RYERSON UNIVERSITY

SENATE MEETING AGENDA

Tuesday, January 28, 2014

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THE COMMONS - POD 250

4:30 p.m.	Light dinner is available
5:00 p.m.	Senate Meeting starts

Pages 30-46

7.4.1.1 In response to the June 2013 motion that Senate request AGPC to formulate a draft policy, based on the September 18 2012 YSGS document "Proposal for a Framework for Professional Master's Diplomas," for consideration by Senate: C. Evans

Motion #1: *That Senate approve the proposed modifications to Policy 112 (Development of New Graduate and Undergraduate Programs) as described in the attached revision.*

Pages 47-49

7.4.1.2 School of Social Work Bylaws

Motion #2: *That Senate approve the Bylaws for the School of Social Work as described in the attached document.*

Pages 50-65

7.4.2 Report #W2014-1 of the Senate Priorities Committee (SPC)

7.4.2.1 Responses to Senate questions regarding the Optional Specialization in Zone Education: C. Evans

7.4.2.2 Verbal Interim Report from the Policy 60 (*Student Code of Academic Conduct*) Review Committee: C. Evans and D. Checkland

Motion: *That Senate approve Charles Sule to replace Pardis Noorzad, who withdrew voluntarily, as the graduate student representative on the Committee.*

Pages 66-103

7.4.3 Report #W2014-1 of the Academic Standards Committee (ASC): C. Evans

Pages 66-78

7.4.3.1 Certificate Review of the Interdisciplinary Certificate in Non-Profit and Voluntary Sector Management

Motion #1: *That Senate approve the Certificate Review of the Interdisciplinary Certificate in Non-Profit and Voluntary Sector Management*

Pages 78-103

7.4.3.2 Periodic Program Review of the Bachelor of Applied Science in Nutrition and Food

Motion #2: *That Senate approve the Periodic Program Review of the Bachelor of Applied Science in Nutrition and Food*

7.4.4 Report #W2014-1 of the Awards and Ceremonials Committee:
M. Lachemi

8. Old Business

9. New Business as Circulated

10. Members' Business

10.1 **Motion:** *That the Vice Provost Students be asked to provide Senate with a report on the activity of the Make-Up Test Centre, the demands made upon it, and its current ability to meet faculty and student demand; and to make such recommendations as may be necessary to ensure that the Centre is able to meet University-wide demand for the timely supervision of make-up tests and exams beginning with the Winter 2014 term:* N. Thomlinson

11. Consent Agenda

11.1 Course changes from:
http://www.ryerson.ca/senate/agenda/2014/course_change_forms_Dec_3_2013.pdf
   - Arts (Psychology)
   - Communication & Design (Image Arts; Journalism; Professional Communication; RTA School of Media)
   - Science (Chemistry and Biology; Faculty of Science – orientation; Computer Science; Co-operative Learning – Contemporary Science; Mathematics; Physics)
   - Ted Rogers School of Management (Business Management, Accounting, Law and Business, Marketing)

12. Adjournment

SENATE MINUTES OF MEETING
TUESDAY, December 3, 2013

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
J. P. Boudreau	D. Chant	S. Rahkmayil	A. Adeli
M. Bountrogianni	D. Checkland	R. Ravindran	S. Campbell
W. Cukier	L. Di Cintio	D. Rose	R. Hoilett
C. Evans	S. Dolgoy	A. Saloojee	S. Kim
U. George	M. Dionne	F. Stewart	P. Noorzad
C. Hack	D. Elder	N. Thomlinson	J. Rodriguez
J. Hanigsberg	C. Falzon	K. Tucker-Scott	M. Tabatabaei Anaraki
G. Hauck	A. Ferworn	P. Walsh	
J. Isbister	D. Greatrix	N. Walton	
S. Krishnan	A. Hunter	J. Wolofsky	
M. Lachemi	E. Kam	C. Zamaria	
M. Lefebvre	L. Lavallée		
H. Lane Vetere	J. Martin		
S. Levy	D. Mason		
S. Murphy	A. McWilliams		
D. O'Neil Green	J. P. Pascal		
P. Stenton	K. Raahemifar		
SENATE ASSOCIATES:			
M. Lee Blickstead			
A.M. Brinsmead			
REGRETS:	**ABSENT:**		**ALUMNI:**
L. Bloomberg	P. Diverlus		G. Farok
I. Coe	F. Gunn		M. Sarkis
G. Goldar	Md. Sirajul Islam		
A. Hassan	R. Lawrence		
M. Ismail	V. Magness		
A. Kahan	D. Valliere		
A. Lam			
J. Mactavish			
A. Pejovic Milic			
U. Siddiqui			
S. Torabi			

1.   Call to Order/Establishment of Quorum

2.   Approval of Agenda
      Motion: *That Senate approve the December 3, 2013 agenda*

      A. McWilliams moved; M. Bountrogianni seconded
      Motion Approved

3.   Announcements - None

4.   Minutes of Previous Meetings
      Motion #1: *That Senate approve the minutes of the October 1, 2013
      meeting*
      D. Checkland moved; M. Bountrogianni seconded
      Motion Approved

      Motion #2: *That Senate approve the minutes of the November 5, 2013
      meeting*
      D. Checkland moved; A. McWilliams seconded
      Motion Approved

5.   Matters Arising from the Minutes

6.   Correspondence - None

7.   Reports:
      7.1 Report of the President
           7.1.1   President's Update
           President Levy congratulated P. Shannon, Chair of the Theatre
           School, G. Hauck, Dean of FCAD, and all the students involved in
           the production of Cinderella at the Ryerson Theatre, which was open
           to Ryerson staff and their families, and which was reconfigured to
           entertain the children on site at the Sick Kids Hospital.

           President Levy also congratulated Wendy Cukier, Vice President
           Research and Innovation, for being named among the 25 Women of
           Influence in Toronto for 2013; as well as Ivan Joseph, Director of
           Athletics, for being named Coach of the Year in soccer; and noted the
           success of several of Ryerson's sports teams this year.

           President Levy also provided an overview of Ryerson's position with
           respect to university differentiation and the Strategic Mandate
           Agreements (SMAs), including that the provincial government is
           going to make decisions about graduate allocations as part of the
           SMA negotiation process, that revised SMAs must be submitted by
           Dec. 20, 2013, and that Ryerson's revision will not include anything
           new that would require Senate or Board approval because neither of
           those bodies will be meeting before the deadline.

           7.1.2   Achievement Report

7.2 Report of the Secretary - None

7.3 Committee Reports
   7.3.1   Report #F2013-3 of the Academic Governance and Policy
           Committee (AGPC)

           7.3.1.1 In response to the June 2013 motion that Senate
           request AGPC to formulate a draft policy, based on the
           September 18 2012 YSGS document "Proposal for a
           Framework for Professional Master's Diplomas," for
           consideration by Senate: C. Evans

           Motion: *That Senate approve the proposed modifications to
           Policy 112 (Development of New Graduate and
           Undergraduate Programs) as described in the attached
           revision.*

           Motion to table: C. Evans moved and R. Hoilett seconded to
           have this motion tabled until the next meeting.
           Motion to table approved

   7.3.2   Report #F2013-3 of the Academic Standards Committee
           (ASC): C. Evans

           7.3.2.1 Bachelor of Science, Contemporary Science Program
           Motion #1: *That Senate approve the phase out of the
           Bachelor of Science, Contemporary Science Program (with
           Co-Operative Program Option and Optional Specialization
           in Management Sciences).*

           C. Evans moved; A. Ferworn seconded
           Motion Approved

           7.3.2.2 Minor in Criminal Justice
           Motion #2: *That Senate approve the change of name of the
           Minor in Criminal Justice to Minor in Criminology.*

           C. Evans moved; N. Thomlinson seconded
           Motion Approved

           7.3.2.3 Acting/Dance Studies Module for Creative Industries
           BA Program
           Motion #3: *That Senate approve the new Module in
           Acting/Dance Studies for the Creative Industries BA
           Program.*

           C. Evans moved; D. O'Neil Green seconded
           Motion approved

7.3.2.4 Acting/Dance Studies Minor
Motion #4: *That Senate approve the New Minor in Acting/Dance Studies in the Ryerson Theatre School.*

C. Evans moved; A. Adeli seconded
Motion Approved

7.3.3   Report #F2013-3 of the Senate Priorities Committee (SPC)

7.3.3.1 In response to the January 2013 motion that Senate establish a Task Force on Interdisciplinary Programs:
N. Thomlinson

Motion #1: *That Senate receive the attached Final Report from the Task Force on Interdisciplinary Programs.*

N. Thomlinson moved; D. Checkland seconded
Motion Approved

Motion #2: *That Senate request the Provost to consider the Report in the preparation of the 2014-2019 Academic Plan.*

M. Thomlinson moved; S. Krishnan seconded
Motion Approved

Motion #3: *That Senate request the Provost to respond to the Report by October 2014.*

N. Thomlinson moved; R. Ravindran seconded
Motion Approved

N. Thomlinson requested that this report be posted on the Senate's and/or Provost's website, to which the Chair agreed.

8. Old Business - None

9. New Business as Circulated - None

10. Members' Business
President Levy introduced Phyllis Yaffe, Chair of the Board of Governors, and then read from a prepared statement, which included that his time at Ryerson has been the most gratifying, fun, and wonderful time of his working life, and his announcement that he is giving the required 18 months notice that he will not be seeking a third term as president. As a result, a Search Committee will have to be struck to undertake the process leading up to the appointment of a new president. He concluded by saying that we still have 18 months left to go, that he looks forward to the work that remains to be done, and to supporting the process for the selection of the next president.

President Levy then asked Phyllis Yaffee to describe the presidential search

process. Ms. Yaffe thanked President Levy for his exceptional contribution to the University, and described the search process according to Ryerson's General By-Laws.

On behalf of the RFA, Anver Saloojee said it was a sad day for Ryerson and that he understands but (humorously) does not support President Levy's decision. There was a standing ovation for the President, who then turned the Chair over to Vice Chair Nancy Walton and left the meeting, along with Ms. Yaffe. Nancy mentioned that Julia Shin Doi, General Counsel and Board Secretary would remain at the meeting to answer questions on behalf of the Board, and asked that David Checkland serve as Vice Chair.

The document "Senate Members on the Presidential Search Committee," developed by the Senate Priorities Committee and copied below, was distributed at the meeting. N. Thomlinson explained that a formal motion is needed to consider the motion in the document because prior notice was not given in the agenda.

Motion: *That, pursuant to Article 9.7.10 of the Senate Bylaws that Senate waive the normal requirement for notice of motion given the consideration of timeliness.*
N. Thomlinson moved and D. Mason seconded
Motion Approved

Copy of the document,
"Senate Members on the Presidential Search Committee"

Preamble
According to the General Bylaws of Ryerson University, Article 13.3, the procedure to appoint a new President includes requesting that Senate provide the names of four members of Senate to the Chair of the Board of Governors to serve as members of the Presidential Search Committee. The Chair of the Board (who shall chair the Search Committee), in consultation with the Vice-Chair of the Board, will then select seven members of the Board, with the intention that the Committee once formed will be comprised of one or more members of the Administrative Staff, Alumni, Teaching Faculty and Students.

MOTION: *That Senate adopt the following procedures to be applied in providing, to the Board of Governors, the names of four (4) Senators to serve on the Presidential Search Committee:*

#1: Timeline:
a) nominations open on December 06, 2013 at 12pm
b) nominations close on December 18, 2013 at 4:30 pm,
c) candidate profiles be submitted by December 20, 2013 at 4:30 pm, and
d) an online election take place between January 8 at 8:00 am and January 14, 2014 at 4:30 pm.

#2: Nominations:

Each valid nomination requires:
(a) that it be submitted on the prescribed form [available on the Senate website and/or mailed to Senators];
(b) the signature of two current Senators as nominators;
(c) the signature of the nominee
i.   consenting to the nomination, and
ii. acknowledging that membership on the Committee will require significant time and effort well into the 2014-2015 academic year, including a large number of meetings in the evening, on weekends, and/or away from the Ryerson campus.

#3: Ballots:
All Senators may vote for up to 4 candidates.

#4: Continuity:
Pursuant to Article 13.3 of Ryerson's General Bylaws, any Senator elected to the Search Committee who ceases to be a member of Senate, but continues to be a student at, alumni of, or employee of Ryerson University, shall continue to serve on the Search Committee.

Moved by D. Checkland, seconded by D. Mason

M. Dionne asked if a ranked voting procedure had been considered instead of the traditional ["first past the post"] procedure.

D. Checkland responded that a ranked voting procedure would be more complicated and take more time, which might reduce voter turnout.

D. Mason said that a ranked voting procedure need not necessarily take more time, and endorsed the procedure.

A. Ferworn countered that a ranked voting procedure *would* likely take more time.

Further discussion ensued regarding the details of ranked voting and sequential voting procedures.

Amendment: That a ranked/sequential voting procedure is preferred, that the Senate Priorities Committee be tasked with assessing its feasibility in terms of technology and timelines, and if deemed not feasible/viable we would revert to the "first past the post" procedure.
Moved by J. Isbister, seconded by D. Mason

Further discussion ensued, including D. Mason describing in some detail the procedure for a sequential, iterative procedure.

A. Saloojee spoke in favor of the "first past the post" procedure.

M. Dionne spoke in favor of a sequential/iterative procedure.

S. Dolgoy stated that we don't have sufficient information at this point and are being asked to make a "shotgun decision."

K. Tucker-Scott argued against having SPC making the decision.

Motion to divide the amendment: *That the amendment be divided into (a) That Senate prefers either a ranked voting or sequential voting procedure over the "first past the post" procedure and (b), if (a) is approved, that SPC determine the viability of either a ranked voting or sequential voting procedure over the "first past the post" procedure, and if deemed not feasible/viable we would revert to the "first past the post" procedure.*
Moved by A. Saloojee, seconded by ?

Motion approved.

Part (a) of the Amendment: *That Senate prefers either a ranked voting or sequential voting procedure over the "first past the post" procedure.*

Part (a) of the amendment approved

Part (b) of the Amendment: *That SPC determine the viability of either a ranked voting or sequential voting procedure over the "first past the post" procedure, and if deemed not feasible/viable we would revert to the "first past the post" procedure.*

P. Noorzad asked what reasons there might be for either a ranked or sequential voting procedure not to be feasible.

D. Mason responded that the timeline and/or available technology might make either procedure not feasible, and asked that Senate provide direction on its preference for a ranked voting system versus a sequential voting system.

D. Checkland supported the point that Senate provide direction on its preference for a ranked voting system versus a sequential voting system.

Friendly Amendment (accepted as such by J. Isbister and D. Mason): *To table Part (b) of the amendment so that we can determine if Senate has a preference for a ranked voting procedure or a sequential voting procedure.*

D. Mason explained the difference between the two procedures.

In a straw vote, 20 Senators in favor of a one-time, ranked voting procedure; 21 Senators in favor of a sequential voting procedure.

Motion: *That Senate prefers a sequential voting procedure over a ranked/preferential voting procedure if both are viable.*
Moved by D. Mason, seconded by D. Checkland

A. Saloojee inquired if there was still quorum. It was determined that there

was.

Motion approved.

Motion: *To recall Part (b) of the amendment to the table, which now reads: That SPC determine the viability of a sequential voting procedure over the "first past the post" procedure, and if deemed not feasible/viable we would revert to the "first past the post" procedure.*
Moved by D. Mason, seconded by ?

Motion approved.

Discussion continued on the original motion in the SPC document, as amended.

M. Dionne raised the issue of how Senate representatives on the search committee would be replaced if they are unable to serve their full term. She suggested that Senate could either elect a fifth person as a replacement-in-waiting, or repeat the entire process for all positions. She also suggested that there be a ratification process so that there are no simple acclamations for nominees that Senate does not support.

D. Checkland asked J. Shin Doi if, in the event a replacement is needed, would the Board appoint a replacement or would Senate? J. Shin Doi responded that Senate would appoint a replacement.

D. Checkland stated that the motion under discussion as amended might not be consistent with the original suggested timeline, and asked if Senate is giving the SPC authority to stipulate new voting dates.

H. Lane Vetere pointed out that there will be subsequent Senate meetings at which a replacement could be chosen.

D. Chant stated that it would be difficult to replace a search committee member once the process is underway.

Motion: *That the original motion be amended to read:*

*1(b) nominations close on **December 16**, 2013 at 4:30 pm*
*1(c) candidate profiles be submitted by **December 18** at 4:30 p.m.*
*1(d) an online election take place between **January 8** at 10:00am and **January 16, 2014** at 4:30 p.m.*

D. Mason moved and D. Checkland seconded
Motion Approved

Original motion approved as amended.

11. Consent Agenda – Various course changes from:
(see: http://www.ryerson.ca/senate/agenda/2013/course_change_forms_Dec_3_13.pdf)

Arts – Arts and Contemporary Studies; Arts Common Platform; History; Language, Literatures and Cultures; Philosophy; Psychology; Sociology;
Communication and Design – Fashion; Graphic Communications Management; Image Arts; Image Arts/Creative Industries; Journalism; Professional Communication; RTA School of Media; Theatre School;
Community Services – Early Childhood Studies;
Ted Rogers School of Management - Accounting; Finance; Business Technology Management; Entrepreneurship/Strategy; Global Management Studies; Hospitality and Tourism Management; Marketing; Retail Management;
Engineering & Architectural Science - Chemical Engineering; Electrical and Computer Engineering
Science – Chemistry and Biology

12. Adjournment
    The meeting adjourned at 7:25 p.m.

Ryerson University
President's Update to Senate
January 28, 2014

Nelson Mandela – The Ryerson community was deeply saddened to learn of Nelson Mandela's passing, and remembers with special fondness the honour of hosting Mr. Mandela and his wife, Graca Machel, on our campus in 2001 on the occasion of awarding them both honorary degrees. At a tribute event on December 12th the university announced the renaming of the Victoria Street walkway to Nelson Mandela Walk in honour of the late South African leader.

Academic Plan – I am proud to extend thanks and compliments to everyone in the Ryerson community, both on campus and more broadly, for engaging so strongly in Phase 1 consultations on our next Academic Plan. The themes and priorities that will guide the next five years are inspired by the dedication of working together to continue building our great university.

Welcome – Ann Cavoukian, Ontario's Information and Privacy Commissioner and international expert on privacy issues and rights, has been appointed a Distinguished Visiting Professor at Ryerson. In her role Dr. Cavoukian will initiate and lead discussions on issues related to big data and privacy issues, and participate in activities on these topics.

2013 in Review – Ryerson figured prominently among the year-end roundup of achievements, leadership, compelling stories, and promising developments, including the following excerpts:

- **Azure Magazine (Architecture) –** *10 Projects We're Following in 2014*
Ryerson University Student Learning Centre by Snøhetta – This promises to be a banner year for Oslo's Snøhetta, with 11 projects underway. In Toronto, one of the downtown's most crucial areas will be transformed by a glimmering Student Learning Centre – a capacious structure that not only provides new learning spaces for students, but also contributes a street-level retail concourse and more accessible atmosphere to Toronto's central artery.

- **CanadianArt –** *Richard Rhodes's Top 3 of 2013*

Curator Steve Loft's "*Ghost Dance: Activism. Resistance. Art"* exhibition at the Ryerson Image Centre provided a survey of activist First Nations art, provoking not only a heightened awareness of often-repressed history, but also an out-loud wondering at the evolving state of First Nations activism and the necessary politics of redress; we are on the verge of imagining not just angry protesters, colonial ignorance and mute historical victims, but new Indigenous superheroes empowered by the same rights that the rest of us often take for granted.

- **Canadian Lawyer and Law Times –** *The top 10 Canadian legal ethics stories of 2013*
On Nov. 21, the LSUC approved law practice programs offered by Ryerson University (English) and the University of Ottawa (French) as alternatives to articling. It also approved Lakehead University's integrated practice curriculum as a replacement to articling after graduation. If the change in credentialing is expanded to other law schools and jurisdictions, it could transform Canada into a more experience-based version of American legal education. The significance of that sort of change is considerable.

- **DMZ Year in Review** – The Digital Media Zone celebrated its best year to date with 48 startups joining in 2013, and DMZ startups/alumni companies attracting $24.5 million in seed funding from a variety of sources including DMZ Investments, established by the university's for-profit entity Ryerson Futures. The new companies bring to 123 the number of startups that have joined the DMZ since its launch in 2010, creating and fostering more than 900 jobs. In 2014, DMZ priorities include further exponential learning, growth and success for the Zone and its companies, more corporate partnerships, relationships with other incubators and international outreach, and collaborating with Ryerson zones being developed in areas such as fashion, design fabrication, food and social innovation.

- **Financial Post –** *Seven Canadian tech startups to watch in 2014*
When *National Post*'s Tom Blackwell tried *Figure 1* for the first time last June, he found "surgically removed tumours, amputated feet, deeply lacerated arms and chests in the process of being sliced open by surgeons" — not the sort of smartphone app for the faint of heart. Critical care physician Joshua Landy, mobile developer Richard Penner and Ryerson University associate professor Gregory Levey founded *Figure 1* early in 2013 as a photo-sharing network for doctors and healthcare professionals. After an incubation period at Ryerson University's Digital Media Zone, *Figure 1* raised US$2-million in seed funding in December, which should help extend its iPhone and iPad apps to Android and desktop platforms this year.

- **The Globe and Mail –** *Fourteen ways to fix the GTA in 2014*
Sheldon Levy, President, Ryerson University: My idea for Toronto is to be open, welcoming and supportive to young innovators. I know from the Digital Media Zone what happens when you trust young people to learn, and give them an environment where they can take a calculated risk on their ideas. It's a risk because there is no innovation without pushing the boundaries so far you might fail. It's calculated because the right support can make the leap worth taking, help navigate pitfalls, share expertise, celebrate success, and build confidence. Three years ago, I only had an inkling of what was possible with the DMZ. Today, entrepreneurs are coming to Toronto because this is where digital media is the model. All we need is the will to do it, and nothing can stop us from having the greatest city in the world, where innovation is our way of life.

- **Metro Daily News –** *Where to get money to launch your business, startup*
Starting a business is difficult and takes hard work. Thankfully there are great organizations available to help burgeoning entrepreneurs reach their goals and turn their ideas into a successful business. Ryerson University's Digital Media Zone, a startup accelerator and business incubator located in the heart of Toronto, provides entrepreneurs with mentoring, networking and workspace and accepts non-students into its program.

- **Task Force on Competitiveness, Productivity & Economic Progress** *12th Annual Report*
Ontario must also do more to encourage entrepreneurship. The number of self-employed workers with employees stands below the Canadian average. The Task Force views the education system as a means of raising this position. Ryerson University currently aims to have 10 percent of all students involved in the development of a company, product, or service by the time they graduate. This is an admirable program and should be disseminated across Ontario universities to promote entrepreneurship as a core skill for entering the workforce.

Ryerson Image Centre – Opening on January 22nd the following exceptional and inter-related exhibitions focus on the evolution of a remarkable industry and the power of its story-telling:

- *Robert Burley: The Disappearance of Darkness*, curated by Dr. Gaëlle Morel, examines the demise of film-manufacturing facilities and darkrooms and the shift to digital technologies.
- *Phil Bergerson: Emblems and Remnants of the American Dream,* guest curated by David Harris, features photographs from dozens of road-trips criss-crossing the United States.
- *Pierre Tremblay – Black Star Subject: Canada,* guest curated by Don Snyder, displays all 1,853 photographs filed under the "Canada" subject heading in the Black Star Collection;
- *Elisa Julia Gilmour: Something in Someone's Eye* features four cinematic portraits using Kodak Ektachrome film, a material that will inevitably disappear with time.

A selection of 17 original antique cameras from the Kodak Canada Corporate Archives and Heritage Collection, donated in 2005 to the Ryerson University Library, will also be on display.

Congratulations –

- Order of Canada appointments announced on December 30, 2013 include community builder and Ryerson benefactor Peter Gilgan, the Hon. Margaret Norrie McCain (Doctor of Laws *honoris causa* '08), Glenn Pushelberg and George Yabu (Doctor of Laws *honoris causa* '03)

- Sara Angelucci, Image Arts, spent November 20-January 20 as Artist in Residence at the Art Gallery of Ontario (AGO). Her research into endangered and extinct North American bird species was featured in *A Mourning Chorus*, a performance by singers exploring the sounds of disappearing North American song-birds through the history of women's mourning rituals; the exhibition of two works from her *Aviary* series; and *Art & Ideas: A bird's eye view on art & extinction*, a panel discussion with writers, historians and ornithologists.

- Recipients of the 2013 Prime Minister's Awards for Excellence (Ontario), recognizing Canadians making extraordinary contributions to their communities, included high school teacher Vernon Kee (Mechanical Engineering '01) as winner of the Award for Teaching Excellence; and Ryerson Early Learning Centre teacher Angelique Sanders, winner of the Award for Excellence in Early Childhood Education.

- Eric Strohm defended his PhD dissertation in Biomedical Physics on December 9th and made history as the first PhD graduate in the new Faculty of Science. Working with Michael Kolios, Strohm will continue at Ryerson as a postdoctoral fellow funded by the Canadian Cancer Society and, as part of the recently announced partnership, the lab will be moving to St. Michael's Hospital where Ryerson researchers will share resources in a clinical setting.

- Ryerson won 1st Place in the International Student Design Competition at the American Society of Mechanical Engineers World Congress in San Diego in November. Mechanical and Industrial Engineering students Anthony Brinias, Robert Poskrobko, Alexei Semine, and Alexander Simpson designed and raced a web-enabled robot over a 'disaster' scene, beating 2nd place IIT-Bombay by 10 seconds. The spread among all teams was less than a minute.

- The MBA Games held January 3-5th drew more than 700 students from 23 universities across Canada. Our TRSM team continues to represent Ryerson at a very high level, winning 1st Place in Fundraising; 1st Place, Sustainability Case Competition; 2nd Place, Overall Academics; 2nd Place, Next Great Canadian Advertising Executive; 2nd Place "Connecting the Dots" based on "likes" earned for an MBA Games-themed video on YouTube; 3rd Place, Strategy Case Competition; 3rd Place, Overall Spirit.

- Sami Dalati, 3rd-yr Electrical Engineering, will join The Next 36 class of 2014 as one of 40 entrepreneurs chosen from1000 applicants from 48 universities across Canada, and Harvard, Cornell, Princeton and Duke in the U.S. Over the next nine months the program will engage entrepreneurs in building their companies with support from mentors and business advisors. Dalati is researching content aggregation to learn via social media how people engage.

- Ryerson's 'Madeleine Collective' has been awarded $5,000 in the Ashoka U PhotoWings competition for *Foreign Encounters: Redefining Diversity*, researching the experiences of Toronto youth. In partnership with photographer William Putz, Cheryl Hsu and Alexandra Hong of the Office of the Vice-President, Research and Innovation, and alumna Nicole Bazuin (Image Arts'10) will be gathering stories at different photo booths around campus, and presenting the project at the Ashoka U Exchange at Brown University in February 2014.

- *The Ryersonian* won four Silver awards at the 2013 Canadian Online Publishing Awards (COPA) event recognizing Canada's best editorial and design work in digital publications: Best News Coverage for *Sexual assaults on campu*s (Vidya Kauri, Melinda Maldonado, reporters; Emma Prestwich, reporter/editor); Best Cross Platform Initiative for *Searching for solid ground [re: student mental health]* (Asher Greenberg, reporter; Rebecca Tromsness, reporter/editor; Laura Anderson, editor; Ishani Nath, graphics); Best Multimedia or Video for *Bookstore pulls locks from shelves* (Samuel Greenfield, reporter; Derek Kirk, reporter/editor); and Best Use of Social Media, *UQTR at Ryerson Rams* (Dan Berlin, reporter; Natasha Singh, editor).

- In the Canadian Interuniversity Sport (CIS) weekly Top Ten rankings posted on January 14th the Rams Men's Basketball team is #4 in Canada, while Men's Hockey has risen two sports to #8 in the nation and leads the OUA West in first place.

- On January 7th the Toronto Film Critics Association presented its annual awards, including:

  o Edward Burtynsky (Image Arts '82, Doctor of Fine Arts *honoris causa* '07) winner of the $100,000 Rogers Best Canadian Film Award for *Watermark* with filmmaker Jennifer Baichwal, exploring the world's most important and endangered resource;

  o Norman Jewison (Doctor of Letters *honoris causa* '08), recipient of the Technicolor Clyde Gilmour Award for sustained contributions as a film producer and director significantly enriching the understanding and appreciation of film in his native country, including $50,000 in Technicolor Services to be given to a young director;

  o Walter Woodman and Patrick Cederberg (Image Arts '13), $5,000 Manulife Financial Student Film Award for their short film *Noah*.

