

RYERSON UNIVERSITY

# **SENATE MEETING AGENDA**

*Tuesday, April 1, 2014*

SENATE MEETING AGENDA

Tuesday, April 1, 2014

THE COMMONS - POD 250

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**4:30 p.m.** Light dinner is available

**5:00 p.m.** Senate Meeting starts

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1. Call to Order/Establishment of Quorum

2. Approval of Agenda

**Motion:** *That Senate approve the April 1, 2014 agenda*

3. Announcements

Pages 1-4

4. Minutes of Previous Meetings

**Motion:** *That Senate approve the minutes of the March 4, 2014 meeting*

5. Matters Arising from the Minutes

6. Correspondence

7. Reports

Pages 5-20

7.1 Report of the President

Pages 21-29

7.1.1 President's Update

7.1.2 Achievement Report

7.2 Report of the Secretary

Pages 30-32

7.2.1 Senate election results for 2014-15

7.3 Committee Reports

7.3.1 Report #W2014-2 of the Academic Governance and Policy Committee (AGPC)

7.3.1.1 Update re. Policy 45 (*Governance Councils*) minor revisions: J. Turtle

7.3.2 Report #W2014-3 of the Senate Priorities Committee (SPC)

7.3.2.1 Notice of Committee of the Whole roundtable discussions re. the Presidential search at the May 6, 2014 Senate meeting: J. Turtle

7.3.3 Report #W2014-3 of the Academic Standards Committee  
(ASC): C. Evans, Vice Provost, Academic

**Motion:** *That Senate approve the Periodic Program Review of the  
BA in Arts and Contemporary Studies*

7.4 Update from the Policy 60 (*Student Code of Academic Conduct*) Review  
Committee: D. Checkland and C. Evans, Co-Chairs

8. Old Business

8.1 Response to the motion passed at the January 28, 2014 Senate meeting  
under Members' Business requesting a report on the activity of the Make-Up  
Test Centre: H. Lane Vetere, Vice Provost, Students

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

12. Adjournment

<b>SENATE MINUTES OF MEETING TUESDAY, March 4, 2014</b>			
<b>MEMBERS PRESENT:</b>			
<b>EX-OFFICIO:</b>	<b>FACULTY:</b>		<b>STUDENTS:</b>
J. P. Boudreau	D. Chant	S. Rahkmayil	S. Campbell
M. Bountrogianni	D. Checkland	R. Ravindran	P. Diverlus
I. Coe	S. Dolgoy	D. Rose	G. Goldar
C. Evans	A. Ferworn	F. Stewart	A. Lam
U. George	D. Greatrix	N. Thomlinson	R. Lawrence
C. Hack	F. Gunn	K. Tucker-Scott	P. Noorzad
J. Hanigsberg	A. Hunter	D. Valliere	J. Rodriguez
M. Lachemi	E. Kam	P. Walsh	U. Siddiqui
M. Lefebvre	L. Lavallée	N. Walton	M. Tabatabaei Anaraki
H. Lane Vetere	V. Magness	J. Wolofsky	S. Torabi
S. Levy	D. Mason		
J. Mactavish	A. McWilliams		
S. Murphy	J. P. Pascal		
D. O'Neil Green	K. Raahemifar		
P. Stenton			
<b>SENATE ASSOCIATES:</b>			
M. Lee Blickstead			
A.M. Brinsmead			
<b>REGRETS:</b>	<b>ABSENT:</b>		<b>ALUMNI:</b>
D. Anderson	A. Adeli		G. Farok
L. Bloomberg	A. Hassan		M. Sarkis
W. Cukier	R. Hoilett		
L. Di Cintio	J. Isbister		
M. Dionne	Md. Sirajul Islam		
D. Elder	M. Ismail		
C. Falzon	S. Krishnan		
G. Hauck	A. Saloojee		
A. Kahan			
J. Martin			
A. Pejovic Milic			
C. Zamaria			

At 5:00 p.m. members were invited to join one of eight groups to participate in the Committee-of-the-Whole roundtable discussions regarding the Draft Academic Plan Framework for 2014-2019.

Groups 1 & 3: Priority 1 and supporting strategies

Groups 2 & 4: Priority 2 and supporting strategies

Groups 5 & 7: Priority 3 and supporting strategies

Groups 6 & 8: Priority 4 and supporting strategies

At 5:45 p.m. the regular Senate meeting began:

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

**Motion:** *That Senate approve the March 4, 2014 agenda*

A. McWilliams moved; A. Ferworn seconded.

**Motion approved.**

3. Announcements - None

4. Minutes of Previous Meetings

**Motion:** *That Senate approve the minutes of the January 28, 2014 meeting*

G. Farok moved; M. Sarkis seconded.

**Motion approved.**

5. Matters Arising from the Minutes - None

6. Correspondence - None

7. Reports

7.1 Report of the President

7.1.1 President's Update

President Levy provided a brief overview of his recent trip to South Africa, including experiences there that led to his greater appreciation of Professor Anver Saloojee's major role in the elimination of apartheid. The President also briefly described his visit to India on the same trip, where the Governor General was on a mission to open Startup India, a university innovation centre at the Mumbai Stock Exchange. The President said Ryerson is one of the most well known Canadian universities in India, and recognized for executing on the promises it makes.

The President also provided an update on the Strategic Mandate Agreements (SMAs), including that there are no formal agreements in place yet, but they are expected soon, and that Ryerson welcomed the government's recommendation that we should emphasize more our diverse population in our revised SMA submission. The President also reiterated his position that nothing is in Ryerson's SMA that would require approval from Senate or the Board of Governors, because there was not time to get that approval.

7.2 Report of the Secretary

7.2.1 J. Turtle reminded members about the 2014-15 Senate elections, which were in progress at the time of the meeting, and encouraged members to vote.

7.3 P. Stenton, Vice Provost, University Planning, gave a short presentation regarding the 2014-15 budget. Some highlights included that (a) we are on track for a balanced operating budget, a Board of Governors requirement, (b) our enrollments at the undergraduate level are up (at least partially due to the lowering of the GPA threshold for Clear standing) while graduate enrollments are stable and (c) clarification that Ryerson will get full funding for undergraduate enrollments beyond those anticipated in the original budget for this year. He also announced that there would be town hall meetings taking place to discuss the budget planning.

7.4 Committee Reports

7.4.1 Report #W2014-2 of the Academic Standards Committee (ASC):

7.4.1.1 **Motion #1:** *That Senate approve the Certificate in Data Analytics, Big Data & Predictive Analytics*

C. Evans moved; M. Sarkis seconded.

**Motion approved.**

7.4.1.2 **Motion #2:** *That Senate approve the Certificate in Caribbean Studies*

C. Evans moved; J. P. Boudreau seconded.

**Motion approved.**

7.4.1.3 **Motion #3:** *That Senate approve the discontinuation of the following certificates: Industrial Organization and Policy; Introductory International Economics; Macroeconomic Theory and Policy; Microeconomic Theory and Policy; Quantitative Economics*

C. Evans moved; J. P. Boudreau seconded.

**Motion approved.**

7.4.1.4 **Motion #4:** *That Senate approve a reduction of the graduation requirements and addition of specialization streams for the Certificate in Economics*

C. Evans moved; D. Mason seconded.

**Motion approved.**

7.4.1.5 **Motion #5:** *That Senate approve revisions to the Certificate in Sustainability Management*

C. Evans moved; G. Farok seconded

**Motion approved.**

7.4.1.6 **Motion #6:** *That Senate approve course-repositioning changes to the Certificate in Energy Management and Innovation*

C. Evans moved; A. McWilliams seconded  
**Motions approved.**

7.4.1.7 **Motion #7:** *That Senate approve the name revision of the Optional Specialization in Zone Education to the Optional Specialization in Zone Learning*

C. Evans moved; H. Lane Vetere seconded  
**Motion approved.**

7.4.1.8 The following are for information only:

- *Certificate in IBM Mainframe Systems xOS Computing: On Pause 2014-15*
- *Certificate in Laboratory Management and Practices: On Pause 2014-15*
- *Certificate in Image Arts (Specialization in New Media): Under Review*

7.4.2 **Addendum** Report #W2014-2 of the Academic Standards Committee (ASC)

7.4.2.1 **Motion #1:** *That Senate approve the name revision of the Certificate in Organizational Leadership to the Leadership in Organizations Certificate*

C. Evans moved; M. Sarkis seconded  
**Motion approved.**

7.4.2.2 **Motion #2:** *That Senate approve the discontinuation of the Certificate in Environmental Public Health Leadership and cancellation of CVPH courses in the Certificate*

7.4.2.3 **Motion #3:** *That Senate approve the deletion and addition of elective courses in the Certificate in Architectural Preservation and Conservation, and the Certificate in Advanced Architecture*

*It was noted that the course code CKAR 206 (Certificate in Advanced Architecture: Computer-Aided Architectural Drawing) on pages 31 and 3, should be amended to read: CKAR 215.*

C. Evans moved; J. Mactavish seconded  
**Motion approved.**

7.4.2.4 The following is for information only.  
*Certificate in Advanced Neuroscience-Stroke Care: On Pause*

8. Old Business - None
9. New Business as Circulated - None
10. Members' Business - None
11. Consent Agenda - None
12. Adjournment  
The meeting adjourned at 6:50 p.m.

**Ryerson University**  
**President's Update to Senate**  
**April 1, 2014**



Everyone Makes a Mark

**Board of Governors –**

- Janice Fukakusa, Chief Administrative Officer and Chief Financial Officer at RBC, and Vice-Chair of the Ryerson Board of Governors, has been selected Canada's 2014 CFO of the Year recognizing leadership supporting business growth and championing social causes.
- Nadir Mohamed, outgoing CEO and president of Rogers Communications Inc., longstanding member of the Board of Governors and Vice-Chair in 2011-13, has been appointed Ryerson Distinguished CEO-in-residence for 2014/15.
- I am pleased to congratulate Board members elected to represent their constituencies: Lamya Amleh, Civil Engineering (teaching faculty); Carrie-Ann Bissonette (re-elected, administrative staff); and students Noah Geist (Business Law/Finance), Joseph Vukovic (Retail Management) and Tyler Webb (Image Arts). Alumni voting takes place on June 16-27th.

**Congress @ Ryerson** – The Federation for the Humanities and Social Sciences has announced that Ryerson has been selected to host the 2017 Congress of the Humanities and Social Sciences. The conference, coinciding with Canada's 150th anniversary, will be held May 27th-June 2nd, and bring more than 9,000 delegates from across the country to Ryerson. Congratulations to the Faculty of Arts for leadership in putting together a successful bid, and special thanks to our partners, particularly Tourism Toronto, for their strong support.

**Rogers Sportsnet Gift** – On March 19th Scott Moore (RTA '84), President, Sportsnet & NHL Properties, Rogers Media, announced a \$750,000 gift to Ryerson's Make Your Mark campaign for a state-of-the-art broadcasting centre in the Mattamy Athletic Centre supporting the Sport Media program being launched in fall 2014 by the RTA School of Media. The donation will also fund scholarships, digital media training, development and digital media productions.

**Colm Wilkinson Scholarship** – Ryerson is honoring the career of Colm Wilkinson (Doctor of Laws *honoris causa* '12) with "Music of the Night: A Musical Tribute to the Career of Colm Wilkinson" on May 11th at Koerner Hall. Broadway stars will perform the well-known songs he made famous from *Les Miserables*, *Phantom of the Opera*, *Jesus Christ Superstar*, and more, with proceeds benefiting the Colm Wilkinson Scholarship for Ryerson Theatre School students. For tickets see <http://performance.rcmusic.ca/event/music-night-bra-musical-tribute-colm-wilkinson>.

**School of Social Work golden anniversary** – Congratulations to the School of Social Work on the first 50 years, offering undergraduate and graduate learning and research focused on inclusion and progressive social justice. Among its anniversary activities, the School will launch its online Journal of Critical Anti-Oppressive Social Inquiry; accept its first class of college graduates streamed into the second year of the degree program; create a scholarship in honour of Jeff Edmunds, recently-retired student affairs coordinator; and present a 'Thursdays with Social Work' series, culminating on May 1st with a 50th anniversary party at the Mattamy Athletic Centre.



***“The best is yet to come”*** – The Rogers family continues to inspire Ryerson students to raise their game. The annual Ted Rogers Memorial Conference on March 8th was a tremendous success, and the upcoming Ted Rogers Sports Conference will be hosted in partnership with the Loretta Rogers Research Chair in Sport Marketing, Dr. Cheri Bradish. Congratulations and thanks to organizers and participants representing Ryerson in honour of the Rogers name, and to Dean Steven Myers for playing a central role in the growth and support of student learning and initiative.

**Black History Month** – The 6th annual Ryerson Viola Desmond Day Awards Ceremony held on March 4th also paid tribute this year to: Anne Greenup, the first president of the Coloured Women’s Club, the oldest black women’s organization in Canada; Andrea Elaine Lawrence, the first black female officer hired by the Royal Canadian Mounted Police in 1987; and Zanana Akande, the first black woman to hold a cabinet position in Ontario as minister of community and social services. The 2014 recipients are:

- *Anne Greenup Faculty Award*: Dr. Nicole Neverson, Department of Sociology
- *Andrea Elaine Lawrence Staff Award*: Keitha Prospere, (ITM '05/MBA '12), ISS
- *Zanana Akande Student Award*: Anisa Hassan, 4th year Criminology
- *Two Viola Desmond Bursaries*, donated by TRSM Professor Emeritus Carole Chauncey, and by the Department of History, were presented to a Grade 12 Oakwood Collegiate student and Ryerson 3rd year Social Work student Omnia Abdorbo to support their academic studies.

Organized by the Black History Awareness Committee (BHAC), the Viola Desmond Day event is purposely scheduled during the first week of March to remind members of the community that black history is not limited to February but something to be learned year-round.

**Aboriginal Awareness Day** – On February 25th, the Ryerson Cultural Awareness Committee and Ryerson Aboriginal Student Services invited the community to learn "What it means to be Aboriginal at Ryerson." A traditional welcome by Dr. Joanne Dallaire opened an event featuring information on Aboriginal communities represented on campus, library resources on Aboriginal Culture and History, speakers on the Aboriginal experience, Aboriginal crafts, music and storytelling, and traditional foods offered in partnership with Ryerson Food Services.

**Dundas Square Gardens** – On March 13th a \$1-million donation to Ryerson from sales of a planned new condominium development at Dundas and Jarvis Streets was announced by Easton's Group CEO Steve Gupta. Easton’s plans to donate \$1 million of its sales revenues to Ryerson, or roughly \$1,000 per unit in Dundas Square Garden’s pair of towers. The donation will primarily be used to support bursaries for students in financial need. In honour of the gift, Ryerson will name a 500-seat lecture theatre in the Ted Rogers School of Management.

**The Roy Horney photographic collection** – Ryerson is the beneficiary of a very special donation to the Ryerson Archives of a scrapbook of photographs and some of the hundreds of slides taken by Charles Roy Horney (1923-2013), professor of mathematics and physics from 1952 until his retirement in 1983. His photographs piece together a timeline around the building of Howard Kerr Hall, and offer historic images of the campus. The Roy Horney collection will be available for viewing on the Ryerson University Archives collections database in the near future.

**Government announcements** – Two recent announcements recognized the distinction of the Ryerson mission in connecting learning models and opportunities to the reality of our times:

- *DMZ New Accelerator Fund Winners* – On February 11th, Ontario announced the first results of the Youth Investment Accelerator Fund Program for start-ups founded by entrepreneurs

under the age of 30. Recipients include two Ryerson DMZ teams: **Soapbox**, a management tool that assists decision-making by engaging participants to contribute opinions to the discussion; and **Greengage Mobile**, a system that advances organizational sustainability by encouraging employees to compete with co-workers to help companies reach “green goals.”

- **ADaPT-ICTS** – On March 18th at the *Talent and Skills in the New Economy* summit, Premier Wynne announced funding for Advanced Digital and Professional Training for the Information and Communications Technology Sector (ADaPT-ICTS), a unique program based at Ryerson to provide training and industry connections for recent social sciences graduates interested in combining analytical, technical and communications skills in defining a career path.

