecular Science (MSc)
		Department of Civil Engineering		Civil Engineering	Civil Engineering (PhD, MAsc, MEng)
		School of Computer Science	Computer Programming Applications Database Technology IBM Mainframe System z Computing	Computer Science	Computer Science (MSc)
Department of Electrical and Computer Engineering			Electrical Engineering Computer Engineering	Electrical and Computer Eng (PhD, MAsc, MEng) Computer Networks (MAsc, MEng)	
Department of Mathematics				Applied Mathematics (MSc)	
Department of Mech. & Ind. Eng.		Environmental Engineering Science	Mechanical Engineering Industrial Engineering	Mechanical Engineering (PhD, MAsc, MEng)	
Department of Physics				Biomedical Physics (MSc)	
Multidisciplinary			Medical Physics	Env App Sc Management (MAsc/PhD)	
Multidisciplinary			Contemporary Science		
Multidisciplinary			Biomedical Engineering		
Multidisciplinary		Sustainability Project Management			
The Ted Rogers School of Management		School of Business Management	Accounting - Finance Financial Planning Financial Management in Canada Human Resources Management Business Analysis Business Management International Business Marketing Management	Accounting Entrepreneurship Finance Human Resources Management Management Marketing	
		School of Hospitality and Tourism Mgmt.		Hospitality and Tourism Mgmt.	
		School of Information & Technology Mgmt.	Database Knowledge and Management eBusiness Information Systems Development Information Systems Management Telecommunications Management	Info & Tech Management (many options)	Management of Tech and Innov (MBA/MMSc)
		School of Retail Mgmt.		Retail Management	
		Multidisciplinary		Economics and Management Science	Env App Sc and Management (MAsc/PhD)
		Multidisciplinary			Communication and Culture (MA/PhD)