- The 2013 Toronto International Film Festival (TIFF) *Canada's Top Ten* (best 10 feature films and best ten short films) included works by five Ryerson alumni:

  o *Watermark*, director Edward Burtynsky (Image Arts '82, Doctor of Fine Arts *honoris causa* '07);
  o *Paradise Falls*, director Fantavious Fitz (Graham Foy, Image Arts '13);
  o *Enemy*, associate producer Kevin Krikst (Image Arts '07);
  o *Noah*, directors Walter Woodman and Patrick Cederberg (Image Arts '13).

from the **President's Calendar**

November 21, 2013: At the *Health Quality Transformation 2013* conference organized by Health Quality Ontario for sector providers and partners, I was a member of a panel discussing the challenges of making "Transformational Change in a Complex Environment."

December 5, 2013: A one-day Ryerson government relations visit to Ottawa included a presentation to the Association of Universities and Colleges of Canada; meeting with Minister Gary Goodyear, Industry Canada; and an alumni reception on The Hill.

December 9, 2013: I delivered the closing keynote address at the one-day conference for educators, policy makers and technology leaders hosted by Groupe Média TFO, Ontario's publicly-owned French educational media organization.

December 11, 2013: I attended the Media NYC 2020 CEO Roundtable in New York co-chaired by Board of Governors colleague Nadir Mohamed.

December 13, 2013: We hosted the Consul General of India, Akhilesh Mishra, for a meeting on campus to discuss international relations and collaboration.

December 16, 2013: I met with Deborah Newman, Deputy Minister of Training, Colleges and Universities, and Wendy Tilford, Deputy Minister of Economic Development and Innovation to discuss funding zone education.

December 20, 2013: I was honoured to be named recipient of the 2014 Toronto Region Builder Award, representing the Ryerson community. The award, to be presented by the Toronto Region Board of Trade on January 27th, recognizes "contributions that are helping transform the Toronto region into a more vibrant place to live, work and learn."

January 15, 2014: The Hon. Ed Fast, federal Minister of International Trade, was at the Digital Media Zone to announce *Canada's International Education Strategy: Harnessing Our Knowledge Advantage to Drive Innovation and Prosperity*, a plan that sets targets to attract more international researchers and students to Canada, deepen research links between Canadian and foreign educational institutions, and establish a pan-Canadian partnership with provinces and territories and all key education stakeholders, including the private sector.

January 16, 2014: The Hon. Brad Duguid, Minister of Training, Colleges and Universities, launched ONTransfer.ca at the George Brown College Waterfront Campus, an online database that will make it easier for postsecondary students to see how their course credits are recognized at other colleges and universities, and expand options for student mobility.

RYERSON ACHIEVEMENT REPORT

A sampling of appearances in the media by members of the Ryerson community for the January 2014 meeting of the Ryerson University Senate.

Toronto Life named **President Levy** among the city's 50 most influential people http://bit.ly/1cdGd4m and reported on six city-changing moments initiated by the president http://bit.ly/18RvDDL.

The Globe and Mail quoted **President Levy** and Vice-President of Administration and Finance **Julia Hanigsberg** on the announcement that the President would not seek a third term http://bit.ly/1gDZAGN Similar items appeared in the Toronto Star http://bit.ly/1jkJNiq, National Post http://bit.ly/IQT44q, University News http://bit.ly/18nBH0W, Torontoist. http://bit.ly/1dS6tXpa and Metro News.

President Levy published an op-ed piece in the Globe and Mail highlighting Ryerson's support of entrepreneurship http://bit.ly/Ig0Svp. The item was picked up by Academica. The president was quoted in What's Your Tech about the partnership between Ryerson and the Bombay Stock Exchange http://bit.ly/J1aLO6.

President Levy and **Ross Fair,** History, were quoted in Canadian Architect regarding a Heritage Toronto historical plaque being unveiled at the Mattamy Athletic Centre http://bit.ly/17y0Zyl. Other coverage of the item, pitched by Public Affairs, included The Bulletin http://bit.ly/17sitqC, Torontoist http://bit.ly/1e5qQ04 and Morning Star http://bit.ly/1a7OWqi.

The Ottawa Citizen reported on the Ottawa Nav app, a spinoff of the DMZ-incubated Flybits, http://bit.ly/1aSQYe7. The item was pitched by Public Affairs. Similar items appeared in Global News http://bit.ly/1bVPgHm, Tech Vibes http://bit.ly/1aU0Ik9, Traffic Technology Today, CTV News http://bit.ly/1bCIWTh, Ottawa Sun http://bit.ly/18LBtRa, Radio Canada http://bit.ly/1ddVbwy, MSN News and the Council of Ontario Universities.

During a CBC News interview, federal Finance Minister **Jim Flaherty** mentioned his visit to Ryerson. Watch: http://bit.ly/1a4fh8K (starts at 30:25). The segment also aired on CTV News, BNN: Business Day and CPAC: Prime Time Politics.

The Toronto Star reported that Board of Governors member **Harry Rosen** is going back to school at Ryerson, quoting **Martin Greig**, History, and **Carmen Schifellite**, Sociology http://bit.ly/IR8rJ3. The item, pitched by Public Affairs, was also picked up by Sing Tao Daily httsp://bit.ly/1c11uSM and CBC Radio's Metro Morning.

Avner Levin, director of Ryerson's Law Research Centre, spoke to Precedent about the University's new Law Practitioner Program http://bit.ly/19ORmWF, an item pitched by Public Affairs. Similar items appeared in the Globe and Mail http://bit.ly/1aC75wE, Financial Post http://bit.ly/1fYJLKs, Canadian Lawyer http://bit.ly/1bI6Ug5, Academica and the COU website http://bit.ly/19VXUCS. He spoke to Radio-Canada about CGI suing the Ontario Government. http://bit.ly/1frCket. Similar items appeared in Le Huffington Post http://huff.to/1l0WKfA and MSN News http://on-msn.com/1hqQWMi.

The Toronto Star reported on crowd-funding for WaveCheck, co-invented by **Michael Kolios**, Physics, http://bit.ly/1hi0oE8. Similar items appeared in Sing Tao Daily and Crowd Fund Insider http://bit.ly/1gA6YpmT. The Varsity featured Dr. Kolios' research on chemotherapy http://bit.ly/1h4GNaq.

Sing Tao Daily reported on a Ryerson news release about research by **Lu Wang**, Geography, on the health of Canadians http://bit.ly/IFit0D. The item was also covered by Ming Pao, World Journal http://bit.ly/J5pHe3, CBC Radio's Here & Now, OMNI News Mandarin Edition and Fairchild TV, video: http://bit.ly/18UvW0A.

CBC News Toronto reported on the Nelson Mandela tribute at Ryerson, which included announcement of a road on campus to be renamed in his honour. The item was pitched by Public Affairs. In coverage of the passing of Nelson Mandela, the Canadian Press mentioned that he received an honorary degree from Ryerson http://bit.ly/1gJINlV. Other mentions of Mandela's Ryerson connection included CBC News http://bit.ly/IO68qH, News 24 http://bit.ly/1dUq6yd, Toronto Star http://bit.ly/1bldND6, CityNews Toronto http://bit.ly/IHtUnK , CTV News and Metro News..

Distinguished visiting professor **Buzz Hargrove** spoke to Sun News about Nelson Mandela. **Tony Burman** contributed a piece about Mandela to the Toronto Star http://bit.ly/1fcAxdH.

Global University Venturing profiled the DMZ start-up Figure 1, a medical photo sharing app that reached $2 million in seed funding http://bit.ly/1fmTGtt. Other coverage of the app included Mobi Health News http://bit.ly/1bx3uj1, MEDCITY News http://bit.ly/1jI4i8W, TechVibes http://bit.ly/IYgh3U, Beta Kit http://bit.ly/1ktjWTl and Dow Jones http://bit.ly/19wRyud.

Postmedia News quoted post-doctoral fellow **Gregory Taylor** in an article about cable and satellite providers being required to offer certain news channels. The item was picked up by Vancouver Sun, StarPhoenix, Montreal Gazette and Edmonton Journal.

The Canadian Press reported that a mobile "abstract learning" application is being developed with assistance from Ryerson to support the Western Hockey League. The item appeared in the Globe and Mail http://bit.ly/1bVrhFX, NHL.com http://bit.ly/JOVvVD and Yahoo!

Hayden King, Politics, contributed a piece in the Globe and Mail on the topic of First Nations and education http://bit.ly/1d8LOJH.

Media Edge reported on "the first Canadian smart grid laboratory on a university campus" at Ryerson's Centre for Urban Energy http://bit.ly/1dplMCi, and Media Planet featured **Dan McGillivray**, executive director, of the Centre http://bit.ly/18hoQgC. IPPSO Facto Magazine profiled research at CUE http://bit.ly/HM3fGs.

Julia Shin-Doi, general counsel and secretary of the Board of Governors, spoke to the Korean Times Daily about the RODA diversity association http://bit.ly/19bLawb.

Wendy Cukier, vice-president of research and innovation, spoke to the Montreal Gazette about the state of the gun registry 24 years after the Montreal massacre.

OMNI News: South Asian Edition interviewed DMZ-based entrepreneur **Shriya Damani,** an item pitched by Public Affairs. Video: http://bit.ly/IL9CKa.

Ron Vogel, Politics, was quoted in a Toronto Star article about blackmail's impact on a politician's ability to govern http://bit.ly/IHtjm2.

James Nadler, RTA, spoke to the Toronto Star about the increasing number of television shows about superheroes http://bit.ly/18bIb8g.

Candice Monson, Psychology, was interviewed by CBC Radio about treatment for veterans suffering from PTSD. The item, pitched by Public Affairs, was carried on outlets across the country.

Laurie Petrou, RTA, was quoted in a Chatelaine article about how Canada's top innovators define success http://bit.ly/18b9Dmy.

Maurice Mazerolle, TRSM, spoke to CBC News about job cuts at BMO http://bit.ly/1hzSq9B. A similar item appeared in MSN News.

The Pittsburgh City Paper reported on the work of MFA graduate **Zanele Muholi** http://bit.ly/19UOwjJ.

The DMZ's **Adrian Bulzacki** spoke to Global News about what to expect in new technology in 2014, as an expert pitched by Public Affairs, http://bit.ly/1gFGUJR.

Ramona Pringle, RTA, contributed a piece on technology and privacy to the Huffington Post http://huff.to/1a1RZw8. She spoke to CTV News Weekend about the competition between gaming consoles, as a faculty expert pitched by Public Affairs. Video: http://www.ctvnews.ca/video?clipId=1049011.

Global News reported on research at the National Ballet School by graduate student **Rachel Bar**, pertaining to dance and Parkinson's http://bit.ly/1d0mxSh.

The Toronto Star profiled Image Arts alumnus **Phillip Iscove**, creator of the television show *Sleepy Hollow* http://bit.ly/1bjp7nA. A similar item appeared on Breakfast Television.

Mediacaster featured the RTA School of Media's partnership with Rogers TV http://bit.ly/1bfNz8u.

Krishan Mehta, executive director of the Ryerson campaign, contributed a piece to the Toronto Star on the topic of charities building trust to do good http://bit.ly/1eRcHE3.

Julia Spaniol, Psychology, spoke to U.S. Science News on aging and intelligence decline http://bit.ly/1eR5WlD. A similar item appeared in New Scientist.

Rena Mendelson, Nutrition, spoke to Global News about the dietary value of nuts http://bit.ly/1eI8BNO. She was quoted in the Regina Leader Post on the merit of the green bean http://bit.ly/17MbV9B.

Steve Tissenbaum, TRSM, spoke to Yahoo! Canada about the potential of Cyber Monday for retail in Canada, as an expert pitched by Public Affairs. He was quoted in a Canadian Press article about the pitfalls of copying Black Friday in Canada; an item carried by CTV News http://bit.ly/InQu5h, Edmonton Journal http://bit.ly/19b8SF7, CityNews Toronto and Sing Tao Daily. A CBC segment on the topic was carried across Canada. He also spoke to Global News about men becoming the main household shopper. Video: http://bit.ly/1abhKtR.

Hospital News reported on Movember funding for Ryerson research on the topic of men's mental health http://bit.ly/1ch4mt4. A similar item appeared in University News.

Grace-Edward Galabuzi, Politics, was quoted in a Mississauga News piece on racism http://bit.ly/18p97SB.

Carlo Fanelli, instructor and post-doctoral research fellow, contributed a piece on the Toronto airport expansion to Canadian Dimension http://bit.ly/1jMcliq.

The Globe and Mail profiled fashion graduate **Nicole Bridger** and her ethical clothing line for busy professionals with young kids http://bit.ly/1bYzutK.

Marc Emond, Access Centre, spoke to CTV News about the benefits of therapy dogs to help students relax before exams, an item pitched by Public Affairs. Video: http://bit.ly/18UO2xb. A CTV News Toronto item quoted **Bronwyn Dickson**, counsellor at the Centre for Student Development and Counselling, and **Andrea Moon**, learning strategist http://bit.ly/1c21j4p.

DMZ-based entrepreneur **Klever Freire** spoke to Global News about Amazon testing drone technology, as an expert pitched by Public Affairs. Video: http://bit.ly/1bd7RzD.

The Financial Post reported on DMZ-based Kira Talent http://bit.ly/1a6N5hj. A similar item appeared in Metro New York http://bit.ly/1dB7z9T.

Mitchell Kosny, Urban and Regional Planning, and **Nathaniel Bagnell** of DMZ team Physicalytics appeared on Global News discussing Toronto being voted the world's most youthful city, an item pitched by Public Affairs, video: http://bit.ly/1bIpuQc. DMZ entrepreneur **George Phu** addressed the topic on CBC Radio's Metro Morning.

The Daily Mail UK featured RTA graduate **Chris Hau,** a singer who plays his guitar while surfing http://dailym.ai/19xtPxQ.

The Canadian Press quoted **Martin Antony**, Psychology, on the topic of dance therapy, an item picked up by the Toronto Star and Hamilton Spectator http://bit.ly/1bMskIg.

Joanne McNeish, TRSM, spoke to World Journal about changes in Canada Post's delivery service http://bit.ly/1bc30eK, as an expert pitched by Public Affairs. She also spoke to CBC News http://bit.ly/1baer6L, UPI News http://bit.ly/18LvuMx and MSN News. A CBC Radio segment was carried on outlets across Canada.

The Financial Post reported on DMZ-based startup 500px Inc. http://bit.ly/1kcoxfm.

Mary Sharpe, Midwifery, spoke to CBC News about Canada's lone male midwife http://bit.ly/19sJbDS.

Student **Michael Chen** published a piece in the Catholic Register on helping the homeless, quoting **Oriana Bertucci**, director of Catholic chaplaincy at Ryerson http://bit.ly/1kOyE7E.

Kamal Al-Solaylee, Journalism, appeared on TVO's "Allan Gregg in Conversation With…"

The Canadian Press reported on the transit panel chaired by Ryerson's **Anne Golden**. Pick-ups included CBC News http://bit.ly/1bB2iHV, National Post http://bit.ly/18pJ2Cw, Hamilton Spectator, Huffington Post, 680 News http://bit.ly/1bzlTLZ, Global Toronto http://bit.ly/1kCrJOO and CityNews Toronto http://bit.ly/1kCrPFW.

Janice Neil, Journalism, spoke to the Canadian Press about the CBC's revenues. The item appeared in the Vancouver Sun http://bit.ly/IiDNZ4 and Ottawa Citizen. Her Toronto Star piece on freedom of the press was picked up by Front Page Africa http://bit.ly/1atfIJQ.

The London Free Press reported on the Emoti-Chair developed by Ryerson's Inclusive Media and Design Centre http://bit.ly/1ezMV75.

La Republica quoted **Gerd Hauck**, Dean of the Faculty of Communication & Design, and **Matt Saunders**, president of Ryerson Futures Inc., in an article on the DMZ http://bit.ly/1jGG7Fl. The item also appeared in 5dias.com. The Globe and Mail also quoted Saunders about the power of the startup mindset http://bit.ly/1ixrg1X.

Berliner Morgenpost reported on the organization behind the "youthful cities" movement, mentioning its partnership with Ryerson http://bit.ly/IeHC1q. The item also appeared in Die Welt http://bit.ly/194wbAf, Main Post http://bit.ly/1blspIB, Frankfurt Neue Press http://bit.ly/1cr1sjG and Berlin Online http://bit.ly/194wn2p.

The Financial Post reported on the "70 startups at the Ryerson University Digital Media Zone" http://bit.ly/1biZoNL.

Henry Giroux, distinguished visiting professor, appeared on *Moyers & Company* discussing his book "Zombie Politics and Culture in the Age of Casino Capitalism" http://bit.ly/1cIcAIN.

The Canberra Times reported on **Colleen Carney**'s research on sleep and depression http://bit.ly/1cuToOX. Similar items appeared in Metro Netherlands http://bit.ly/18nLTMG, the New York Times (editorial) http://nyti.ms/1dvX3Rd, New York Times (article) http://nyti.ms/1cgIdsT, Brisbane Times http://bit.ly/17VAsLE, Sydney Morning Herald http://bit.ly/IkjefB, WAtoday.com http://bit.ly/1bRS8TZ and Durango Herald. Her research was also featured on ABC news, video: http://abcn.ws/I3QTtI. Other pick-ups included Psychology Today http://bit.ly/17IIi5E, Times of India http://bit.ly/17HeM06, India Times http://bit.ly/1aOP5L3, National Post http://bit.ly/1bBrNtk, Today Online Singapore http://bit.ly/1egBuB6, Medical Daily http://bit.ly/I3G6Qu, Red Orbit http://bit.ly/1aIE69B, Web MD http://bit.ly/I6u0pJ, EMax Health http://bit.ly/I6uCM5, Healthfinder.gov http://1.usa.gov/187K46e, Health Day http://bit.ly/17Mfk59, and Hvg.hu http://bit.ly/1aR2m5W

Sean Wise, TRSM, was quoted in a Star Business Club article on sales of a fizzy, fermented health drink http://bit.ly/Iqu4zU.

A Globe and Mail article on the Art Canada Institute breathing digital life into our nation's art mentioned **Steven Loft**, Ryerson Trudeau Doctoral Scholar http://bit.ly/1i3XN1Y. A Quill & Quire article on bringing Canadian art books online mentioned **Meg Taylor**, academic coordinator of Ryerson's publishing program http://bit.ly/17Qeg3h.

Diane Francis, distinguished visiting professor, spoke to Michigan Radio about her new book http://bit.ly/1iOnFgc. The Boston Globe reported on her new book http://b.globe.com/17spv1q.

Kim Varma, Criminal Justice, spoke to Global News about the 'knockout game' http://bit.ly/1g3wH6K.

The Winnipeg Free Press profiled Journalism professor **Gene Allen**'s book on the history of Canadian Press http://bit.ly/1hdbOZY.

Medical Physics Web quoted PhD student **Eric Strohm** in an article about thermal techniques to track slow blood flow http://bit.ly/IgiHeH. A similar article appeared in PhysicsWorld.com http://bit.ly/1dtn13O.

Global's The Morning Show reported on Ryerson students' campaign in support of better public transportation, an item pitched by Public Affairs. Video: http://bit.ly/17ouArL. Global News also reported on the initiative http://bit.ly/18objrf.

Healthcare Technology reported on Ryerson's artnership with St. Michael's Hospital http://bit.ly/I8D90N. The item was pitched by Public Affairs.

The Globe and Mail quoted **Jason Nolan** on the way children learn and play http://bit.ly/1fqJi6w.

David Amborski, Urban and Regional Planning, spoke to the Toronto Star about Queen West flavour in the financial district http://bit.ly/1eIZRNK.

June Komisar, Architecture, spoke to the Toronto Star about Vancouver banning door knobs http://bit.ly/1h3Jkla.

South Asian Focus reported on Ryerson/BSE Institute's "The Next Big Idea" project http://bit.ly/1bIbxGT.

Marie Bountrogianni, interim dean of The Chang School, was quoted in a Toronto Star article on mass online classes http://bit.ly/1h43880.

The New York Times quoted **Myer Siemiatycki**, Politics, about Toronto residents' reaction to Mayor Rob Ford's behaviour http://nyti.ms/1ehSIhH. He also spoke to the Toronto Star about city hall's transition to new leadership http://bit.ly/1b7G06o.

Neil Thomlinson, Politics, spoke to CBC News about Rob Ford's reaction to council stripping him of his powers http://bit.ly/18nv56i.

Chris MacDonald, TRSM, spoke to the Toronto Star about comments made by Rob Ford to the media about his home life http://bit.ly/1aHmJ5r. He also spoke to CityNews about the Rob Ford scandal. Video: http://bit.ly/1cZLDVO.

The Canadian Press quoted **Ivor Shapiro**, Journalism, in an article about the mayor's comments regarding a Toronto Star reporter. The item appeared in the Ottawa Citizen http://bit.ly/18Bm322, Chronicle Herald, Maclean's http://bit.ly/1aUwyO0, and MSN News.

Oren Amitay, Psychology, was quoted in a Global News segment about how to talk to kids about news surrounding Mayor Rob Ford http://bit.ly/187Y3a3.

The Canadian Press reported on a campaign launched at Ryerson to get Canadian students to do at least one hour of physical activity each day. The item was picked up by Metro News http://bit.ly/1ap2M7G, 680 News http://bit.ly/1bKGuxD, MSN News http://on-msn.com/185wXCK and Toronto Star http://bit.ly/1eeKoPw.

Huffington Post Business reported on the DMZ and startup Viafoura http://huff.to/1cULuOF.

Coleen Clark, TRSM, appeared on BNN's The Close discussing the Canadian premiers' discussions on pension http://bit.ly/1bKvQXy.

The Globe and Mail profiled **Vincent Hui**'s ARIDO project, an item pitched by Public Affairs http://bit.ly/1cs5qlm.

Curator **Steve Loft**, Ryerson Image Centre, spoke to Canadian Art about art, residential schools and reconciliation http://bit.ly/175xC3Y.

Shelagh McCartney, Urban and Regional Planning, was quoted in a Grid article on the demand for rental apartments in Toronto http://bit.ly/1fCcLI0.

A piece by in the Toronto Star by Jeanne Beker on the topic of Fashion Week at Ryerson's School of Fashion; mentioned Chair **Robert Ott** http://bit.ly/1e0U6F5.

A piece by **Alan Shepard**, president and vice-chancellor of Concordia University, in the Montreal Gazette, mentioned the Digital Media Zone http://bit.ly/17nkW5F.

Canadian Architect featured an exhibition curated by **Prachi Khandekar,** Architecture http://bit.ly/1gJglTF

Distinguished visiting professor **David E. Smith** spoke to CBC News about the senate spending scandal http://bit.ly/1dd2jVR. The item also appeared in Huffington Post and MSN News.

Cheri Bradish, TRSM, spoke to the Hamilton Spectator about the marketing campaign for the new Ticats stadium, as a faculty expert pitched by Public Affairs, http://bit.ly/1dUboUh.

A CBC News piece on female leaders in Hamilton referenced a Ryerson study on women in leadership http://bit.ly/1eBZ7GY.

Prepared by Communications, Government and Community Engagement

RYERSON UNIVERSITY

OFFICE OF THE SECRETARY OF SENATE

TO: Julia Shin Doi, General Counsel and Secretary of the Board of Governors

FROM: John Turtle, Secretary of Senate

DATE: January 15, 2014

RE: Senate Members Elected to the Presidential Search Committee

I am pleased to report that the following Senate members have been elected to the Presidential Search Committee for 2014-2015:

David Checkland, Faculty, Philosophy, Faculty of Arts
Usha George, Dean, Faculty of Community Services
Mohamed Lachemi, Provost and Vice President Academic
Nancy Walton, Faculty, Daphne Cockwell School of Nursing, and Director of e-Learning

I know they are looking forward to working with the rest of the Committee on this important task.

Regards,

John Turtle
Secretary of Senate

RYERSON UNIVERSITY

SENATE ELECTION TIMELINE 2014 – Schedule and Guidelines
For Election forms, please go to: http://www.ryerson.ca/senate/elections

Nominations Open for all positions (faculty forms to be submitted to Dean) (student forms to be submitted to Registrar's office (POD 70)	Monday, February 3, 2014
Information session for potential candidates	Friday, February 7, 2014 – (12:00-1:00 p.m. – JOR-1410)
Nominations close	Wednesday, February 12, 2014 (12:00 noon)
Mandatory student candidate session	Thursday, February 13, 2014 (4:00 p.m. – JOR-1410)
Faculty Nomination forms forwarded to Senate by Deans	Friday, February 14, 2014
Student Nomination forms forwarded to Deans by Senate	Friday, February 14, 2014
Candidates' profiles due to Senate for posting	Friday, February 14, 2014
E-mail message announcing student, faculty-at-large and CE faculty candidates – Candidates' profiles posted online	Wednesday, February 19, 2014
Student Voter Eligibility lists verified by Registrar's Office	Friday, February 28, 2014
On-Line voting (students, faculty-at-large and CE faculty)	Monday, March 3 to Thursday, March 6, 2014
Verification of on-line votes (students, faculty-at-large and CE faculty)	Thursday, March 6, 2014
Announcement – Election results (students, faculty-at-large and CE faculty)	Friday, March 7, 2014
E-mail messages announcing Faculty candidates	Friday, March 7, 2014
On-line voting (Faculty)	Friday, March 7 to Wednesday, March 12, 2014
Verification of on-line votes (Faculty)	Wednesday, March 12, 2014
Announcement – Election results (Faculty)	Thursday, March 13, 2014
Election results for Chairs/Directors; Librarian; and Senate Associates (Chang School and CUPE) forwarded to Senate	Thursday, March 13, 2014
Election report to Senate	Tuesday, April 1, 2014

SENATE ELECTION PROCEDURES

1. **SENATE MEMBERSHIP**
   1.1. **Elected Senators (51)**
      1.1.1. **Chairs/Directors (6)**: One from each Faculty, elected by and from the Chairs/Directors in that Faculty
      1.1.2. **Faculty (18):** Three from each Faculty, elected by and from the full-time members of that Faculty.
      1.1.3. **At-Large faculty (4):** Elected by and from all full-time faculty. (No more than 2 from any one Faculty, unless there are insufficient candidates from other Faculties to fill all at-large positions.)
      1.1.4. **Continuing Education faculty (2):** Elected by and from all full-time teaching faculty who are teaching, or who have taught, at least one course in the Chang School of Continuing Education in the year of their election, or who serve on continuing education committees such as the Chang School Council.
      1.1.5. **Librarian (1):** Elected by and from the full-time librarians.
      1.1.6. **Ryerson Faculty Association (RFA) (1):** Specifically elected to the position, as determined by the RFA, who is eligible to serve on Senate as defined by the Ryerson Act.
      1.1.7. **Canadian Union of Public Employees (CUPE) Local 3904:** Specifically elected to the position, as determined by CUPE, who is eligible to serve on Senate as defined by the Ryerson Act.
      1.1.8. **Faculty Undergraduate Students (6):** One from each of the six Faculties, elected by and from undergraduate students registered in that Faculty (see eligibility).
      1.1.9. **At-Large Undergraduate Students (4):** Elected by and from all undergraduate students (see eligibility). (No more than 2 from any one Faculty, unless there are insufficient candidates from other Faculties to fill all at-large positions.)
      1.1.10. **Continuing Education Students (2):** Elected by and from those students enrolled in a Continuing Education course creditable to a degree, diploma or certificate program, and not enrolled in an undergraduate or graduate program.
      1.1.11. **Graduate Students (2):** Elected by and from those students of the University enrolled in a graduate studies program
      1.1.12. **Ryerson Students' Union (RSU) (1):** Elected specifically to the position as specified in the By-laws of RSU and who meets the definition of a student as defined in the Ryerson Act.
      1.1.13. **Continuing Education Students' Association of Ryerson (CESAR) (1):** Elected specifically to the position as specified in the By-laws of CESAR (see 1.1.12)
      1.1.14. **Alumni (2):** Elected by and from alumni of the University.

   1.2. **Senate Associates (Non-Voting) (up to 5)**
      1.2.1. **Chang School Representatives (2):** Elected by and from Chang School Program Directors
      1.2.2. **Part-time, Sessional and Continuing Education Instructors (CUPE Local 3904, Units 1 and 2) (2):** Elected by and from all CUPE 1 and 2 instructors who are teaching at least one course in the year of their election.