**Discover Ryerson** – Over 4,500 prospective students and their families came to campus during March Break. Activities included the March 13th program featuring the Morning Display Fair at the Mattamy Athletic Centre at the Gardens, the Residence and Campus tours, and Academic Program Sessions; and opportunities over the rest of the week to take Campus Tours including a Welcome Session at the DMZ and a Student Services session inviting students to get involved. Special thanks to everyone in the university community for making the best case for joining us. Tweets shared about the Discover Ryerson experience included: “Ryerson is definitely the dream school,” “I have fallen head over heels for Ryerson,” and “Ryerson is where I am meant to be.”

**United Way** – Thanks to the Ryerson community for taking this year’s United Way campaign over the top, raising \$213,655 and surpassing our \$210,000 goal; and congratulations on earning a United Way Toronto Exemplary Award, given to the top 15 per cent of workplace campaigns raising more than \$100,000. Special thanks to participants, organizers of wonderful fundraising initiatives, and our United Way campaign committee: Tony Conte, John Corallo, Janet Hercz, John Isbister, Jennifer Mactavish and Terry Marks. Without all of you, there would be no way.

### **Congratulations –**

- Professor Max Dean, Image Arts, has been named a recipient of a 2014 Governor-General’s Award for lifetime achievement in visual and media arts.
- Dr. Akua Benjamin, School of Social Work, is the 2014 YWCA Social Justice Woman of Distinction; and Sue Chun (RTA School of Media ’12) is the Young Woman of Distinction.
- Gold Medal winner Lisa Haley, Head Coach of the Rams Women’s Hockey team, was behind the bench as Assistant Coach of the Canada’s Olympic women’s hockey team.
- The 2014 Academy of Canadian Cinema & Television award winners include:
  - Mark J.W. Bishop and Matthew Hornburg (RTA ‘98) for *Splatalot* in the Best Children’s or Youth Non-Fiction Program or Series category;
  - Edward Burtynsky (Image Arts ’82, Doctor of Fine Arts *honoris causa* ’07) for *Watermark* in the Ted Rogers Best Feature Length Documentary category;
  - Patrick Cederberg and Walter Woodman (Image Arts ’13) for *Noah* in the Best Live Action Short Drama category.
- Enactus Ryerson competed at the 2014 Regional Exposition against 22 institutions, and scored championship titles in the Capital One Financial Education Challenge (student projects that teach financial skills) and the Scotiabank EcoLiving Green Challenge (student projects on environmental issues). Ryerson projects include Project Dago, helping Kenyan villagers establish sustainable local businesses; Project Pathway, a financial literacy project working

with aboriginal women; and Project North, aiming to build two geodesic domes in Nunavut to reduce the mark-up on fresh produce and provide new job opportunities. Enactus Ryerson advances to the 2014 Enactus Canada National Exposition in Calgary from April 28-30th.

- Engineering and Commerce Case Competition – Ryerson team members Vince Dumpit and Craig Fordy (Department of Mechanical and Industrial Engineering, FEAS) and Parth Pandya and Justin Sue (TRSM) achieved 2nd Place Overall and Best School Spirit at this new event run for the first time March 13-15th at Concordia University. The competition is designed to promote both excellence in given disciplines and collaborative interdisciplinary skills, tested with a real-world product development challenge. Participants included McMaster University, Guelph University, Ryerson University, University of Alberta, University of Calgary, Concordia University, McGill University, Universidad Iberoamericana (Mexico), Instituto Tecnológico de Monterrey (Mexico), and the University of KwaZulu-Natal (South Africa).

**Awards 2014** – Congratulations to award recipients being celebrated at the 3rd annual Ryerson Awards Night on March 27th, and thanks to the Awards & Recognition team for advancing “People First” with a strong spotlight on excellence and contributions to the community.

### ***Teaching and Education Awards***

#### Provost's Experiential Teaching Award

Marion Coomey, RTA School of Media, Faculty of Communication & Design

#### Provost's Innovative Teaching Award

Vincent Hui, Department of Architectural Science, FEAS

#### Provost's Interdisciplinary Teaching Award

Mustafa Koç, Department of Sociology, Faculty of Arts

#### Deans' Teaching Award

Emily Agard, Department of Chemistry and Biology, Faculty of Science

Lori Beckstead, RTA School of Media, Faculty of Communication & Design

Nick Bellissimo, School of Nutrition, Faculty of Community Services

Stephanie Cassin, Department of Psychology, Faculty of Arts

Kimberley Gilbride, Department of Chemistry and Biology, Faculty of Science

Michael Inglis, School of Accounting and Finance, Ted Rogers School of Management

Yuanshun Li, School of Accounting and Finance, Ted Rogers School of Management

Zaiyi Liao, Department of Architectural Science, FEAS

Natalia Lumby, Graphic Communications Management, Faculty of Communication & Design

Jenny Sampirisi, The G. Raymond Chang School of Continuing Education

Beau Standish, Electrical & Computer Engineering, FEAS

Stéphanie Walsh Matthews, Department of Languages, Literatures, & Cultures, Faculty of Arts

Halis Yildiz, Department of Economics, Faculty of Arts

#### YSGS Outstanding Contribution to Graduate Education Award

Ron Babin, School of Information Technology Management, TRSM

Debora Foster, Department of Chemistry and Biology, Faculty of Science

David Harris, School of Image Arts, Faculty of Communication & Design

Karen Spalding, Daphne Cockwell School of Nursing, Faculty of Community Services

Monique Tschofen, Department of English, Faculty of Arts

Bin Wu, Electrical & Computer Engineering, FEAS

***Scholarly, Research and Creative Activity Awards***

Sarwan Sahota Ryerson Distinguished Scholar Award

Bala Venkatesh, Electrical & Computer Engineering, FEAS

Candice Monson, Department of Psychology, Faculty of Arts

Collaborative Research Award

Habiba Bougherara, Department of Mechanical and Industrial Engineering, FEAS

Early Research Career Excellence Award

Seth Dworkin, Mechanical & Industrial Engineering, FEAS

Knowledge Mobilization & Engagement Award

Colleen Carney, Department of Psychology, Faculty of Arts

Janet Lum, Department of Politics and Public Administration, Faculty of Arts

Social Innovation & Action Research Award

Marco Fiola, Department of Languages, Literatures and Cultures, Faculty of Arts

Deans' Scholarly, Research and Creative Activity Award

Alagan Anpalagan, Electrical & Computer Engineering, FEAS

Farhad Ein-Mozaffari, Chemical Engineering, FEAS

Trevor Hart, Department of Psychology, Faculty of Arts

Shavin Malhotra, Department of Global Management Studies, TRSM

Andrew O'Malley, Department of English, Faculty of Arts

Dérick Rousseau, Department of Chemistry and Biology, Faculty of Science

Mandana Vahabi, Daphne Cockwell School of Nursing, Faculty of Community Services

PNina Alon-Shenker, Department of Law and Business, TRSM

Ebrahim Bagheri, Electrical & Computer Engineering, FEAS

Jeffrey Boase, School of Professional Communication, Faculty of Communication & Design

Andrea Burgess, Department of Mathematics, Faculty of Science

Tomaz Jardim, Department of History, Faculty of Arts

Bruno Lessard, School of Image Arts, Faculty of Communication & Design

Eric Liberda, School of Occupational & Public Health, Faculty of Community Services

***Service and Leadership Awards***

President's Blue and Gold Award of Excellence

Ivan Joseph, Athletics and Recreation

Monica McKay, Aboriginal Initiatives, Equity, Diversity and Inclusion

*One-Stop Course Readings Service Team:*

Kelly Abraham, Campus Store, UBS

Kraigen Brown, Library

Michelle Chen, Library

Ophelia Cheung, Library

Flora Hon, Library

Kelly Kimberley, Library

Risto Leivat, Campus Store, UBS

Ann Ludbrook, Library

Steven Marsden, Library

Aleksandra Rybak, Library

Fangmin Wang, Library

Sally Wilson, Library

Errol Aspevig Award for Outstanding Academic Leadership

Liping Fang, Mechanical and Industrial Engineering, FEAS

Alan Shepard Equity, Diversity and Inclusion Award

Marwa Ahmed, 4th year Occupational & Public Health, Faculty of Community Services

Nika Zolfaghari, MASC candidate, Electrical and Computer Engineering, YSGS

Heather Willis, Equity, Diversity and Inclusion

*Transitioning at Ryerson Team:*

Carey Barker, Human Resources

Darrell Bowden, Equity, Diversity & Inclusion

Jessa Chupik, Human Resources

Myra Lefkowitz, Human Resources

Emily MacIntosh, Human Resources

Laurie Stewart, Human Resources

Stephan Tang, Arts, The G. Raymond Chang School of Continuing Education

Linda Grayson Leadership Award

Bruce Piercey, Communications, Government and Community Engagement

Peter Higdon, Ryerson Image Centre

Larissa Allen Employee Experience Award

John Hannah, Student Learning Support, Student Affairs

Deans' Service Award

Alagan Anpalagan, Electrical & Computer Engineering, FEAS

Tara Burke, Department of Psychology, Faculty of Arts

David Checkland, Department of Philosophy, Faculty of Arts

Michelle Dionne, Department of Psychology, Faculty of Arts

Alan Kaplan, School of Accounting and Finance, Ted Rogers School of Management

Bruno Lessard, School of Image Arts, Faculty of Communication & Design

Kelly MacKay, Ted Rogers School of Hospitality and Tourism Management

Ali Miri, Department of Computer Science, Faculty of Science

James Nadler, RTA School of Media, Faculty of Communication & Design

Bala Venkatesh, Electrical & Computer Engineering, FEAS

Librarian and Counsellor Award

Jastej Gill, Centre for Counseling & Student Development - FEAS, Counselling

Daniel Jakubek, Library Learning Services - Map and GIS, Library

Kevin Manuel, Library Learning Services - Data, Library

Make Your Mark Award

Anne-Marie Brinsmead, The G. Raymond Chang School of Continuing Education

Graham Pearson, Department of Physics, Faculty of Science

Hamza Khan, Student Community Life, Student Affairs

Irene Campagna, Ted Rogers School of Management Dean's Office

Joseph Amankrah, Mechanical & Industrial Engineering, FEAS

Stephan Tang, Arts, The G. Raymond Chang School of Continuing Education

**RYERSON UNIVERSITY  
REPORT ON PRESIDENT'S MISSION TO SOUTH AFRICA & INDIA  
February 17-28, 2014**

**Introduction**

In the last two weeks in February, I led a mission to South Africa and India that built upon current collaboration and partnerships, and reflected the rising currency of Ryerson leadership in the initiatives we are continuing to develop.

The first part of our trip accepted an invitation from the Government of South Africa, extended by Deputy President Kgalema Motlanthe when he was in Toronto last November, and recognized the strength of academic connections in a number of areas. It also followed up a visit last year by Dr. Wendy Cukier, Vice-President Research and Innovation. As detailed below, the potential for expanded cooperation is significant and will be jointly pursued.

From South Africa we went to Mumbai for the official opening of the groundbreaking incubator 'BSE Institute-Ryerson DMZ India' by His Excellency the Governor-General of Canada, a major development envisioned in the agreement signed by Ryerson University, Ryerson Futures Inc. (RFI) and the Bombay Stock Exchange Institute Ltd. (BSEI) in July 2013. Relations with India are multi-faceted and robust, including academic collaborative projects, the Centre for Urban Energy at Anna University, a number of president's visits to advance relationships, and the provost's mission to India this past January.

This report offers a summary of our activities, and a comment on next steps for discussion and development. The mission was very successful in enhancing existing relationships and building new opportunities, and provided a clear indication that Ryerson is highly regarded as a leading innovation institution in its focus on programs and research that address shared challenges.

**South Africa – February 17-23, 2014**

Ryerson has established relations with a number of universities in South Africa, and the mission offered an opportunity to support current collaboration and explore further areas of interest. I had the benefit of expertise from Marsha McEachrane Mikhail, Director, Ryerson International and International Liaison Officer, and the advice and participation of Ryerson faculty colleagues. I would like to express appreciation and thanks to Dr. Anver Saloojee, Dr. Ojelanki Ngwenyama, and Dr. Gideon Wolfaardt for the guidance and extensive contacts that open doors and launch engaging conversations in scholarly fellowship.

Our goal in South Africa was to meet with universities and government to promote greater awareness of Ryerson as a partner in academic program and research areas of mutual interest and strength, and to follow up the Toronto visit of Deputy President Kgalema Motlanthe with a presentation of the zone model and the success of the Digital Media Zone. We learned that close attention was being paid to the precedent-setting agreement we have with the BSE Institute in India, and there is interest in exploring the possibility of a similar arrangement as a unique and progressive way to try to address youth unemployment, and to nurture the talent that has the potential to invigorate the knowledge economy.

As detailed in the itinerary (*see Appendix A*), discussions at each university we visited combined (a) a shared opportunity to get to know each other better; (b) a discussion of common areas of academic and research interests both in general (*see Appendix B*) and specific to each institution; and (c) advancing an understanding of the Ryerson model of zone leadership and its adaptability.

Our schedule included visits to five universities at which there are particular areas of common strength: the University of Cape Town (ICT, energy, health, big data); Stellenbosch University, where Dr. Gideon Wolfaardt, Canada Research Chair in Environmental Interfaces and Biofilms, has been appointed the new ERWAT Chair in Wastewater Management (*see Appendix C*) and where we are following up an initiative on MBA exchanges; the University of Witwatersrand (health, cities, engineering, big data); an introductory outreach meeting at the University of Venda, and the University of Johannesburg (energy/sustainability, ICT, water, health, big data) at which we also discussed social innovation in the context of the UJ ‘Virtual Social Incubator.’

Both at the universities, and in our meetings with government officials in the Ministry of Finance and the Ministry of Science and Technology, our work with the Digital Media Zone was already known by most of the people we met. At every stop there was a discussion about whether this is a partnership direction that could be taken, and the focus is on the need to change strategies to address the challenge of youth unemployment.

At the University of Witwatersrand on February 20th (*see Appendix D*) we announced eight fellowships at 12K each, subsequently raised to eleven: to be offered to three students from the University of Witwatersrand, two from the University of Cape Town, two from Stellenbosch University, two from the University of Johannesburg (*see Appendix E*), and two from the University of Venda. This strategy has been very effective and extends our record of hosting DMZ fellows from India, China, and Israel, and plans for Fellowships to be offered in the near future to Jordan, The Netherlands and Brazil. – as the basis for an international network of incubators partnered by universities, government and the private sector investing in young innovators as the key to a progressive future. Each university reciprocated with an equivalent scholarship for Ryerson students.

In summary, the outcome of the South Africa part of the mission is a heightened level of interest in working together in both traditional ways and Zones. The Government of South Africa, led on these issues by the Ministry of Finance, sees very strong potential in taking development further. There is a direct parallel with our experience in India, including the possibility of a similar arrangement involving Ryerson, one or more South African universities, and the Johannesburg Stock Exchange. This could well become the second international Zone for Ryerson Futures.

Next steps will include internal strategic discussions at Ryerson and with RFI, and we will be extending an invitation to university presidents from South Africa to join us in Canada for a visit and further talks. I have spoken with the Governor-General to ask if he could host such an event. We are also planning a Ryerson mission to South Africa this summer to be led by Dr. Mohamed Lachemi, Provost and Vice-President Academic, to follow up our academic initiatives and the progress made on the mission.

**India – February 24-28, 2014**

The purpose of the India leg of the Ryerson mission was primarily to participate as a founding partner in the official opening of the ‘BSE Institute-Ryerson DMZ India’ by His Excellency the Governor-General of Canada. Fifty Canadian government and business leaders were on hand as the Canadian delegation travelling with the Governor-General, and I was joined by Marsha McEachrane Mikhail, Director, Ryerson International and International Liaison Officer, Matthew Saunders, President, Ryerson Futures, and Dr. Mario Pinto, Vice-President Research, Simon Fraser University representing our recent partnership agreement. It was a special delight to be reunited with a group of former DMZ International Fellows, and to share the excitement of the development with them as our pioneers.

It is almost impossible to capture the sophistication and spirit of both the event, and the concept being celebrated – and hard to believe we are at this point when initial discussions took place only seven months ago. The space in the BSE Institute attracted a lot of attention and is truly amazing and impressive. It is built like our Zone: open, edgy and welcoming, and reflects the dedication to start-ups that inspires confidence in progress and success. Both Ashish Kumar Chauhan, Managing Director and CEO of the Bombay Stock Exchange, recognized as one of the most influential leaders in India, and Ambarish Datta, Managing Director and CEO of the BSE Institute, were very positive – with Mr. Chauhan offering, in his public address, to triple the space and more as a partner in helping this venture succeed.

The outcome of this part of the mission is that Ryerson is on the map of India in a big way. In fact, we now likely have the largest presence in India of any Canadian university. With the first Canadian-led incubator in India, there is a wave of excitement among start-ups wanting to join. While in Mumbai, we met with a number of organizations wanting to know how to participate, among them The Centre for Innovation, Incubation and Entrepreneurship at the Indian Institute of Management Ahmedabad (IIM-Ahmedabad), the top business school in the country.

I remember our 2011 mission to India when it was intimated that Ryerson could not expect to partner with the IIT and IIM schools – yet here we are with access to IIT talent as DMZ Fellows, partnering with top tier institutes including IIM Calcutta most recently, and close to securing a partnership with IIM Ahmedabad. These successes build on the effective visit this past January by Provost Lachemi, whose particular focus was outreach to the IIM schools, and continuing Ryerson efforts to advance excellent relations. The potential is huge for further broad-based development, sharing a commitment to economic and social innovation.

Next steps include an upcoming visit to Ryerson from BSE Institute colleagues in June. We will also be following up with a visit to India by Dr. Steven Murphy, Dean of the Ted Rogers School of Management, to pursue opportunities in graduate studies and collaboration in business; and Dr. Marie Bountrogianni, Interim Dean of The G. Raymond Chang School of Continuing Education to talk about partnership opportunities in online learning.

I will end this section of the report with a story told at the event with the Governor-General. It concerns a visit some time ago by Tata Industries to DMZ, at which they met a company called



Figure 1, sometimes called “Instagram for Doctors” because it is revolutionizing diagnosis and treatment with seamless photosharing of images of medical conditions and ailments. When Ryerson came to Bombay last year, the first response was “We know you – you’re Figure 1!” Tata Industries has invited the company to move into the Indian market, offering innovative solutions to rural doctors in particular, and Tata Industries will be their management arm.

### **Mission Overall**

The mission to South Africa and India advanced Ryerson leadership in significant ways. We were able to seamlessly and collaboratively demonstrate the two special attributes I have always promoted as defining characteristics – that Ryerson is a university dedicated to achieving the distinction of being ‘different but not odd’ and ‘the best at something that matters.’

We are now partnering with top universities and institutes in the world in traditional academic programs and research; and partnering with governments, stock exchanges and universities on an evolution in entrepreneurial education – the different side. We are known as rising leaders in both academic disciplines and innovative approaches that anticipate and address the challenges of our times, with a commitment to making an impact and a difference. We are attracting great partners interested in doing the same, and finding new ways of getting there.

It is important to note that interest and success will be both economic and social. In India and South Africa our leadership with Ashoka is considered compelling and very important. Our strategy to be a great university according to traditional measures, and differentiated in a way that resonates and effects vital change, is being heard and reflected back to us as a strong message that others believe in for their own institutions and organizations, and think we should be trying to build together.

This year we are scheduled to continue discussions with the University of Tel Aviv in Israel. Our mission has shown us that Ryerson can take the lead in developing an international innovation network. The direction of the Board of Governors in establishing Ryerson Futures is proving an added advantage in being able to move quickly to set up new entities in each country, with effective separation between academic and Board approvals. Most of all, it is trusting students to learn and encouraging ingenuity and teamwork that makes a sustainable contribution. As we found out, in South Africa, India, Canada and doubtless everywhere, youth employment is #1.

The success of the Digital Media Zone, and new Zones being steadily developed, is that Ryerson has shown the range of great opportunities that can support the economy and equally, the power of social innovation. The scope of companies and jobs we have seen materialize so far include ICT, art and design, manufacturing and greentech, biomedical science, engineering and more. As we move forward we can be certain creative innovation will touch all sectors of the economy.

The timing at Ryerson is particularly advantageous – and it offers an invitation. As we think about our new Academic Plan, we have the opportunity to put in place the context and principles to really go for the next “impossible dream.” While recognizing the risks, we should give greater weight to the rewards. As always, I would rather see us reach beyond what we think we can do for a bold vision, than be successful because we settled for just “the next step.”

## Appendix A

RYERSON UNIVERSITY PRESIDENT'S MISSION TO SOUTH AFRICA
<p><b>Monday, February 17, 2014 – Cape Town</b> Meeting with Kgalema Motlanthe, Deputy President of South Africa, and Busani Ngcaweni, Head of Branch, Office of the Deputy President <i>Agenda:</i> • provide overview of Ryerson, Zone learning model, and success of DMZ, in particular with regard to youth unemployment and economic development</p> <p>Meeting with University of Cape Town senior executives and Ryerson professor Ojelanki Ngwenyama (ITM) Professor Thandabantu Nhlapo, Deputy Vice Chancellor, Internationalisation Professor Danie Visser, Deputy Vice Chancellor, Research David Casey, Director, Careers Services <i>Agenda:</i> • provide overview of Ryerson, Zone learning model, and success of DMZ • discuss common strengths in ICT, energy, health and big data</p>
<p><b>Tuesday, February 18 – Stellenbosch University</b> Meeting with Russel Botman, Rector and Vice-Chancellor, and Ryerson professor Gideon Wolfaardt, Canada Research Chair in Environmental Interfaces and Biofilms and ERWAT Chair in Wastewater Management at Stellenbosch University (<i>see Appendix C</i>) <i>Agenda:</i> • provide overview of Ryerson, Zone learning model, and success of DMZ • discuss common strengths in business, water, engineering, and big data • signing of the Stellenbosch University-Ryerson University MOU on academic collaboration</p> <p>Meeting with Robert Kotzé, Senior Director, Postgraduate and International Office <i>Agenda:</i> • discuss research collaboration through Prof. Gideon Wolfaardt • follow up June '13 meeting with Prof. Dale Carl (TRSM) re: MBA student exchange</p> <p>Meeting with Eugène Cloete, Vice-Rector, Research and Innovation <i>Agenda:</i> • discuss research collaboration between Ryerson and Stellenbosch University</p>
<p><b>Wednesday/Thursday, February 19/20, 2014 – Cape Town/Johannesburg</b> Meeting with Ministry of Science and Technology, Government of South Africa Derek Hanekom, Minister of Science and Technology Martin Mulcahy, Special Advisor to the Minister (S&amp;T)</p> <p>Working lunch/meeting with University of the Witwatersrand Executives/Deans Adam Habib, Vice-Chancellor and Principal Rob Moore, Deputy Vice-Chancellor, Advancement and Partnerships <i>Agenda:</i> • provide overview of Ryerson, Zone learning model, and success of DMZ • discuss common strengths in health, cities, engineering and big data</p> <p>*Official announcement of Ryerson International Zone Fellowships for South Africa*</p>
<p><b>Friday, February 21, 2014 – Johannesburg</b> Breakfast meeting with Vice Chancellor Peter Mbatlana, University of Venda <i>Agenda:</i> • provide overview of Ryerson, Zone learning model, and success of DMZ</p> <p>Meeting with University of Johannesburg Ihron Rensburg, Vice Chancellor Angina Parekh, Deputy Vice Chancellor Tshilidzi Marwala, Deputy Vice Chancellor, Research, Postgraduate Studies, Library Tinyiko Maluleke, Deputy Vice Chancellor, Internationalization, Advancement and Student Affairs Pinkie Mekgwe, Executive Director, Internationalization <i>Agenda:</i> • provide overview of Ryerson, Zone learning model, and success of DMZ • connect social innovation goals to UJ 'Virtual Social Incubator' • discuss common strengths in energy/sustainability, ICT, water, health</p> <p>Meeting with Fuad Cassim, Advisor to the Minister of Finance, Government of South Africa</p>

**Appendix B****South Africa Report – Background Information****Big Data**

All of the universities visited in South Africa expressed an interest in collaborating with Ryerson University in the area of Big Data, a priority area for Ryerson. Collaboration could include joint research, training, and learning from Ryerson models for collaboration with the public and private sectors, for example OneEleven. Particular interest was expressed by the Universities of Cape Town, Witwatersrand and Stellenbosch.

Dr. Ojelanki Ngwenyama, Director, Institute for Innovation and Technology, TRSM, is involved in Ryerson's initiatives in the area of Big Data and Data Analytics. Ojelanki has strong links with University of Cape Town, and can help define specific areas of collaboration between Ryerson (where appropriate together with Canadian partners such as those involved in OneEleven) and the Universities in South Africa, and especially the University of Cape Town.

**Water Centre**

The Ryerson Urban Water initiative is a pan-university initiative with members in all faculties. For example, the Department of Chemistry and biology's Dr. Lynda McCarthy, an aquatic ecotoxicologist, studies Great Lakes pollution and the impact of land-applied pulp mill and municipal sewage on simple organisms, while researchers from the Faculty of Arts are active on policy issues.

Gideon Wolfaardt, Canada Research Chair in Environmental Interfaces and Biofilms, studies biofilms as structures that improve microbial survival against antibiotics and biocides, their role in proliferation, as well as the role of biofilms and aggregates as environmental repositories for pathogens. Gideon was recently appointed the ERWAT Chair in Wastewater Management at Stellenbosch University's Water Institute, which will focus on innovation in water research, as well as increasing water treatment and management skills in the water sector in South Africa and selected countries. The Institute is highly regarded internationally and is engaged in many projects funded by the EU Commission and Brazilian Government. Gideon is considered a leading expert in his field, and with support of the Provost and his Dean is working to strengthen the links between the Ryerson Urban Water Institute and the Water institute at Stellenbosch. Gideon will provide an invaluable link between the two universities, with good possibilities of extending this to Europe and South America.

**Ashoka**

Ryerson University has been designated Canada's first Changemaker Campus by Ashoka, an international organization that partners with universities and colleges to foster a campus-wide culture of social innovation. With this announcement, Ryerson joined an international network of universities and colleges committed to solving real-world problems in new and creative ways.

Given the significant challenge of youth unemployment in SA, approximately 50% in the age group 18 -34 - See Anver's note for further background for this, example the BEE program - Social innovation (I think social entrepreneurship), a strength at Ryerson, is of particular interest to the Government of South Africa and the Universities visited. Through Dr. Anver Saloojee's connections with the Government of South Africa and with the universities, Ryerson is well positioned to establish strong partnerships that draw on our expertise and experience in this area, undertaking initiatives in SA, which can actively engage students and faculty across the Ryerson community.



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## Researchers and industry join forces to improve wastewater management in South Africa

**Published:** 03/02/2014

A new research chair, sponsored by the East Rand Water Care Company (ERWAT), will focus on innovations in water research as well as upping water treatment and water management skills in the sector.

The ERWAT Chair in Wastewater Management will be hosted by Stellenbosch University's Water Institute (SUWI). Prof Gideon Wolfaardt, a recognised expert and leading researcher in the biological and engineering aspects of water research, will be the first research professor to hold the chair. Prof Wolfaardt recently returned from Canada where he held a Research Chair in Environmental Interfaces and Biofilms at Ryerson University since 2004.



The focus of the new ERWAT chair will be on scientific and technical advances in wastewater management, water quality, water use and demand, as well as fostering partnerships to improve the water research and management skills of scientists, engineers and technical personnel.

Prof Eugene Cloete, Vice-Rector: Research and Innovation at Stellenbosch University and Chairman of the SUWI Advisory Board, says ensuring a safe water supply for South Africa and Africa is possible, but will require innovation and action.

"We are very excited about the establishment of the ERWAT Chair and the opportunities it provides for world-class research and innovation in South Africa's water sector. The institute is also the ideal home for this chair, as we pride ourselves on continually exploring new approaches to water treatment that are durable, cost-effective and more efficient," he said.

ERWAT's Managing Director Mr Pat Twala says ERWAT has a proud history of co-operation and support with universities and research institutions. The company looks forward to build on these accomplishments in this formal and structured association with Stellenbosch University.

"In a water-scarce country we are faced with changing technical, financial and constitutional challenges in the water industry. We need to find sustainable solutions to these challenges to ensure the protection of our environment and water resources," Mr Twala maintains.

### **About ERWAT**

The East Rand Water Care Company (ERWAT) was established in 1992 and provides bulk wastewater conveyance and a highly technical and proficient wastewater treatment service to some 2000 industries and more than 3.5 million people who have access to sanitation services. It is currently custodian of 19 wastewater care works, treating a combined capacity of some 696 megalitres of wastewater per day.

### **About the Stellenbosch University Water Institute (SUWI)**

Established in 2010 in response to the formidable and unprecedented challenges that face South Africa and the African continent at large, SUWI is a multi-disciplinary research enterprise that works in collaboration with government and industry, to solve water-related challenges, to provide technology transfer and to develop human resources

## Appendix D



## Ryerson to assist student startups

20 February 2014

Ryerson University in Toronto, Canada announced the creation of eight fellowships providing student entrepreneurs from leading South African universities the opportunity to develop their businesses at one of Ryerson's incubators, including the renowned Digital Media Zone (DMZ).

Within the incubators, or zones as they are called, the entrepreneurs will receive mentorship, business development advice and gain valuable international experience. The fellowships will be offered to student entrepreneurs at four universities: three from the University of Witwatersrand, two from the University of Johannesburg, two from Stellenbosch University and one from the University of Venda.

Ryerson University President and Vice-Chancellor Sheldon Levy made the announcement at Wits University as part of a multi-day tour of South Africa where he is meeting with government and university officials. "The future of the global economy is in the hands of our young people," said Levy. "Ryerson is proud to partner with South African universities in promoting entrepreneurial innovation and great ideas."

Professor Adam Habib, Wits Vice-Chancellor and Principal, said collaborations with universities such as Ryerson are of the utmost importance for the development of future entrepreneurs and leaders on the African continent. "Entrepreneurs play a pivotal role in the social and economic development of South Africa and Africa. It is imperative for higher education institutions to play their part in nurturing, training and developing future entrepreneurs and we welcome the three Ryerson fellowships for aspiring entrepreneurs.

As part of the fellowships at Ryerson, the South African entrepreneurs will be provided with transportation, accommodation and a three-to-four-month placement at a Ryerson zone where they will receive office space, mentorship, networking and collaboration opportunities other startup companies. Each participating university will provide a short list of applicants for the fellowships, based on video pitches and a business plan, with final candidates chosen by a zone steering committee. Ryerson University has previously collaborated in India, Israel and China to build entrepreneurial bridges. In 2012 seven students from universities in India and three from universities in Israel grew their companies within the DMZ. In 2013, the DMZ hosted four Chinese university students. That same year, Ryerson, along with its for-profit arm Ryerson Futures, and the Bombay Stock Exchange Institute Ltd. (BSEI), partnered to create BIL-Ryerson DMZ India, for entrepreneurs to fast-track their startups.



Ryerson incubators include the Centre for Urban Energy, Fashion Zone, Design and Fabrication Zone as well as the DMZ. Opened in 2010, the DMZ is one of Canada's largest incubators and multidisciplinary co-working spaces for young entrepreneurs. Emerging leaders can fast-track their product launches and grow their companies by connecting with mentors, customers and each other. Since its launch, the DMZ has stimulated Canada's digital economy by incubating and accelerating 126 startups, and creating and fostering nearly 1,000 jobs.

Appendix E



## UJ and Ryerson University collaboration promotes entrepreneurial innovation

Two University of Johannesburg (UJ) students will be selected for an opportunity to hone their entrepreneurial skills as part of a fellowship at one of Ryerson University's incubators in Toronto, Canada.

The initiative will see students contending for a place to be part of this opportunity, for which eight winners from four South African universities - UJ, University of Witwatersrand, Stellenbosch University and University of Venda - will be selected.

The students will attend one of Ryerson's incubators, including the well-known Digital Media Zone (DMZ). Opened in 2010, the DMZ is one of Canada's largest incubators and multidisciplinary co-working spaces for young entrepreneurs.

As part of the fellowships at Ryerson, the South African entrepreneurs will be provided with transportation, accommodation and a three-to-four-month placement at a Ryerson zone where they will gain invaluable experience in networking. They will also be exposed to collaboration opportunities with other startup companies.