   1.3. **Ex-Officio Voting Members (19)**
      1.3.1. As defined in the Ryerson Act: Chancellor**,** President, Vice Presidents (4), Assistant Vice President/Vice Provost (1), Deans (8), Registrar and Chief Librarian.
      1.3.2. As stipulated in Senate By-laws: Associate Vice Provosts (3)

2. **TERMS (July 1 of the year elected – June 30 of year in which term ends.)**
   2.1. Elected faculty: 2 years, re-election possible for a second consecutive term
   2.2. Elected students: 1 year, re-election possible for a second consecutive term
   2.3. Elected alumni: 2 years, re-election possible for a second consecutive term
   2.4. Participating Associates: 2 years, re-election possible for a second consecutive term

3. **ELECTORAL RESPONSIBILITIES**
    3.1. The Chief Electoral Officer (Secretary of Senate) shall:
    3.1.1. set the timeline for Senate elections;
    3.1.2. provide instructions on the conduct of elections;
    3.1.3. provide standard nomination forms;
    3.1.4. co-ordinate the central dissemination of information about the election, primarily through electronic notices, official election proclamation posters displayed on campus and advertisements in student newspapers;
    3.1.5. forward copies of student nomination forms to Deans;
    3.1.6. convene an orientation session for potential candidates;
    3.1.7. post candidate information on the Ryerson web-site;
    3.1.8. coordinate the posting of ballots on the Ryerson website;
    3.1.9. verify the results of on-line voting; and
    3.1.10. announce arrangements for at-large faculty and/or student all-candidate meeting, if requested by two or more candidates; and
    3.1.11. report election results to Senate, including the number of votes received by each candidate and the total number of votes cast for each position.

    3.2. The Deans of the Six Faculties shall (see timelines for dates):
    3.2.1. collect and verify faculty nomination forms (both for Faculty and at-large seats) from their Faculty;
    3.2.2. forward faculty nomination forms to the Chief Electoral Officer the day after the close of nominations;
    3.2.3. receive approved student nomination forms from Senate;
    3.2.4. announce faculty and student candidates to their Faculties by means of an e-mail memorandum and poster at least one day prior to the start of elections;
    3.2.5. announce arrangements for faculty and/or student all-candidate meeting, if requested by two or more candidates and inform all at-large candidates of the meeting; and
    3.2.6. conduct the election of one Chair/Director from the Faculty and forward the nomination forms and election results to the Chief Electoral Officer.

    3.3. The Dean of The Chang School of Continuing Education shall (see timeline for dates):
    3.3.1. prepare lists of full-time faculty, and student voters and candidates eligible to vote and be nominated from the Chang School;
    3.3.2. collect and verify faculty nomination forms for the Chang School seats;
    3.3.3. forward faculty nomination forms to the Chief Electoral Officer the day after the close of nominations;
    3.3.4. receive completed student nomination forms from Senate;
    3.3.5. announce faculty and student candidates to eligible voters by means of an email memorandum and poster at least one day prior to the start of elections;
    3.3.6. announce arrangements for faculty and/or student all-candidate meeting, if requested by two or more candidates and inform all at-large candidates of the meeting; and
    3.3.7. conduct an election of two Participating Associates (non-voting) by and from eligible Chang School Program Directors.

    3.4. The Dean of the School of Graduate Studies shall
    3.4.1. receive student nomination forms from Senate;
    3.4.2. announce student candidates by means of an e-mail memorandum and poster at least one day prior to the start of elections; and
    3.4.3. announce arrangements for all-candidate meetings, if requested by two or more candidates.

3.5. The Chief Librarian shall (see timelines for dates):
    3.5.1. conduct the election of one Librarian from the full-time Librarians and forward the nomination forms and election results to the Chief Electoral Officer by the deadline date;
    3.5.2. announce candidates by means of an email memorandum and poster at least one week prior to elections; and
    3.5.3. announce arrangements for all-candidate meetings, if requested by two or more candidates.

3.6. RFA, CUPE, RSU and CESAR shall each inform the Chief Electoral Officer of the process and timelines for the election of their representatives, conduct these elections by and from their eligible constituencies, and report the results to the Chief Electoral Officer immediately following their elections.

3.7. The **Alumni Director** shall solicit nominations for two alumni representatives, eligible as defined below, and shall hold elections in a manner agreed upon with the Chief Electoral Officer.

4. VOTER AND CANDIDATE ELIGIBILITY

4.1. Chair and Faculty: According to the Ryerson Act faculty Senators must be "full-time employees of the University whose principal duty is the performance of the teaching function or research function of the University". Continuing Education representatives must meet these criteria and be deemed eligible by the Dean of Continuing Education. Chairs and Directors are eligible to vote in Faculty elections, but may not nominate, second or be candidates.

4.2. Librarian: All full-time RFA Librarians are eligible to be nominated and vote.

4.3. Student:
    4.3.1. Faculty, Graduate Studies and At-Large: Students registered in an undergraduate program or course of study in a Faculty, leading to a degree or diploma of the University, are eligible to be candidates or nominators and voters in that Faculty. Students registered in a graduate program are similarly eligible in the School of Graduate Studies. Students who have not registered in any courses for the past three semesters are not eligible.
    4.3.2. Continuing Education: Students enrolled in a Continuing Education course creditable to a degree, diploma or certificate program, and not enrolled in an undergraduate or graduate program, are eligible to be candidates or nominators and voters in the School of Continuing Education.

4.4. Alumni: "Persons who have received degrees, diplomas or certificates from Ryerson Institute of Technology, Ryerson Polytechnical Institute, Ryerson Polytechnic University or Ryerson University and who are no longer registered as students."

5. NOMINATION PROCESS

5.1. Announcement of Elections: A University-wide Proclamation will be posted in all campus buildings, on the Senate website and in campus newspapers, and an email memorandum will be sent to all faculty and students prior to the opening of nominations informing them of the dates of Senate elections, the date for the opening of nominations, the date nominations close, and where further information and nomination forms can be obtained.

5.2. Nomination period: The nomination period shall be posted by the Chief Electoral Officer.

5.3. Nomination Forms: The appropriate official nomination form, posted on the Senate website, must be completed and filed as indicated.
    5.3.1. The eligibility of all faculty nominees/nominators and seconders must be verified by the Dean or Chief Librarian.
    5.3.2. Students must submit nomination forms to Senate Office (JOR-1227).
    5.3.3. All nominations must be signed and seconded.

5.3.4. Nominators and Seconders may only sign as many nomination forms as there are positions for that office. (e.g. 2 faculty nominations from a particular Faculty.)

5.3.5. The Senate will have the eligibility of student nominees, nominators and seconders verified by the Registrar.

5.3.6. Nominees will be informed if they, their nominator and/or seconder are ineligible.

5.3.7. The Chief Electoral Officer must receive all nomination forms, which have been date-stamped upon receipt in the Deans' offices for faculty, and verified by the Registrar's office for students, by the day following the close of nominations.

5.4. Faculty Nominations: As faculty-at-large and CE faculty elections are held before the Faculty elections, those nominated for the Faculty-at-large or CE positions will be asked to indicate on their nomination forms if they wish to stand for election in their Faculty if not elected to the at-large or CE position.

5.5. Mandatory Student Information Session and Statement: All student nominees are required to attend a mandatory information session on campaign practices and to sign a statement indicating that they understand the campaign rules and the principles of the democratic voting process. This is required for students to be candidates in the election.

5.6. Posting for Senate website: Each candidate may supply a short paragraph on themselves and their candidacy and a digital photograph for posting on the Senate website. This must be submitted by the date indicated on the nomination form.

5.7. Acclamation: If at the close of nominations the number of candidates is equal or less than the number of seats available for that constituency, the candidates shall be acclaimed.

5.8. Insufficient nominations: If there are insufficient nominations for any position, the Senate Academic Governance and Policy Committee Nominating Sub-Committee shall present nominees, in keeping with the general rules of distribution, directly to the Senate.

6. CAMPAIGN PROCESS
6.1. Publication of candidates' names

6.1.1. A notice will be issued *via* the official Ryerson e-mail system immediately after the close of nominations to identify all candidates, list the dates of the elections and provide the on-line voting procedure.

6.1.2. A section will be created on the Senate website for the posting of candidate campaign materials. Materials are subject to the approval of the Chief Electoral Officer.

6.1.3. Each Dean will send an email to their faculty and students and post the names of candidates in their Faculty and the At-Large candidates.

6.1.4. Campaign period: Candidates may not campaign until they receive notification from the Senate that their nomination has been accepted. Campaigning may continue through the end of the voting period.

6.2. Campaign conduct

6.2.1. Freedom to campaign: All candidates are to be given equal opportunity to campaign. No candidate may allow or condone any actions to destroy, deface, move, cover or remove signs, banners, or any form of publicity installed by other candidates or supporters.

6.2.2. Campaign material protocol: Candidates must represent themselves accurately in any publicity about their accomplishments, positions, or any other data intended to influence voters.

6.2.3. Campaigning in Computer Labs: Candidates, or those acting on behalf of a candidate, are prohibited from soliciting votes in computer labs by word or by handing out or hanging up campaign materials.

6.2.4. Group advertising: Any advertising of candidates by an official Ryerson University organization, such as CESAR, CUPE, RFA, RSU, Student Course Unions, etc. must mention all

members of the candidates' constituency. (For example, The Ryerson Faculty Association may mention on its website the upcoming election and all the RFA candidates.)

6.2.5. Use of telephone or email systems: The use of non-personal telephone or email system groups, or mandatory (institutional) listservs to broadcast or send messages regarding individual candidates is prohibited. The Chief Electoral Officer should be contacted if there are any questions about appropriate electronic campaigning.

6.2.6. Obstructing Access to staircases, library and other campus facilities: Candidates and/or their representatives may not obstruct access to any campus facility or staircase. This includes setting up of tables, standing in front of such facilities to hand out campaign material or speak to potential voters, or any other activity that impedes normal pedestrian movement on campus.

7. VOTING PROCESS

7.1. Communication: Information on voting will be distributed *via* Ryerson email, posted on the Senate website, published in relevant student newspapers, alumni magazines and on posters throughout the University.

7.2. Voting period: The period of on-line voting will be established by the Chief Electoral Officer.

7.3. Voting sequence: All student elections (At-Large and Faculty) will be held at the same time. Faculty-at-large and CE faculty elections are held before the Faculty elections

7.4. On-Line Voting Process

7.4.1. Students and faculty will be notified of the dates and times of the vote, as well as the candidates, through their Ryerson official e-mail account.

7.4.2. Only students certified as eligible by the Office of the Registrar on the Wednesday of the week preceding the election shall be eligible to vote.

7.4.3. Only faculty who meet the criteria for their constituent group shall be eligible to vote in that group.

7.4.4. Computer and Communications Services (CCS) shall coordinate the process of posting faculty and student ballots on the Ryerson Course Management system (my.ryerson.ca). Ballots will reflect only the constituency in which the faculty or student can vote.

7.4.5. Each faculty member and student will have access to a ballot that only contains the names of the Faculty and At-Large candidates for whom they are eligible to vote.

7.5. Online Voting Protocol: Voters are entitled to cast their ballots in secret. To ensure that ballots are cast in a manner that upholds the democratic process, candidates, or those acting on behalf of a candidate are prohibited from:

7.5.1.1. Establishing polling stations.

7.5.1.2. Assisting voters in the casting of their vote.

7.5.1.3. Observing voters as they vote.

7.5.1.4. Providing computers to voters for the process of voting.

7.5.1.5. Interfering with the voting process or participating in the casting of any ballot other than their own.

7.6. Non-Compliant behaviour: Any infractions of the above campaign conduct or voting process will be dealt with by the Chief Electoral Officer, or, where necessary, referred to the Academic Policy and Governance Committee of the Senate which will impose appropriate remedies or penalties. Penalties may include: public correction of false statements or written retractions/apologies in Ryerson University campus newspapers, revocation of eligibility of the candidate or overturning of the election results. Students may also be subject to penalties under the Student Code of Non-Academic Conduct.

7.7. Voter Turnout: No minimum voter turnout is required to validate an election.

7.8. Election Results

    7.8.1. The results of the election will be established electronically by the Chief Electoral Officer, with the assistance of a representative of CCS. If a candidate wishes to have one examiner present to witness the validation, the Chief Electoral Officer must be notified at least three (3) working

    7.8.2. days in advance. Examiners must have written authorization from the candidate they represent. Candidates may not act as examiners.

    7.8.3. At-Large candidates will be elected such that there are normally no more than two (2) faculty and two (2) students from any one Faculty. (e.g. if a third faculty member or third student from a Faculty receives the next highest number of votes, that person is excluded and the next highest who qualifies is elected.) Only if there is an insufficient number of Senators elected through this process will excluded candidates become elected.

    7.8.4. The Deans shall be notified immediately of the results of the elections.

    7.8.5. Once all candidates have been notified by the Senate of the election results, the names of those elected shall be posted on the Senate website.

    7.8.6. A report including the number of votes received by each student candidate will be prepared for Senate.

    7.8.7. In the event that two or more candidates receive the same number of votes, the winner will be determined by means of either a coin toss (for two candidates) or a dice toss (for more than two candidates). The toss will be administered by the Chief Electoral Officer and the results shall be final.

    7.8.8. Insufficient number of candidates – see section 5.9.

7.9. Appeals

    7.9.1. The Chief Electoral Officer shall hear any grievances which may arise in the electoral process and provide a report to the Academic Governance and Policy Committee (AGPC) on the grievances and their disposition.

    7.9.2. If the Chief Electoral Officer and/or the AGPC deem it necessary, a committee will be convened to deal with any grievances.

Report #W2014-1 of the Academic Governance and Policy Committee (AGPC)

1. Draft policy requested at the June 2013 meeting, based on the September 18 2012 YSGS
    document "Proposal for a Framework for Professional Master's Diplomas"

    Motion: *That Senate approve the proposed modifications to Policy 112 (Development of
    New Graduate and Undergraduate Programs) as described in the attached revision.*

2. School of Social Work Bylaws

    Motion: *That Senate approve the Bylaws for the School of Social Work as described in the
    attached document.*

RYERSON UNIVERSITY **POLICY OF SENATE**

DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS

Policy Number[1]:	112
Previous Approval Dates for Policy 112	May 6, 2008, March 1, 2005, May 9, 2002 February 7, 1995 (original policy)
Previous Approval Dates for Policy 127	January 2002 (Reformatted), October 2000 October 1996
Current Policy Approval Date	May 3, 2011
Policy Review Date	May 2013 *(or sooner at the request of the Provost and Vice President Academic or Senate)*
Policy Reviewed	January 7, 2014
Responsible Committee or Office	Provost and Vice President Academic

POLICY STATEMENT

I. SCOPE

This policy governs the creation of new programs which require Quality Council approval at the undergraduate and graduate levels. These include, but are not necessarily restricted to, new degrees, degree programs, programs of specialization and graduate level diplomas[2] at the Masters and Doctoral level, including those programs offered jointly with other post-secondary institutions. It does not include change of program name only, nor the inclusion of a new stream(s) or option(s) within an existing program.

Definitions:
  A. **New program:** A new program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution.
  B. **Degree program:** The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of a degree. Degrees are granted for meeting the established requirements at a specified standard of performance consistent with the university's Degree Level Expectations (DLEs). (See APPENDIX I and II).

II. AUTHORITY AND RESPONSIBILITY

  A. **Senate:** Final internal authority for the academic approval of all Ryerson University programs rests with the Senate.

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[1] This policy combines Policies on new undergraduate programs (Policy 112) and graduate programs (previously Policy 127) in keeping with COU guidelines developed in 2010. The policy number 127 has been reassigned in this IQAP and now represents the policy for Curriculum Modification: Graduate and Undergraduate Programs.

[2] At Ryerson, graduate diplomas are referred to as Professional Masters Diplomas or Professional Doctoral Diplomas, as appropriate.

B. Academic Standards Committee (ASC), Yeates School of Graduate Studies Council (YSGS Council): As committees of Senate, these committees will review final proposals for new undergraduate degree programs, and for graduate degree and graduate diploma programs as defined by the Quality Council, respectively, and will bring recommendations to Senate with respect to their approval.

C. Provost and Vice President Academic
   1. approval of the development of program proposals, based on Letters of Intent (LOI); and
   2. final approval of implementation and budget of new programs.

D. Vice Provost, Academic
   1. accepting undergraduate LOIs and full program proposals for submission to the Provost;
   2. submitting full undergraduate program proposals to the Academic Standards Committee for review and approval: and
   3. monitoring of new programs, once initiated, in conjunction with the Vice Provost, University Planning.

E. Vice Provost, University Planning
   1. development of budget and evaluation of student demand.

F. Deans
   1. Faculty Deans, or Deans of Record for Interdisciplinary Programs, have the authority for the submission of:
      a. new undergraduate program LOIs to the Vice Provost Academic for submission to the Provost;
      b. new undergraduate program proposals to the Vice Provost Academic for submission to the Provost;
      c. new graduate program LOIs to the Dean of the Yeates School of Graduate Studies for submission to the Provost; and
      d. new graduate program proposals to the Dean of the Yeates School of Graduate Studies for submission to the Provost.
   2. Dean of the Yeates School of Graduate Studies has the authority for the submission to the Provost of:
      a. new graduate degree program and graduate diploma program LOIs;
      b. new graduate degree program and graduate diploma program proposals.

G. YSGS Programs and Planning Committee: Reviews and makes recommendations on graduate program proposals to YSGS Council.

H. Department/School and Faculty Councils (where applicable): The approval of Councils is required for an LOI or new program proposal to proceed to the Dean(s) or Dean(s) of Record for submission to the Vice Provost Academic for undergraduate proposals or the Provost for graduate proposals.

I. Ontario University Council on Quality Assurance:
   1. The Quality Council has the authority to approve or decline new program proposals.
   2. The Provost, through the Vice Provost Academic, has the responsibility to report to the Quality Council about the approval process for all new programs.

J. Board of Governors: Authority for the financial approval of all new programs rests with the Board of Governors.

K. Disputes: If there is a disagreement within a Department/School, or between Departments/Schools with respect to the development of a new program, the relevant Dean(s) or

Dean(s) of Record shall decide how to proceed. Should there be a disagreement between Deans or Dean(s) of Record or between a Dean and a Department/School or Faculty Council, the Provost shall decide how to proceed.

III. IMPLEMENTATION: If a new program does not begin within thirty-six months of its approval by the Quality Council and Ryerson University's Board of Governors to commence, its approval will lapse.

IV. PROCEDURES: The Provost shall establish the procedures related to this policy, and review those procedures as necessary. The procedures associated with this policy shall include all of the steps necessary for the approval of undergraduate and graduate programs.

APPENDIX I: DEGREE LEVEL EXPECTATIONS FOR UNDERGRADUATE PROGRAMS

	UNDERGRADUATE DEGREE
EXPECTATIONS	*All undergraduate degree programs at Ryerson will be expected to demonstrate that at the completion of the program students would have acquired the following set of skills.*

1. Depth and Breadth of Knowledge	a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;
	 b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;
	 c. A developed ability to:
	   i. Gather, review, evaluate and interpret information; and
	   ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;
	 d. A developed, detailed knowledge of and experience in research in an area of the discipline;
	 e. Developed critical thinking and analytical skills inside and outside the discipline;
	 f. The ability to apply learning from one or more areas outside the discipline.

2. Knowledge of Methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.

3. Application of Knowledge	a. The ability to review, present and critically evaluate qualitative and quantitative information to:
	   i. Develop lines of argument;
	   ii. Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
	   iii. Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
	   iv. Where appropriate use this knowledge in the

	creative process; and
	b. The ability to use a range of established techniques to:
	    i. Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
	    ii. Propose solutions;
	    iii. Frame appropriate questions for the purpose of solving a problem;
	    iv. Solve a problem or create a new work; and
	c. The ability to make critical use of scholarly reviews and primary sources.

4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

6. Autonomy and Professional Capacity	a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
	    i. The exercise of initiative, personal responsibility and accountability in both personal and group contexts;
	    ii. Working effectively with others;
	    iii. Decision-making in complex contexts;
	b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and
	c. Behaviour consistent with academic integrity and social responsibility.

APPENDIX II: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS

MASTER'S DEGREE	
EXPECTATIONS	*This degree is awarded to students who have demonstrated:*
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
2. Research and Scholarship	A conceptual understanding and methodological competence that: a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c. Enables a treatment of complex issues and judgments based on established principles and techniques; **and,** On the basis of that competence, has shown at least one of the following: a. The development and support of a sustained argument in written form; or b. Originality in the application of knowledge.
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
4. Professional Capacity/Autonomy	a. The qualities and transferable skills necessary for employment requiring: i. The exercise of initiative and of personal responsibility and accountability; and ii. Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.
5. Level of Communications Skills	The ability to communicate ideas, issues and conclusions clearly.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

DOCTORAL DEGREE	
EXPECTATIONS	*This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:*
1. Depth and Breadth of Knowledge	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
2. Research and Scholarship	a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.
3. Level of Application of Knowledge	a. The capacity to undertake pure and/or applied research at an advanced level; and b. Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional Capacity/Autonomy	a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of Communication Skills	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of Limits of Knowledge	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

POLICY 112: DEVELOPMENT AND APPROVAL OF NEW
GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES

The stages of the developmental and approval process are:

1. GENERATION OF A PRELIMINARY PROPOSAL

1.1 Initiation of the Process

Preliminary proposals for new degree programs will be developed by faculty groups ("originating units") that are comprised of faculty from a single school or department, from several schools and/or departments within a Faculty, from schools and departments from different Faculties, from other internal Ryerson units, or from collaborative structures involving other post-secondary institutions.

1.2 Authorization to Proceed

The authorization of the Provost and Vice President Academic[3] is required before a full program proposal is developed.

The first step in obtaining this authorization is a *Letter of Intent (LOI)* to be prepared by the originating unit. When the unit has received approval from the relevant Faculty Dean(s) or Dean(s) of Record, the LOI will be transmitted to the Vice Provost Academic for undergraduate proposals and the Provost for graduate proposals.

This letter will include:

a. a brief statement of the consistency of the program with Ryerson's mission and academic plan, the Faculty plan and, if applicable, the Department/School plan;

b. a brief description of the proposed program including its purpose, anticipated student clientele, and curriculum;

c. identification of the academic unit(s) taking responsibility for the program;

d. a preliminary statement of existing and/or emerging societal need and the basis on which this has been determined;

e. a preliminary projection of faculty and other resource requirements, developed in consultation with the University Planning Office;

f. a schedule for the development of the program, noting that the program proposal must be presented to the ASC or YSGS Council within one year of the approval of the LOI;

g. the proposed schedule for program implementation;

h. an executive summary; and

i. for graduate programs, a statement of whether the program is a professional program and/or a

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[3] Hereafter referred to as Provost.

full cost recovery program;

j.   for graduate programs, letters of support and commitment from the relevant Faculty Dean(s) or Dean(s) of Record.

The executive summary will be posted by the Provost and, along with the complete LOI, will be available for inspection by any interested member of the Ryerson community. A period of one month[4] is set aside for comment on the proposal.

The Provost will respond to the letter of intent after the expiry of the one-month community response period. If the development of a proposal is authorized, an academic unit will be formally designated to assume responsibility for it and a Faculty Dean(s) or Dean(s) of Record will be given primary responsibility. The designated academic unit(s) may correspond to an existing school/department or be newly created for the purpose of developing a formal proposal. In the case of undergraduate inter- Faculty proposals the Provost shall decide which Faculty Dean(s) or Dean(s) of Record shall be given primary responsibility.

Authorization to proceed signifies that the University supports the development of a formal program proposal, but it does not commit the University or the Faculty to final endorsement.

2.   DEVELOPMENT OF THE FORMAL PROPOSAL

2.1   Proposal Content

A proposal must include:

2.1.1   *Basic information*

a.   Name of the program and the proposed degree designation(s), identification of the designated academic unit, the program governance structure and the names of the principal faculty members involved in its development.

b.   Statement of the program's learning outcomes, clearly identifying the rationale for offering this new program as it relates to societal need, Ryerson's mission and academic plan and the academic plans of the Faculty and the Department/School. Anticipated student demand for the program, supported with the strongest evidence possible, and evidence that graduates of the program are and will be needed in appropriate sectors.

c.   Overview of the curriculum and major disciplines/options of the program.

d.   A presentation of the program curriculum in a clear tabular format.

e.   Discussion of the overlap between, and/or integration of, the program with other existing or planned programs at Ryerson.

f.   Copy of the Provost's authorization to proceed and a summary of major departures from the Letter of Intent

g.   **New Program Advisory Committee (for undergraduate programs only):** Once authorization to proceed has been given, a New Program Advisory Committee will be constituted. This Committee will consist of at least 5 members. The designated academic unit will provide the relevant Dean(s) or Dean(s) of Record with a list of suggested members

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[4] At the discretion of the Provost the posting requirement may vary for graduate diplomas at the Masters and Doctoral level.

and brief biographical sketches. The suggested members may be drawn, as appropriate, from business, industry, labour, agencies, government, and other universities. As the proposal is developed, the role of the committee is to provide advice on:

     i.   program learning outcomes;
     ii.   proposed courses and curriculum structure;
     iii.   equipment and other required support (where relevant);
     iv.   likely employment patterns for graduates; and
     v.   any other aspects of the proposed program related to its learning outcomes, structure, and societal relevance.

In general, the committee's advice will be sought periodically during the development of the proposal. Its working relationship with the designated academic unit should be iterative.

2.1.2 *Program details*

a. **Alignment with institution's plans**
   i.   Consistency of the program with the institution's mission and academic plans.
   ii. Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations.
  iii. Appropriateness of degree nomenclature.

b. **Admission requirements**
   i.   A statement of the admission requirements and the appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.[5]
   ii. Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

c. **Structure**
   i.   Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations.
   ii. For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

d. **Program content**
   i.   Ways in which the curriculum addresses the current state of the discipline or area of study.
   ii. An analysis of the program's curriculum content in terms of professional licensing/accreditation requirements, if any.
  iii. Identification of any unique curriculum or program innovations or creative components.
   iv. For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
   v. Evidence that each graduate program requires students to take a minimum of two-thirds of the course requirements from among graduate level courses.

e. **Mode of delivery**
   i.   Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.

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[5] Admission requirements should be established at an early stage in the program development. They should be established in consultation with the appropriate admissions unit (e.g., the Office of Undergraduate Admissions and Recruitment for undergraduate programs).

f. **Assessment of teaching and learning**
   i. Appropriateness of the proposed methods for the assessment of student achievement of the
      intended program learning outcomes and Degree Level Expectations.
   ii. Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.
   iii. Promotion and graduation requirements, if variant from Ryerson's graduate or undergraduate policies on grading, promotion and academic standing.

g. **Resources (Developed in consultation with the University Planning Office)**
   i. **For all programs**
   a. Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any current institutional commitment to supplement those
      resources, to support the program.
   b. Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
   c. Report by the university library on existing and proposed collections and services to support the program's learning outcomes and learning objectives.
   d. Evidence that there are adequate resources to sustain quality graduate and undergraduate research activities, including information technology and laboratory access.

   ii. **Resources for graduate programs only**
   a. Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
   b. Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
   c. Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
   d. Estimated number of faculty members (total and additional, in FTEs) and support staff required to deliver the program at steady-state conditions
   e. Projected enrolment levels for at least the first five years of the operation of the new program, leading to the intended steady-state enrolment levels and the year in which such steady-state will be reached
   f. Tuition proposal for graduate programs
   g. For PhD programs based on an already existing related Master's program, flow-through cohort data on publication, employment and student funding

   iii. **Resources for undergraduate programs only:** Evidence of and planning for adequate numbers and quality of:
   a. faculty and staff to achieve the learning outcomes of the program or of plans and the commitment to provide the necessary resources in step with the implementation of the program, including estimated number of faculty members (total and additional, in FTEs) and support staff that will be required to deliver the program at steady-state conditions
   b. planned/anticipated class sizes;

c. projected enrolment levels for at least the first five years of the operation of the new program, leading to the intended steady-state enrolment levels and the year in which such steady-state will be reached;

d. provision of supervision of experiential learning opportunities (if required); and

e. the role of adjunct and part-time faculty.

A preliminary assessment of financial viability will be carried out as soon as possible after the required information is gathered. The proposal will not be submitted for Decanal approval prior to this preliminary assessment.

h. **Quality and other indicators**
    i. Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
    ii. Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

2.1.3   Preliminary External Review for Graduate Programs – If a graduate program so desires, it may engage an external consultant to review the written documents, normally prior to department/school counsel approval. The consultant will be selected in consultation with the Dean(s) or Dean(s) of Record and the Dean of YSGS, and may not be a member of the subsequent Peer Review Team.

2.1.4   Appendices - The following information, relevant to the above, should be included as appendices to the proposal.

a. Calendar-type course descriptions of each of the proposed courses, accompanied by course level outcomes, and articulating the relationship of these outcomes to program expectations.

b. A synopsis of each undergraduate professional and required professionally-related course, identifying the major topics of study, potential text(s), methods of evaluation and related computer, laboratory, or studio experience.

c. A comparison of the proposed program with the most similar programs in Ontario or beyond. If there are significant similarities between the proposed program and existing programs, a case for duplication should be made.

d. Curriculum Vitae of the faculty members, who will be involved in the development/delivery of the proposed program, formatted as per the RFA Collective Agreement in a single volume.

3.   PROCESS FOR PROGRAM APPROVAL

3.1   Departmental/School Approval

The formal proposal for an undergraduate or graduate program will be presented to the relevant Departmental/School Council(s) for review and approval. The appropriate Council(s) will be determined in accordance with Senate policies. Where such a Council does not exist the designated Faculty Dean(s) or Dean(s) of Record shall establish an appropriate committee consisting of members of related

department/school councils.

A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed on approval by the Council(s). This information must be forwarded to the designated Faculty Dean(s) or Dean(s) of Record.

3.2   Decanal Endorsement

After the undergraduate program proposal has been approved by the Department/School(s) it will be forwarded to the Faculty Dean(s) or Dean(s) of Record for his/her endorsement.   Once the undergraduate program proposal is approved, the Faculty Dean(s) or Dean(s) of Record will submit the proposal to the Vice Provost Academic. The Vice Provost Academic will submit the proposal to the ASC for review and approval. Inter-Faculty programs will require the endorsement of the Dean(s) or Dean(s) of Record of all involved Faculties.

After the graduate program proposal has been approved by all participating School/Department Council(s), it will be forwarded to the Faculty Dean(s) or Dean(s) of Record. Once the graduate program is endorsed, the Faculty Dean(s) or Dean(s) of Record will provide a letter of support and the program proposal to the Yeates School of Graduate Studies for review by the Program and Planning Committee of the Yeates School of Graduate Studies Council.

3.3   University Planning Office

The University Planning Office (UPO) should be consulted early in the process and throughout the development of the proposal.

4.   PEER REVIEW AND SITE VISIT

As soon as possible after a proposal has been endorsed by Dean(s) or Dean(s) of Record, it will undergo review by a peer review team as described below.[6]

4.1   Composition and Selection of the Peer Review Team (PRT)

a. The PRT will consist of two faculty from the relevant discipline(s), field(s) or profession
    from another university, including universities outside Ontario where appropriate, who are at arm's length from the program school/department
b. The membership of the undergraduate PRT will be determined and appointed by the Dean(s) or Dean(s) of Record based on written information provided by the program. The membership of the graduate PRT will be determined by the Dean of YSGS in consultation with the faculty Dean(s) or Dean(s) of Record. Information from the program will include names and brief biographies of four or more faculty external to Ryerson.
c. The Faculty Dean(s), or Dean(s) of Record for undergraduate programs and the Dean of YSGS, in consultation with the Faculty Dean(s) or Dean(s) of Record for graduate programs, will ask one of the external reviewers to serve as Chair.

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[6] Curriculum, such as graduate diplomas, that falls under an Expedited Approval process as defined by the Quality Council does not require the use of external reviewers.

d.   There will be a site visit, structured to include the opportunity for the PRT to meet with appropriate faculty, staff and students.

4.2   The Mandate of the Peer Review Team

The general mandate of the Peer Review Team is to evaluate and report in writing on the academic quality of the proposed program and the capacity of the designated academic unit to deliver it in an appropriate manner. The report of the PRT will address:

a. the consistency and alignment of the program's learning outcomes with the institution's mission, academic plans and degree level expectations, and appropriateness of the degree nomenclature;

b. the alignment of the program's learning outcomes with the admission requirements and sufficient explanation of any alternative admission requirements;

c. the appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations, and for graduate programs a rationale for program length;

d. the effectiveness of the curriculum in reflecting the current state of the discipline, and in innovative or creative components. For graduate programs an indication of the nature and suitability of the major research requirements and evidence of the requirement to take a minimum of two-thirds of the course requirements from among graduate level courses;

e. the appropriateness of the mode(s) of delivery to meet the program's learning outcomes and Degree Level Expectations;

f. the appropriateness of methods used to assess, document and demonstrate student achievement of the program's defined learning outcomes and Degree Level Expectations;

g. the appropriateness and effectiveness of the use of human, physical and financial resources, evidence of a sufficient number and quality of faculty, and evidence of resources to sustain quality scholarship and research activities;

h. the qualifications, appointment status and recent research or professional/clinical expertise of faculty, and evidence of sufficient student financial assistance to ensure quality and numbers of students;

i. the evidence of adequate numbers and quality of faculty and staff to achieve the learning outcomes of the program, of planned/anticipated class sizes, of supervision for experiential learning opportunities (if required) and of adjunct and part-time faculty; and

j. indicators of quality including faculty, program structure and faculty research that will ensure the intellectual quality of the student experience

4.3   Provided to the Peer Review Team Before the Site Visit

The Peer Review Team will be provided with a Letter of Invitation, a site visit agenda and their mandate, along with the formal proposal and all documentation

pertinent to its approval to this point. This communication will remind the PRT of the confidentiality of the documents presented.

4.4   **Provided to the Peer Review Team During the Site Visit**

a.   The PRT will be provided with:

1. access to program administrators, staff, and faculty, administrators of related departments and librarians and students as appropriate; and

2. any additional information that may be needed to support a thorough review.

b.   At the close of the site visit for an undergraduate program, the PRT will hold a debriefing involving the designated Faculty Dean(s) or Dean(s) of Record, Vice Provost Academic, and/or the Provost and any others who may be invited. For a graduate program, the Dean of YSGS will also attend.

4.5   **After the Site Visit**

Within four weeks of the completion of the site visit, the undergraduate PRT will submit its written report to the designated Faculty Dean(s) or Dean(s) of Record and the Provost. The graduate PRT will submit its written report to the Faculty Dean(s) or Dean(s) of Record and the Dean of YSGS, also within four weeks of the visit. For undergraduate programs, the designated Faculty Dean(s) or Dean(s) of Record will circulate this report to the designated academic unit. For graduate programs, the Dean of YSGS will circulate this report to the designated academic unit and the designated Faculty Dean(s) or Dean(s) of Record.

4.6   **Response to the PRT Report**

Within four weeks of receipt of the PRT report, the designated academic unit will submit its response for undergraduate program proposals to the designated Faculty Dean(s) or Dean(s) of Record and for graduate program proposals to the Dean of YSGS. The response will take the form of a statement that identifies any corrections or clarifications, indicates how the PRT recommendations are being accommodated or, if they are not to be accommodated, reasons for this.

A written response to the PRT report must be provided by the designated Faculty Dean(s) or Dean(s) of Record for undergraduate program proposals and the Dean of YSGS for graduate program proposals.

If the proposal is revised following, or as a result of, the PRT review, the original proposal and the revised proposal must be resubmitted to the designated Faculty Dean(s) or Dean(s) of Record /Dean of YSGS.

If the designated Faculty Dean(s) or Dean(s) of Record or the Dean of YSGS believes that this revised proposal differs substantially from the appended formal proposal s/he is required to return it to the Department/School Council(s) for re-approval before providing final decanal endorsement.

Undergraduate Programs
The entire proposal, with revisions, including the PRT review and response and the Faculty Dean(s) or Dean(s) of Record endorsement, is submitted to the Vice Provost

Academic.   The Vice Provost Academic, will submit the proposal to ASC.

<u>Graduate Programs</u>
The entire proposal, with revisions, including the PRT review and response and the designated Faculty Dean(s) or Dean(s) of Record endorsement, is submitted to the Yeates School of Graduate Studies, for submission to the PPC. PPC will make one the following recommendations:
   a. That the program be sent to the YSGS Council with or without qualification; or
   b. That the program proposal be returned to the designated academic unit for further revision.

Upon approval by the PPC, the Dean of YSGS will submit the entire proposal, with revisions, including the PRT review and response, along with the designated Faculty Dean(s) or Dean(s) of Record endorsement, to the Provost prior to submission to the YSGS Council.

5.   ACADEMIC STANDARDS COMMITTEE (ASC) AND YEATES SCHOOL OF GRADUATE STUDIES COUNCIL (YSGS) REVIEW

The ASC or the YSGS Council will review the proposal for academic quality and societal need and make one of the following recommendations:
   a.   That the program be recommended for approval by Senate, with or without qualification;
   b.   That the program proposal be returned to the originating unit for further revision; or
   c.   That the program not be recommended for approval by Senate.

6.   SENATE APPROVAL - The Chair of the Academic Standards Committee or the Dean of YSGS (as Chair of the YSGS Council) will submit a report to Senate. Senate approval is the culmination of the internal academic approval process.

7.   QUALITY COUNCIL APPROVAL - Once approved by Senate, the Proposal Brief, together with all required reports and documents, as outlined in the Ontario Universities Council on Quality Assurance Framework, will be submitted to the Quality Council for approval as per the required process. Following submission to the Quality Council, the university may announce its intention to offer the program if it is clearly indicated that QC approval is pending and no offers of admission will be made until that approval is received.

8.   REPORT TO THE BOARD OF GOVERNORS - The Provost is responsible for presentation of the program to the Board for approval of financial viability.

9.   PROVOST - Final implementation of the program is the responsibility of the Provost.

10.   PERIODIC PROGRAM REVIEW - All new programs will be reviewed no more than eight years after implementation and in accordance with Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs.

School of Social Work – Ryerson University
School Council Bylaws
Approved May 1986
Amended January 2014

1. Preamble

The School Council of the School of Social Work is duly constituted in accordance with provisions established by Ryerson University Senate Policy No. 45 – Constitutional Provisions for Departments/School Councils.

2. Mandate and Objectives

The purpose of School Council is to develop and recommend policies relevant to the School, in accordance with the general policies of the University. The Council provides a forum for debate and analysis of policy issues directly affecting the School, its administration, curriculum, students, faculty or alumnae. The Council objectives are:
   a) To work towards the resolution of policy issues which have ramifications within the School; and to direct such recommendations to the Director of the School of Social Work and the Dean of the Faculty of Community Services for consideration;
   b) To develop recommendations directed towards the resolution of policy issues having University-wide ramifications; and to direct such recommendations to Ryerson's Senate for consideration

3. Composition

   a) All Ryerson Faculty Association members in the School.
   b) One part-time / sessional instructor chosen by and from the part-time / sessional instructors of the school.
   c) Each department delivering required courses to Social Work students shall appoint one faculty member to Council. These shall include one representative from Psychology, Sociology and Politics.
   d) Students elected to the ratio of not less than one-fourth and not more than one-third of the total voting faculty members on the School Council. Membership shall have representation from the following categories:
       i.   One representative from each year level in the undergraduate program
       ii. One representative from the Master of Social Work program
       iii. One representative from the Advanced Standing/Part-time program
       iv. One representative from the Alumni Association. Representative shall be chosen by means of election by October of each year to serve for one academic year with opportunity for re-election. Failing an election by the Alumni Association, the Director of the School shall appoint an Alumni member.
   e) The following shall be non-voting members of the Council.
       i.   Student Affairs Co-ordinator (undergraduate program)
       ii. Administrative Co-ordinator (serving as Secretary to the Council)
       iii. Manager, Field Office

iv.   Other administrative staff as identified by the Council
f)   Advisory personnel may be requested to join the Council on an ad-hoc basis for special purposes
g)   Members of Council may send alternative representatives of their constituency in their stead.

4.   **Selection and Duties of the Chair, Vice-Chair and Secretary**

   a.   The Chairperson and Vice Chairperson of the Council shall be elected by Council at the first meeting of Council in the fall term.
   b.   One of these positions shall be filled by a student and the other by a Social Work Faculty representative who is a member of the RFA.
   c.   In the event of the Chairperson's absence, his/her duties shall be assumed by the Vice-Chairperson.
   d.   The School of Social Work Administrative Coordinator will serve as Secretary for the Council and will take the minutes of meetings. In the absence of the Administrative Coordinator, the Chairperson will appoint a secretary.
   e.   The agenda for each meeting shall be compiled by the Administrative Coordinator in consultation with the Chairperson and Vice-Chairperson. Agenda items may be submitted to the Administrative Coordinator by any member of Council.

5.   **Meetings**

   a.   The Council shall meet formally, as a full Council, at least once during each academic term.
   b.   All regular meetings shall be called by the Chairperson and Vice-Chairperson giving all members at least 10 working days advance notice.
   c.   The first meeting shall be called before October 15th. Other meetings shall be called when necessary at the discretion of the Chairperson and Vice-Chairperson or any three members of Council.

6.   **Quorum**

   a.   Quorum for all Council meetings shall be fifty percent (50%) of the voting members, where a majority of those present are faculty members. Faculty on leave who are absent from the meeting shall not be included for the quorum calculation.

7.   **Voting**
   a.   Each member of the Council may cast one vote. The support of a simple majority (50% plus one) of those casting either a yes or a no vote is required to carry a motion, except as required in Section 11a.
   b.   The Chair, Vice-Chair, Directors (undergraduate and graduate) and Associate Director shall be entitled to vote.

8.   **Sub-committees**

   a.   Council shall establish a sub-committee to consider curriculum and course development.
   b.   Council may also establish such other sub-committees as may be thought necessary to consider any other matters of concern to the School.

c. Faculty and student membership on each sub-committee shall reflect the faculty/student ratio for the Council as a whole, as described in Section 3d. Sub-committees shall serve to study particular issues and develop recommendations for Council's consideration.

9. **Dispute Resolution**
    a. In the event of a disagreement between School Council and a Chair or Director, the relevant Dean in consultation with the parties involved shall decide how to proceed.
    b. In the event of a disagreement between Deans or between a Dean and School Council, the Vice Provost Academic will facilitate a negotiated solution. If a negotiated solution is not possible, the Provost will resolve the issue.

10. **Openness of Meetings**
    a. School Council meetings are open to observers recognizing that in-camera sessions may be required. The following may attend Council meetings as observers:
        i.   Part-time and sessional social work instructors
        ii. Full and part-time staff
        iii. Students enrolled in the social work program

11. **Proposed Changes to the By-laws**
    a. Notice of proposed changes to the Council Bylaws shall be circulated to the members, in writing, two weeks prior to the meeting. Changes in the Bylaws will require a two-thirds majority vote.

Report #F2014-1 of the Senate Priorities Committee

1.   Responses to Senate questions regarding the Optional Specialization in Zone Education:
        C. Evans

2.   Interim report from the Policy 60 *(Student Code of Academic Conduct)* Review Committee:
        C. Evans and D. Checkland

        Motion: *That Senate approve Charles Sule to replace Pardis Noorzad, who withdrew voluntarily, as the graduate student representative on the Committee.*

OFFICE OF THE VICE PROVOST ACADEMIC

To: Dr. John Turtle, Secretary of Senate

From: Dr. Chris Evans, Vice Provost Academic

Re: Responses to Senate questions regarding the Optional Specialization in Zone Education

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On June 4, 2013, Senate approved a recommendation from the Academic Standards Committee for the creation of an Optional Specialization in Zone Education (OSZE).[1]

As part of the discussion on the floor of Senate, a number of questions about the proposal were raised. Senators were invited to submit additional questions to the Secretary of Senate in the days following the Senate meeting. The full list of submitted questions was appended to the agenda of the November, 2013 Senate meeting.

The following pages present the questions raised by Senators along with responses to those questions. It should be noted that the responses provided are specific to Senate's role with respect to the OSZE. The responses are presented to Senate as an information item and appear in italics. The responses were drafted by the following group:

Chris Evans, Vice Provost Academic; Heather Lane Vetere, Vice Provost Students and Interim Registrar during a large part of 2013; Paul Stenton, Deputy Provost and Vice Provost University Planning; Mark Lovewell, Interim Secretary of Senate; John Turtle, Secretary of Senate; Randy Boyagoda, Director of Zone Learning. Advice on some aspects was also sought from Valerie Fox, Executive Director, Digital Media Zone; Charmaine Hack, University Registrar; Wendy Cukier, Vice President Research and Innovation as well as from Ryerson's General Counsel, Julia Shin Doi.

As a reminder to us all, Zone Education is a new form of experiential learning opportunity. The OSZE is a curriculum that delivers Zone Education – it is not a Zone. Zone Education is strongly aligned with Ryerson's mandate to deliver career-relevant education. Zone Education activities are student driven and motivated. It is multi-disciplinary and collaborative, facilitating the cross-pollination of ideas from students across a variety of academic backgrounds. Students are provided with active mentorship, coaching and support from Ryerson faculty and sector professionals and evaluation to enable success in

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[1] The full Academic Standards Committee report upon which the recommendation is based can be found in the minutes of the June 4, 2013 Senate meeting.

achieving their goals. Zone Education fosters an entrepreneurial mindset, it is about students learning to have impact in the world, applying their ideas for financial and/or social benefits, in collaborative and non-hierarchical environments.

Some of the features of Zone Education noted above are new and unique, but others are reminiscent of well recognized experiential learning modes including co-operative education, internships and placements. Given that the university is trying to develop something new, we have done our best to describe the operation of the OSZE as we see it at this time. The responses provided, then, are not meant as promises but rather reflect an endeavour that is somewhat a work in progress. Many of the issues raised by the Senate's questions will likely be fully addressed through experience of operating the OSZE. In some ways this situation is analogous to the research of a faculty member in that it is difficult to be definitive about outcomes at the outset of a research project. Given this reality, we are committing to providing Senate with updates about progress on developing the OSZE over time.

Respectfully submitted,

Chris Evans, Vice Provost Academic

January 15, 2014

Append to Minutes of June 4, 2013

Contributors to Questions Regarding the Optional Specialization in Zone Education (OSZE):

1. David Checkland
2. Michelle Dionne
3. Dave Valliere
4. Alex Ferworn
5. Neil Thomlinson

David Checkland

1. How will Senate know of the OSZE is in fact a net draw on current Faculty/program resources or not?

The Optional Specialization in Zone Education will be costed like all other academic initiatives as per Board of Governors policy (e.g., is the OSZE financially viable?) As with other academic initiatives, Senate will be made aware of financial aspects of OSZE through the Academic Standards Committee process in which Standards receives confirmation from the university Planning Office that proposed initiatives meet financial criteria.

2. Who is it expected will "teach" the five course equivalents (i.e. will advise and evaluate the group projects)? Will it be RFA faculty? Paid as overload or part of regular teaching load? Will it be CUPE? Will it be non-academic staff? Or will it be "the management team"?

There will be a flexible framework with potential mentorship from RFA, the management team and external sector experts. RFA could be involved, but not necessarily. Whether this is overload or regular teaching load will depend on the specific circumstances. One way of understanding the teaching model involving RFA would be to regard the OSZE-related teaching as the equivalent of a Practicum Director in an external placement course. As is currently the case with such courses, local practices in place within Faculties and Departments/Schools may be applied. Associate Deans and Chairs together could identify faculty members in respective Faculties who might be interested and well-positioned to take this on.

3. Who will find and co-ordinate the "management team(s)/"panels of experts"? Will these people all be staff, or will there be outside volunteers? Or a mix? Or only volunteers at the "final pitch"?

Relevant Associate Deans, zone administrators and the Director of Zone Learning will find and coordinate the panels of experts. These experts could be staff or outside volunteers. Panel members recommend an assessment. If no member associated with the expert panel is RFA/CUPE, the Director of Zone Learning will apply the ultimate assessment of student work.

4. How does one become recognized as an "expert"?

To meet the spirit of Zone Education, the panel of experts will be multi-disciplinary (a combination of people from different areas of expertise in developing impact, organization or company). And they also need to have some exposure to elements of entrepreneurship. So members may be faculty, alumni, entrepreneurs, subject experts (e.g., IP lawyers). Recognition of an individual as an expert in this context would be made by the relevant Associate Deans, existing management teams and/or the Director of Zone Learning. This will maintain an appropriate balance between the need for multi-disciplinary mentorship and academic credibility.

5. The membership of the Optional Specialization will need to be spelled out in detail, as will its terms of reference.

A management team and/or zone committee oversees a particular zone. At a high level, it is the OSZE Committee which coordinates and oversees the OSZE.

6. Do all existing academic policies apply to the Zone experience (e.g. Code of Academic Conduct, Non-Academic Conduct, Course Management, grade appeals, etc.)?

The course management policy does not apply, but non-academic conduct, academic conduct and appeals policies would apply.

7. Will there be conflict resolution resources for teams? Can teams dissolve and reform? In such cases, is new application/proposal needed?

Conflict resolution will be managed as is done for group projects at the moment.

Teams can dissolve and reform. The implications of this will depend on what the team membership plans to do after dissolving. In the DMZ, for example, when a company (team) dissolves and pivots significantly, they usually have to re-pitch (seek readmission). On the other hand, if one company dissolves and moves to another team in the Zone, there's no need to re-pitch. If a company pivots slightly (for example, technology is similar but maybe changes its focus from business-to-consumer to business-to-business) then they don't have to reapply. The situation will be analogous in the OSZE context.

8. Will participants sign an IP agreement? Will it be a condition of enrolling? Will it legally binding and will Ryerson have the legal expertise to support such agreements? How specific will it be?

Ryerson has the expertise and resources to address the IP aspects of Zone Education. The expertise and resources reside in the Office of the Vice President Research Innovation and that of the General Counsel. The use of IP agreements is highly likely and the details of these will be determined through a process of consultation involving the two offices just mentioned. The IP arrangements will be consistent with Ryerson's current IP policies.

9. How will admissions be decided? Will it be mostly the "proposal"? Or other things (what)?

Admission criteria to academic curricula are discipline-specific. Admission to OSZE will be zone-specific, with involvement and input from the Director of Zone Learning at the conceptual stage and likely during the pilot period as well. Respective individual Zones have criteria that may be shared.

10. Can a "performance evaluation" be appealed?

No, but the Pass/Fail can.

11. Who will manage the system of records of meetings, evaluations, etc.?

Members of the management team – in particular the relevant zone operations coordinator.

12. Is the OSZE exempt from review under the Quality Assurance Framework? What sort of review is envisioned? How often? According to what criteria? (Would we view it as a success if 30% of students never finished a degree but started up successful companies?)

The Optional Specialization is not a program; it is an option, so is exempt from review under the Quality Assurance Framework. The OSZE Committee will set a schedule and criteria for periodic review.

As for the definition of success – there is an analogy to the offerings of the Chang School. Students of the Chang School may enroll in a certificate program, or they may simply choose to take a course that is part of a certificate program without participating in the certificate. Completion of either is a success as the student is meeting his/her own educational goals. The Zone Education approach is analogous. That is, a student may simply take the zone umbrella course OR a student may choose to enroll in the Optional Specialization. Completion of either would be a success. In some cases, students may simply choose to participate in the umbrella course until they successfully launch their company. This too should be viewed as a success as the student is once again achieving his/her own goals.

13. How will a Dean of Record be decided? Is there a Dean of Record for the DMZ?

*It is important to make a distinction between a zone **space** like the DMZ, which is a learning platform - a bit like a classroom - and the **academic curriculum** which forms the Optional Specialization. The Dean of Record would be appointed for the latter, but not the former. The authority to appoint a Dean of Record for any Optional Specialization in Zone Education, whether the curriculum is delivered in the DMZ, in i-CUE or elsewhere, rests with the Provost. The decision as to who is the Dean of Record for the Optional Specialization in Zone Education for the DMZ has not yet been determined.*

14. For non-Ryerson students, how will fees be determined?

There will be no tuition or ancillary fees for 2013/2014. All fee structures which may apply in the future will be consistent with Board of Governors policy.

15. Will zone participation increase or reduce retention rates? Timely graduation rates?

If a student has a tightly structured approach through the effective use of the spring and summer terms, it will increase retention and will not affect timely graduation rates. More loosely structured approaches could be more indefinite in their retention rates and timely graduation rates. In any case, because students are leaving with an extremely valuable extra education experience, some increase in time to graduate is not problematic.

16. If a team fails because of attrition, can an individual member "pass"?

It is important to correctly define what passing or failing means. A business failure is by no means an indication of academic failure in the specialization. Members who are parts of teams that dissolve for whatever reason may be readmitted through being incorporated ("hired") by other teams or simply join another team already working in a Zone. As such, their affiliations would change and likewise their undertakings, but not their placement in the course and related learning expectations and evaluation schemes (See also question 7, above). Timely supervision from the mentors leading this particular OSZE course, will be especially important.

Michelle Dionne

17. Will these programs would be reviewed, when, and what process that would look like.

Quality assurance is important and the expectation is that the Director of Zone Learning will develop a periodic review framework for these various optional specializations and, because we are entering new territory, the first one should be within four years.

Dave Valliere

18. Where will be the academic home of course CEDZ100?[2]

The interdisciplinary (INT) model will be used, with the zone operations coordinator overseeing the operation of the optional specialization in each zone reporting directly to the relevant Dean of Record. The office of the relevant Dean of Record will handle the hiring logistics.

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[2] In the proposal approved by Senate, the course code placeholder was ZEDxxx. The Registrar's Office will use the code EDZ100 for the umbrella course, and CEDZ100 for the Chang School offering.

19. Which academic unit (department) has responsibility for its academic quality?

The Dean of Record will be responsible, delegating it to the Director of Zone Learning.

20. How will this decision respect the principle of Policy 21 re academic jurisdiction of disciplines?

This is not a traditionally delivered course in the way the term 'course' is being used in Policy 21. Further, the very nature of Zone Education is highly multi-disciplinary, making the application of the concept of academic jurisdiction tenuous in this case.

21. If the "panel of experts" will be involved with the pass/fail grading decision, what academic legitimacy will panel members be required to have?

See the answer to Question 3.

Alex Ferworn

22. The preamble indicates an emphasis on entrepreneurship which, in my understanding, is not necessarily applicable to the gamut of experiential learning at Ryerson. For example, the Faculty of Community Services is chock full of worthy endeavors which do not fit within the traditional meaning of entrepreneurship. Again, while social good is mentioned, the push is to provide some form of commercialization. Was this the intent?

This is an additional targeted type of experiential learning and one of its foci is students finding their own ways to have an impact on the world. In some zones, where appropriate, there will be a push for commercialization, but not in all. Examples of potential zone areas in which commercialization will not be the primary goal are social innovation and public policy. A focus on social good aligns with broader interests and developments in this respect. For a good overview of this, see the May 2013 report from HRSDC, on "Harnessing the Power of Social Finance."
http://www.hrsdc.gc.ca/eng/consultations/social_finance/report/index.shtml

23. What is meant by "unequaled range of support" (under concept)? Support implies money. Will money be provided to establish zones other than the DMZ from Ryerson? Many are mentioned but only one is funded.

As noted in the document, 'unequaled support' refers to equipment, mentoring and exposure to industry. As with all curriculum at Ryerson, careful consideration is given to financial viability in accordance with Board of Governors policy. Having said that, there will be opportunities for zones to share some forms of resources (e.g., mentor expertise), thereby facilitating the establishment of new zones.

24. Footnote 3 indicates a high-degree of investment in jobs, companies, etc. Who has funded this and will this source of funding be available to other zones to support the experiential learning suggested in the
document?

This footnote refers to statistics provided by Statistics Canada. We are not aware of any breakdown of the funding details associated with these macro trends.

25. In the final paragraph of the concept section it is stated that "Finally it is important to note that, as in the case of the DMZ, the research/scholarly strengths of Ryerson's six Faculties will serve to inform Zone experiences for students although the activities in the Zones will not be conventional research projects." This appears to be a "one way street". How will the activity within the zones inform the rest of Ryerson's academic and research establishment? Reciprocity seems to be a key missing idea.

Activities within the zones will reflect the key ingredients of "zone-like" behavior. This means they will be first and foremost student driven, entrepreneurial and focused on student led innovation. They will not be a forum to extend faculty research per se, nor will they simply support industry research. Having said that, zones can play a variety of synergistic roles. For example, some zone activities may foster commercialization of research, others may focus on ideation and application of those ideas to real word needs/problems, still others may support the growth of businesses/organizations/processes.

As for the communication implied by the latter part of this question, it is desirable that the zones will implement a method to share their activities with the broader community. This communication would enable cross-pollination and clustering of ideas and people which is part of the Zone experience. To some extent this kind of sharing will happen through a fluid and natural exchange involving faculty (particularly those engaging with Zone activities via the OSZE teaching model), other mentors and students involved with zones and with their programs. In addition, a communication strategy will be developed with the Director of Zone Learning, working closely with the OSZE Committees, taking the lead.

26. In the "student profile" section, there is no clear definition of what is meant by any of the characteristics mentioned nor is there any notion of how a student might self-identify or aspire to these characteristics. Are we suggesting that this type of experience will only be available to students who match these characteristics? How can we tell? If it is a matter of "cherry picking" the best students, how do we do that? The DMZ is noted for its ability to be very selective about who actually participates. Will this selective process now be democratized in some way?
How?

Students are being selected based on the quality of their ideas. This is not dissimilar to the use of portfolios or auditions as an admission criterion. In an academic setting, selection processes are not necessarily democratic.