Ryerson University President and Vice-Chancellor Sheldon Levy says; "The future of the global economy is in the hands of our young people. Ryerson is proud to partner with South African universities in promoting entrepreneurial innovation and great ideas."

Each participating university will provide a short list of applicants for the fellowships. The successful students will be chosen by a zone steering committee that will base their decision on video pitches and a business plan.

UJ's drive to collaborate with international partners to ensure workplace ready graduates is reflected in this initiative. Rated as one of the top 4% of universities globally and UJ's inclusion as the only African university in the respected *Universitas 21* research consortium is further confirmation of UJ's global rise.

## Canadian universities launch startup incubator with Bombay Stock Exchange

February 24, 2014



Their Excellencies the Right Honourable David Johnston, Governor General of Canada, and Mrs. Sharon Johnston officially open BIL-Ryerson DMZ India by breaking a coconut, typically done before starting a new undertaking. This first Canadian-led incubator in India is a joint venture between the Bombay Stock Exchange Institute Ltd., Ryerson University, Ryerson Futures Inc. and Simon Fraser University.

His Excellency the Right Honourable David Johnston, Governor General of Canada, officially opened the first Canadian-led accelerator in India last week, a joint venture between the Bombay Stock Exchange Institute Ltd. (BIL), Ryerson University, Ryerson Futures Inc. (RFI) and Simon Fraser University.

The BIL-Ryerson DMZ India will assist entrepreneurs to fast-track their startups and connect with mentors, customers and investors. It is located at the Bombay Stock Exchange Institute and is built upon Ryerson's model for its successful Digital Media Zone (DMZ) incubator in Toronto. The collaboration between BIL, Ryerson and RFI lays the groundwork to help young entrepreneurs expand into both the Indian and Canadian markets and also touches on a broad spectrum of areas in the domain of entrepreneurship development and professional development education.

"The very first Ryerson international fellowships for brilliant young entrepreneurs were announced here in India in 2011," said Sheldon Levy, president of Ryerson University. "We are honoured to welcome the Governor General of Canada to the BIL-Ryerson DMZ India, and proud to grow our partnership with India and our colleagues from Simon Fraser University in the service of the global economy."

Speaking about the development, Ambarish Datta, CEO of BIL, said "India will be one of the youngest nations in the world by 2020 and this changing demographic condition will mean that we need to gear up to provide employment to a large number of youth. We believe that creating skilled entrepreneurs will be the most effective means of engaging youth and providing gainful employment not only to the youth who pursue the path of entrepreneurship, but also to hundreds of youth they will in turn employ. We are confident that this incubator setup by BIL and Ryerson will help great ideas to be nurtured from their very source and built into the organizations of the future that will not only provide employment for our youth but also build products and solutions that put India on the global map of innovation."

The BIL-Ryerson DMZ India is built on a unique model developed at Ryerson University that has attracted international attention. The Digital Media Zone at Ryerson University is one of Canada's largest incubators and multidisciplinary co-working spaces for young entrepreneurs. Emerging leaders fast-track product launches and grow their companies by connecting with mentors, customers and each other. Since opening in April 2010, the DMZ has stimulated Canada's digital economy by incubating and accelerating 126 startups and fostering nearly 1,000 jobs.

## **RYERSON ACHIEVEMENT REPORT**

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

### ***In the media***

**President Sheldon Levy** was asked by The Toronto Star to share his ideas for the city in their Big Ideas feature <http://bit.ly/1bUPIVr>, and a Globe and Mail story on improving the GTA featured **President Levy's** ideas for 2014 <http://bit.ly/19zaQmr>.

Inside Toronto reported that **President Levy** received the Board of Trade's Toronto Region Builder Award <http://bit.ly/1av7DBv>. Similar items appeared in the North York Mirror and Etobicoke Guardian.

IT Web reported on **President Levy's** announcement at the University of Witwatersrand regarding fellowships for South African entrepreneurs <http://bit.ly/1fh9Nel>. Similar articles appeared in Venture Burn <http://bit.ly/1dX5TWR> and on the University of Johannesburg website <http://bit.ly/1liwamt>.

A Toronto Star article on a new website making it easier for students to transfer credits quoted **President Levy** <http://bit.ly/1cwdMNE>

**President Levy** commented on freedom of speech in the National Post <http://bit.ly/1eLUPtd>.

A Globe and Mail article on universities and foreign students quoted **President Levy** <http://bit.ly/1fEOXXw>. A similar article appeared in Universities News <http://bit.ly/1fbnVTh>.

**President Levy** was quoted in Daiji World regarding the BIL-Ryerson DMZ India incubator <http://bit.ly/1fGJ63m>. He was also quoted in a Government of India news release <http://bit.ly/1hHMYyq> and in the Economic Times <http://bit.ly/1hYLEvz>. Similar coverage appeared in the Financial Chronicle, Business Standard, Indian Radios, Veooz News and SME Times. Reuters reported that the Governor General visited India and witnessed the inauguration of the incubator <http://reut.rs/1cUQoKQ>. Other coverage included the Financial Post, National Post, Council of Ontario Universities, Your Story, Indo-Canadian Voice, Chennai Online, Headlines India, New Kerala, SIFY, Taaza.com, Afternoon Despatch, Yahoo! India and Web India 123.

The Toronto Star quoted **President Levy** in an article about civic leaders supporting the call for an anti-poverty plan for Toronto <http://bit.ly/1djr1WX>. A similar item appeared in Metro News.

**Wendy Cukier**, vice-president, research and innovation, spoke to the Canadian Press about women in leadership roles. The article appeared in the Winnipeg Free Press <http://bit.ly/NVWBRh>, CTV News <http://bit.ly/1i42Ptg>, The Telegram, Canadian Business, Yahoo! News, Cambridge Times, Lac La Biche Post, and Fort Frances Times. She was also quoted in a CP article about Canada's global success being tied to the role of immigrants in the workforce, an item picked up by the Winnipeg Free Press <http://bit.ly/1nFfleS>, CTV <http://bit.ly/1louCVg>, Brandon Sun, Chronicle Herald, MSN Money, Canadian Business, Prince George Citizen, Canadian Manufacturing, National Post, Montreal Gazette, and Edmonton Journal.



**Elizabeth Evans**, TRSM, was quoted in the New York Times about Target's lacklustre move into Canada <http://nyti.ms/OxLAGI>. A similar item appeared in the Globe and Mail.

The National Post profiled the success of the Chang School, quoting interim dean **Marie Bountrogianni**, <http://bit.ly/LRLpmN>. The Dean also spoke to CTV's Canada AM about career trends in 2014 <http://bit.ly/1kiMYKF>. And she was quoted in the Globe and Mail about five workplace themes to watch for, an item picked up by the Huffington Post <http://bit.ly/1aAyBrk>.

CBC News reported on eight Ryerson architecture students who spent their reading week on a community project in Newfoundland <http://bit.ly/1fmr0Ui>. The item was also picked up by MSN News and Yahoo! News.

**Cheri Bradish**, TRSM, spoke to the Toronto Star about the Olympics and athlete brands, as an expert pitched by Public Affairs <http://bit.ly/1iWST4n>. She also spoke to CBC.ca about cash incentives for medals <http://bit.ly/1chEj5s>. Sports psychologist **Leith Drury** spoke to CBC's The National about the pressure Olympic athletes face, as an expert pitched by Public Affairs. **Alison Matthews David**, Fashion, spoke to CBC Radio about the Olympic uniforms, also pitched by Public Affairs: the segment was carried by CBC outlets across Canada. **Arne Kislenko**, History, spoke to CHCH about security at the Sochi Olympics security in Sochi, <http://bit.ly/1c6uN1N>. The Journal Pioneer profiled Journalism student **Ryan McKenna**, who covered the Olympic Winter Games in Sochi <http://bit.ly/1bLCm3h>.

Ryerson PhD candidate **Dave Colangelo** spoke to CBC Radio's Spark about his production, In the Air, Tonight, a custom programming of the facade lights at the Ryerson Image Centre. The lights were programmed to respond to the current weather conditions, and flashed red whenever someone tweeted #homeless. Audio: <http://bit.ly/1kqWomA>. A similar item appeared on CBC.ca, and the lights were featured in a Citytv newscast <http://bit.ly/1dT4z3y>. The light show appeared for four weeks beginning in February.

**Chris Bentley**, executive director of the Law Practice Program, spoke to Canadian Lawyer Magazine about the program <http://bit.ly/1blxVX2>. He was also quoted in a London Free Press article <http://bit.ly/1hOiqzB>. Precedent reported on the program <http://bit.ly/LU8sxn>, as did Canadian Lawyer <http://bit.ly/1cFVDwv>.

Star Business Club reported that Microsoft's Super Bowl ad featured DMZ-based startup GestSure <http://bit.ly/1bmnmu1>. A similar item appeared in Network World.

The Financial Post profiled Figure 1, co-developed by **Gregory Levey**, as one of seven Canadian startups to watch in 2014 <http://bit.ly/1dcseAr>.

Azure Magazine profiled the Student Learning Centre as one of 10 projects to watch <http://bit.ly/1id5RKp>.

**Avner Levin**, TRSM, spoke to SUN News about privacy and cyber-crime. He also spoke to CBC News about International Data Privacy Day and the need for action, audio: <http://bit.ly/1e9YHrv>, and in a separate segment about the security breach at Target, as a faculty expert pitched by Public Affairs. He co-wrote a piece for the National Post on the topic of metadata surveillance <http://bit.ly/1bMtM1Y>.

**Colleen Carney**, Psychology, spoke to Global News about Daylight Savings Time changes affecting our internal clocks, as an expert pitched by Public Affairs <http://ow.ly/uk3c2>. She was quoted in the Boston Globe on the importance of sleep <http://b.globe.com/1cVxkyf>. She also spoke to the Indiana Gazette about treating insomnia to cure depression <http://bit.ly/1k8C5ub>. A similar item appeared in Woman Online - South Africa <http://bit.ly/1hoLgSm>.

A Canadian Press article on Rob Ford as Canadian newsmaker of the year quoted **Myer Siemiatycki**, Politics and appeared on CBC News <http://bit.ly/1klKhle>, CityNews, the Hamilton Spectator, Waterloo Region Record, Guelph Mercury, Huffington Post and Globe and Mail. He also spoke to CTV National News about Mayor Ford declaring his candidacy for the upcoming election and to the Toronto Star about school trustees in Toronto <http://bit.ly/1ek6w9u>. He contributed a piece on the privatization of transit to the Toronto Star.

**Gabor Forgacs**, Hospitality and Tourism Management, spoke to the Toronto Star about Rob Ford's image in the U.S., <http://bit.ly/1fXv0cx>.

**Kernaghan Webb**, TRSM, spoke to the National Post about miners buying local in order to dampen hostility to new projects <http://bit.ly/MNStkY> and to CBC News about Canadian chocolate companies pressed to ethically source cocoa <http://bit.ly/1b1UzcC>.

The Council of Ontario Universities published a Ryerson news release on a new suite of courses combining business, technology, engineering and academics <http://bit.ly/MR7PGf>.

**Emily van der Meulen**, Criminology, contributed a piece on prostitution policy to the Toronto Star <http://bit.ly/1qsiDd6>. Similar items appeared on CBC.ca and MSN News. She was also quoted in the Voice of Russia on the topic of Ontario not persecuting prostitution-related cases.

Medical Xpress reported on research by **Kathryn Woodcock**, Occupational and Public Health, in the area of children being injured in landborne inflatables or bouncy castles <http://bit.ly/N85x5t>. The item, pitched by Public Affairs, also appeared in Australasian Leisure Management, Ottawa Citizen, Hamilton Spectator, CHCH, CBC.ca, CTV News, Brandon Sun, MSN News, MySask.com, Hispanic Business and Durham Region. The Toronto Star profiled Prof. Woodcock and the THRILL program.

**Murtaza Haider**, TRSM, contributed a piece to Global Toronto on the Gardiner Expressway <http://bit.ly/1cpQKOT>. He was quoted on the topic in the Toronto Star <http://bit.ly/1g5888V> and the Globe and Mail <http://bit.ly/1dsjhNL>. He also addressed the Gardiner on CBC Radio's Metro Morning, Sing Tao Daily and CityNews. He spoke to NOW Magazine about the TTC switching to time-based transfers.

Medical News Today reported on Ryerson research pertaining to childhood physical abuse and attention deficit disorder, quoting co-author **Angelo Valeo**, Early Childhood Studies <http://bit.ly/1g4s1uA>. Similar items appeared in News Medical, Health Canada, Medical Xpress, Science Newslines, Science Daily and Examiner.com.

**Hayden King**, Politics, contributed a piece to CBC News about the Canada Reads winning novel *The Orenda* <http://bit.ly/1lotr8f>. The item also appeared in MSN News.

**Ivor Shapiro**, Journalism, spoke to the Toronto Star about Vice News, a new Internet news channel. A Canadian Press article on alumnus **Scott White** stepping down as editor-in-chief of CP quoted Prof. Shapiro. The item appeared in the Vancouver Sun <http://bit.ly/1kuhXTt>, Global Post, Province, Brampton Guardian and OurWindsor.ca. And CBC Radio's Metro Morning reported on Ryerson's media law and ethics class, quoting Prof. Shapiro and a group of Master of Journalism students, audio: <http://bit.ly/1g2nU48>.

BetaKit profiled the DMZ, quoting **Elise Darmanin** <http://bit.ly/1clKO4b>.

The Discovery Channel's Daily Planet featured the DMZ and Ryerson research, an item pitched by Public Affairs, video: <http://bit.ly/1d0CV31>.

Daily Commercial News reported on the construction of the Student Learning Centre <http://bit.ly/1geuCmp>.

Yorkregion.com profiled Ryerson hockey coach **Graham Wise** and son, Rams player **Jamie Wise** <http://bit.ly/MSr9SC>.

**Chris MacDonald**, TRSM, appeared on TVO's The Agenda discussing the declining trust in public institutions.

**Thomas Tenkate**, director, Occupational and Public Health, spoke to Canadian Occupational Safety about climbing the corporate ladder, as an expert pitched by Public Affairs <http://bit.ly/NAbNDo>.

Shoreline Beacon profiled film student **Emily Langridge** and her part in producing the film *Canoe: Icon of the North* <http://bit.ly/1cxhcXg>.

**Lisa Taylor**, Journalism, spoke to CBC Radio's The Current about publication bans in cases of sexual assault.

The Brampton Guardian reported on student **Samantha Sim** job shadowing Twitter Canada's Kirstine Stewart <http://bit.ly/1cBtN7>.

**Anisa Hassan** appeared on CBC Radio's Metro Morning after receiving the Zanana Akande Award at the Viola Desmond Awards, audio: <http://bit.ly/1dqyiEb>. A City News Toronto segment on the awards ceremony featured interviews with **Darrell Bowden**, education and awareness coordinator; and **Keitha Prosper**, International Student Services.

Distinguished Visiting Professor **Hershell Ezrin** appeared on OntarioNewswatch.com, an online political affairs show <http://ontarionewswatch.com/onw-news.html?id=711>.

**Donna Smith**, Retail Management, spoke to Post City about a luxury shopping battle between Mink Mile and the Eaton Centre <http://bit.ly/1cyROuF>.

The Globe and Mail reported on the Canada Space Agency microver arm built by Ryerson students <http://bit.ly/1fvP01s>.

The Toronto Sun reported that **Ralph Lean**, distinguished counsel in residence, would bring Toronto mayoral candidates to his class in March <http://bit.ly/1cpzpAr>.

The Toronto Star reported on Ryerson's partnership with St. Michael's Hospital. A CBC.ca piece on the use of Google Glass in surgery mentioned St. Mike's Hospital's collaboration with Ryerson in developing apps for the device <http://bit.ly/MENnYr>.

The Toronto Star quoted **Kyla Sask**, outreach co-ordinator in the Faculty of Engineering and Architectural Science, about gender gap solutions.

The Toronto Star reported that the DMZ helped a nine-year-old girl produce The Love Sandal, quoting mentor **Robert Ott**, Fashion <http://bit.ly/1fTf3Ad>. The item was pitched by Public Affairs.