27. In the context of all undergraduate curriculums at Ryerson, there does not appear to be a clear description of expected learning outcomes (UDLEs, etc.).

See section 9 of the OSZE proposal document.

28. If a student in this zone education model is not registered in another Ryerson program (as suggested by the document). How does the zone student receive recognition? Are there fees associated with being a zone student? How do we prevent some of the activities within this experiential learning course from competing with existing Ryerson courses available within The Chang School and elsewhere?

The student has this optional specialization on their transcript. Fees are still to be determined, as based on a variety of factors including the student's status (FT or PT), particular course-load, etc., but will be consistent with Board of Governors policy. Zone education is a distinctive educational experience to be complementary to, not competitive, with other Ryerson offerings. Because the courses that lead up to the OSZE are housed in the Chang School in transcript terms, this is no different, recognition-wise, from an otherwise non-Ryerson student taking courses offered through Chang.

29. In Figure 1 what is meant by "performance evaluation"? Who does it and what form does it take? You suggest that there will be a "panel of experts". How does one become an expert on such a panel? The document is very vague and refers to successful implementation in the DMZ. The DMZ is not measuring academic success nor is it measuring "experiential success".
Is there some more specific outline of evaluation that will be proposed?

Performance evaluation depends on the stage that the student entrepreneur/innovator is at. The details of evaluation may also vary from one zone to another. As an example, the DMZ looks for movement towards achieving milestone goals in launching and growing participant companies at decision points that enable companies to reach those goals. Ultimately, the DMZ is looking for entrepreneurs to reach success...either by enabling the growth of their company (measured through acquiring customers, bringing in sustainable income, creating jobs, etc.), pivoting, or failing and moving towards next steps for their own growth.

Performance is also measured in Peer to Peer mentoring sessions. In the session, each founder talks about their milestones and where they are at, any barriers they have and what help they need.

A more detailed set of evaluation aspects for DMZ participants includes:

Criteria for evaluation:

- *status of team - are they working well together, what are they missing, how are they filling the void*
- *progress of business - are they setting and reaching their milestones?*
- *are they coachable, do they listen not only to management team/mentors but market feedback and adapting to it?*
- *do they follow up on leads and introductions management team/mentors provide - quickly?*

Process to evaluate:

- *currently a minimum of monthly with each company in the peer to peer meetings*
- *management team also meets throughout the month with many companies via tours and or one-on-one meetings to discuss various issues that come up for which they seek guidance.*

Who does the evaluation?

- *at least two of three members of the management team*

- *management team members have start up experience as founders of technology companies along with years of experience in operations and finance roles.*
- *to add someone to the evaluation panel the management team evaluates their background, experience in the start-up community and determine if they are a fit.*

The goal of tracking the companies is to determine if they are progressing, getting traction. If they are, the management team works with them to accelerate their progress. If they are not the team discusses with them how they could pivot to re-engage and get traction.

Milestones:

- *The companies come to management team with their milestones to discuss their viability, whether they are realistic etc....*
- *milestones are always tangible targets - they could also include some of the following:*
  - *# of users, or growth rate of users*
  - *HR - filling certain positions, (sales, marketing, analytics, technical etc...)*
  - *raising funding*
  - *sales - expanding sales funnel, increasing close rate, delivering x proposals, etc...*
  - *technical - there could be targets tied to launching new features, functions etc... or removing bugs from recent releases etc....*

30. The notion of a management team assigning a pass/fail mark is also problematic. What entity is responsible for the administration of this system? In grad studies there is a Graduate Program Director (GPD). Is this envisioned for each ZZ course or for the program as a whole?

See the answer to Question 3 above.

31. The proposal document states, "ZEDxxx will be immersive and intensive in much the same way a graduate thesis course requires a high level of time and intellectual commitment." But this is not a graduate thesis. In fact the course EID100 is supervised in a different manner and has undergone significant review. If these are precedents, they are rather weak ones. This is similar to making the argument "I have seen a bird, therefore, I can make birds" another weak relationship.

The example of the graduate thesis is being used as a structural analogy, not a precedent, or an implication that this is somehow graduate curriculum being administered by YSGS. Other analogies include the Practicum placement model used throughout the university in a variety of program and discipline-specific ways, and also Co-Op. A non-credit analogy is the industry sponsored Ryerson Institute for Aerospace Design and Innovation (RIADI).

32. The continual use of "graduate degree" and similar phrasing implies that zone education is possibly better administered by YSGS rather than a non-academic organization like the DMZ. Was this the intent?

No.

33. Have there been other vehicles examined concerning the production of a "business plan". While I am not an expert, it would seem that there are numerous methods for conveying a plan-a business plan being only one. What other vehicles have been considered? Would other vehicles be considered?

The term 'business plan' is common in nonprofit contexts as well. However particular zones may of course choose to consider other vehicles in addition to business plans if it is deemed that these other vehicles are appropriate.

34. The document states, "Significant consideration was given to whether ZEDxxx should be graded on a Pass/Fail basis or whether a numerical/letter grade would be preferable." It goes on to justify pass/fail by "the end product is the student's passport or entry point for potential employers/clients to determine their suitability from a content, production management and technical perspective." If this is the case, should the management team be responsible for assigning a mark or should the "market" determine the mark over a period of time? In other words, you cannot justify the market being the final arbiter of an idea of you are not willing to let the market decide, can you?

See the answer to Question 3 above. Because assessment is of learning that takes place during the OSZE, simple market outcomes (i.e. business success) are neither necessary nor sufficient for a student to be awarded the optional specialization.

35. Under the section, LEARNING OUTCOMES OF THE ENTREPENEURIAL ZONES it is stated that, "The Optional Specializations at Ryerson fall outside of the full policy requirements for new program development. However, in the Quality Assurance Framework (2012) in section 1.4 it states, "Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding." It sounds like this program is not exempt.

Because a degree or graduate diploma is not being awarded, this OSZE is exempt from the particular policy requirements for new program development, i.e., Ryerson's Institutional Quality Assurance Process. But of course Ryerson will accept its responsibility for ensuring the quality of these offerings.

36. How will the "intensive" nature of the proposed program relate to the normally intense undergraduate degree programs that they are drawing students from?

The reality is that there are currently Ryerson students who come to the DMZ engaged with their work with a high degree of intensity. There are also students in several Faculties who approach faculty members with requests for assistance to develop their ideas in a zone-like environment. These students are also working with a high level of intensity. The Zone Education experience is trying to facilitate opportunities for these students to pursue these ideas while at the same time providing them with a curricular option. It will be important for the leaders of a given zone to convey to the students that their zone work should not jeopardize the academic program performance – that an appropriate balance needs to be maintained.

37. Under ADMISSION REQUIREMENTS, it sounds as if the "Management Team" will also be responsible for admitting participants. How will this work since there will, presumably, be many

management teams? Can anyone form a management team for a perspective student? I note that this is not the way it works anywhere else in the University.

Each zone will have an admission requirement for entry into the OSZE. The single management team of each zone will determine whether students meet the zone's relevant admission requirement. The logistics of admission will be managed in collaboration with the Registrar's Office.

38. How will management teams even find out about students who are not undergraduate students at Ryerson?

Individuals will apply to be in one of the zones.

39. What kind of standing does a non-Ryerson applicant have in one of these courses? Are they a student at Ryerson? Are they a student in the DMZ? What rules apply to them?

Non-Ryerson applicants will be registered as special students at Ryerson. The usual rules that apply to any student will apply to them.

40. It is stated that, "As noted above, applicants will seek admission to the Optional Specialization in Zone Education with a proposal already developed." How will this occur? If the student can already create a proposal, could they also not already create a business case? If they come with a business case, do they get a PASS even if they do not go through the management team to get it? I would argue that this is also how the "market" responds to good ideas-just because you didn't follow the process does not mean your product won't be successful.

Assessment is of learning that takes place during the OSZE. This means that even students with a fully prepared business case would need to participate in the learning process in order to be awarded the optional specialization. In fact, the flexibility of the model allows assessment in this particular case to be of a team further along in its business or product development. More generally, the Zone Education experience is not synonymous with only preparing a business case.

41. Under projected enrollment, the document suggests 800 students will be involved. How was this number reached?

This target enrollment was calculated as ten percent of our annual 8000 graduates.

42. Under ACADEMIC GOVERNANCE, which Faculty will have the Dean of Record?
Is there a Dean of Record for the existing experiential learning going on in the DMZ?

The Dean of Record will differ for the operation of the OSZE in each zone.

43. The document makes reference to many entrepreneurial zones as if they exist. To my understanding the DMZ and CUE are the only funded bodies that exist at Ryerson. I would like to suggest a few zones myself. How could this be done?

If you would like to suggest one or more zones, then put together a proposal for your Associate Dean. If the zone is not associated with the OSZE, it will not need a formal academic approval process. Instead issues of financing and alignment with University priorities are likely to be key. Pilot-

year Zones will be proposed and developed through a process involving consultations between the proposer, and a host of related decision-makers and stakeholders, including the relevant Dean(s), Director of Zone Learning, Director of the DMZ, Vice-Provost, Academic, and Provost.

Neil Thomlinson

44. Is the "single 'umbrella course'" that is equivalent to a "6-credit curriculum" equivalent to two one-semester courses (which carry 3 credits each) or six one-semester courses?

The single umbrella course is equivalent to six one-semester courses.

45. Will it be possible for Ryerson programs to include the "single 'umbrella course'" (however weighted) on their elective tables? If so:
a. Are we prepared to allow 15% of a 40-course degree program to be made up of this course? b. What will be the implications for "breadth requirement," particularly in those programs that currently permit fewer than six (6) Professionally-Related electives?
c. How will this be justified vis-à-vis Chang School Certificates, when current policy permits students wishing to claim a double credential (Degree and Certificate) to take only one-half of the Certificate requirements as part of their degree program?

The same rules will apply to the OSZE as apply to the Optional Specialization in Management Sciences – these courses are not part of the student's 40-course program.

46. What kind of administrative structure is envisaged for the delivery of this program (or these programs)?
a. Will there be a single "Dean of Record" and a single "Specialization Unit Committee" for **all** zones, or will there be a "Dean of Record" and a "Specialization Unit Committee" for **each** zone?
b. If the former, how will individual identity be ensured and promoted?
c. If the latter, how will coordination between zones be ensured?
d. Will Senate policy be proposed to formalize the "Dean of Record" position (a term that is frequently used but nowhere defined)?

There will be a single Optional Specialization in Zone Education Committee with the Director of Zone Learning chairing. This will ensure coordination between the zones. But the operation of the optional specialization of each zone will be overseen by a separate Dean of Record. AGPC may wish to propose a policy to formalize the Dean of Record position. The findings of the Senate Committee on Interdisciplinarity will inform this process.

47. What will be the "academic unit" responsible for this program (or these programs) of study?

See the answer to Question 18 above.

48. Will there be a single "academic unit" or will different "academic units" be responsible for each zone specialization?

Different Deans of Record could be overseeing the operation of the optional specialization in different zones.

49. Will a majority of the voting members of all related academic units be tenure-stream faculty?

Because this is not a program, oversight by a designated governance entity of the sort outlined in Policy 45 is not applicable.

50. How will this (or these) academic unit/s "fit" under the newly-approved Policy 45?

See the answer to Question 49 above.

51. Who will be actually delivering these specializations?

See the answer to Question 3 above.

52. Has there been, or will there be, a "needs assessment" to determine the amount of work that will be involved in delivering these specializations [i.e., to provide "active mentorship, coaching and support," to populate the "expert panel(s)," to staff the governance and administrative structures]?

Because the OSZE does not fit the traditional teaching model, a conventional needs assessment is not appropriate. The DMZ and CUE offer some models, and a stronger and more targeted sense of needs assessment will come over the course of the pilot-year runs of other Zones.

53. What will be the relationship between RFA tenure-stream faculty, CUPE instructors, and "sector professionals?"

RFA may or may not be on the expert panels. Panel members will be overseen by the Associate Deans, management team in the relevant zone, and the Director of Zone Learning.

54. Who will be hiring, evaluating, and administering the contracts of, the part-time and sessional instructors necessary to deliver the specialization?

See the answer to Question 18 above.

55. Will there be hires of tenure-stream faculty? If so, to what academic unit will they be appointed [i.e., to a new unit created to administer the Zone Specialization(s), or to existing Departments/Schools]?

No.

56. Is there an expectation that existing RFA tenure-stream faculty will be involved in the delivery of these specializations? If so, on what basis?
a. "Voluntary" overload?
b. Part of the teaching load assigned by the academic unit to which they are appointed?

It is certainly possible and desirable that RFA will be involved in the delivery of OSZE, but it is not an expectation. The mode of RFA engagement could be either of those noted in the question, subject to the local practices in place within Faculties and Departments/Schools. In some cases RFA may choose to attribute their involvement with OSZE to their service to the University. See also the response to question 2.

57. What steps will be taken to ensure the ACADEMIC integrity of these specializations?
a. Where will this specialization "fit" under HEQCO guidelines? Will periodic program reviews be required and, if so, what internal entity will take responsibility for them?
b. If the specialization falls *outside* the HEQCO guidelines, what *internal* steps will be taken to ensure that the specializations are reviewed for their academic integrity?

There are no associated HEQCO guidelines. The Quality Council does not concern itself with such an entity. The optional specialization in each zone will go through a similar internal process to other academic programs at Ryerson, including scrutiny by the UPO, consideration by ASC and approval by Senate.

58. In light of the "framework" approved by Senate, will each specific Zone (existing or proposed) be required to submit a proposal, which will be subjected to the normal procedures for approval (i.e., scrutiny by University Planning, approval by ASC and Senate)?

See the answer to question 57.

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #F2014–1; January 28, 2014

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
- Certificate Review of the Interdisciplinary Certificate in Non-Profit and Voluntary Sector Management
- Periodic Program Review of the Bachelor of Applied Science in Nutrition and Food

A. CERTIFICATE REVIEW[1] OF THE INTERDISCIPLINARY CERTIFICATE IN NON-PROFIT AND VOLUNTARY SECTOR MANAGEMENT

1. OVERVIEW

This program was the first interdisciplinary undergraduate university certificate program in the nonprofit and voluntary sector management in Canada. It was launched in September of 1998 in response to a growing demand for education that focused on the specialized needs of the nonprofit and voluntary sector. The Certificate was developed as a partnership consisting of the former School of Business Management, the Department of Politics and Public Administration, and the School of Social Work, in collaboration with the (former) Division of Continuing Education.

The nonprofit sector is one of the fastest growing sectors for employment, both nationally and globally. Nonprofit organizations operate in all areas and in all types of communities across the country. They are organizations which serve the broader public interest, bodies which rely heavily upon private donations of money and volunteer labour, and which are involved in a high degree of civic engagement. The value set which tends to guide and distinguish this 'third sector' from private business and the public sector proper are those of altruism and mutuality[2]. They range from small organizations with a single employee and a few volunteers to large, fully staffed organizations such as hospitals, museums, universities, and art galleries. Many are operating social enterprises – businesses that provide employment and opportunities for many people who might otherwise be unemployed. The scope of activities in this exciting sector varies greatly, and offers many opportunities.

Since the launch of Ryerson's Certificate in 1998, many other post-secondary institutions have recognized this as a critical area of education and training and developed a wide range of certificates and degrees ranging from non-credit training and workshops to graduate degrees. [3]

One of the driving forces behind the development of the Certificate was Ryerson's Centre for Voluntary Sector Studies. The Centre provides a dynamic link to the sector through research, consultation, and

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[1] This review was prepared by Dr. C. Cassidy, Author Certificate Review, Prof, Gerda Kaegi, Academic Coordinator, Nonprofit and Voluntary Sector Management Certificate, Dr. N. Thomlinson, Department of Politics and Public Administration, and M. Lee-Blickstead, Program Director, Community Services, the Chang School.

[2] Paul Leduc Browne, Love in a Cold World? The Voluntary Sector in the Age of Cuts (Ottawa: Canadian Centre for Policy Alternatives, 1996), pp. 5-7.

[3] See J. de Susa-Hitzler, Research to Support the Review of the Certificate in Nonprofit and Voluntary Sector Management, pp. 15-22, Appendix 1.0.

educational programming. The affiliation with the Centre provided credibility and important networking opportunities in the development of the Certificate.

The Certificate has been very successful with a dramatic increase in course enrolment over the last three years. It also enjoyed a high satisfaction rate among students and graduates along a number of important variables such as instructor subject matter expertise, course management, quality of teaching, reputation among employers, etc. [4]

2. GOALS AND LEARNING OBJECTIVES

In developing the Certificate, the objective was for "Ryerson to be the leader in providing credentialed nonprofit and voluntary sector education and to help shape the future direction of the third sector". [5] To achieve this objective, the Certificate proposed to:

-   Develop and offer 11 university credit courses phased in over three years;
-   Offer class-based courses in a variety of delivery modes;
-   Simultaneously develop distance education versions of all courses;
-   Balance theoretical expertise with current best practices developing in the field; and
-   Use practitioners as instructors and guest lecturers where appropriate.

The program was developed to provide people working in the sector, as well as people aspiring to work in the sector, with an opportunity to acquire the knowledge, and to develop the skills necessary, for success in all aspects of the nonprofit and voluntary sector. By providing curriculum from a range of disciplines, the Certificate offers a rich diversity of perspectives on the multifaceted nature of work in the sector. In addition to introducing students to the historical development and social, economic, and political context of the sector, students are provided with training in practical, hands-on skills such as marketing, financial management, advocacy, strategic planning, public relations, organizational management and organizational change.

In keeping with Ryerson's mandate to provide relevant and current education based on both practice and theory, the curriculum was developed and is taught by a mix of practitioners and academics.

3. GOVERNANCE ("ACADEMIC HOME")

The governance model for the certificate was unique at the time it was developed with responsibility for individual courses assigned among the schools / departments that 'owned' the courses and a collective responsibility for the management of the Certificate to be shared among the three schools / departments and Continuing Education.

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[4] See D. Praskac, Supplemental Research Material for the Certificate in Nonprofit Management Review, Appendix 2.0.
[5] "A Proposal for a Credential Program in Interdisciplinary Studies in Nonprofit and Voluntary Sector Management" Memorandum, October 7, 1997.

Academic responsibility for the curriculum is currently allocated as follows:[6]

Course Code	Course	Department/School
Required		
CINP 900	Understanding the Nonprofit Sector	Pol/Public Admin (Arts)
CINP 901	Developing Effective Organizations	HRM/OB (TRSBM)
CINP 902	Program Evaluation	Social Work (FCS)
CINP 920	Critical Issues in the Third Sector	Social Work (FCS)
Electives (choose 4)		
CINP 910	Strategic Planning	Entrepreneurship/Strat (TRSBM)
CINP 911	Advocacy and Government Relations	Pol/Public Admin (Arts)
CINP 912	Marketing for Nonprofit Organizations	Marketing (TRSBM)
CINP 913	Leading Through Change	HRM/OB (TRSBM)
CINP 914	Issues of Diversity	Social Work (FCS)
CINP 915	Financial Management	Pol/Public Admin (Arts)
CINP 916	NGOs and World Governance	Pol/Public Admin (Arts)

Over time most of the faculty members that pioneered this interdisciplinary project moved on to other responsibilities and the responsibility for almost all aspects of the program increasingly devolved to the Academic Coordinator.   Continued efforts by the Academic Coordinator to engage chairs/directors of the founding departments/schools were generally met with reluctance to take responsibility for the courses assigned to their departments/schools amidst other pressures in the departments. Chairs/directors generally felt that the market for the nonprofit courses was too limited to offer a distinct course e.g. *INP 912: Marketing for Nonprofit* and/or that the chairs had too much else on their plates to undertake responsibilities such as assessing course outlines, quality assurance measures, recommending and assessing instructors, etc. Revising course outlines was of even less interest. Another challenge was that there was considerable rotation of chairs/directors, including interims over the years. The Department of Politics and Public Administration was the most actively engaged in the Certificate and curriculum.

It should be noted that these types of governance/administrative issues are endemic to interdisciplinary programs at Ryerson (and elsewhere). In an effort to resolve these general management issues for interdisciplinary programs at Ryerson, the former Provost determined that all interdisciplinary programs that involve more than one Faculty should have a designated "dean of record". In 2012, the Dean of Arts was designated the "dean of record" for the nonprofit area and the purpose of this review is, in part, to set up a process to establish a more viable and operational governance structure.

In a further effort to improve the delivery of interdisciplinary programs, and their relationship with disciplinary programs and the Departments/Schools that house them, Senate struck a "Task Force on Interdisciplinary Programs" and charged it with developing recommendations for consideration by the Provost and Senate. The Task Force reported to the December 2013 meeting of Senate. The proposed process to establish a more viable and operational governance structure for the Certificate will be informed by policy and other initiatives undertaken in response to the recommendations of the Task Force.

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[6] It should be noted that there have been some changes in course titles and actual content areas over the years. This chart reflects the current distribution of courses among participating departments.

The governance issue was discussed with the Curriculum Committee which has representatives from the three participating Faculties. Based on discussions at the meeting of November 4th, 2013, it was agreed that a different governance structure is needed.

4. ACADEMIC RESPONSIBILITIES

The Academic Coordinator has been responsible for the various tasks associated with the administration of the Certificate. Although these are standard responsibilities expected of a Chang School Academic Coordinator, the interdisciplinary nature of the Certificate and its history have provided significant challenges that need to be addressed. The Academic Coordinator:

- does the initial review of course outlines but whenever there is a course revision, someone from the academic discipline is involved and approves the revised course. This has proven to be challenging in some cases.
- reviews the outlines every year to make sure they are following the agreed content and that there is comparability between in-class, hybrid and distance versions of the course.
- does all required student counselling, but will occasionally refer complicated academic issues to the relevant academic department. A number of inquiries also come in through the Centre for Voluntary Sector Studies.
- reviews the applications for teaching and selects instructors based on the nature of the course, the core learning goals of the course, and the candidate's experience in the field of nonprofits. Recommendations and input from the academic departments have been sought out but input has not always been received.
- prepares the five year plan for the course offerings which appears in the Calendar of the Chang School and also attempts to coordinate with "day" undergraduate programs and other certificates that use INP courses to ensure their needs are being met.[7]

Faculty Course Surveys are administered through the Chang School, and the Continuing Education Students at Ryerson (CESAR) administer a separate survey.[8]   Peer review of instructors should be undertaken by the respective academic department. This is an area that has proven challenging. When reviewers from the department are not forthcoming, the Academic Coordinator has reviewed new instructors. Curriculum revision and development needs to be done with the support of the academic department's course "expert" as much as possible. Again this has proven challenging and needs to be addressed with the development of a revamped governance structure.

5. CURRICULUM COMMITTEE

The committee consists of the Academic Coordinator, the Chang Program Director, and a "Dean's appointment" from each of the three founding Faculties. A new curriculum committee for the purpose of this review has been set up in consultation with the respective deans. The Curriculum Committee has met to discuss issues and review the Program Review Report.

Although this is a logical configuration for a curriculum committee, particularly as part of a review process, there is also a need for engagement at a more local level. On a go-forward basis, the

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[7] The nonprofit curriculum is also offered as a professionally related minor in a number of "day" undergraduate programs at Ryerson, as professional and professionally related courses in other Chang certificates, and as professionally related courses in the First Nations Public Administration program in Partnership with First Nations Technical Institute.
[8] Results of the 2012 Student Evaluations are listed in Appendix 2.0 of the full review document.

development plan for the Certificate in the area of governance needs to consider a Curriculum Committee structure that provides increased engagement by faculty with some expertise in this area to ensure the relevance and appropriateness of curriculum on an on-going basis.

6. ADMISSIONS POLICY

OSSD with six Grade 12 U or M credits, or equivalent, or mature student status is required.

The admissions policy potentially relates to the quality and type of student admitted to the program and their subsequent performance in class activities and in fulfilling class requirements.

The program was developed for people working in the nonprofit sector with some post-secondary education – hence, the "900" number sequence implying more upper level course content. The Chang School Student Survey 2012 indicates that the vast majority of students have some post-secondary education so the "900" designation may well be appropriate.[9] In terms of Educational Aspirations based on the 2012 survey, the vast majority of respondents indicate interest in further graduate level studies which may be another indicator of the calibre of students attracted to the program.

The program was also developed for people aspiring to work in the nonprofit sector. Also, Ryerson allows "day" students to register in classes offered through the Chang School. This rich mix of students could present challenges in terms of the level of material taught and the dynamics in the classroom. Some instructors view the student mix as a welcome challenge, an opportunity to examine yet another aspect of "diversity" in the classroom. Other instructors take advantage of the expertise and experience of the "practitioners" by providing informal mentorship opportunities for the undergraduate students through discussion and work group activities. Instructors confirmed that the mix of students was a challenge, but a manageable one. There was no desire to change the admissions criteria at this time.

Although this diversity of experience and educational backgrounds is manageable, it is possible that the "mix" of students could shift dramatically because of several factors: increased marketing to recruit students who aspire to work in the nonprofit sector; increased enrolment of full-time undergraduate students because of lack of availability of day versions of the courses; decline in number of practitioner students because of competition from other universities offering graduate and professional certificates.

The nonprofit sector's age demographic is among the highest in the labour force particularly among the leadership cohort. This, coupled with growth in the sector, suggests that the Chang School should direct its marketing strategy towards recruiting students to the sector.[10] To ensure a smoother entry into the program for students with no work experience, consideration should be given to the development of a preparatory course for students entering the Certificate and a placement strategy for students graduating from the Certificate. The preparatory course would almost certainly also be of interest to "day" undergraduate students wishing to take Certificate courses as professionally-related electives. Similarly, students with workplace experience but limited or very dated educational experience could be directed to an optional academic skills workshop.

It was also recommended that a pre-requisite structure could address the variations in sector experience. CINP 901 could be a pre-requisite for all of the other TRSM related courses. Another

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[9] Based on the 2012 Chang School Student Survey, 53% of in-class students and 76% of DE students had completed undergraduate or graduate degrees. D. Praskac, pp. 11 and 23.
[10] One World Inc. p. 7.

suggestion was that CINP 900 should be a pre-requisite for the advocacy and NGO courses. There are of course cost implications whenever pre-requisites are implemented.   Also, pre-requisites would negatively affect students who are only interested in specific courses and not the Certificate.

7. CURRICULUM STRUCTURE
The Certificate consists of four required courses:

CINP 900: Understanding the Nonprofit Sector (Politics and Public Administration) introduces students to the origins, history and current dynamics of the third sector;
CINP 901: Developing Effective Organizations (Human Resource Management/Occupational Behaviour) introduces students to principles and practices of management and administration in the sector including board management and working with volunteers;
CINP 902: ***Program Evaluation*** (Social Work) introduces students to the planning and evaluation tools available for dealing with internal and external accountability issues; and
CINP 920: Critical Issues (Social Work) which is a capstone type of course encouraging students to investigate and apply a current, critical issue in nonprofit management to an area of their choosing.

In addition, students select four elective courses that best match their career needs and interests with options in marketing, strategic planning, advocacy, financial management, change management, diversity issues and global issues (NGOs):

CINP 910**:** Strategic Planning
CINP 911**:** Advocacy and Governmental Relations
CINP 912**:** Marketing for Nonprofit Organizations
CINP 913**:** Leading Through Change
CINP 914**:** Issues of Diversity
CINP 915**:** Financial Management
CINP 916**:** NGOs and World Governance

A general review of the courses indicates that those with the highest enrolments among continuing education students are ***CINP 900, 901 and 902***, but this can probably be attributed to the fact that these are all required courses for the Certificate. Among the elective courses with the highest enrolments is the Marketing course (***CINP 912***) followed by ***CINP 913*** (Leading through Change); however, both of these courses are used in other Chang certificate programs so this could be somewhat misleading as a measure of popularity or relevance within the Certificate. The course that seems to have the weakest "draw" is ***CINP 916*** (NGOs and World Governance). Although enrolments and "popularity" are not the only criteria to be considered in assessing the quality and relevance of curriculum, it is a factor that cannot be ignored in a Chang Certificate program that is geared to meeting a specific type of societal need

At meetings with the Curriculum Committee, the Instructors' Focus Group, and the Program Advisory Council, a number of areas were identified as requiring more "coverage" in the program: ethics, law, project management or program implementation, fundraising, information technology management, succession planning, conflict resolution, collaboration and partnerships, board and volunteer management, social media, social innovation and social change theory.

Some of these suggestions parallel the HR Council's Report "Current State of Skills Development: the Canadian Nonprofit Sector" that identifies three key skill gaps: strategic leadership, finances and fundraising, and partnership development.[11]

In consultations with the various stakeholders, there was a general agreement that, in some cases, these suggested areas were already included or could be incorporated into existing courses. Stakeholders also suggested that ethics should be infused into all aspects of the program and not restricted to a single course. It was also noted that Ryerson already offers courses in fundraising[12] as part of the Fundraising Certificate and a course on social innovation is under development in the Faculty of Community Services. These could be added to the elective table.