**Ingrid Mida**, Fashion, spoke to Where Cool Came From about a hat collection at Ryerson <http://bit.ly/1hKMX0X>.

The Toronto Star profiled its joint investigation with Ryerson regarding online communication of disease outbreaks <http://bit.ly/1cL1yFh>.

Rams coach **Roy Rana** spoke to the Ottawa Citizen about men's basketball <http://bit.ly/1jwEQTo>.

The National Post reported that Ryerson has established fellowships for South African entrepreneurs, an item pitched by Public Affairs. The item was also picked up by Academica Top Ten <http://academica.ca/topten>.

Commerce Lab profiled **Jason Nolan**, Early Childhood Studies, and his research on gamified education <http://bit.ly/1cFJg8r>. CBC News reported on Prof. Nolan's cardboard creations for autistic children <http://bit.ly/1Xc2nW>, an item also picked up by MSN News.

The Guardian profiled research by **Ben Barry**, Fashion, on the topic of older fashion models shaking up the industry <http://bit.ly/1bzISv2>.

**Alan Lysne**, DMZ, spoke to CBC News about Facebook's acquisition of WhatsApp, as an expert pitched by Public Affairs <http://bit.ly/1fmu1IX>. He spoke to CTV News about the cost of free wifi.

The Toronto Sun, CTV News and CP24 reported on the Parasports celebration organized by PrideHouseTO. CP24 reported on the Pride House Olympic lounge on Gould Street, an item pitched by Public Affairs.

**David E. Smith**, distinguished visiting professor, contributed a piece to the Globe and Mail about Justin Trudeau's plan for Senate reform <http://bit.ly/1hBhwGg>.

**Dave Valliere** and **Matt Saunders**, president of Ryerson Futures, spoke to the Globe and Mail about a business targeting construction defects <http://bit.ly/O8XeqP>.

The Toronto Star quoted **Deborah Fels**, ITM, in an article about Netflix and its service for the blind <http://bit.ly/1gUKTjB>.

The Sunday Leader (Sri Lanka) profiled **Randy Boyagoda**, English <http://bit.ly/1m2Sa2J>.

**Tony Burman**, Velma Rogers Research Chair, was quoted in Maclean's about Al Jazeera as a target in Egypt's crackdown on Islamists <http://bit.ly/1eyvb9h>.

**Said Easa**, Civil Engineering, spoke to Metro News about a significant decrease in traffic charges in Toronto in 2013 <http://bit.ly/1hiuBEi>.

**Suanne Kelman**, Journalism, spoke to Radio Canada International about the importance of radio in Canada and its future, audio: <http://bit.ly/1dOias4>.

**Neil Thomlinson**, Politics, was quoted in the Toronto Star about Mayor Rob Ford baiting anti-gay voters <http://bit.ly/1lul7nU>.

**Paul Knox**, Journalism, spoke to the Hamilton Spectator about the changing face of media.

**Sui Sui**, TRSM, contributed a piece to the Conference Board of Canada on fast-growth markets <http://bit.ly/1iKDXpR>. The piece also appeared in the Globe and Mail.

**Deena Kara Shaffer**, learning and transition facilitator, spoke to 24 Hours about reading week.

City News reported on a lecture at Ryerson by Brian Burke, president, Calgary Flames, an item pitched by Public Affairs.

Inside Toronto reported on a photo exhibition on urban transport by Ryerson students <http://bit.ly/1jfBu9r>

**Greg Elmer**, RTA, spoke to Global News about Facebook's 10th birthday, video: <http://bit.ly/1jgyxFD>. **Ramona Pringle**, RTA, spoke of the anniversary on CBC Radio's As It Happens.

Rams hockey head coach **Graham Wise** and player **Victor Terreri** spoke to CBC News about a study showing concussions' impact on young players' brains <http://bit.ly/1kSa5IO>.

**Phyllis Yaffe**, chair of Ryerson's board of governors, spoke to the Globe and Mail about Federal Reserve System Chair Janet Yellen's first piece of policy <http://bit.ly/1cQm7QZ>.

Treehugger published a piece by **Lloyd Alter** on Harvest Home, an award-winning design by Ryerson students <http://bit.ly/1nMYHjR>.

The UC Observer quoted **Joyce Smith**, Journalism, on religion reporting and mainstream media <http://bit.ly/1iiEkah>.

PostCity.com profiled alumnus **Evan Kosiner** of Skate to Great, crediting Ryerson's figure skating and hockey teams <http://bit.ly/1fWC07s>.

The Sarnia Observer profiled alumna **Robyn Doolittle**, author of Crazy Town <http://bit.ly/1dY02M2>.

**Harald Bauder**, Geography, contributed a piece to the Toronto Star about dignity in death.

**Roy Ng**, ITM, spoke to OMNI News about concerns involving Bitcoin. **Adrian Bulzacki**, DMZ, spoke to Global News about whether Canadian should invest in Bitcoin <http://bit.ly/1jSRwR>.

TechVibes reported on a new Ryerson program combining engineering and entrepreneurship, quoting university spokesperson **Michael Forbes** and **Liping Fang**, Mechanical Engineering <http://bit.ly/Le45gu>. The item was pitched by Public Affairs.

The Canadian Press profiled alumna **Hannah Simone**, who stars in the TV show The New Girl. The item appeared in the Montreal Gazette <http://bit.ly/MyYoeH>, Winnipeg Free Press, Calgary Herald, Ottawa Citizen, Metro News, and MSN News.

**Alan Sears**, Sociology, co-wrote a piece for Global Research on preparing post-secondary students for precarious lives <http://bit.ly/1fcD5cb>.

TAS Design Build profiled an affordable housing project by students quoting **Steven Webber**, Urban Planning, <http://bit.ly/1niUunJ>.

Dr. **Su-Ting Teo**, director of Ryerson's Health Centre, spoke to Global News and CTV News about mental health issues.

The Council of Ontario Universities, CBC News Broadcaster <http://bit.ly/M0Q0UI> and the Grid reported that **Seamus O'Regan** was appointed distinguished visiting innovator at Ryerson.

Chatelaine featured research by **Michael Kolios** in an article on health innovations <http://bit.ly/LPZ91Z>.

Broadcaster reported on Ryerson's new Sports Media program <http://bit.ly/1jDJcYu>.

**April Lindgren**, Journalism, was quoted in a CBC News piece on ethnic media and the Prime Minister <http://bit.ly/1c6DKvK>.

The National Post and Artdaily.org reported on exhibitions at the Ryerson Image Centre, including **Robert Burley's** The Disappearance of Darkness, curated by **Gaëlle Morel** <http://bit.ly/1mrY1NI>.

Yonge Street Media profiled DMZ-based entrepreneur and Ryerson grad **Sherene Ng** <http://bit.ly/1aOe6aW>.

**Phil Walsh**, TRSM, commented in Oil Daily about rock star Neil Young taking on the Canadian oil sands <http://bit.ly/1fbphgy>.

FLARE reported on the Fashion Design program's Danier Design Challenge, an item pitched by Public Affairs <http://bit.ly/1bhGYbx>.

CBC Television featured **Hayden King**, Politics, in the 2013 CBC Massey Lectures panel discussion, video: <http://bit.ly/1e9Q4YE>.

CBC's The Current spoke with DMZ-based entrepreneur **Rob Platek** about his startup Sensorsuite, audio: <http://bit.ly/1hdum9D>.

**Michael Arts**, Chemistry and Biology, spoke to CBC Hamilton about that city losing more than 20 top environmental scientists <http://bit.ly/1e6xYGV>.

The Toronto Star quoted **Cyndy Baskin**, Social Work, in an article on homelessness and alcohol <http://bit.ly/1aiDATj>.

The Globe and Mail featured the ice rink at Ryerson Community Park <http://bit.ly/1miY6mr>.

Distinguished Visiting Diplomat **Jeremy Kinsman** contributed a piece to the National Post on Canada's multilateral tradition <http://bit.ly/1eQcvpw>.

The National Post and Financial Post reported on the DMZ's successes in 2013, an item pitched by Public Affairs <http://bit.ly/1gU9unl>. A similar item appeared in Mediacaster <http://bit.ly/1iU4q3P>. The Toronto Star reported the DMZ launched 123 startups in three years <http://bit.ly/1dTfauD>.

Times Higher Education quoted **Joey Power**, History, and **Tammy Landau**, Criminal Justice, in an article on academics who are drawn to poker <http://bit.ly/KlaDth>.

University Affairs profiled Ryerson's SMART Lab, quoting **Frank Russo** <http://bit.ly/1dwnFQ3>.

**Jennifer Hubbard**, History, was quoted in a Toronto Star article about federal library closures <http://bit.ly/1j1fAGD>. Similar items appeared in Metro News, the Hamilton Spectator, Canada.com, the Province, Ottawa Citizen, and StarPhoenix.

**Gregory Taylor**, Canadian Spectrum Policy Research project, spoke to the Ottawa Citizen about the wireless auction aiming for more competition in the industry.

A Toronto Star article on an independent panel to review Toronto Hydro's response to power outages mentioned the panel includes **Sean Conway**, research fellow with the Centre for Urban Energy <http://bit.ly/19VULK3>. Similar items included the Globe and Mail, Metro News and Global. He appeared on TVO's The Agenda, discussing the transformation of Maple Leaf Gardens, and was quoted in the Globe and Mail about Toronto Council reviewing its tree-trimming budget.

**George Kapelos**, Architecture, spoke to CBC Radio's Here & Now about the Ryerson Architecture Collaborative Exercise 2014.

The New York Post profiled alumni and design duo **George Yabu and Glenn Pushelberg** <http://bit.ly/1eujbHJ>

DMZ-based entrepreneur **Adrian Bulzacki** spoke to CTV's Canada AM about the top dying technologies of 2014 <http://bit.ly/1abgVIY>.

The Canadian Press reported that the Manulife Financial best student film award was given to Ryerson's **Walter Woodman** and **Patrick Cederberg** for *Noah*. Similar items appeared in CTV News <http://bit.ly/1fcTArH>, Metro News, the Toronto Star <http://bit.ly/KxApea> and Globe and Mail.

The Hamilton Spectator reported that a team of TRSM students raised \$25,000 in the MBA Games <http://bit.ly/19dsDSb>.

CBC Radio's Here & Now spoke with DMZ-based entrepreneur **Andrew Cherwenka** about new products at the Consumer Electronics Show in Las Vegas.

**Rosemary Volpe**, Centre for Student Development and Counselling, spoke to 24 Hours about making major decisions <http://bit.ly/1baAVV5>.

**Andrea Moon**, learning strategist, spoke to Metro News about planning for success.

**Robert Burley**, Image Arts, appeared on TVO's The Agenda discussing photography and the end of analog.

**Patrice Dutil**, Politics, contributed a piece to the Toronto Star on the topic of the bicentennial of Canada's first Prime Minister, Sir John A. Macdonald <http://bit.ly/1iq7vee>.

**Graham Hudson**, Criminal Justice, spoke to Canadian Dimension about genocide on trial <http://bit.ly/1f7ZqdS>.

Distinguished Visiting Professor **Cathy Crowe** and **Alison Kemper**, TRSM, contributed a piece to the Toronto Star on the topic of the ice storm as an emergency <http://bit.ly/18R1AvK>.

**Hamza Khan**, digital community facilitator, spoke to the Canadian Press about Twitter. The item was picked up CTV News <http://bit.ly/1hqlalA>, Metro News, Winnipeg Free Press, Waterloo Region Record, Hamilton Spectator, and CP24.

The Globe and Mail profiled the Criminal Justice program, quoting **Kim Varma** <http://bit.ly/1e5sZYq>

The Globe and Mail profiled the ACT II Studio at Ryerson's Chang School <http://bit.ly/JDkOJN>

The Toronto Star profiled alumnus **Ian Ball** in an article titled "Mining's Golden Boy" <http://bit.ly/1hVvfUT>.

**Tim Sly**, Occupational and Public Health, spoke to CBC Radio about the flu season and H1N1 virus. The segment was carried on stations across the country. He also spoke to Ming Pao about a flu death, and to CTV News about the avian flu and H5N1 virus, video: <http://bit.ly/1gmaRLx>.

**Gabor Forgacs**, Hospitality and Tourism Management, spoke to the New Yorker about city logos <http://nyr.kr/1dw1mFX>. He also spoke to CBC New Brunswick about currency surcharges.

**Rachel Dodds**, Hospitality and Tourism Management, contributed a piece on sustainable tourism to Blue & Green <http://bit.ly/1gfT7IX>.

**Russell Richman**, Architectural Science, spoke to the Raonoke Times about Passive House construction <http://bit.ly/1aKKe4s>

*Prepared by Communications, Government and Community Engagement*



**SENATE MEMBERSHIP  
2014-2015**

*\*Newly elected members*

## FACULTY

	<u>TERM NUMBER</u>	<u>YEAR IN TERM</u>	<u>DEPARTMENT</u>
<b><u>Arts</u></b>			
David Checkland	(1)	(2 <sup>nd</sup> )	Philosophy
*Nima Naghibi	(1)	(1 <sup>st</sup> )	<b>Chair, Philosophy</b>
*Eric Kam	(2)	(1 <sup>st</sup> )	<b>Economics</b>
*Michelle Dionne	(1)	(1 <sup>st</sup> )	<b>Psychology</b>
<b><u>Communication and Design</u></b>			
*Jason Lisi	(1 <sup>st</sup> )	(1 <sup>st</sup> )	<b>Graphic Communications Management</b>
Sholem Dolgoy	(1)	(2 <sup>nd</sup> )	Theatre
Charles Falzon	(1)	(2 <sup>nd</sup> )	Chair, RTA School of Media
*Charles Zamaria	(2)	(1 <sup>st</sup> )	<b>RTA School of Media</b>
<b><u>Community Services</u></b>			
<i>Vacant</i>	(1)	(1 <sup>st</sup> )	
<i>Vacant</i>	(1)	(1 <sup>st</sup> )	
Don Rose	(1)	(2 <sup>nd</sup> )	Director, Nursing
*Kileen Tucker Scott	(2)	(1 <sup>st</sup> )	<b>Nursing</b>
<b><u>Engineering and Architectural Science</u></b>			
*Jurij Leshchyshyn	(1)	(1 <sup>st</sup> )	<b>Architectural Science</b>
*David Naylor	(1)	(1 <sup>st</sup> )	<b>Mechanical &amp; Industrial Engineering</b>
*Bo Tan	(1)	(1)	<b>Aerospace Engineering</b>
*Paul Walsh	(2)	(1 <sup>st</sup> )	<b>Chair, Aerospace Engineering</b>
<b><u>Science</u></b>			
*Robert Bothelho	(1)	(1 <sup>st</sup> )	<b>Chemistry and Biology</b>
Andrew McWilliams	(1)	(2 <sup>nd</sup> )	Chemistry & Biology
*Alireza Sadeghian	(1)	(1 <sup>st</sup> )	<b>Chair, Computer Science</b>
*Marcus Santos	(1)	(1 <sup>st</sup> )	<b>Computer Science</b>
<b><u>Ted Rogers School of Management</u></b>			
*Ron Babin	(1)	(1 <sup>st</sup> )	<b>Business Technology Management</b>
*Allen Goss	(1)	(1 <sup>st</sup> )	<b>Finance</b>
*Frances Gunn	(2)	(1 <sup>st</sup> )	<b>Retail Management</b>
*Vanessa Magness	(2)	(1 <sup>st</sup> )	<b>Accounting</b>
<b><u>G. Raymond Chang School of Continuing Education</u></b>			
Jennifer Martin	(2)	(2 <sup>nd</sup> )	Child and Youth Care
<i>Vacant</i>	(1)	(1 <sup>st</sup> )	
<b><u>Librarian</u></b>			
*Sonny Banerjee	(1)	(1 <sup>st</sup> )	
<b><u>At-Large</u></b>			
*Alex Ferworn	(1)	(1 <sup>st</sup> )	<b>Computer Science</b>
Dave Mason	(2)	(2 <sup>nd</sup> )	Computer Science
*Andrew O'Malley	(1)	(1 <sup>st</sup> )	<b>English</b>
Ravi Ravindran	(1)	(2 <sup>nd</sup> )	Mechanical Engineering
<b><u>C.U.P.E.</u></b>			
Don Elder			

**Ryerson Faculty Association**

\*Peter Danziger (to be confirmed at RFA meeting in May)