8. CERTIFICATE STRUCTURE
The rationale for the current eight-course structure is based on the interdisciplinary nature of the field and the number of subject areas considered essential in that sector.

- Nonprofit management is based on a wide range of skills and knowledge and reducing the Certificate may undermine the interdisciplinarity that is one of the great strengths of the program. Employment in the sector is often in small organizations where a diversity of skills is required. This is particularly important for those seeking employment in the sector.
- The Certificate enjoys an excellent reputation in the field, and diluting its range and rigour may undermine that reputation.
- The Certificate continues to grow and attract increasing numbers of students, so marketability does not seem to be a problem.
- A scan of the field indicates that a number of universities seem to have adopted the Ryerson Certificate's eight course structure (Western, Mount Royal, British Columbia Institute of Technology). It should be noted that there is a wide range of options available from certificates to undergraduate and graduate degrees. As a 'pioneer' in the area of nonprofit studies with good market recognition and with a trend to increased professionalization in the field, it is probably wise for Ryerson to retain the eight course structure.

9. COURSE REVISIONS
The Chang School has funded major revisions for all of the courses in a regular 5-7 year cycle. The revisions are coordinated by the Academic Coordinator in consultation with a faculty member from the responsible department. One suggestion that was made by the Instructors' Focus Group was for ongoing revisions on a three year cycle to keep the courses more current and obviate the need for major revisions.

It was also suggested that instructors for the same course meet and coordinate their courses (including revisions) to ensure symmetry across different sections and different modes of delivery (i.e., the distance version should be comparable to the in-class version of the same course). Distance courses should have the same 'look', have the same organizational structure and headings. Similarly, consistency and comparability in course outlines should be a goal. Templates for both distance education and in-class course outlines could be developed for future course revisions.

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[11] One World Inc., p. 34.

[12] At this point the fundraising courses for the fundraising certificate are not degree credit which is problematic for inclusion in this Certificate. One recommendation would be that **CINT 916: Introduction to Fundraising** could be an option.

It was also suggested that more information be available for instructors about the other courses in the program to minimize overlap and to ensure that the courses remain consistent with the original intent and purpose for the course. This would create more cross-pollination among the courses. It could also be beneficial to include a quick overview of the various course outlines at the yearly orientation session for instructors in the program, especially the required courses. This would help faculty to understand who is doing what in the program and be more aware of what students "should" know, particularly later in the program. It was also suggested that the distance education courses have a link to a general overview of the Certificate to enable students to situate the course in the broader framework of the Certificate.

10. COMPARATOR CERTIFICATES AND PROGRAMS

Ryerson was a leader in recognizing the significance of this area of study and education in 1998. Its interdisciplinary approach and reputation in this field has been recognized by employers and leaders in the nonprofit sector. Recently, the HR Council for the Nonprofit Sector invited Ryerson to sit on their National Advisory Committee on Leadership training and development.

For a time, Mount Royal University (Calgary) offered a *Bachelor of Applied Nonprofit Studies* which it claimed was the only undergraduate degree program in Canada in the field.[13] As of Fall 2010, that baccalaureate program morphed into a *Minor in Social Innovation and Nonprofit Studies*, within the *Bachelor of Business Administration – General Management* program.[14] The University of Victoria now offers a 4-course online "Professional Specialization Certificate" in *Nonprofit and Voluntary Sector Management*.[15] At the graduate level, the Schulich School of Business at York University offers Canada's only MBA in *Nonprofit Management and Leadership*[16] and Carleton University offers a "first-in Canada" *Master of Philanthropy and Nonprofit Leadership*.[17]

The *Research to Support the Review of the Certificate in Nonprofit and Voluntary Sector Management Report* lists these and a number of other universities and colleges that have entered the field offering a wide range of options including modular workshop-type certificates, executive training, undergraduate and graduate degrees.[18]

The success of the Certificate and the dramatic increase in enrolments over the past three years would indicate that Ryerson has not been affected by the increased competition from other institutions and that the "product" being offered is competitive. On the other hand, the growth in undergraduate and graduate degrees and professional certificates at other institutions over the past ten years indicate that Ryerson has not fully exploited its leadership role in this area of study.

11. DELIVERY MODES

The courses are delivered in three modes:
 In Class Delivery: Generally a three hour class delivered over 12 weeks in a semester.

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[13] http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/Business/Programs/BachelorofAppliedNonprofitStudies/index.htm
[14] http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/Business/Programs/BachelorofBusinessAdministration/generalmanagement.htm
[15] http://www.uvic.ca/hsd/publicadmin/programs/undergraduate/certificates/index.php
[16] http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/MBA+Nonprofit+Management!OpenDocument
[17] http://www6.carleton.ca/mpnl/
[18] Jean de Sousa-Hitzler pp. 15-22

Hybrid: These courses are taught through a combination of in-class and Internet instruction. One typical model is for the class to meet in person three times over a term – three Saturdays spaced about three to four weeks apart – and the rest of the teaching is done online. There are other formats that can be used, but this is the most common.
Distance: These courses are taught solely online and do not have any in-person component.

An analysis of course offerings over the past three years indicates that all courses were offered each year (with the exception of CINP 916 in 2011/2012). Most courses were offered in at least two different modes each year. The most common delivery mode was via Distance.

The strong enrolment in Distance courses would indicate that this is a preferred option for many students. In the 2012 Chang School Student Survey, *Availability of Distance Education* was ranked third among factors for choosing Ryerson (50%). Not surprisingly *Availability of Distance Education* tied for first among DE students (86.7%). Among in-class students, 85% indicated they were comfortable taking online courses, but only 38.5% felt that the amount of learning online is equivalent to the amount learned through traditional in-class learning. Among DE students, 92.9% indicated they were comfortable taking on-line courses, but only 35.7% felt that the amount of learning is equivalent. These responses would indicate that, for many students, DE may be a necessary but not a preferred option for learning. This would seem to indicate also that hybrid type of course provides the best option for many students – the convenience of distance with some measure of in-class contact and learning.[19]

12. EVALUATION MODE
There will be variation between the courses, but there is a combination of group work, case studies, class presentations and discussions, essays and some form of in-class testing, and, finally, exams. Not every course will have all of these modes, but all will have some combination of them. It was recommended that it would be useful to have a discussion among instructors about the nature of assignments, the assessment of writing skills, and the relative weighting of different types of assignments, e.g. the value of participation, in-class versus out of class work, etc.

It is important that students are challenged to think, write, communicate in a variety of ways that develop critical thinking, hone writing and verbal communication, team work, project management, and application skills. This can only be done through a rich diversity of assignments and projects.

The Program Advisory Council provided some useful suggestions in terms of communication skills required in the sector. These included an emphasis on persuasive writing, grant writing proposals, policy briefs, "how-to" manuals, effective Power Point presentations and familiarity with social media communications such as blogs, tweets, etc.

13. STAFFING
Much of the staffing responsibility – including recruiting, hiring and assessing – has devolved onto the Academic Coordinator and has relied on the Academic Coordinator's extensive networks within the sector and ability to recruit a number of very qualified practitioners.

There is a heavy reliance on 'academic practitioners' (i.e., people with academic credentials as well as extensive experience in the sector). All instructors have a post-graduate degree. The 2012 survey indicates that "*Learning from instructors who have industry experience*" ranks as least important from

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[19] D. Praskac (Appendix 2.0)

among seven factors, including location, applicability of material, etc. This ranking was framed in terms of factors for choosing Ryerson over other institutions so it could be that industry experience is important, but not as a factor in choosing Ryerson (i.e., that many other factors were more important in choosing to come to Ryerson).

The *2012 Change School Students Survey* indicates that 85.7% of in-class and 80% of distance students were satisfied or very satisfied with "*Instructor subject matter expertise".* Similarly 85.7% of in-class students were satisfied or very satisfied with "*Quality of Teaching",* while 73% of distance students were satisfied or very satisfied with the "*Quality of Course Materials".*[20]

The Praskac report uses a Net Promoter Score (NPS) which calculates customer loyalty by calculating the number of promoters versus the number of demoters. The NPS for the in-class cohort is +46.2; however, the overall NPS for the program is -21.43. This would indicate a significant level of dissatisfaction among the distance students. This is an area that requires further investigation.[21]

14. PROGRAM ADVISORY COUNCIL[22]

The current Program Advisory Council consists of J. Arruda, CEO, Family Day Care Services, R. Cardozo, Chief Operating Officer, Sick Kids Foundation (formerly Trillium), D. Dyson, Director Research and Public Policy, Woodgreen Community Services, M. Laflamme, Senior VP Human Resources and Organizational, YMCA, M. Struthers, John C. Eaton Chair in Social Innovation and Entrepreneurship (Ryerson), S. White, President and CEO of United Way, Greater Toronto Area, and C. Taylor, President of the Ontario Nonprofit Network.

15. SWOT (Strengths, Weaknesses, Opportunities, Threats)

Strengths:
1. With its early entrance into the field of nonprofit education, Ryerson is seen as a "pioneer" in the sector.
2. Ryerson is a leader in career-focused education, and the Certificate benefits from that reputation.
3. The interdisciplinary and multi-disciplinary curriculum is viewed as a great strength of the Certificate and it provides an optimal approach to the diverse range of skills and knowledge that employment in the sector requires.
4. The multi-disciplinary approach provides students with a wide range of disciplinary perspectives which is very different from nonprofit studies elsewhere which are usually offered by a single discipline, typically business management or public administration.
5. Ryerson and the Chang School are recognized leaders in issues of diversity, immigration and settlement. Ryerson is well positioned in terms of reputation and expertise to respond to the changing demographics in the nonprofit sector.

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[20] D. Praskac, pp. 7, 18.

[21] It must be noted that the study only looked at 15 in-class and 15 DE students so the sample is very small.

[22] The original Program Advisory Committee that helped to shape the Certificate included S. Bower (Vision TV), P. Clutterbuck (Community Social Planning Council of Toronto), C. Bodnar Evans (Canadian Cancer Society), A. Golden (United Way of Greater Toronto), S. Hoy (City of Toronto), B. Kidd (University of Toronto), M. Lewis (Heart and Stroke Foundation of Ontario), C. Oliver (Toronto Community Foundation), A. Pesce (Baycrest Centre for Geriatric Care), K. Richard (Native Child and Family Services of Toronto), B. J. Richmond (Trillium Foundation) and P. Zarnke (Family Service Association of Toronto).

6. With the Centre for Voluntary Sector Studies, Ryerson is seen as a leader in scholarship and research in the sector.
7. The program is recognized for admission to graduate programs for those students who wish to continue with post-graduate degrees.
8. Students can access the Certificate through three delivery modes: in-class, hybrid, and distance (online) education.
9. The Certificate enjoys a complement of committed and capable instructors – academic practitioners – who combine academic credentials with relevant sector experience.
10. The Certificate has benefited from an excellent Academic Coordinator who has carried this Certificate with great dedication and extensive experience in the sector.
11. In recognition of Ryerson's key role in this sector, a seat on the HR Council for the Nonprofit Sector was recently offered.

Weaknesses:
1. The governance structure for the Certificate has proven to be unwieldy and in the long run not sustainable. There has not been an administrative mechanism capable of keeping all the partners engaged over time.
2. Department/School chairs/directors have many other commitments and challenges that are of greater consequence and interest than the nonprofit program. In some cases, the role is limited to a single course, e.g. marketing, strategic planning.
3. Changes in teaching loads have made teaching in the nonprofit program by tenured faculty not financially viable for most departments/schools.
4. There is a lack of faculty engagement by faculty with expertise in this area. We are aware of specific faculty expertise from A. Meinhard (TRSM), B. Evans and J. Shields (Pol/Public Admin), and S. Silver (Social Work). All of these faculty members have many other teaching, service and research commitments.
5. Like many interdisciplinary programs, the INP program is seen as a top-up or add-on that doesn't require any designated allocation of faculty resources. This makes it difficult for Ryerson to fulfil its potential for leadership in this very important sector.

Opportunities:
1. This is one of the fastest growing sectors in terms of employment, mandate and significance to the Canadian economy. Ryerson is ideally positioned to further capitalize on its location, its history and its reputation to establish a central role in this sector. The goal in 1998 was for "Ryerson to be the leader in providing credentialed nonprofit and voluntary sector education and to help shape the future direction of the third sector".[23] This should still be the goal.
2. The nonprofit sector's leadership ranks are atrophying through retirement at an alarming rate. This presents an excellent opportunity for Ryerson to recruit and develop new leaders. A marketing plan needs to target undergraduate students, social entrepreneurs, new immigrants with prior public sector experience, public and private sector workers transitioning to the nonprofit sector, etc.
3. Given the wide range of skills and credentials required in the sector, Ryerson should explore further options such as post-graduate diplomas, undergraduate majors, and graduate programs. It should be noted that nonprofit management is an important potential growth area in the Faculty of Arts if the university proceeds with double-majors.
4. There is growing recognition in all sectors of the importance of good governance, particularly in

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[23] "A Proposal for a Credential Program in Interdisciplinary Studies in Nonprofit and Voluntary Sector Management" Memorandum, October 7, 1997.

terms of volunteer and board management. There is a great deal of expertise in the nonprofit area in these areas.

Threats:

1. As indicated, other colleges and universities are moving into this area of study in innovative ways, offering a wide array of options that may erode the viability of the Certificate, and will certainly undermine Ryerson's leadership role in this area.

16. DEVELOPMENT PLAN

1. Governance Issues:

a) The Curriculum Committee will form a Management Committee that will ensure better multidisciplinary/interdisciplinary representation while ensuring administrative accountability and sustainability.

b) The Curriculum Committee will inform the Dean of Record – and the Deans of the participating departments/schools – of the new governance structure.

c) Prior to the development of the Management Committee, the Curriculum Committee will meet with the partner departments/schools to gauge the level of interest in continued participation.

d) The Curriculum Committee will also seek out faculty with interest and expertise in the nonprofit area for input into future directions.

e) The new governance structure will incorporate opportunities and options for engagement by faculty with expertise and interest in nonprofit studies to ensure the relevance and appropriateness of curriculum on an on-going basis.

f) The Management Committee once established will develop a cyclical communications strategy to ensure incoming chairs in the various departments/schools are informed about the program and the department's responsibilities.

g) The Management Committee will consult with the Centre for Voluntary Sector Studies to explore further options for collaboration.

2. Curriculum Issues:

a) Assess need for a preparatory course for students without sector experience and recommendation;

b) Direct students to a workshop for those requiring orientation to university academic skills;

c) Provide more information on learning resources available to continuing education students (including distance education students);

d) The Curriculum Committee, in consultation with instructors in the program, should assess how areas suggested by stakeholders (ethics, law, project management or program implementation, fundraising, information technology management, succession planning, conflict resolution, collaboration and partnerships, board and volunteer management, social media, social innovation and social change theory) are covered, or can be covered, in existing curriculum;

e) The Curriculum Committee should also explore adding a fundraising course and potentially a new course on social innovation to the elective table;

f) The Curriculum Committee should assess the relevance of *CINP 916: NGOs and World Governance* and its role in the curriculum;

g) The Curriculum Committee should examine whether *CINP 920: Critical Issues in the Nonprofit Sector* should be moved to the elective category and reformatted as a practicum/project type of course that could be useful for those who are seeking employment in the sector. For example, the course could be a type of placement project, or it could coincide with a workplace project for those already employed in the sector.

h) Course revisions should be one on a 3 year cycle as opposed to a major revision on a 5-7 year cycle;
i) Explore more options and variations of hybrid courses;
j) More opportunities for communication and coordination among the various instructors for a single course to ensure comparability;
k) The development of templates for both in-class and distance education courses to ensure more symmetry and comparability of information for each course;
l) Expand communication among instructors about the overall goals of the curriculum and to ensure symmetry and comparability of expectations and assignments;
m) The Curriculum Committee should assess the type of assignments used across the curriculum to ensure that there is an appropriate range of skill and critical thinking development.
n) The Curriculum Committee should consider a more in-depth examination of satisfaction levels among distance education students; and
o) The university should consider whether it is important to have more full-time faculty expertise in this area for a number of reasons: to give the program more theoretical weight; to provide some faculty with an actual interest and investment in nonprofit studies; and to provide faculty who will take nonprofit studies to the next level as originally envisaged, namely to establish Ryerson as a leader in teaching and research in the field.

Recommendation
Having satisfied itself of the merit of this proposal, ASC recommends:
That Senate approve the Certificate Review of the Interdisciplinary Certificate in Non-Profit and Voluntary Sector Management.

B. PERIODIC PROGRAM REVIEW OF THE BACHELOR OF APPLIED SCIENCE IN NUTRITION AND FOOD

1. BASIC INFORMATION AND HISTORY
The School of Nutrition offers a four-year Bachelor of Applied Science in Nutrition and Food that focuses on nutrition, food and health from an integrative and multi-disciplinary perspective. The Nutrition and Food program (FNP) is designed to ensure that graduates are flexible and responsive to changing trends in health and community settings, food service and food industries, education, private practice and entrepreneurial endeavours. Students engage in foundation courses in the physical and biological sciences, nutrition, food science, food applications, marketing, research methods, family in society and professional practice which form the basis for advanced study in the core nutrition and food disciplines.

Students are able to select classroom-based courses as well as distance education, intensive, and online courses offered via the Chang School. Approximately 50% of students have previous university courses/degrees. The program was last accredited by Dietitians of Canada in 2005 and is undergoing an accreditation review concurrent with the periodic program review.

2. SOCIETAL NEED
In a recent survey, 93% of Canadians reported that nutrition is somewhat or very important in their food selection and 82% considered dietitians to be the most credible source of nutrition information.[24]

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[24] Tracking Nutrition Trends VII. 2008. Canadian Council of Food and Nutrition. Retrieved June 6, 2012 http://www.ccfn.ca/membership/membersonly/content/Tracking%20Nutrition%20Trends/TNT_VII_FINAL_REPORT_full_report_Sept.pdf

Nutrition and food professionals provide information, services, and/or programming that supports Canadians' efforts to optimize their health by improving their nutrient intake and preventing or reducing the risk of chronic disease. The FNP professional undergraduate program provides graduates with the knowledge and skills needed to fill this societal need. Most students choose the program because they want to become registered dietitians. Others are more interested in food related careers, have entrepreneurial aspirations, and a small number are interested in becoming family studies teachers.

There are jobs for dietitians in Canada. Recent changes to the structure of health care services, such as the creation of family health teams, community health centres and the Ontario diabetes strategy, have resulted in increased demand for dietitians.[25] Other graduates pursue careers in knowledge translation, food industry, food security, food sustainability initiatives, food marketing and retail, food policy, regulatory and consumer affairs or as entrepreneurs in food and nutrition fields. Employment opportunities related to the food sector are growing. Graduates may find employment in food production, food distribution, and food retail. Opportunities with non-profit organizations include developing and coordinating programs in food literacy, urban agriculture, community development, and sustainability. In the public sector, departments responsible for environmental initiatives, urban planning, and public health may offer employment for graduates of this program. Graduates can also pursue international careers in food security, community development, and public health. The prospect for secondary school teaching careers in Ontario is currently rated as 'limited'.[26] However, pending retirements and increasing demand for teaching food skills and food literacy may rejuvenate the demand for 'home economics' curriculum in schools. Sustainability initiatives often focus on food and improvements to the food environment. Graduates will be well positioned to pursue teaching careers in relation to this increased interest in food skills. Many graduates go on to complete dietetic internships or graduate degrees.

3. EXISTING AND ANTICIPATED STUDENT DEMAND

A steady increase in the application to registrant ratio from 2005-06 to 2009-10 (Table 1) reflects consistent and growing demand for the program among high quality applicants. FNP anticipates program demand to continue to exceed enrollment targets.

Table 1   Applications to registrants ratio

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Ryerson	10.1	8.9	10.2	10.4	10.2	10.0	9.2
Community Services	10.0	8.1	9.1	9.0	9.0	8.9	9.0
Nutrition and Food	**8.7**	**6.7**	**8.2**	**9.5**	**8.7**	**10.1**	**9.4**

Total program enrolment has risen by 11% since fall 2005 (Table 2) and has remained stable at approximately 407 students since fall 2008.

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[25] Dietitians of Canada. Task Force Report on Dietetic Education and Practical Training. 2011.
[26] Job Futures. Retrieved July 4, 2012 from http://www.workingincanada.gc.ca/report-eng.do?area=9219&lang=eng&noc=4141&action=final&ln=l&regionKeyword=London%2C+Ontario&source=3&titleKeyword=secondary+school+teacher#job_opps

Table 2   Undergraduate fall headcount enrolment by year level School of Nutrition

	F2004	F2005	F2006	F2007	F2008	F2009	F2010
	# of students						
Year I	104	121	106	97	110	108	109
Year II	79	96	107	107	106	104	97
Year III	85	81	85	96	105	94	99
Year IV	92	70	71	69	86	97	102
Total	**360**	**368**	**369**	**369**	**407**	**403**	**407**

Eighty percent of students who responded to the Periodic Program Review Student Satisfaction survey agreed or strongly agreed with the statement "My program provides good preparation for a career".

Since 2005, the percentage of full-time students in years 1, 2, and 3 at Ryerson has remained fairly steady. Nutrition and Food program students have consistently diverged from this pattern starting in year 3 when the percentage of full-time students drops to about 50% and the percentage of part-time students rises. Year 4 data shows another dramatic dip in the percentage of Nutrition and Food students reporting full-time status (~20%) compared to about 50% and 57% of students at the Faculty and University levels respectively. This trend may be the result of several factors: previous degrees, financial pressures, age (over 30% of respondents to the Periodic Program Review Student Satisfaction Survey were aged 25 or older), and dedicating significant amounts of time volunteering. The need to work and volunteer poses a major obstacle to some senior students and may negatively impact their academic success by making it more challenging for them to participate in course-related team projects, professional organizations, and professional development opportunities offered by the School and the University.

An analysis of graduation rates by cohort year provides a direct indication of student academic success. School of Nutrition graduation rates: i) exceeded those of Ryerson and the Faculty of Community Services for seven of the 10 years between 1995 and 2004 and ii) exceeded Ryerson and were below the Faculty of Community Services for three of those 10 years. High graduation rates among our students indicate the quality and success of our curriculum, teaching, and course delivery methods as well as the effectiveness of student support systems and services.

4. PROGRAM LEARNING OUTCOMES
Graduates will be able to:
1. Explain the relative contributions and importance of the biological, humanities, and social sciences as the foundations of the evolving fields of nutrition and food*.*
   i) Explain the influence of social economic cultural political and environmental factors on food, nutrition and health.
   ii) Recognize the interrelationships among nutrition, food systems and health from: production to consumption, cell to organism, and individual to global levels.
   iii) Identify, appraise and synthesize scholarly materials from relevant fields to inform evidence-based food and nutrition practice.

2. Critically appraise literature relevant to nutrition and food issues for methodological and analytical soundness.
   i) Explain the design, data collection, analysis and interpretation of research.
   ii) Synthesize and communicate diverse theoretical and methodological frameworks.

3. Apply a social determinants of health perspective to assess, plan, implement, monitor, and/or evaluate nutrition issues, interventions, and/or food innovations for individuals and communities.
- i) Identify challenges and propose solutions to nutrition and food practice problems utilizing an interdisciplinary, evidence-based approach.
- ii) Interpret and make informed judgements to communicate complex issues in the field of nutrition and food.
- iii) Collect, review, synthesize and interpret relevant information.

4. Reflect on, formulate, and provide effective communications relevant to nutrition and food practice using an audience-centred approach.
- i) Translate technical and scientific information for consumer and professional audiences.
- ii) Formulate and deliver persuasive communications for modifying or maintaining health behaviours using an audience-centred approach.

5. Recognize the importance of reflective practice, the limits of personal and disciplinary knowledge, and commit to lifelong learning.
- i) Understand limitations of theory (including behaviour change theory).
- ii) Recognize the dynamic nature of scientific inquiry and the evolution of knowledge.
- iii) Practise as reflective professionals recognizing the limits of their own knowledge and experience and that of the field and commit to lifelong learning.

6. Choose an ethical approach to personal and professional responsibilities and plan to contribute to the advancement of society through collaboration, advocacy, and leadership that reflects the importance of dignity, civility, and respect for diversity.

5. PROGRAM CURRICULUM AND STRUCTURE

Core Required	23 courses
Professional and Professionally Related Electives	11 courses
Liberal Studies	6 courses
TOTAL	**40 courses**

Bachelor of Applied Science Program in Nutrition and Food (2011/12 calendar)	
YEAR ONE	
1st Semester	**2nd Semester**
CHY123 General Chemistry	CHY200 Organic Chemistry
FNN100 Nutrition & Health	FND100 Food Science I
FNP100 Introduction to Professional Practice	FNR100 Introduction to Research & Statistics
PLN103 Physiology I	PLN203 Physiology II
Liberal Studies Elective	Liberal Studies Elective
YEAR TWO	
3rd Semester	**4th Semester**
CHY204 Biochemistry I	CHY205 Biochemistry II
FNF100 Families & Health	FNN201 Nutrition Through the Lifespan
FNN200 Intermediary Metabolism	FNP200 Interpersonal Relationships
FNS200 Quantity Food Management	FNR201 Research Methods & Statistics
Liberal Studies Elective	MKT100 Principles of Marketing
YEAR THREE	
5th Semester	**6th Semester**
FNP250 Consumer Behaviour & the Economy	ENH222 Foundations of Aetiology

FNN202 Public Health Nutrition FND300 Food Science II Professional & Professionally Related Elective Table I or II (select 2 one-term courses)	FND401 Social & Cultural Dimensions of Food FNP300 Nutrition Communication: Theory & Practice Liberal Studies Elective Professional & Professionally Related Elective Table I or II (select 1 one-term course)
YEAR FOUR **7th semester** Liberal Studies Elective Professional & Professionally Related Elective Table I or II (select 4 one-term courses)	8th Semester Liberal Studies Elective Professional & Professionally Related Elective Table I or II (select 4 one-term courses)

Professional Electives Table I (Select a minimum of 5 courses)	
FNA100 Health and Physical Activity FNA201 Lifestyle and Fitness Assessment FNA202 Physical Activity and the Environment FNA300 Nutrition and Physical Activity FNA301 Exercise Intervention FND301 Product Development FNF400 The Social Context of Human Sexuality FNF401 Canadian Family: Diversity and Change FNN301† Intro to Nutrition Management of Human Disease FNN400† Advanced Nutrition and Health FNN401† Advanced Nutrition Management of Human Disease FNN403†† Advanced Nutritional Sciences FNP400 Reflective Practice FNP500†† Advanced Issues in Professional Practice	FNR310° Senior Quantitative Research Project FNR320° Senior Qualitative Research Project FNR400* Independent Study FNS400†Food Service Systems Management FNY400 Selected Topics in Food Security FNY403 Food Security Concepts and Principles FNY404 Food Policy and Programs for Food Security FNY405 Applied Research Methods and Evaluation FNY406 Economics of Food Security FNY407 Community Development and Food Security FNY408 Urban Food Security FNY409 Gender and Food Security PLN303 Exercise Science and Physiology

†	Required for eligibility for Dietitians of Canada internship
††	One of these courses is required for Dietitians of Canada internship
°	Students must take a minimum of one of FNR310 and FNR320
*	Students may apply to the Director to pursue an independent project with a faculty supervisor in their major field. A minimum cGPA of 3.33 is required.

6. MINORS

Table 3 Number of Nutrition Students Graduating with Minors 2007-2011

Minor	# of Nutrition & Food Students					
	2007	**2008**	**2009**	**2010**	**2011**	**TOTAL**
Family Supports and Community Practice	4	2	4	2	2	**14**
Human Resources Management	2	0	1	0	1	**4**
Marketing	14	2	6	7	1	**30**
Psychology	4	6	4	3	3	**20**
TOTAL	**24**	**10**	**15**	**12**	**7**	**68**

7. CERTIFICATES

Currently, the School of Nutrition is the academic home for the Certificate in Food Security. Established in 2003, the Food Security Certificate focuses on preparing students to meet the challenge of creating sustainable food systems based on social justice and democratic decision-making that will ensure people's right to food. Since its inception, 55 people have graduated with Ryerson's Food Security

Certificate.   As of the 2011-12 academic year there are 255 students registered in this certificate program.

8. DIVERSITY AND INCLUSION

The School of Nutrition is committed to delivering an undergraduate program which embraces a broad social, cultural, political, behavioural and economic perspective to the study of food, nutrition and health. The School demonstrates the importance of these social determinants of health by providing an undergraduate program which embraces culturally diverse perspectives and practices. In doing so, FNP seeks to create a more inclusive curriculum and learning environment which values all points of views, lived experiences and social group memberships. Understanding, valuing, and embracing diversity is a core dimension of program learning outcome 6. The School of Nutrition addresses equity, diversity and inclusion through course content, classroom delivery, and approaches to student assessments and evaluation.

In spite of some important shifts towards creating a more inclusive classroom, a recent pilot study identified gaps in the curriculum pertaining to Aboriginal health and nutrition. The study recommends revision of the current curriculum to include more Aboriginal content related to traditional foods, diabetes, obesity, and other clinical and community topics. A course on Indigenous Peoples Food Systems and Nutrition is currently being prepared for first delivery in fall 2013. Instructors in the School of Nutrition will be invited to attend the many lectures by guest speakers, so as to become more culturally knowledgeable and confident when working with Aboriginal individuals and groups - and more competent and informed when instructing students about Aboriginal nutrition and food issues. The School is also working with the Aboriginal Liaison at Ryerson Admissions to develop a plan to increase the number of Aboriginal students in the program.

The gender imbalance within the FNP program echoes that of comparator programs across Canada. In hopes of creating an inclusive environment for male students, FNP ensures that gender neutral language is used wherever possible across the curriculum. Program promotional materials (including images used on the website) present an inclusive perspective that is welcoming to all prospective and current students.

9. CURRICULUM AND STRUCTURE – UNDERGRADUATE DEGREE LEVEL EXPECTATIONS

Analysis of the Undergraduate Degree Level Expectations (UDLEs) mapping matrix and the Courses to Program Goals matrix reveals that:

- Sequential core course series which provide opportunities for students to integrate and build on their knowledge and skills related to professional practice and communication (the FNP series), research methodologies and critical thinking (the FNR series), nutrition knowledge and skills (the FNN series), and food science and food ways (the FND series) form the primary infrastructure upon which students build to achieve program learning outcomes.

- Program learning outcomes 1 and 2 reflect the depth and breadth of knowledge and the ability to interpret and integrate that knowledge as required for nutrition and food practice. As such, these outcomes are supported by a range of core courses, most notably: the FND series of courses which help students establish a sound understanding of food science and food ways, the FNN series which provides a comprehensive examination of the field of nutrition from healthy eating to therapeutic nutrition for individuals and groups, and the FNP series which exposes students to ethical practice and diversity related to ways of knowing, understanding, and communicating about food, nutrition

and health. The FNR course series introduces students to research methods and statistics using the social determinants of health framework, fosters the development of critical thinking skills, and provides opportunities for them to expand on and apply their knowledge and skills to address relevant research questions. The development of students' critical thinking skills is a common goal across most core course series that is achieved by exposing students to reading and discussing scholarly literature starting in year one (FNN100, FNR100, FNP100), semester one and by the design of examinations and assignments that engage students' in integration and comparison of ideas from varied sources.

- Program learning outcome 3 reflects a foundational element of the School's approach to nutrition and food practice and supports students in adopting the social determinants of health approach. This perspective, which is unique among Dieticians of Canada (DC) accredited undergraduate programs in Ontario, recognizes the broad context within which health, including nutritional health, exists. This approach prepares graduates to provide professional leadership in nutrition education and practice through recognition of the dynamic and interrelated nature of the determinants of health. This program learning outcome reflects the approach that graduates take in applying knowledge and in critically evaluating information and formulating positions that inform their work. The FNN and FNP course series expose students to the determinants of health starting in the first semester of first year. As students progress through these courses, they gain increasingly sophisticated and critically informed understandings of the relationships between nutritional wellbeing and the determinants of population health. Senior FNN series courses engage students in critical thinking and examination of nutrition and health intervention strategies that reveal the central importance of the social determinants of health.

- Communication skills are fundamental elements of effective nutrition and food practice regardless of graduates' specific career paths, as program learning outcome 4 reflects. The FNP course series provides students with opportunities to examine and experience many forms of communication (e.g., targeted, interpersonal, mass) using different media (audio, video, print, Internet-based, etc.). These courses expose students to theory-based communication approaches and culminate in experiential activities through which they hone their skills. Many senior core courses (FNR 310/320 Senior Quantitative/ Qualitative Research Project, FND401 Social & Cultural Dimensions of Food, FNS400 Food Service Systems Management, and the FNP500 courses) provide students with opportunities to practice their communication skills through assignments (e.g., thesis-based essays, analytical journals, technical reports, etc.) and projects (e.g., presentations to colleagues and external experts, creation of video/audio materials, research posters, etc.).

- Graduates must understand the evolving nature of the science of nutrition and food and be prepared to engage in lifelong learning to maintain currency with this dynamic knowledge base. Program learning outcome 5 reflects the importance of understanding the limitations of personal and scientific knowledge. The FNP course series plays a key role in helping students embrace a reflective approach to practice by facilitating self-reflection, self-assessment and professional goal setting. By giving students opportunities to develop the ability to understand, form, and maintain relationships with individuals and/or groups, the FNP courses provide them with an ethical perspective that will inform their approach to professional practice. Examination of various codes of ethics and standards of practice helps orient graduates to professional approaches to nutrition and food practice.

- Program learning outcome 6 reflects the mission of the School of Nutrition and expresses the shared belief and commitment that FNP has an obligation to practice in ways that are socially responsible and respectful of others. FNP hopes that graduates will practice in ways that reflect sound critical consideration of a diverse range of ideas and ways of knowing and that they will consider respect, dignity, and civility as foundational practice values. These values are reflected on every course outline, through inclusion of the School's mission statement and "Culture of Respect" statement. The FNN course series demonstrates a shared commitment to these values by exposing students to diverse ways of experiencing 'health', fostering advanced critical thinking skills, discussing a wide range of community-based programs, interventions, and advocacy, and presenting students with opportunities to analyze and discuss challenging contemporary practice and advocacy issues. The FNP course series supports students' development as ethical professionals by providing opportunities to discuss codes of ethics and to practice ethically through experiential activities such as simulated client counselling and the creation of communications targeted to meet the needs of specific priority population groups. Fifteen courses have been identified that address various aspects of ethics related to nutrition practice and research and enable students to achieve Program Outcome 6. The FNR course series enhances students' critical thinking capacities and provides a solid grounding in research methods that will support an ethical, contemplative, evidence-based approach to nutrition and food practice.

10. CURRICULUM DEVELOPMENT

Curriculum development is undertaken by all faculty members. Given the School's Dietitians of Canada accredited status since 1991, comprehensive reviews of the curriculum and mapping of specific content in relation to detailed academic requirements has been undertaken. This process is very similar to the UDLE to program goal mapping exercise that is part of the periodic program review, but entails a more detailed curricular analysis. FNP examines reports arising from the mapping process to ensure that course changes do not negatively impact core content delivery and to ensure minimal 'curriculum drift'.

11. ENROLMENT IN PROGRAM COURSES

Since about 50% of students have partial or completed previous degrees it is challenging to draw conclusions about adequacy of student access to courses by comparing fall headcount in a specific program year to enrolment and class size in core and elective courses. Students with prior university degrees/credits are assigned to year one of the program by the Registrar's office and typically receive transfer credit for some core and many elective courses. As such, students' timetables vary considerably within years 2, 3, and 4.

Courses in the FNP, FNR, FND, and FNN series reflect additive and integrative curriculum and must be taken in sequence. In the past, ensuring timely access to some of these courses (most notably FNP100, FNP200, FNN400, FNN301 and FNN401) for out of phase students who wished to qualify for post-graduation internship was an issue. To address this problem, enrolment has been expanded to accommodate all students and/or added a section to these courses when needed. The Promotions and Outreach staff consults with incoming students to create and update individualized 'curriculum planning reports' that guide course selection.

12. RELATIONSHIP TO CURRENT DISCIPLINE AND PROFESSION

As a Dietitians of Canada accredited undergraduate nutrition program, the curriculum must adhere to a complex set of academic standards organized within five broad categories: food availability, food consumption, biological utilization of nutrients, nutrition and health, and knowledge and skills considered essential for professional practice.   While the content of the curriculum is highly prescribed

to ensure that graduates qualify for entry to post-graduation internship or graduate school positions, the manner in which the academic goals are achieved is a significant way in which the program differs from those of comparators.

DC accredited undergraduate programs across Canada differ significantly in terms of their structure. Some programs are *integrated* (e.g., the BSc in Dietetics Major in Food, Nutrition & Health at the University of British Columbia) in that they combine the education and internship experience within the context of their degree. *Partially integrated* programs (e.g., the BSc in Nutrition (Dietetics option) at Acadia University) offer internship experiences to some of their students, while others must compete for post-graduation internship positions. Other programs, such as those at Ryerson, the University of Guelph, and Brescia University College at Western University, are *not integrated*. Graduates must compete for post-graduation internship positions across Canada. Based on the similarity of program structure and the fact that most applicants come from the Greater Toronto Area, the DC accredited undergraduate nutrition programs at the University of Guelph and at Brescia are considered as primary comparators.

Each program describes its approach to nutrition and food curriculum and its overall goals differently. Brescia emphasizes its approach as interdisciplinary, professional, and service-oriented. Guelph's approach emphasizes the behavioural, theoretical, and applied aspects of nutrition, with a focus on families. This framing reflects the location of the Applied Human Nutrition program within the Department of Family Relations and Applied Nutrition. The School of Nutrition at Ryerson describes its approach as integrative, multidisciplinary and intended to support a breadth of career trajectories.

The courses that are designated as required in the program but not in comparators' programs reflects some of the unique aspects of FNP's perspective on nutrition and food:
FNP100   Introduction to Professional Practice
FND401   Social & Cultural Dimensions of Food
FNR 310 and FNR320   Senior Quantitative/Qualitative Research Project
FNN202   Public Health Nutrition
FNP250   Consumer Behaviour & the Economy

Curricular currency is essential to maintaining the program's accredited status. To achieve this goal the School:
- Relies on faculty to remain abreast of the latest developments in research and practice in their areas of expertise and to update curriculum on an ongoing basis.
- Encourages faculty involvement and leadership in practice-related organizations
- Encourages faculty to engage students in research activities through their teaching and by providing opportunities for students to participate as research assistants and volunteers
- Hires external expert-level practitioners from Toronto teaching hospitals to teach the senior clinical nutrition courses (FNN301, FNN401) to ensure that students are aware of the latest practice issues and solutions
- Encourages faculty engagement in practice-based research that advances scholarly knowledge through collaborative projects involving a wide variety of nutrition and food practitioners (local, national, and international)
- Subscribes to key professional resources, such as Dietitians of Canada's PEN (Practice Based Evidence in Nutrition) which has become an international reference for dietetic practice

13. CAREER PATHS

Efforts to highlight non-dietetic career paths have been ongoing for several years. These efforts reflect a spectrum of activities ranging from attentive use of language, enhanced student access to career path resources, to efforts to create alternative educational routes. Across the curriculum and in program promotional materials, care is taken to refer to students as future nutrition professionals, (rather than future dietitians) and incorporate non-dietetic career path examples wherever possible. In the past two years, FNP has carefully reframed the way in which students are provided with career resource information to ensure that dietetics is located as one of several potential career paths through the School's "Professional Pathways" initiative.

However, most FNP students come to the program because they want to become dietitians. They are aware of the post-graduation barriers to pursuit of that career –potential students are provided with candid information regarding the number of post-graduation internship/graduate practicum opportunities in Canada. All enrolled students are provided with online resources and opportunities to attend information sessions regarding the steps in becoming a dietitian in Canada. Students are strongly encouraged to volunteer in dietetic practice environments to become more familiar with the roles and responsibilities related to this career path.   FNP works hard to support those students who are committed to becoming dietitians and provide post-graduation assistance and advice in support of their goals.

14. STUDENT ENGAGEMENT

Course Methods & Innovative/Creative Content/Delivery:

The core course series (FND, FNN, FNP, and FNR) reflect a step-wise approach to instructional design whereby earlier courses introduce key concepts and subsequent courses build upon and expand this knowledge base to enable students to achieve entry-level proficiency. Senior courses in these series provide opportunities for students to engage in critical reflection concerning important nutrition and food topics through comparative analysis and integration as well as engaging them in experiential activities through which to hone their skills.

- *FNP100 (Introduction to Professional Practice)* uses a team taught seminar and lecture format to engage students by providing opportunities to develop professional relationships with colleagues and faculty members while critically examining their understanding of 'health'. The critical nature of shared learning and teaching is experienced through considered reading, meaningful dialogue and "connection making." A range of experiential activities (some involving food) and exercises are used to enhance students' awareness of the complexities, changes and challenges associated with professional practice.
- *FNP200 (Interpersonal Relationships)* uses a small seminar format to examine professional practice issues, challenges, and opportunities in greater depth through engagement with the literature, the use of experiential role plays, group discussions and simulated client training activities (in conjunction with Ryerson's Interpersonal Skills Teaching Centre).
- *FNP300 (Nutrition Communication: Theory & Practice)* uses lecture and seminar formats to provide students with opportunities to develop advanced interpersonal and mass communication skills. Students use new media applications (e.g., video, podcast, etc.) to develop and produce social marketing campaigns targeted to specific priority population groups. The demonstration kitchens and food laboratories provide the tools and equipment needed for students to i) integrate their food knowledge and skills with their understanding of nutrition standards and issues and ii) translate knowledge into appropriate forms for varied target audiences. Students gain valuable experience

providing constructive feedback through the use of peer assessment tools. Videotaped presentations provide opportunities for self-assessment and supportive debriefing.

- *FNP400 (Reflective Practice)* This elective course offers senior undergraduate students opportunities to purposefully explore relevant nutrition and food practice environments and to develop and utilize a personalized framework for reflective practice. Under the guidance of a workplace supervisor and a course instructor students take part in learning outcome-based unpaid experiential learning in nutrition and food related settings. Guided self-reflection engages students in an on-going analysis of their progress towards individualized professional development goals.
- *FNP500 (Advanced Issues in Professional Practice)* Four versions of this contemporary topic-based senior elective course are offered each year. The seminar (~25 students) format and multiple topic options make this course a very popular choice that provides students with opportunities to engage in advanced critical analysis of a contemporary nutrition and food issue. Significant student participation and application of high level communication skills are essential elements of all offerings of this course.

Results of the Periodic Program Review Student Satisfaction survey shows that more than 80% of students found the types of evaluations used throughout the program (tests, written assignments, classroom instruction, laboratory experiences and group work) to be effective or very effective in contributing to their learning. More than 90% of students agreed or strongly agreed with statements that professors are current and knowledgeable, well organized, and available outside of class. Ninety-one percent of students reported that they found professors' teaching intellectually challenging, and 93% said that they had experienced high quality teaching in the program.

Several results of the National Survey of Student Engagement (NSSE) survey findings for the School of Nutrition for 2011 speak to the effectiveness of course methods and content delivery in achieving student engagement and success. For example:
- 53% of 1st year students and 61% of 4th year students reported that they had 'often' or 'very often' been challenged to do their best work on exams (versus 45% of 1st and 4th year Ryerson students)
- 63% of 1st year and 71% of 4th year students had included diverse perspectives (e.g., race, faith, gender, political beliefs, etc.) in class assignments and discussions 'often' or 'very often' (versus 53 and 61% of Ryerson 1st and 4th year students). This finding also speaks to the success of efforts to help students achieve program learning outcome 6.
- 23% of 1st year and 36% of 4th year students reported that they 'often' or 'very often' went to class without completing readings and assignments (versus 33 and 37% of Ryerson 1st and 4th year students). Most students came to class prepared.
- Nearly 80% of 1st year and 60% of 4th year students 'often' or 'very often' used electronic media to collaborate with others in completing assignments (versus 68 and 72% of Ryerson 1st and 4th year students).

15. PARTNERSHIPS OR COLLABORATIVE AGREEMENTS
Since 2007, thirty Nutrition and Food students have participated in exchange opportunities with partner universities (Curtin University of Technology, University of Abertay, University of South Australia). During the same period of time the School has hosted just three inbound students. High costs associated with these exchange opportunities may be a barrier to higher levels of student participation. Fall 2012 marked the first time that a student studied at the Royal Melbourne Institute of Technology.

16. EXPERIENTIAL LEARNING OPPORTUNITIES

*S*tudents have numerous opportunities to engage in experiential learning; some of these activities are mandated as components of core courses or program requirements, others are voluntary. These pragmatic learning opportunities make important contributions to students' ability to meet program learning outcomes 5 and 6 by exposing them to new ideas, new colleagues, and new environments in which to experience and reflect on issues and evolve as ethical nutrition and food professionals. Each student is required to take one interdisciplinary or international course, course project (e.g., charrette) or an exchange experience prior to graduation. This requirement enables students to gain valuable experiences in communicating with diverse groups of people in varied settings, contributes to their understanding of diversity and inclusion issues in society and supports their ability to achieve program learning outcomes #4 and 6. Some survey results follow:

- 77% of students reported that their program experiences had enabled them to improve their ability to collaborate with others 'a great deal' or 'very much'
- 74% of students reported that they had improved their understanding of people from different cultures 'a great deal' or 'very much'
- 80% of students felt that their participation in team projects within the program had been 'very effective' or 'effective' in contributing to their learning
- 81% reported that the hands-on laboratory based experiences provided by the School had been 'very effective' or 'effective' in contributing to their learning
- 76% of 4th year students reported that they made class presentations 'often' or 'very often' (versus 58% of 4th year Ryerson students)
- 86% of 1st year students and 93% of 4th year students reported that they had 'done' or 'plan to do' community service or volunteer work (versus 70 and 65 of Ryerson 1st and 4th year students)
- 85 students (36% of respondents) reported that they were student members of the Canadian Association of Foodservice Professionals
- 46 students (20% of respondents) were qualifying members of Dietitians of Canada
- 52% of respondents perceived membership in professional organizations as an 'extremely valuable' or 'valuable' way to explore career options and network with professionals

17. STUDENT ASSESSMENT

Through curriculum planning discussions, FNP tries to ensure that core courses provide students with a diverse array of opportunities through which to demonstrate their knowledge and skills. This strategy is based on a desire to be inclusive and ensures that diverse learning styles, ways of knowing, and modes of communication do not present barriers to students' abilities to demonstrate their success. However, whenever feasible and appropriate, the number of evaluative elements in core courses is limited to no more than three.

- Individual projects enable students to create outputs that reflect their particular interests, apply their knowledge and creativity, and demonstrate their skills as they work towards program learning outcomes #1, 2 and 3.
- Team-based projects provide opportunities for students to learn how to effectively collaborate with colleagues to achieve common goals and are important ways through which students achieve program learning outcomes #4, 5, and 6. The ability to collaborate with others is essential for success in nutrition and food careers: team-based assignments and projects are used in all years of the program. The percentage of a student's final grade that is comprised of individual evaluations must exceed that contributed by team-based components.

Some incoming students are challenged by assignments that require written analysis and integrative thinking. FNP has:

- participated in Faculty of Community Services' writing skills initiatives for several years by building developmental activities into key first year courses
- Working closely with University learning strategists, written assignments and supporting resources for FNP100 Introduction to Professional Practice have been designed which engages students in a written reflective assignment. The small seminar structure of this course ensures that faculty members can provide significant and meaningful personalized feedback on these assignments as a direct means of supporting the development of students' writing skills and enables faculty to identify students for whom referral to other University resources is warranted.

Assignments also vary in terms of their approach;

- many are experiential in nature (e.g., students engage in an activity that involves critical reflection or application of theories/concepts and interpretation of findings, such as the dietary assessment assignment in FNN100 Nutrition & Health),
- some challenge students to synthesize information from various sources and formulate solutions (such as the case study assignments in FNN301 (Introduction to Nutrition Management of Human Disease) and FNN401 (Advanced Nutrition Management of Human Disease)),
- others assess students' understanding of a specific knowledge base (such as the multiple choice exam in FNN200 Intermediary Metabolism).

18. STUDENT SUCCESS AND ACHIEVEMENT

Data from 2008-9 to 2010-11 (Table 4) show that across all years of the program, the percentage of Nutrition and Food students with clear academic standing at the end of the academic year exceeds Faculty and/or University averages in all but three instances. Cumulative GPAs for Nutrition and Food students were consistently above the Faculty and University averages from 2009-2011. Across this time period, fewer Nutrition and Food students had cGPAs of ≤ B- compared to Faculty and University averages.

Table 4

Academic Standing Distribution 2008-2011 (Percentages)

Standing at end of 2008-09					
Year		Clear	Prob	RW[a]	Susp	Other
1	Nutr & Food	87.0	8.7	4.3		
	FCS	81.3	12.3	6.4		
	Ryerson	74.7	14.9	10.4		

Standing at end of 2009-10					
Year		Clear	Prob	RW[a]	Susp	Other
1	Nutr & Food	77.4	20.2	2.4		
	FCS	83.0	11.3	5.6	0.1	
	Ryerson	76.1	15.2	8.7		

Standing at end of 2010-11					
Year		Clear	Prob	RW[a]	Susp	Other
1	Nutr & Food	84.0		11.7	4.3	
	FCS	83.0		10.4	6.6	
	Ryerson	74.2		13.8	12.0	

a Required to Withdraw

Ninety-two percent of students who completed the Periodic Program Review Student Satisfaction survey in winter 2012 found the program academically challenging. Seventy-two percent of students reported that the program workload was manageable, while 17% found it excessively high.

19. LIBRARY RESOURCES

The Library Report concludes that the library is well equipped to support students in the Nutrition and Food program. Access to electronic resources has increased the number of scholarly publications and journals that Nutrition and Food students have access to. The report recommends that in-class library instruction services be increased within the School. With regard to nutrition and health related topics, Ulrich's Serials Analysis (May 2012) shows that compared to peer institutions, the Ryerson library provides students with access to 96% of the Food and Food Industry titles, 90% of the Nutrition and Dietetic titles, 100% of the Women's Health and Men's Health titles and 83% of the Medical Sciences titles. Collections expenditures peaked in 2008/2009 and started decreasing in 2009/2010 (due to budgetary constraints beginning in that year). Spending on e-Resources, however, has in fact increased every year since 2009/2010.

20. SURVEYS

a) Student Satisfaction Survey
- The survey achieved a 65% response rate (n=235); partially completed surveys (n=37) were included in the analysis.
- Four additional questions examined students' awareness of and engagement with professional organizations and career workshops and resources provided by the School.
- 92% of students strongly agreed or agreed that "my program is of high quality"
- Students strongly agreed or agreed that:
  · Most of my professors are current and knowledgeable in their field (98%)
  · Most of my professors are well organized in their teaching (92%)
  · Most of my professors are available outside of class time to help students (96%)
  · Most professors' teaching is intellectually challenging (91%)
  · Generally, the teaching I have experienced in my program is of high quality (93%)
  · Most of my professors provide useful feedback on my academic performance (81%)

Other Student Satisfaction Survey Highlights:
- 85% of students would recommend the Nutrition & Food program to others
- 80% of respondents rated the academic workload as manageable; 18% found it excessively high
- 68% of students found academic advising effective or very effective
- 42% of respondents reported their overall academic performance was in the B range; 30% were in the A range; 11% in the C range
- The most frequently reported abilities that respondents felt the program had helped them improve "a great deal" or "very much" were:
  · working in teams (78%),
  · understanding professional/ethical responsibilities (77%),
  · understanding people from different cultures (74%), and
  · research skills (72%)
- The abilities that the program improved very little or not at all were:
  · entrepreneurship (48%),
  · computer proficiency (33%),

- · understanding the international context of your career field (31%) and
- · responding to technological innovations (30%)
- Overall, 73% of respondents reported that course components (e.g., tests, exams, assignments, lab experiences, group work, library and computer resources) were effective or very effective in contributing to their learning

A large quantity of qualitative data was obtained through the PPRS survey in response to questions asking students to explain why they would, or would not, recommend Ryerson and the Nutrition and Food program, to others. A 12-member student advisory group was engaged to analyze these qualitative data using the SWOT approach with a faculty member facilitating. The following findings are reported in order of perceived importance.

Strengths:
1. Knowledgeable, approachable professors & helpful staff
2. Small classes
3. Well-rounded education/broad-based program
4. Program is academically challenging
5. Emphasis on practical, real life applications

Weaknesses & Threats:
1. Lack of internships/accredited masters' positions; no value in degree without internship
2. Not aware of non-dietetic careers; no quality job opportunities post-graduation
3. Program should be integrated
4. Highly competitive/lack of School spirit or community feeling

Opportunities:
1. Create more internships – integrate program
2. Provide more information on non-dietetic careers (ideas: 1) more connections to alumni 2) put MHR405 in first year 3) encourage students to take initiative on career path in first year)
3. Need more science-based nutrition courses
4. Strengthen student support system

b) Graduate Survey
Ryerson's 2009 Graduating Student Survey[1] does not provide any data related specifically to the Nutrition and Food program. Results of the 2009 Ryerson graduating student survey (n= 1048; 30% response rate) echo several of the PPRSS survey findings:
- Over 90% of Ryerson students rated faculty as somewhat or very knowledgeable in their discipline and rated the quality of classroom instruction as high
- Nearly 80% of Ryerson students reported that laboratory experiences had contributed significantly to their growth and development
- Over 75% found professors' teaching intellectually stimulating
- About 75% would recommend Ryerson as a result of their program experiences
- Over 50% of students would recommend Ryerson as a result of their interactions with professors

c) National Survey of Student Engagement (NSSE) Findings

Table 5 Coursework Emphasis Comparison Nutrition & Food, Faculty of Community Services, Ryerson (NSSE)

Coursework emphasis	Percentage who Responded 'quite a bit' or 'very much'					
	1st Year			4th Year		
	N & F	FCS	Rye	N & F	FCS	Rye
Memorizing facts, ideas, methods	91	72	68	75	56	61
Analyzing an idea, experience or theory	64	81	81	86	90	87
Synthesizing and organizing ideas, information, experiences	64	65	66	76	83	95
Making judgments about the value of information, arguments, methods	56	64	66	65	78	75
Applying theories/concepts to practical problems	70	78	80	78	90	84

- The data presented in Table 5 are noteworthy, as they speak to students' reports of the levels of learning that they have experienced in the program and to the success of efforts to create a curriculum that moves students from an introductory descriptive understanding of concepts and ideas in the early years of the program to an advanced ability to synthesize, appraise, and apply ideas by the fourth year of study.
- Table 5 also highlights a perceived emphasis on memorization versus analysis in coursework experiences of first year students. By fourth year, students' reports of their experiences with these dimensions of coursework exceed or match FCS and University averages.
- First year students reported less coursework emphasis on synthesizing information and applying theories than peers at the FCS and University levels. By fourth year, the students' experience of these skills had increased, but not to the level of the Faculty or University, or to a level that meets FNP's expectations.
- These data point to the need for increased emphasis on analysis of ideas, judgment of evidence, and applying theoretical constructs in the early years of the program.

d) 2009 Canadian Undergraduate Survey Consortium Graduating Student Survey (30% response rate)

- University Planning Office analysis reported that results were "fairly consistent" with the 2006 survey with significant increases in the number of students reporting that their use of library resources contributed "some" or "very much" to their success.
- Eighty percent of graduates reported that their Ryerson experience met or exceeded their expectations. Ninety-two percent found instructors knowledgeable.
- Twenty-four percent of respondents indicated that they had full-time employment upon graduation; 11% were not seeking work and 20% stated that there were jobs available in their field. Overall, the percentage of students reporting that there were jobs available in their field decreased by 10% from 2006, while the percentage of respondents reporting that they had full-time employment remained unchanged.
- Visible minority status was reported by 53% of graduates in 2009, compared to 38% in 2006. Eight percent of graduates reported having one or more disabilities.

e) 2012 Canadian Undergraduate Survey Consortium Graduating Student Survey (33% response rate)

- Eighty percent of graduates reported that their Ryerson experience met or exceeded their expectations. Ninety-three percent found instructors knowledgeable.

- Twenty-two percent of respondents indicated that they had full-time employment upon graduation; 8% were not seeking work and 14% stated that there were jobs available in their field. Overall, the percentage of students reporting that there were jobs available in their field decreased, while the percentage of respondents reporting that they had full-time employment remained unchanged.
- Visible minority status was reported by 55% of graduates.

f) Employer Survey

Each year, significant numbers of graduates enter post-graduation dietetic internships or graduate programs (Dietitians of Canada accredited and non- accredited). As such, it is typical for many graduates to continue their education for one to two years after graduation and then seek employment. Many students who are not successful in securing an internship or graduate position with their first application will use the year after graduating to seek volunteer and paid experiences and/or upgrade courses to enhance their readiness for the next annual round of internship/graduate program position applications. Those students who do not pursue dietetic careers are employed in a wide range of fields. While this observation demonstrates success in providing students with a well-rounded education (program learning outcome 1) that allows them to enter diverse fields, it also contributes to the challenge of conducting an employer survey. Considered together, these factors make it difficult to design a relevant and meaningful employer survey.