**STUDENT SENATORS – 2014-2015**

<b><u>FACULTY</u></b>	<b><u>DEPARTMENT</u></b>	<b><u>TERM</u></b>
<b><u>Arts</u></b>		
*Jona Zyfi	Criminology	1 <sup>st</sup>
<b><u>Communication &amp; Design</u></b>		
*Samuel Pereira	RTA School of Media	1 <sup>st</sup>
<b><u>Community Services</u></b>		
*Michael Rix	Collaborative Nursing	1 <sup>st</sup>
<b><u>Engineering, and Architectural Science</u></b>		
*Urooq Siddiqui	Industrial Engineering	2 <sup>nd</sup>
<b><u>Science</u></b>		
*David Tenty	Computer Science	1 <sup>st</sup>
<b><u>Ted Rogers School of Management</u></b>		
*Daniel Angarita	Business Management	1 <sup>st</sup>
<b><u>School of Graduate Studies</u></b>		
*Alanna McKnight	Communications & Culture	1 <sup>st</sup>
*Muhammad Yousaf	Molecular Science	1 <sup>st</sup>
<b><u>G. Raymond Chang School of Continuing Education</u></b>		
<i>Vacant</i>		
<i>Vacant</i>		
<b><u>At-Large</u></b>		
*Arman Adeli	International Economics & Finance	2 <sup>nd</sup>
*Zumer Fatima	Business Management	1 <sup>st</sup>
*Azeem Shah	Business Management	1 <sup>st</sup>
*Joshua D’Cruz	Mechanical Engineering	1 <sup>st</sup>
<b><u>Students’ Representatives</u></b>		
<i>Vacant</i>	Ryerson Students Union (RSU)	
*Dwayne Anderson	Continuing Education Students Association (CESAR)	
<b>ALUMNI</b>		
Gazi Farok		1 <sup>st</sup>
Marcelo König Sarkis		1 <sup>st</sup>

**SENATE MEMBERSHIP****EX-OFFICIO**

Lawrence S. Bloomberg	Chancellor
Sheldon Levy	President and Vice-Chancellor
Mohamed Lachemi	Provost and Vice President Academic
Julia Hanigsberg	Vice President, Administration and Finance
Wendy Cukier	Vice President, Research and Innovation
Adam Kahan	Vice President, University Advancement
Christopher Evans	Vice Provost, Academic
John Isbister	Vice Provost, Faculty Affairs
Heather Lane Vetere	Vice Provost, Students
Paul Stenton	Vice Provost, University Planning
Denise O'Neil Green	Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion
Jean-Paul Boudreau	Dean, Arts
Gerd Hauck	Dean, Communication and Design
Usha George	Dean, Community Services
Sri Khrishnan	Interim Dean, Engineering and Architectural Science
Imogen Coe	Dean, Science
Steven Murphy	Dean, Ted Rogers School of Management
Jennifer Mactavish	Dean, Yeates School of Graduate Studies
Marie Bountrogianni	Interim Dean, G. Raymond Chang School of Continuing Education
Charmaine Hack	Registrar
Madeleine Lefebvre	Chief Librarian

**SENATE ASSOCIATES (non-voting)**

Anne-Marie Brinsmead	(3)	(1 <sup>st</sup> )	Chang School of Continuing Education
Martha Lee Blickstead	(3)	(1 <sup>st</sup> )	Chang School of Continuing Education
<b><i>Vacant</i></b>			<b>CUPE</b>
<b><i>Vacant</i></b>			<b>CUPE</b>

John Turtle, Secretary of Senate

*April 1, 2014*

## REPORT OF ACADEMIC STANDARDS COMMITTEE

### Report #W2014-3; April 2014

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following item:

- Periodic Program Review of the Bachelor of Arts in Arts and Contemporary Studies

## A. PERIODIC PROGRAM REVIEW – ARTS AND CONTEMPORARY STUDIES

### 1. BASIC INFORMATION AND HISTORY

Ryerson University's Arts and Contemporary Studies program (ACS) is an interdisciplinary four-year undergraduate program leading to a Bachelor of Arts in Arts and Contemporary Studies. A student may choose to complete one of eight options, which appear on their transcripts upon graduation. The options are:

#### *Interdisciplinary option:*

- Culture Studies
- Diversity and Equity
- Global Studies
- Invention and Inquiry

#### *Discipline-based option:*

- English
- French
- History
- Philosophy

The core of the program comprises a range of required interdisciplinary courses that allow students to focus on “Ideas that Shaped the World” from ancient times to the present day. In these courses, students also develop key skills and competencies, including the ability to read precisely and critically, communicate effectively, develop strategies for life-long learning, mediate conflict, work in teams and conduct research and analysis.

The ACS degree prepares graduates to think, work and actively participate in the changing social, political and cultural environments of the 21st century. It combines the intellectual agility and other benefits of a liberal arts education with hands-on, applied skills and competencies. The program

The Faculty of Arts launched ACS in September 2003. It is the largest – by enrollment – program in the Faculty of Arts. ACS was designed through a collaborative process involving all departments in Arts, through the leadership of the Arts dean. In keeping with Ryerson's special mandate, discussions centred on a vision of creating a program that would strike a balance between theoretical/historical and practical/applied education – a symmetry that remains intrinsic to ACS's nature. In addition, ACS was created to fill an educational gap at Ryerson: a bachelor's level liberal arts degree that reflected the university's expanding definition of “applied education.”

At the outset of planning, ACS was envisioned as involving both the humanities and social sciences departments within the Faculty of Arts. As the social science departments launched their own discipline-based programs, their involvement in ACS declined. Thus, at launch and to the present day, the Arts departments centrally involved in ACS curriculum development and teaching are English, History, Languages, Literatures and Cultures (formerly French and Spanish), Philosophy, and Sociology.

Until 2005, ACS included only the four *interdisciplinary* options: Culture and Entertainment (changed to Culture Studies in 2005), Diversity and Equity, Global Studies, and Science and Technology (changed to Inquiry and Invention in 2007). Four new *disciplinary* options were added in the 2005-2006 academic year: English, French, History and Philosophy. As of 2005 options were no longer mandatory and over half of the current ACS student body are now “generalists” (i.e., non-option students).

### 2. SOCIETAL NEED

An article in *The Globe and Mail* (13 October 2012) explored a growing awareness that “a well-rounded, liberal education” is essential for producing graduates who possess not only specialized technical knowledge – for example, in business, law or medicine – but who are also adept at

communication, team-work and critical thinking. In addition to the individual benefits that arise from interdisciplinary education rooted in the humanities and social sciences, there are significant public economic consequences. The development of interdisciplinary “core curriculum” programs capable of producing such graduates is much further advanced in foreign universities – in particular, in the United States and Asia – than here in Canada. In June 2013, *Le Devoir*, published “Disparition du programme Arts et lettres - La liquidation de l’héritage culturel” urging universities to foster their programs in the Humanities and Liberal Arts (more specifically in Literature) as they provide us with cultural knowledge to make engaged and learned decisions in the future.

The ACS program uniquely enables students to study and analyze the world in which they live through multiple, intersecting disciplinary lenses. Training in the humanities and social sciences provides ACS students with in-depth understanding of social groups, historical events and a broad range of ideas that have shaped Western and global cultures. Looking beyond graduation, students’ development of cultural, historical and social awareness, as well as advanced critical-thinking and communication skills, empowers them to make informed judgements about current issues facing contemporary society as well as, on the employment front, to contribute fully and creatively to organizational and business success.

### 3. STUDENT DEMAND

ACS is a high-demand program at Ryerson. On average, it receives 1800 applications per annum and admits 175 new students (see Table 1 for applicants-to-registrants ratio). Over the last 5 years, the mean entrance-grade average for ACS was higher than the Faculty of Arts and Ryerson average (Table 2).

Table 1. Progress Indicator 1a: Applications to Registrants Ratio

Program	Year							
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Ryerson	11.0	10.1	8.9	10.2	10.4	10.2	10.0	9.2
Arts	10.5	9.9	12.2	19.4	19.3	17.8	19.2	17.0
Arts & Contemporary Studies	13.1	11.2	6.4	10.7	11.0	9.7	11.5	10.7

Table 2. Progress Indicator 1b: Mean Entering Average

Program	Year							
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Ryerson	80.6	79.8	78.8	79.8	80.2	80.6	81.5	81.4
Arts	78.7	79.3	76.2	79.3	79.8	79.8	81.2	81.1
Arts & Contemporary Studies	79.6	79.8	75.2	80.8	81.7	81.7	82.8	82.4

When asked to identify why they chose to enroll in ACS, students give the following top-four reasons:

- To develop their critical-thinking and problem-solving skills
- To become more creative
- To develop their communication, leadership and research skills
- To learn about Canadian and global histories, cultures and societies

### 4. PROGRAM OUTCOMES

By the end of the program, graduates will be capable of the following:

1. Describe, from a plurality of humanities disciplines and perspectives, the influential ideas that have formed the social, historical and cultural context of the contemporary world.
2. Demonstrate an ability to select, review, evaluate and interpret information relevant to a multidisciplinary context. Specifically, graduates will be able to
  - a. assess, analyze and think critically about influential ideas in their social, historical and cultural context;
  - b. formulate incisive, challenging questions;

- c. identify emerging social and cultural trends and assess their impact;
  - d. read critically and conduct textual analysis on sources and texts from a variety of media; and
  - e. review, present and critically evaluate qualitative and quantitative research.
3. Demonstrate excellent written and oral communication skills, including
    - a. effective academic writing;
    - b. logical and persuasive argumentation; and
    - c. the ability to produce scholarly and creative forms, styles and media tailored to different audiences.
  4. Demonstrate excellent interpersonal communication skills informed by intercultural and inclusive perspectives (through activities such as group work, presentations and community-engaged projects).
  5. Demonstrate active intellectual engagement and independent, original thought through
    - a. the ability to synthesize disparate kinds of information and ideas from across disciplines;
    - b. problem-solving skills;
    - c. collaborative skills;
    - d. thorough understanding of the limits of their own knowledge and abilities.
  6. Behave consistently with academic integrity and social responsibility, and a respect for intellectual freedom.
  7. For students pursuing options, demonstrate depth of integrated interdisciplinary knowledge and the ability to apply it in multiple contexts.

As demonstrated by curriculum mapping, ACS 300 (Ideas that Shape the World III) and ACS 400 (Ideas that Shape the World IV) reinforce all of the program learning outcomes. SSH 301 (Research Design and Qualitative Methods) and ACS 401 (Introduction to Research and Statistics) meet the introductory requirements of many of the program learning outcomes because they are specifically designed to provide students with methods, research tools, and the fundamentals of statistics. ACS 302 (Introduction to Culture Studies) introduces students to interdisciplinary studies (learning outcome 1) as well as how to formulate incisive challenging questions and the identification of emerging social trends (learning outcome 2.b and c.) It continues to reinforce concepts such as how to assess, think critically and analytically in terms of influential ideas in their social, historical, and cultural context (learning outcome 2.a) as well as reinforcing their written and oral skills (learning outcome 3.)

ACS 500 (Ideas that Shape the World V) reinforces many of the program learning outcomes. It also provides the opportunity for students to proficiently put into practice their ability to select, review, evaluate, and interpret information, particularly in reading critically and in textual analysis of various media (learning outcome 2.d) and to perform communication skills tailored to different audiences (learning outcome 3.c)

In fourth year the mapping of the capstone course to program learning outcomes clearly highlights the proficient level at which students put into action the knowledge and skills acquired as all seven program learning outcomes have been identified at the proficiency level in terms of students' learning.

## **5. PROGRAM CONSISTENCY WITH OTHER ACADEMIC PLANS**

Ryerson University's *Shaping Our Future: Academic Plan for 2008-2013* underlines the importance of "educational pathways that give [students] breadth as well as depth, and that help to prepare them for the evolution of their own career changes and professional opportunities". ACS's core interdisciplinary curriculum, combined with the various options and minors, ensures that students graduate with a wide array of professional choices and opportunities. The plan also states, "students today need educational opportunities that emphasize strong intellectual foundations and relevant professional skills, along with critical thinking, research skills, and practice at pursuing new ideas, solving problems, and grasping the interconnectedness of people, ideas, things, and places in a globalized century". Supported by effective and diverse program offerings and demonstrated by the program learning outcomes (as well as their significant cross-referencing to UDLES), ACS holds true to Ryerson's mandate and principles.

ACS's operations and future plans accord with the Faculty of Arts' academic plan for 2008-2013, which states the following about undergraduate and graduate programming:

Our past program development with its common platform delivery has set the standard for programs that "...offer opportunities to students to develop a broad foundation of knowledge and skills" and "... remain innovative and responsive to students..." providing "...choice and transferability..." that exceeds the demands of Ryerson's current plan.<sup>1</sup>

It is important here to point out that, although the Faculty of Arts has established new BA programs in comparable disciplines, ACS application and admission numbers remain high, as does the quality of those applicants and admitted students.

## 6. DESCRIPTION OF THE PROGRAM CURRICULUM AND STRUCTURE

ACS is a four-year, 40-credit undergraduate program offering students a broad, interdisciplinary education in the humanities and social sciences. During the first two years of the program, students take a set of core courses (5) in which they study the "great ideas" that have shaped the world from ancient times to the present. Other core courses (5) during those first two years focus on skills development: critical reading and thinking; effective communication (oral and written); research project design, implementation and evaluation; conflict mediation; and team work. Courses offered during the first year of study (semesters one and two) satisfy all of the seven identified program learning outcomes at the introductory level.

First Year ARTS AND CONTEMPORARY STUDIES			Semester
Required	ACS 100	Ideas that Shape the World	1
Required	ACS 103	Introduction to the Humanities	
Required	SSH 105	Critical Thinking I	
Required		Choose one of ACS 106 *. FRE or SPN	
Table I		Professional Elective	
Required	SSH 205	Academic Writing and Research	2
Required	ACS 200	Ideas that Shape the World II	
Table I or II	Open Elective	(or ACS 201 is required here If you started in ACS before Fall 2008)	
Table I		Professional Elective	
Table II		Professionally-Related Elective	
Second Year ARTS AND CONTEMPORARY STUDIES			
Required	ACS 300	Ideas that Shape the World III	3
Required	SSH 301	Research Design & Qualitative Methods	
Table A		Lower Level Liberal Studies	
Table I		Professional Elective	
Table I or II		Open Elective	
Required	ACS 400	Ideas that Shape the World IV	4
Required	ACS 401	Introduction to Research and Statistics	

<sup>1</sup> Office of the Provost and Vice President, Academic. *Academic Planning at the Faculty and Academic Division Level: The Preliminary Faculty/ Academic Division Plan*. Toronto: Ryerson University, 2008. Appendix B2, Strategies 1-4.

Table A		Lower Level Liberal Studies	
Table I		Professional Elective	
Table II		Professionally-Related Elective	
<b>Third Year ARTS AND CONTEMPORARY STUDIES</b>			
Required	ACS 500	Ideas that Shape the World V	
Table A		Lower Level Liberal Studies	5
Table I		Professional Elective	
Table II		Professionally-Related Elective	
Table I or II		Open Elective	
Table B		Upper Level Liberal Studies	6
Table I		Professional Elective	
Table II		Professionally-Related Elective	
Table II		Professionally-Related Elective	
Table I or II		Open Elective	
<b>Fourth Year ARTS AND CONTEMPORARY STUDIES</b>			
Table B		Upper Level Liberal Studies	7
Table I		Professional Elective	
Table I		Professional Elective	
Table I		Professional Elective	
Table II		Professionally-Related Elective	
Table B		Upper Level Liberal Studies	8
Table I		Professional Elective	
Table I		Professional Elective	
Table I		Professional Elective	
Table II		Professionally-Related Elective	

The *discipline-based* options allow students to combine their interdisciplinary studies with a focus on one of the following four humanities disciplines:

**English:** Students focus on how to read critically (i.e., analyze, historicize and politicize) a wide range of literary and cultural texts. They examine how elements such as genre, form, method, historical period, geography and nation inform narrative media, including works of literature, film, television, digital culture and the visual arts. Through an engagement with past and present narratives, students develop a critical understanding of contemporary cultural production.

**French:** Students develop a deep understanding of the culturally diverse populations of the Francophone world in Africa, Asia, Europe and North America. At the same time, they acquire critical insights into the important role that French and Francophone cultures play both at a national level in Canada and in the broader international context.

**History:** Students study the past as a way to understand the present, and they also develop a range of skills applicable to many jobs (e.g., those that require an understanding of research techniques, analysis and logic). Students learn to collect data, how to analyze it and how to construct a logical argument from the evidence.



**Philosophy:** Students gain a broad understanding of the main historical trends and contemporary developments within the discipline of philosophy. This option encourages students to read and think about philosophical issues and problems in an active and critical manner, and it gives them an understanding of, and appreciation for, the contributions made by some of the greatest thinkers of the past and present.

The *interdisciplinary* options allow students to combine their interdisciplinary studies with a special focus on one of the following four themes:

**Culture Studies:** Students examine the forms of entertainment that have become a measure of who we are and who we dream of becoming. They explore cultural identity through both high culture and popular entertainment.

**Diversity and Equity:** Students focus on our diverse and politically charged social space. They examine the encounters of language, perspective and value that shape contemporary politics, culture and society.

**Global Studies:** Students encounter the often volatile mix of cultural passions, environmental concerns and corporate interests that drive contemporary society and culture at a time when global transformations are transcending political boundaries.

**Inquiry and Intervention:** Students learn about the institutions and ideas that generate – and depend on – scientific discovery and technological innovation. The focus is on the ways science and technology influence our lives, individually and as a society, in the 21st century.

Students pursuing the *generalist* option must complete 23-27 credits from Table I, of which 12 credits are compulsory for the completion of the ACS degree (i.e., ACS 100, ACS 200, ACS 300, ACS 400, ACS 500, ACS 800/900, 103, 106/LLC, 401, SSH 105, SSH 205, SSH 301). Generalist students must also complete 7-11 credits from Table II and 6 Liberal Studies credits. Because this course selection process allows students to complete multiple “teachables” (6 core credits in a discipline), generalist students are well suited to attend teachers college after graduation.

Every ACS student must complete a capstone course in order to graduate. Most students complete their capstone courses in their third or fourth years. These courses enable students to put into practice the theoretical and applied knowledge they have gained over the course of their studies.

## 7. MODE OF DELIVERY

ACS courses are offered through full-time on-campus learning, as well as through evening classes through The Chang School (held on campus and through distance education). Courses are taught in the classroom or in labs. Some courses with experiential learning components (e.g., ACS 103, ACS 303, ACS 402) along with ACS 800, ACS 900, and ACS 950 take the students out into the community or involve them in various *practicum* initiatives such as forums and conferences. Through a varied use of lectures, tutorials, lab work, experiential learning opportunities and graduate school-like seminars, along with the capstone course forum on corporate social responsibility (full day conference event with debate, guest speakers, workshops, etc.) the ACS graduate is effectively prepared for graduate school, professional engagement and professional programs. Components of their learning, such as community engagement and academic research, also provide the ACS graduate with leadership skills acquired through hands-on learning.

## 8. DIVERSITY AND INCLUSION

The program’s interdisciplinarity ensures that issues and notions of diversity and inclusion are highlighted through the principles informing the program learning outcomes, the teaching methods, the issues discussed in class and in program-related activities. Many ACS courses provide students with the framework and experiential learning opportunities to apply the issues discussed in class to the community.

The study of Canadian and global histories, cultures and intellectual traditions gives students wide-ranging knowledge on which they can draw in order to become stewards for change in their communities. The Ideas courses primarily introduce the “great thought” movements of the humanities and social sciences, including a critical examination of counter-movements, less popular stances and

innovative concepts designed to ensure that students understand the eclectic and fragmented world in which they live.

ACS most directly and forcefully addresses diversity and inclusion through the Diversity and Equity option. This option focuses on diverse and politically-charged social issues, allowing students to encounter diverse languages, perspectives and values that shape contemporary politics, culture and society.

At the capstone-course level, two offerings particularly stand out in terms of diversity and inclusion:

- ACS 800 Corporate Responsibility: This course explores the growing trend among Canadian corporations to play a more active role in addressing community issues.
- ACS 950: Directed Research: One popular manifestation of this course involves students working with PEN Canada to conduct research for various incarcerated, disappeared or exiled writers aimed at helping to liberate them and fight against censorship.

## **9. CURRICULUM AND STRUCTURE – UNDERGRADUATE DEGREE LEVEL EXPECTATIONS (UDLES)**

Mapping of ACS's curriculum and structure clearly shows that the program conforms to – indeed exceeds – Ryerson's Undergraduate Degree Level Expectations (UDLEs). Given the program's fundamentally interdisciplinary nature, this is particularly the case with regard to the following goals: 1e, 1f; 2b; 3a) i, ii; 4b) i, ii; 5; and 6a (these UDLEs address breadth and depth of knowledge outside the core "discipline").

At the structural level, ACS unfolds the UDLEs in a sequence that is strongly conducive to students' knowledge acquisition and skills development. Students start their formal training in the humanities and social sciences with courses introducing them to critical analysis, academic reading and writing, the humanities, and ideas that shape the world. During their second and third years, students continue to acquire and reinforce these skills as well as take courses in their option (if they have chosen one). The capstone course, as well as the upper-level Liberal Studies courses suggested as part of the third- and fourth-year curriculum, allow students to continue reinforcing their knowledge and applying theories and methodologies, ultimately being in a position to apply their learning at the mastery level.

The ACS generalist capstone courses (ACS 800, ACS 900, ACS 950) allow students to test their competencies at the level of mastery in interdisciplinary studies, either in an applied fashion (ACS 800), in an academically rigorous seminar (ACS 900) or in a directed reading course (ACS 950).

## **10. CURRICULUM DEVELOPMENT**

The home departments make all discipline-based option curricular changes in consultation with the ACS program director (e.g., the Department of History recommends changes to the History Option). For the interdisciplinary options, curricular changes are raised and deliberated during Program Council meetings. In September 2012, a new Curriculum Committee for ACS was struck to address pressing issues around curricular decisions for both the discipline-based and interdisciplinary options. Recent recommendations from the Curriculum Committee are:

- For discipline-based options, ensure that students understand what courses are being offered under what group in order to assess and master their own learning pathway.
- For interdisciplinary options, ensure that the courses in each option suit the desired outcomes, and that the course offerings on the Table I are conducive to an interdisciplinary learning experience while enabling a student to focus on a particular discipline-based option or an interdisciplinary option.
- Create an ACS option. This will ensure rigour and structure for students who wish to remain generalists. By pursuing and completing the new ACS option, generalists will thereby be graduated with a truly interdisciplinary degree that follows a progressive hierarchy from introduction through proficiency.
- Keep the program current and competitive in light of other similar competitor programs by developing new interdisciplinary options and/or managing the current ones.
- Create more experiential learning opportunities.

## **11. ENROLMENT IN PROGRAM COURSES**

Over the last three years (indeed, since its inception), ACS enrolment data have remained essentially consistent (give or take 30-45 students). This consistency has been deliberate on the part of program directors in order to maintain ACS's high levels of instructional quality and student experience.

- Up to 85% of the students after their first year of study have clear academic standing
- At the outset of the program, ACS 100-ACS 900 courses were "program courses," and enrolment data for them until 2009-2010 reflect the numbers of students (165-200) admitted to ACS each year. When ACS 100 and ACS 200 entered the Faculty of Arts' common platform in 2011, their enrolment rose to 265-300 students.

## **12. RELATIONSHIP TO CURRENT DISCIPLINE AND PROFESSION**

A comparison of the ACS curriculum and structure to similar offerings at other universities demonstrates that the program is at the leading edge of interdisciplinary humanities- and social sciences-based undergraduate education. The program's intense interdisciplinary nature is the factor that most clearly demonstrates ACS is keeping current with disciplinary evolution. As well, by strongly supporting students' engagement with historical and emergent social and cultural issues, ACS is meeting students' need for transferable knowledge and skills that will be useful after degree completion – whether they enter the workforce or pursue graduate-level study. Similar offerings at other universities include:

- Brock University's General Studies BA in Humanities - the program permits students to explore the cultural, intellectual, and artistic ideas of the world from ancient times to the present.
- Wilfred Laurier's Contemporary Studies - the program is designed to introduce students to a range of ongoing and emerging global issues such as poverty, the global financial crisis, climate change, colonization of Indigenous community, and gender and racial inequality.
- The Humanities program at York University - the program introduces students to the major questions of life as they study issues of social, moral and aesthetic value drawing from literature, History, Philosophy, Religion, Fine Arts and popular culture courses.
- The Bachelor of Humanities at Carlton University - the program is promoted as Canada's premier liberal arts degree in the study of the world's great books.
- The major in Anthropology at Guelph University - a new program designed to specialize in social and cultural anthropology. The program will allow students to come to understand different cultures within contemporary global structures and to appreciate the dynamics of social and cultural change.
- The Anthropology Department at Trent University - strives to provide students with a high quality education through which they can explore human life and its transformations from a perspective that is global, historical, and cross-cultural. Students have the opportunity to study linguistic, archaeological, biological, and cultural anthropology, as well as other disciplines which have shaped anthropology, or in which anthropological perspectives are valued.

## **13. PROFESSIONAL PRACTICE**

ACS students are made aware of the role of practising professionals in society and their ethical responsibilities through reports, presentations, group work, guest lectures, and other pedagogical strategies. In addition, students are exposed to the topics of professional and academic integrity and social responsibility beginning in their mandatory first-year courses. During their capstone courses, students are evaluated on the accumulation of competencies and professional qualities through similar forums, class discussion, seminars and more detailed research projects and group assignments.

## **14. TEACHING METHODS & INNOVATIVE OR CREATIVE CONTENT OR DELIVERY**

In their first three years, ACS students are introduced to their studies through lectures, film and video, discussion and debates and breakout groups. ACS-coded courses are team-taught, which gives students access to professors from different disciplines. In second and third year, independent research and critical reflections are introduced, as are lab work (requiring teams) and in-class demonstrations. ACS Intro to Interdisciplinary Option courses also include volunteering and case studies, as well as other aspects of service learning, such as volunteering and community building. In students' final year of study, courses are delivered in seminar format. While these include traditional pedagogical approaches, they also include case studies, field experience and small-group work.

ACS prides itself on offering the graduating class the opportunity to truly put to work the skills they acquired throughout the program. ACS 800 is open to all students registered either in one of the Interdisciplinary Options or who have opted to remain a “Generalist” Student. This course provides students with the opportunity to tackle one of contemporary society’s pressing issues from a multitude of perspectives. By doing so, students challenge the role of community partners and various organization and political leaders in their understanding and handling of said issue and its challenges.

Very recently, new sections of ACS 800 have been offered as *Special Pilot Courses* such as the “Inside-Out” course where ACS students learn and discuss with incarcerated students, an internship *Youthful Cities* and a “Mentorship” course where students focus, through the culminating course style of ACS 800, on a specific question with a faculty mentor, instead of a group. This helps students expand their individual research skills and apply them to the wider community (Digital Literacy and Public Libraries, for example.)

Students with a CGPA of 3.33 (or higher) may select ACS 900 instead of ACS 800 (although these are not mutually exclusive). ACS 900 is a pre-graduate seminar style course where students interested in applying to graduate school can write a research paper that demonstrates their acquired interdisciplinary skills and usually will respond to the particular interdisciplinary question they have been studying in their Option.

Each discipline-based option has its own specific Capstone course. Much like the ACS 900, these courses are designed in seminar-like fashion and focus on class discussion, innovative exercises and dialogue between peers. It is important to remember that ACS was the only program offering a BA that could lead to Graduate programs in these fields and capstone courses provided the right preparation and discipline-based specific learning outcomes to make our candidates strong. It is equally important to remember that for the last 10 years, ACS has had graduating classes of nearly 135 students. Capstone courses, with the exception of the introductory course to the Option, would be one of the few courses limited to the ACS student body and assures the specified outcomes of the interdisciplinary curricula.

## 15. PARTNERSHIPS OR COLLABORATIVE AGREEMENTS

ACS currently has a number of partnerships and collaborative agreements that allow students to earn credits either on campus or in an international exchange program. The program also offers other volunteering and community-involvement opportunities allowing students to earn credits towards their Undergraduate degree.

- **Study in Florence:** This is a six-week intensive learning experience in Florence, Italy.
- **Human Rights Watch:** The ACS 402 credit includes experiential learning with the Human Rights Watch.
- **Inside Out Prison Exchange Program:** The ACS 800 capstone course enables ACS students and incarcerated individuals to share their experiences through course content specifically designed around issues of discipline and punishment.
- **International Exchange Programs:** Each year, a number of ACS students travel to the universities of New South Wales, Tilburg and Singapore for a full term.
- **PEN Canada and PEN International:** Through ACS 950, students are given the opportunity to conduct research on specific files pertaining to exiled, incarcerated or missing writers and journalists. Their research, analysis, critical-thinking and communication skills are further fine-tuned by preparing reports that could be used in the eventual liberation of those writers and journalists.
- **YIMBY (Yes in My Back Yard):** ACS 103 students discover the importance of community-building, partnership and contribution through this initiative that promotes the role of the neighbourhood as a force for positive change.
- **Youthful Cities:** This internship allows students to work up to 15 hours a week on skill-developing project that involves measuring how Toronto measures up to the world’s 25 “hottest” cities.

## **16. EXPERIENTIAL LEARNING OPPORTUNITIES**

Along with the many opportunities for experiential learning developed through the partnerships listed above, ACS offers several courses that enable students to put their critical and analytical skills into practice. In ACS 800, for example, students are tasked with finding a relevant issue, bringing together (sometimes acrimonious) groups to discuss the various factors related to corporate social responsibility (e.g., homelessness, the tar sands, the Occupy movement). They organize and host a one-day forum that features presentations on key topics and that provides a space for community partners and other stakeholders to discuss the event's central topic.

## **17. STUDENT ASSESSMENT**

Students are assessed in a myriad of ways in order to ensure accurate evaluation of their various skills and knowledge. First-year students are evaluated primarily through traditional forms (e.g., mid-terms, participation in class discussions, short essays.) Essays continue to form part of the assessment matrix throughout all years of the program, with increasing requirements related to research, word count, references and style. In second year, independent research is introduced as well as critical reflection papers and major essays. In second and third year, lab reports, and small-group exercises and in-class assignments are introduced. Field experiences and case studies are introduced in third and fourth year; therefore, these ACS students are evaluated on their presentation skills and by other key assignments such as research projects, annotated bibliographies and problem assignments.

## **18. STUDENT SUCCESS AND ACHIEVEMENT**

On average 80% of ACS students have a clear academic standing upon completing their first year of study (significantly higher than the Faculty of Arts and Ryerson averages). By fourth year 96% of ACS students have a clear academic standing (again, significantly higher than the University's norm). Grade averages upon graduation demonstrates that over 56% of ACS students receive a grade of B or higher.

## **19. LIBRARY RESOURCES**

Due to the interdisciplinary nature of ACS, the program has access to the materials acquired through the partner departments. Most importantly, the library currently holds 331,546 titles directly related to the research fields comprised in the ACS program with one quarter of this content published later than 2000.

## **20. ADMISSIONS**

Ontario Secondary School Diploma (OSSD) with a minimum overall average of 70% in six Grade 12 U/M courses (including Grade 12 U English), or equivalent, establishes eligibility for admission; subject to competition, individual programs may establish higher academic averages. All programs also stipulate specific subject prerequisites. Grades required for admission are determined on the basis of competition each year.

In the program's first year (2003-2004), ACS admitted 193 students and, in its second year, admitted 205. Since then, the numbers have been lower. As a result of the introduction of four new social science programs (Criminal Justice, Sociology, Politics and Governance and Psychology) in 2005-2006, the already-reduced pool of applicants dipped to a ratio of 1:6.4, and the students accepted into ACS represented only a small percentage of students entering with 80% or higher (i.e., only 15.8% compared to the usual range of 45%-80%); as a result, that year only 140 students were admitted into the program. Combined with students' requests for change, these data led to a significant curricular revision.