21. FACULTY

Faculty in the School of Nutrition represent a broad array of qualifications and research interests including sociology, political economics, community nutrition, population nutrition, food science, nutritional physiology, international nutrition, food security, health informatics, and food policy. As such, when considered collectively, FNP's scholarly, research, and creative (SRC) activities capture a spectrum of nutrition and food related issues and topics and reflect the operationalization of the first program learning outcome concerning the breadth of disciplines that contribute to an understanding of nutrition and food issues. Faculty members have active, externally funded research programs.

In the School the varying perspectives that faculty members bring to their SRC, their teaching, and to departmental discussions is highly valued. The diversity of perspectives, experiences, and ways of knowing embraced by faculty members is echoed in program learning outcome 6, which positions graduates to become productive professionals who value alternative ideas, collaboration, and treat others with respect and dignity.

22. ADMISSION REQUIREMENTS

High School applicants:

Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses including the following program specific requirements (a minimum overall average of 70% establishes eligibility for admission consideration; subject to competition individual programs may require higher pre-requisite grades and/or higher overall averages):

- English/Anglais (ENG4U/EAE4U preferred)
- Chemistry (SCH4U)
- Biology (SBI4U)
- The minimum grade(s) required in the subject prerequisites (normally in the 70% range) will be determined subject to competition.

Non-Ontario High School Applicants:

Applicants educated outside of Ontario must submit evidence of education equivalent to the Ontario Secondary School Diploma (OSSD) with six Grade 12 U or M courses. English, Chemistry, and Biology

required as three of the six Grade 12 U or M courses in which prospective students must achieve a minimum 70% average because these courses are essential building blocks for student success in the first year of the program.

23. STUDENT QUALIFICATIONS

- At 82.3% (from 2004 to 2010) the actual mean entering average for students in the program is consistently above University and Faculty averages (80.6 and 80.4% respectively). The average entering average of registrants from all sources for 2011 is 84%, which exceeds the Ryerson and Faculty of Community Services averages at 81%.
- Since 2005-06 the quality of program applicants from Ontario Secondary Schools (OSS) has risen considerably and consistently remained well above University and Faculty averages. In 2010-11 85% of OSS applicants had entering averages above 80% compared to 64% for Faculty of Community Services and 62% for Ryerson applicant.
- FNP continues to attract predominantly female students, with about 8.5% of male students in 2010-11.
- Data for 2011 reflect a shift in Year 1 program registrants' educational backgrounds as 62% came from OSS, 26% from other universities and 6% from colleges. Since 2008 the program has attracted about 53% of Year 1 students from OSS and about 35% from other universities.
- Data from the 2012 Progress Indicators report show that the program consistently attracts considerably more students from other universities than Faculty and University averages (Table 6).

Table 6 Percentage of Year 1 New to Ryerson Registrants from Other Universities

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ryerson	10.8	13.4	13.2	12.0	10.2	10.4
FCS	10.7	15.3	20.3	16.1	16.7	13.5
Nutrition	28.1	25.6	35.1	32.1	37.2	26.0

24. RETENTION DATA

- Overall student retention rates in FNP are consistently above the averages for Ryerson and the Faculty of Community Services at both one and two years.
  - % of students retained in the program after one year: 2005 cohort = 82%; 2010 cohort = 93%
  - % of students retained in the program after two years: 2005 cohort = 75%; 2009 cohort = 89%
- This trend is even more pronounced among students who entered the program directly from secondary school.
- Overall retention rates after three years in the program are slightly below University and Faculty averages for the 2007 and 2008 cohorts (Table 7). However, when considering only those students who entered the program from secondary school, the retention rates after three years in the program are well above University and Faculty averages for the 2006, 2007 and 2008 cohorts.
- Three year retention rates for the program fluctuate above and below the corresponding Faculty and University values (Table 7). This may, in part, reflect the exodus of the considerable number of 'out of phase' students who come to the program with transfer credits that enable them to finish the program in two to three years. The lower overall three year retention rate for the 2007 and 2008 cohorts reflects the fact that many out of phase students complete their studies within two years of entering the program and that their exit negatively influences the overall three-year retention rate.
- FNP looks to the relatively stable three-year retention rate among students who entered the program directly from secondary school as a more accurate indication of success in meeting student curriculum and course access needs.

Table 7   Retention Rate: % of students retained in any year level of same program after 3 years

Cohort Year	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Retained in	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ryerson	74.1	65.9	71.3	70.3	70.4
Community Services	82.0	77.1	76.1	78.9	76.5
Nutrition and Food	**76.5**	**62.2**	**81.7**	**76.6**	**66.7**

25. RESOURCES

- The 12 full-time (RFA) faculty members in the School of Nutrition cover the diverse perspectives in support of achieving program learning outcomes. Seven faculty members are registered dietitians, contributing to the School's continuous accreditation by Dietitians of Canada. Approximately 10 part-time (CUPE) instructors complement teaching, particularly in the areas of Food Services and Clinical Nutrition.
- Staff is comprised of an Administrative Coordinator, a Departmental Assistant, a Promotion/Outreach Coordinator and a Food Lab Technician.
- FNP receives funding from the Dean to support hiring of approximately 18 graduate assistants each year. These positions are filled by students in the MHSc program.
- Increasing budget constraints in the past few years has limited the School's capacity to hire Teaching Assistants, leading to a reduced number of hours of assistantship allocated to instructors.
- The Promotion and Outreach staff plays a major role in counseling students regarding course selection and is supported in that role by the Director of the School.
- Incoming students are often assigned to a faculty advisor and invited to consult with that advisor (or any other faculty member they wish to speak to) regarding academic questions and issues.

- The recently published plan regarding the future Health Sciences Building shows a 50% reduction in FNP's space allocation, which is achieved in part through shared use of some spaces with other programs. Faculty in FNP are concerned that this move, rather than enhancing a sense of community, could actually undermine it. For example, having the space for the Centre for Studies in Food Security embedded in the School in the past 10 years has significantly contributed to the Centre's contribution to students' engagement in interdisciplinary activities.

26. STRENGTHS, WEAKNESSES AND OPPORTUNITIES

Analysis of this self-study report shows four primary strengths of the program: the School's reputation, progress indicator performance, interdisciplinarity, and diversity and inclusiveness.   Three key weaknesses emerge from this self-study report – the need for more student support regarding non-dietetic career paths, the need for more post-graduation internship/graduate program positions, and the need for more opportunities to analyze ideas and apply theory.

An opportunity which emerged was to increase student support regarding non-dietetic career paths, such as engaging student representatives on School Council in identifying relevant and accessible ways to promote non-dietetic careers, promoting and expanding the career profiles section of the School's website and Blackboard, encouraging students to join professional organizations, supporting career events and alumni outreach. Other opportunities included increasing post-graduation accredited

internship/graduate program positions and clarifying and providing more opportunities for students to analyse information and apply theory.

27. DEVELOPMENTAL PLAN
This developmental plan has been created to support the School of Nutrition's mission and program learning outcomes. Faculty members have collaborated to compose a plan that builds upon the program's strengths, takes action to address its weaknesses, and embraces opportunities identified in this PPR report.

Priority 1: Increase student access to post-graduation accredited internship/graduate practicum experiences.
1) Continue to provide leadership and collaborate on national and provincial efforts to resolve this issue.
2) Take action locally by undertaking the accreditation of the practicum portion of the MHSc program. FNP is currently forming a collaborative group with external partners in support of submitting an application for accreditation of the graduate practicum to Dietitians of Canada by January 2013. If the changes proposed are approved by the accrediting body and the University, the accredited practicum will be in place for the 2013-2014 academic year.

Priority 2: Increase information and profile of non-dietetic career paths
1) Continue to promote recently developed activities and to create new opportunities to raise the profile of non-dietetic career paths. Workshops and websites will continue to be main vehicles for this work, but FNP will also collaborate with the Career Development and Employment Centre, student groups, and alumni to develop new initiatives.

Priority 3: Introduce more opportunities for students to analyze and apply theory early in the program
1) Make more explicit the existing opportunities that are provided in courses for students to analyze information and apply theories. In first year, these will be highlighted in courses such as *Introduction to Professional Practice* and *Food Science I*. In second year, a new course, *Introduction to Food Systems*, is being introduced into the curriculum (starting Fall 2014). This will be added to *Families and Health* and *Quantity Food Management* as offering clear opportunities to analyze and apply theory.

Priority 4: Community Building Activities
1) Continue to support and develop current initiatives such as the student-led BeWELL, BeACTIVE program, the Words of Encouragement newsletter, student groups (such as the Nutrition Course Union), and the Centre for Studies in Food Security which plays a key role in Rye's HomeGrown Community Garden initiative.
2) Develop new activities that promote diversity and inclusiveness in new courses – e.g. Indigenous Peoples Food Systems and Nutrition, and awareness activities related to xenophobia, racialization in research and practice.
3) Re-examination alumni relations activities to identify new ways to connect current students with program graduates.

Priority 5: Prior Learning Assessment and Recognition
1) Examine the undergraduate curriculum to identify areas which can enable students to meet some of the Integrated Competencies for Dietetic Education and Practice, which form the basis of the post-graduation internship and graduate practicum experiences.

2) Examine how FNP might create and coordinate a prior learning assessment and recognition (PLAR) process for both extracurricular and course-based experiential learning opportunities. This recognition could enable students to avoid duplication of their efforts in the internship/graduate practicum settings.

Priority 6: Planning Projections
1) There is a need to hire an additional staff member so as to enable the operation of the food laboratory facilities more effectively.   Current staffing for this position does not allow for expansion of the time available for scheduling courses thereby increasing the efficiency of use of these specialized facilities.

28. PEER REVIEW TEAM (PRT) REPORT

This Periodic Program Review was conducted as part of the Accreditation Review required by Dietitians of Canada. Members of the peer review team[27] have no conflicts of interest as defined in the Periodic Program Review Manual.

The curriculum is structured according to learning paths that correspond to nutrition, food science, professional practice, research, and food service with each path offering a 100 level introductory course, which is built on in subsequent years to achieve higher level learning outcomes including experiential activities designed to achieve analysis, synthesis and evaluation as high level learning outcomes. This curriculum structure is designed to ensure content is additive rather than repetitive. Upper level courses include written assignments to build writing competence. The course analysis provided for the program review was based on the "Framework for Undergraduate Program Development in Dietetics for the 21st Century" last updated in 2004. Since all university programs will be adopting the Integrated Competencies for Dietetic Practice and the Foundational Knowledge Statements within the next few years, an evaluation of the current curriculum to determine adequacy going forward is not relevant. With that said, the School has an effective program structure that should require only modest changes to achieve the updated learning outcomes.

Overall, students were very positive about the program and they felt well-prepared based on their learning experiences. Students have the flexibility of selecting from classroom-based courses as well as distance education, intensive, and on-line courses offered through the Chang School, which is important for transfer students wishing to compress the time to completion.

The faculty complement includes 12 full-time tenured/tenure track members of which seven are registered with the College of Dietitians of Ontario. This represents an increase of three to the faculty complement since the 2005 review with 78% of current courses being taught by full-time faculty. The reliance on part-time faculty has steadily decreased from 14 in 2005, to 11 in 2010, and 8 in 2012.

The School is fortunate in having access to highly qualified dietetic professionals to take on part- time teaching contracts and many of the part-time faculty have been renewed over many cycles thus ensuring some consistency from year to year. However, it remains an on-going concern that so many key dietetic professional courses continue to be taught on part-time contract despite this being raised in

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[27] Site Visit February 28 to March 1, 2013. T. Glanville, PhD, PDt, Professor Department of Applied Human Nutrition Mount Saint Vincent University, Halifax, NS (Chair and Lead PRT Reviewer), S. Berenbaum, PhD, RD, Professor Division of Nutrition and Dietetics College of Pharmacy and Nutrition University of Saskatchewan, Saskatoon, SK

both the 1998 and 2005 accreditation reviews. As noted during the site visit, while it is very difficult to hire tenure track faculty in food service systems and clinical nutrition, we encourage the School to continue the search.

The full-time members of the School have active research programs and have been successful in achieving grant support. It is encouraging to see the increase in faculty complement since the last program review. The distribution of faculty from entry level, to mid-career, and late-career is balanced. However, there was no evidence of succession planning should a retirement or resignation take place. With the on-going concern over funding, there is no assurance that a vacant faculty position will be filled, although we were told that a vacant position would remain aligned with the School as opposed to reverting back to a central pool of positions.

The program director describes the current laboratory space for the foods courses as adequate but under-utilized because of insufficient technical support. The result is that fewer laboratory sections are offered with more students in each one. When the PRT visited the laboratory with the typical number of students working in the space, it was definitely crowded raising safety concerns, in addition to scheduling limitations for students.

The school is requesting that an additional FTE food laboratory technician (or part thereof) be hired in order to make more efficient use of the space. Administration counters this by suggesting that the technician's workload should be scheduled to accommodate student needs. This is clearly a contentious issue that will need to be resolved as the program moves forward.

The School of Nutrition at Ryerson University provides students with a broad-based, comprehensive education in foods and nutrition. The core faculty provide expertise in a variety of areas and they strive to incorporate their research into classroom experiences. Students' comments indicate that faculty are knowledgeable and approachable. Students also indicate that the small class sizes are conducive to discussion and experiential learning and can focus on practical, real life applications. The students we spoke with were universally supportive of the program.

The curriculum design is very effective and uses content paths that start with introductory level knowledge and then build depth of understanding over successive years. The curriculum culminates in an integrative capstone course. In the near future the curriculum will need to be modified to incorporate the Integrated Competencies for Dietetic Education and the Foundational Knowledge Statements. Given the structure and content of the current curriculum, this should be accomplished with minor modifications. Part-time faculty should be included in the curriculum revision process.

The faculty complement is satisfactory for achieving learning outcomes. The number of courses being taught by part-time faculty has decreased significantly since the last review. All faculty are involved in scholarly, research and creative activities which in turn enrich the learning environment for students.

The School is well supported by senior administration. The School will be moving to the new Health Science Building which will provide state of the art learning facilities although this will come at a loss of space dedicated to the School of Nutrition.

RECOMMENDATIONS
Overall, the School of Nutrition offers an excellent program that appears to meet student needs. The School has been a national leader in areas related to dietetics education, bridging education for foreign

trained dietitians, nutrition communications, and food security. The faculty are dynamic, engaged in research, and leaders within their areas of expertise.

Recommendation 1
Continue to explore options for internship opportunities as discussed extensively in the self-study guide. With the exception of the University of Ottawa, this is an issue confronting all university dietetics programs in Ontario and will require input from external partners.

Recommendation 2
Continue to explore options to inform students of non-dietetic career options. The self-study demonstrates that the School has given this considerable thought.

Recommendation 3
Seek ways to more efficiently use the food laboratory space. This could include an additional laboratory technician to allow more efficient scheduling.

Recommendation 4
Develop a succession plan that will support future development of the program. Consider hiring a faculty member with expertise in clinical nutrition.

Recommendation 5
Establish a process for curriculum review for implementation of the Integrated Competencies for Dietetic Education and Practice and the Foundational Knowledge Statements. Include part-time faculty as part of this process.

Recommendation 6
Explore steps to make course scheduling more transparent and open to students.

29. PROGRAM RESPONSE TO PERIODIC PROGRAM REVIEW REPORT
A response to each PRT recommendation is provided below.

Recommendation 1
The lack of internship/practicum positions adversely impacts all accredited undergraduate nutrition programs in Ontario. Faculty members in the School have provided leadership, and remain committed to participation, in ongoing efforts to resolve the shortage of internship/practicum positions in Ontario.

The School is currently engaged in actions on several fronts:
a) FNP is shepherding a proposal for creation of a new Professional Masters Diploma in Dietetics through the University and provincial approval processes. This new platform may provide a means through which one or more existing internship programs can enhance both intake and sustainability. It may also be a useful tool for creating a new internship program.
b) FNP is awaiting final approvals from the University and DC for the new accredited practicum option in the MHSc program, which will add 15 new practicum positions to the pool.
c) FNP is engaged in the provincial Dietetic Education Leadership Forum and other committees working towards a collaborative solution for practical education and training in Ontario.
d) FNP will be examining the curriculum to identify potential means through which to support students in investigating non-dietetic career paths.

Recommendation 2
Ongoing efforts to support students seeking non-dietetic nutrition and food careers include:
a) Revision of the website to make information on various professional pathways more prominent.
b) Repositioning of minors, certificates, and DC required courses in all program materials to reflect equal importance of these options and make alternative pathways more obvious

c) Discussions of significant curriculum revisions that would enable students to select a non- dietetic program option in years two or three of their studies.

d) Consolidation and migration of the existing alumnae listserve to the LinkedIn online professional networking platform to:

    i.   Facilitate alumnae community engagement and networking

    ii.   Provide a means through which current students and recent graduates can observe previous graduates' career paths

    iii.   Create a professional networking group through which to feature non-dietetic career trajectory

e) Outreach to ensure that program students and recent graduates are aware of the innovative self-assessment and job search programming now available through Ryerson's Career Development and Employment Centre

f) Investigation of the feasibility of participation in the Graduate Enterprise Internship program as a means of supporting students pursuing non-dietetic careers

Recommendation 3

FNP agrees that laboratory space can be used more efficiently and effectively. Dr. Rocha (School Director) will meet with Dean George to propose scenarios for accomplishing this goal, including hiring of an additional laboratory technician.

Recommendation 4

In the case of retirement or resignation FNP intends to approach the University for permission to hire replacement faculty or staff. The abolition of mandatory retirement makes it difficult to predict future vacancies; when upcoming changes become known, FNP will investigate hiring options in a timely manner. The last attempt to hire in the area of clinical nutrition was unsuccessful. Given the consecutive University-wide budget cutbacks that have occurred for the past few years, FNP cannot predict when there may be in a position to hire again. At the next opportunity to hire a full- time, tenure-track faculty position, FNP will consider hiring a PhD, RD with clinical nutrition expertise. The decision on which area(s) of expertise to seek will reflect the faculty cohort and an assessment of overall program needs at that time.

Recommendation 5

The comprehensive curriculum analyses that has been completed for the Periodic Program Review and Dietitians of Canada accreditation review provide an excellent basis for identification of curriculum changes needed to meet the Integrated Competencies for Dietetic Education and Practice (ICDEP). FNP has completed a preliminary analysis of the curriculum in relation to the draft ICDEP and await release of the finalized ICDEP framework in mid-2013 to complete this process.

Within the parameters of current collective agreements governing part-time faculty responsibilities, FNP proposes to provide the following opportunities for part-time faculty to engage in upcoming curriculum discussions related to ICDEP implementation:

    a) As possible, invite part-time faculty to curriculum discussions related to courses they teach.

    b) When relevant, solicit input from part-time faculty regarding proposed curriculum changes.

    c) Provide part-time faculty with updated curriculum analyses of courses they are teaching (e.g., the course to program goals matrix completed for the Periodic Program Review report, the analysis of course contributions to meeting Dietitians of Canada accreditation standards)

    d) Invite part-time faculty for an end-of term debrief meeting to discuss overall issues they have encountered in teaching the courses and future improvements.

Recommendation 6
At Ryerson, course scheduling is a centralized process over which the School has no input or control. Dr. Rocha will discuss this concern with Dean George to identify possible means through which Ryerson's scheduling process can be made more transparent for students.

30. DEAN'S RESPONSE TO THE PRT REPORT AND THE PROGRAM'S RESPONSE TO THE PRT REPORT

I have read with interest the external reviewers' detailed report on the Nutrition and Food program as part of the Periodic Program Review (PPR) process. I have reviewed the School of Nutrition's response to the report filed by the external reviewers. Taken together, the Periodic Program Review self-study document and external examiner's report reflect a forthright and comprehensive analysis of the Nutrition and Food program's strengths, weaknesses, and opportunities.

The reviewers concluded that the program is "excellent" and acknowledged it as a "national leader in dietetics education, bridging education for foreign trained dietitians, nutrition communications, and food security". This praise is well-deserved and I would like to add my own acknowledgement of and congratulations for the outstanding work done by faculty and staff in the School of Nutrition.

I am very pleased that the reviewers recognized the extraordinary efforts that the School has undertaken in several key areas, particularly the provision of enhanced support for students seeking non-dietetic careers and faculty members' participation in provincial efforts to increase post-graduation internship/practicum opportunities for program graduates. I congratulate the School on its success in establishing an accredited practicum option for its MHSc program and in establishing a Professional Masters Diploma in Dietetics. I am confident that these new options will provide more opportunities for our students. I will continue to support the School's efforts in these areas.

Faculty and staff in the School of Nutrition identify issues and seek solutions to improve students' experience in the program and to enhance program outcomes in an adept and timely manner. Their response to the Periodic Program Review report reflects this same openness to considering new ideas and commitment to continuous improvement. I look forward to meeting with Dr. Rocha to discuss ways in which I can support, and/or garner support for, activities the School plans to undertake in response to the PPR report.
Usha George, Dean

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31. ASC EVALUATION

The ASC assessment of the Periodic Program Review of the Bachelor of Applied Science in Nutrition and Food indicated that overall the program is strong and provides solid education for its students. The development plan addresses key concerns and proposes reasonable approaches to dealing with issues and priorities raised by the self-study and the PRT report.

The ASC recommends that the program review and analyze its curriculum mapping in such a way that the mapping focuses on how the learning outcomes and learning objectives from each course contribute to the overall level of expected student attainment identified in the Undergraduate Degree Level Expectations (UDLES) and the program's overall goals.

Follow-up Report

In keeping with usual practice, a follow-up report which addresses the recommendation stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of Community Services and the Provost and Vice President Academic by the end of June, 2015.

Recommendation

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

That Senate approve the Periodic Program Review of the Bachelor of Applied Science in Nutrition and Food degree program.

Respectfully Submitted,

Chris Evans, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Chris Evans, Vice-Chair and Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Andrew Hunter, Faculty of Arts, Philosophy

Neil Tomlinson, Faculty of Arts, Politics

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jean Bruce, Faculty of Communication & Design, Image Arts

Mary Sharpe, Faculty of Community Services, Midwifery

Nick Bellissimo, Faculty of Community Services, Nutrition

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering

Colin Ripley, Faculty of Engineering and Architectural Science, Architecture

Vadim Bostan, Faculty of Science, Chemistry & Biology

Kelly McKay, Ted Rogers School of Management, Hospitality & Tourism

Naomi Eichenlaub, Library

Des Glynn, Chang School of Continuing Education

Esztella Vezer, Faculty of Arts, Psychology

Report #W2014-1 of the Awards & Ceremonials Committee
January 28, 2014

Spring 2013 Convocation Ceremonies, June 5, 6, 7, 10, 13, 14
There were 5650 candidates in total approved for Spring 2013 graduation including 4713 Undergraduates, 335 Masters, 26 Doctorates (total 361), 576 Continuing Education Certificates, 1 Diploma and 21 Undergraduate Certificate students.

This compares to 5540 candidates in total approved for Spring 2012 graduation including 4463 Undergraduates, 305 Masters, 13 Doctorates (total 318), 629 Continuing Education Certificates, 1 Diploma and 14 Undergraduate Certificate students.

Of the Spring 2013 Undergraduate candidates, 881 graduated with Honours, as compared to 877 for Spring 2012.

Governor General's Academic Silver Medalists (Undergraduate students)**:**
Patryk Skowron (Biology) and Yasser Sada (Aerospace Engineering).

Ryerson Gold Medalists (Undergraduate students):
Faculty of Arts – Megan Butryn (Sociology);
Faculty of Communication & Design – Olivia Parker (Graphic Communications Management);
Faculty of Community Services – Peter Haastrup (Social Work);
Faculty of Engineering and Architectural Science – Sandra Sadek (Civil Engineering);
Faculty of Science – Aras Reisiardekani (Biology);
Ted Rogers School of Management – Parvinder Sachdeva (Business Management, Finance and Economics);
Chang School of Continuing Education – Hilary K Sloan (Publishing).

(NEW) Board of Governor's Leadership Award and Medal recipient (Undergraduate student):
Parvindar Sachdeva.

Honorary Doctorates were awarded at the following Faculty and School Convocation ceremonies:
Faculty of Communication & Design – Sue Gardner, Executive Director of Wikimedia Foundation;
Deepa Mehta, Filmmaker;
Faculty of Community Services – Ken Dryden, politician, businessman, former NHL goaltender;
Justice Murray Sinclair, Chair, Truth and Reconciliation Commission of Canada;
Ted Rogers School of Management – Diane M. Francis, journalist, broadcaster, author;
Chief Justice Warren K. Winkler, Chief Justice of Ontario;
Chang School of Continuing Education – Judith Levkoe.

Fall 2013 Convocation Ceremonies, October 17, 18:
There were 1850 candidates in total approved for Fall 2013 graduation; including 846 Undergraduate, 585 Masters, 28 Doctorates, (total 613) and 366 Continuing Education Certificates, 23 Undergraduate Certificate students, 2 Graduate Certificates.

This compares to 1719 candidates in total approved for Fall 2012 graduation; including 766 Undergraduate, 618 Masters, 20 Doctorates (total 638) and 292 Continuing Education Certificates, 23

Undergraduate Certificate students

Of the Fall 2013 Undergraduate candidates, 121 graduated with Honours, as compared to 106 for Fall 2012.

C. Ravi Ravindran Outstanding Doctoral Thesis Award recipient:
Fenwick McKelvey (PhD Communication & Culture).

Governor General's Academic Gold Medalist (Graduate Studies students)**:**
Rachel Strimas (PhD Psychology).

Ryerson Gold Medalists (Graduate Studies students)**:**
Faculty of Arts – Anne Wagner (PhD Psychology);
Faculty of Communication & Design – Jason O' Hara (MFA Documentary Media);
Faculty of Community Services – Carol Clarke (MHSc Nutrition Communication);
Faculty of Engineering and Architectural Science –Raymond Phan (PhD Electrical and Computer Engineering);
Faculty of Science – Jonathan Ward (MSc Molecular Science);
Ted Rogers School of Management – Andra Popescu (MBA Business Administration).

(NEW) Board of Governor's Leadership Award and Medal (Undergraduate student):
Anne Wagner

Honorary Doctorates were awarded at the following Faculty and School Convocation ceremonies:
Faculty of Community Services- Mitchell Cohen, President, The Daniels Corporation;
Faculty of Engineering and Architectural Science / **Faculty of Science** – Calvin Stiller, Chair and CEO, Stilco Corporation;
Ted Rogers School of Management- Thomas E. Kierans, Vice-President and Chair, Social Sciences and Humanities Research Council

Respectfully submitted,

Mohamed Lachemi, Provost and Vice President Academic
Chair, Awards and Ceremonials Committee

Motion to Senate Re. Make-Up Test Centre: 28 January 2014

WHEREAS   The December 2010 meeting of Senate passed the following resolution:
               *That Senate request the Vice Provost Academic and the Vice Provost Students to
               jointly investigate the options available – including, but not necessarily restricted
               to, the establishment of a University-wide Examination Centre – to ensure that
               make-up tests are conducted efficiently and with a high standard of academic
               integrity.*

               and

WHEREAS   The June 2011 meeting of Senate received a report from the Vice Provost Academic and
               the Vice Provost Students, which recommended:
               1. *Effective local (i.e. department/faculty) practice related to the administration
                   of make-up tests and exams should continue.*
               2. *That a separately administered Makeup-Test Centre be created for the central
                   management of make-up tests and exams. This centre would require
                   appropriate space and staffing and should be managed by Student Learning
                   Support. Make-up exams could be scheduled with no need for a blackout
                   period.*
               3. *That the Access Centre be responsible only for the administration of the
                   testing needs of student registered with the Access Centre.*

               and

WHEREAS   the Provost reported to the October 2011 meeting of Senate:
               *8.2   Make-Up Test Centre – The Provost reported that a make-up test centre
                         will be moving forward and will be opened in January 2012.*

               and

WHEREAS   the Test Centre was initially very successful in providing supervised and appropriate
               space to facilitate the writing of make-up tests in a timely manner, thus largely
               responding to the original concern; and

WHEREAS   the Test Centre has recently reduced the number and duration of time slots available for
               the scheduling of make-up tests, with the result that the Test Centre is no longer able to
               schedule make-up tests in a timely manner, which raises serious concerns about a
               University-wide return to the practices in existence before the Make-Up Test Centre was
               created; therefore

BE IT RESOLVED THAT the Vice Provost Students be asked to provide Senate with a report on the activity
               of the Make-Up Test Centre, the demands made upon it, and its current ability to meet
               faculty and student demand; and to make such recommendations as may be necessary
               to ensure that the Centre is able to meet University-wide demand for the timely
               supervision of make-up tests beginning with the Winter 2014 term.