## **21. STUDENT QUALIFICATIONS**

Analysis of the University Planning Office (UPO) Data Tables show that ACS's admission requirements are sufficient to ensure that incoming students are well able to succeed in their first year of studies during which students develop their critical and analytical skills. The introduction of more courses to Table II in 2005-2006 and the introduction of the generalist option in 2007-2008 led to a more successful completion of first year. For example, in 2005-2006, only 58.2% of first-year students had clear standing; by 2008-2009, that figure had risen to 85.5%. Currently, ACS is averaging close to 80%.

## 22. ENROLMENT, RETENTION AND GRADUATION DATA

UPO data show that, on average, ACS's acceptance-to-application ratio is 1:12. Over the past 8 years, the mean entry average has been 82.4%, which is slightly higher than Ryerson's overall average.

In 2012-2013 the November student headcount was 160. Ryerson data shows that ACS seems to be generally within the averages (or slightly above in its earlier years) for enrolment and progress indicators. When ACS was putting together its data for the PPR, information for 2010-11 and 2011-12 was scarcely available and therefore is not included in this analysis.

A few indicators important to note:

In 2009, 98% ACS students, at the time of survey the largest program of the faculty, would recommend their program and 92.8% were satisfied with the quality of the instruction received. Table 3 illustrates retention rates after one year in ACS and Table 4 indicates graduation rates.

In 2008, on average, 85% of first year ACS students had a clear academic standing which increased to 100% by fourth year. By 2011, these numbers dropped to 77% clear in first year and 96% in fourth. Analysis shows that less students have graduated in fourth year and attempted, at times, a fifth or sixth year to complete their BA. This is reflected in the Table 5 where an average of 50% of students graduate in 6 years. ACS students require, at times, an additional year(s) of study for a number of reasons, the first being that ACS students work off campus and select to reduce their course load to balance work and university life. Only recently have ACS students started supplementing the Fall and Winter course load with additional Spring and Summer courses. Also, students usually select their Option (if they choose one) during second year. However, students may change their option and may do so at any time leading up to graduation. Students working on Option curriculum as of third year, or changing Options in third or fourth year will face certain curricular restrictions (new requirements to complete because of the Option selection) that may result in longer study times.

Student and alumni satisfaction is high as ACS provides students with a great deal of flexibility in the curriculum. Students can find courses and Options that suit their particular needs. The "non-confinement" and flexibility of the Professional and Professionally Related Electives mean that students feel they ease into their university course. This is also due to the fact that students feel their academic workload is manageable (84.9% of students and alumni surveyed agreed) and that it was a well-organized (75% agree) and that students felt as though their professors and their feedback was of high quality (80% agree.) Most importantly, 100% of students and alumni surveyed said they highly recommended the program. These numbers support the retention and enrollment numbers.

Table 3 Progress Indicator 5d: Retention after one year of same program

Program	Year						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Ryerson	84.9	84.6	81.0	81.3	82.1	80.0	81.0
Faculty of Arts	78.5	73.3	74.8	74.8	74.9	74.0	74.9
Arts & Contemporary Studies	79.4	82.2	78.0	66.7	69.7	72.3	73.6

Table 4 % Graduation Rate

Program	Year				
	2000	2001	2002	2003	2004
Ryerson	72.7	74.2	76.3	77.4	73.8
Faculty of Arts	57.7	72.3	62.4	63.5	59.7
Arts and Contemporary Studies	-	-	-	65.0	55.0

Table 5 Percentage of newly-admitted secondary school students who graduated within six years

Program	Year		
	Fall 2003	Fall 2004	Fall 2005
Ryerson	77.3	73.7	66.3
Faculty of Arts	59.5	62	50.1
Arts and Contemporary Studies	62.8	56.6	47.1

## 23. SURVEYS

### a. Program Review Student Satisfaction Survey:

- Nearly 90% of the current student body surveyed agreed that most of their professors and instructors were current and knowledgeable in their fields, that they were available outside of class time to help students and that generally speaking, the teaching in the ACS program is of high quality.
- over 90% of the surveyed students agreed that ACS is an academically challenging program
- over 80% said that they are given useful feedback on their academic performance
- over 65% said that the program was good preparation for a career
- students noted that ACS helped them to develop their creativity and leadership and to improve their problem-solving, research, critical-thinking and communication (oral and written) skills.
- students indicated that the various assessment methods used by professors and instructors were effective ways of measuring their understanding of the material

Overall, ACS students had overwhelmingly positive comments to make about the program, adding that they would strongly recommend it to other prospective students. They commented primarily on the program's flexibility and the wide range of faculty expertise.

### b. Graduate Survey:

- 92.8% of students indicated that they would highly recommend the program – a score that is significantly higher than the Ryerson average
- 35% felt “very satisfied” and 58% were “satisfied” with where their education had led them thus far

Surveys of ACS students have demonstrated that their research, analysis and critical skills acquired through the program are a valuable and sought-after asset in the work place. Although some students have found it difficult to determine how exactly the program has led them to their career choice, most emphasize the importance of a broad liberal arts degree, combined with the essential skills in research and applied methodologies (such as qualitative research methods and statistics) make the graduates adaptable to different work areas and research disciplines post-graduation. Being able to access minors in fields such as human resources, professional communications, business, accounting and law is an additional asset to ACS alumni's success in the workplace.

ACS has an active Alumni association. Graduates of the ACS program participate in many employment opportunities for future ACS graduates. They are routinely invited to participate in the ACS 800 Social Corporate Responsibility Forum day, either as guests or as speakers, or to attend as “Young Professional” to the ACS Mix & Mingle Soirée that introduces ACS students to the working world through conversations with young professional working in ACS related fields.

As program graduates choose diverging and original career paths it is difficult to track their work opportunities and successes in a concrete fashion. However, ACS does know that its successful OGS and SSHRC applicants attribute their achievements to the academic strengths of the program and the support they received from of Faculty and Staff. The ACS program's future and current teachers state that ACS was instrumental to the development of qualities they consider to be unique and indispensable in finding a job in teaching in Toronto. Those qualities are directly linked to the broad and flexible curriculum offered by ACS allowing students to complete and acquire many teachable areas.

ACS graduates also do very well in the editing and publishing world. Some graduates hold senior editing, managing, and publishing positions soon after graduation. ACS alumni are presidents, journalists, curators, entrepreneurs, professors, teachers, researchers, marketers, and more.

Many ACS students have also chosen to attend graduate school. These students report that the academic rigour and requirements for high achievement in the ACS program makes for a smooth transition to graduate-level training. Many of the discipline-specific capstone courses (e.g. ENG 900, PHL 900, HST 900, FRE 900) operate very much like graduate seminars and students typically produce high-calibre work.

Research conducted with students, prospective employers and colleagues at Ryerson and other universities identified several elements that will be critical for preserving ACS's appeal to high-quality students and that could form the basis of potential recruitment strategies:

- Maintaining the program's emphasis on a heuristic methodology for learning
- Modifying current options and/or introducing new ones that accord with emerging scholarly and social issues and trends, and that enable ACS to remain on the leading edge of interdisciplinary education
- Increasing the use of teaching and learning approaches (e.g., collaborative instruction, digital-empowered instruction) that take professors and students beyond the conventions of the normative classroom experience
- Intensifying the program's experiential learning opportunities, including making it available to all 4<sup>th</sup>-year ACS students
- Continuing to add new international partners (through Ryerson International)
- Supporting students' ambitions to study abroad (usually in their 3<sup>rd</sup> year)

## 24. RESOURCES

**a. Faculty:** ACS has no faculty members of its own. All faculty members are "borrowed" from Faculty of Arts departments. Although some faculty members (from English, History, Philosophy and Politics and Public Administration) have taught in ACS for several (often consecutive) years, university policies mandate that they must give priority to their home departments. In the Faculty of Arts' 2012 hiring plans, greater emphasis was placed on including ACS's needs in the planning and decision-making processes. Since the program's launch, many of the Faculty of Arts' new-faculty positions were granted to humanities departments, with the intention that these individuals would contribute to teaching in ACS. In practice, however, this link has proved weak. Co-teaching (by two individuals from different departments) of certain ACS courses (e.g., ACS 200, ACS 300, ACS 400) was introduced in 2004. Since then, the number of co-taught courses has fluctuated according, primarily, to faculty members' availability and interest in participating. Co-teaching is one of the many ways to provide ACS students with multidisciplinary approaches when interdisciplinary instruction is unavailable.

**b. Support Staff:** Since the program was launched, ACS has had one support-staff member: a program administrator. ACS directors have made many requests for additional staff; however, until recently, these requests have always been denied (in March 2013, it was announced that a 0.3 FTE staff member would be added to support the program administrator).

**c. Teaching Assistants and Graduate Assistants:** ACS does not directly employ academic assistants. However, students completing discipline-based options have served as research assistants (RAs) and taken part in the Undergraduate Research Opportunity (URO) program for the last 6 years.

**d. Curriculum Counseling/Advising:** Throughout the academic year, the ACS program administrator and program director work closely with the ACS curriculum advisor to provide curricular counseling/advising to students regarding course selection, course directives, substitutions and option pathways. Additionally, students have access to the members of the Student Experience Centre Team (SECTeam).



## 25. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

### a. Strengths and Weaknesses

#### i) Ideas Courses

- ACS's "Ideas" series (ACS 100-ACS 500) provides students with a strong foundation in contemporary critical theory and is one of the most attractive interdisciplinary learning opportunities in the Greater Toronto Area (GTA).
- It is equally important to highlight the interdisciplinary nature of the teaching involved in ACS 100-series courses. Because these courses are co-taught by a team (two instructors from varying disciplines co-teach one course), students are exposed to a multitude of perspectives and approaches.
- There are only 12 ACS-coded courses and ACS 302, ACS 402, ACS 403 and ACS 800/900 are not compulsory. In any given year the ACS 300-ACS 500 mandatory courses are the only exclusively-ACS academic meeting grounds for ACS students.
- Many ACS students have also felt that the emphasis on the ACS-coded series, although offering excellent learning experiences, were sometimes charged with too much content for the term.
- Although an intrinsic and important part of the program, the emphasis on preparing students for graduate studies should cede some room to more experiential and practical learning opportunities.

#### ii) SSH 301 and ACS 401

- SSH 301 and ACS 401 are high-quality, challenging courses; it is unusual to find qualitative research and statistics courses as integral and compulsory components of humanities programs.
- In light of the fear of mathematics that some ACS students experience with regard to ACS 401, in Winter 2012 ACS launched three peer-support tutoring positions, carried out by three third- or fourth- year students.

#### iii) Engaged, Active and Committed Faculty

- ACS's engaged, active and committed faculty members comprise a good example of how one of the program's strengths is also one of its weaknesses. ACS instructors are willing to take on the challenge of teaching within the program while still maintaining the required teaching, service and research obligations of their home departments.
- Both Ryerson Faculty Association (RFA) members and Canadian Union of Public Employees (CUPE) sessional instructors – remain departmental hires.
- When instructors teach in ACS they are not necessarily credited with having provided additional service to the program, as their service requirements remain the purview of their home departments.
- Because hires come from the collaborating teaching departments, new instructors of ACS- coded courses are not familiar with the program, its suite of courses, its mandate and other aspects of its interdisciplinarity.
- For the most part, ACS has profited from the generosity and collaborative nature of its instructors in developing additional activities (e.g., evening lectures, directed-reading courses, workshops) for students. However, because the membership of the program's governing structure (e.g., curriculum committees, Program Council) and faculty members' teaching assignments are so fluid, students who are nearing graduation or who have recently completed the program often find it difficult to connect with faculty members when seeking direction and advice.
- ACS's director and administrator have developed and implemented new curricular pathways and one-on-one meetings to ensure ACS graduates-to-be have the necessary pieces in place for graduation; however, they do not have sufficient time to conduct the variety of support tasks the program's nearly 1000 students' request.
- Because ACS has no centralized faculty members, the program office is at the centre of most student-faculty interactions.

#### iv) Student Engagement

- ACS student engagement is in line with levels found across the Faculty of Arts. However, because ACS students have contact points with many departments, they typically engage outside the program as much as they do inside it. For this reason, ACS students have spearheaded many projects that ultimately include the entire Faculty of Arts. These include Arteries, a student-initiated and student-led conference, *The Continuumist*, a student-initiated and student-run journal of visual arts and literature, the International Issues Discussion Series, Alternative Spring Break, and the Philosophy Club.

- Now, Arteries and *The Continuist*, although continuing to be operated by ACS students with strong support by the program, reach out to students across Ryerson as well as at other universities. ACS students' engagement is often recognized and honoured with Ryerson's most prestigious awards, including the Gold Medal and the Dennis Mock Award.
- With the recent launch of several new discipline-based humanities bachelor's programs, strong ACS students are often recruited for Ontario University Fair and other Discover Ryerson programs by the departments in which those students have chosen to pursue their discipline-based options. This has had a negative impact on ACS because it compels students to choose how to represent the university – either in terms of our program or according to their option departments (rarely both simultaneously).

#### v) Program Flexibility

- ACS offers a wide range of courses through its Table I (Professional Elective) and Table II (Professionally Related Elective) courses. The 2012-2013 academic calendar lists 217 courses listed on Table I (a 600% increase in course offerings since 2007) and 152 on Table II (an increase of 210% since 2007).
- Originally, the influx of new courses to Table II was intended to offer more professionally-related choices to students, which, in turn, meant more access to minors. However, the abundance of choice made available to ACS students in Table II sparked some problems: for students interested in a wide variety of minors, the addition of courses has been a great asset; however, for students selecting courses based on term-by-term interest, the wide variety of choice can lead to confusion and, at times, prove daunting.
- For students remaining in the generalist option, Table I has seen a steady increase in terms of its offerings. Yet, this long list of courses is often misleading, as all the courses are not necessarily available consistently from term to term and, in certain cases, some have not been offered even once in the past 7 years. For generalist students, the overabundance of Table I courses may also lead to a lack of scholarly progression, as students may take introductory-level courses for nearly the entire length of their degrees.
- Because many of the Table I and Table II courses are also offered on the Liberal Studies table, many of those courses do not have an inherent pre-requisite, which means that students may take courses in sequences that are neither fully logical nor supportive of intellectual development.

#### vi) Lack of Coherent Curriculum Planning

- Over time, the practice of adding courses to the ACS table fell out of the Curriculum Committee's and the Program Council's regular planning activities; instead, it began to happen mere days before calendar changes were due. The lack of time for reflection and deliberation meant that too many courses (often somewhat repetitive) were added to the tables and that appropriate curriculum progression was at times undercut. The results can be seen in today's calendar and, more importantly, in the experiences felt by the students (e.g., confusion due to overabundant choice, overuse of the curriculum advising group for course directives and transfers).

### b. Opportunities

#### i) Courses that Utilize Ryerson's Physical Location

- Ryerson is located in the heart of Canada's largest and most multicultural city. ACS courses (including courses on diversity, economics and politics) already draw on this rich environment, and ACS believes that this momentum should be continued.
- ACS could develop an "ACS in the City" course that would engage students in their community and provide them with an opportunity to complete their required experiential learning.

#### ii) Secure Faculty Members for ACS

- In 2012-2013, ACS was consulted and informed about decisions regarding three Faculty of Arts new-faculty hiring processes. More such involvement would be an excellent opportunity to help ensure that ACS' curricular concerns are met. ACS also has the opportunity to enter into discussions with the Faculty of Arts in order to start securing faculty members specifically for the program. For the 2013-2014 teaching-assignment decision-making process, ACS was given space to discuss the program's teaching needs during the Dean's Council meeting.
- In the future, ACS would like to work towards planning faculty members' service contributions to the program. This would certainly improve the program's administration and provide students with more faculty support and guidance.

**iii) Interdisciplinary Options Revision**

- Over the last several years, it has become increasingly clear that certain interdisciplinary options require revision in order to satisfy student demand, to leverage faculty strengths and to bolster faculty engagement. At present, very few students select the Diversity and Equity or Invention and Inquiry options (in 2012-2013, the latter does not have any students enrolled), despite the fact that those options expose students to a wide range of engaging issues delivered through interesting courses.

**c. Threats****i) New Discipline-based BA Programs**

- During the last three academic years (2010-2013), the Faculty of Arts has launched three new BA programs: English, History and Philosophy. The addition of each of these had an immediate negative impact on ACS student applications and enrolment, as well as on faculty members' participation in the program. As each BA appeared, there was a corollary decrease in ACS student numbers and it became more difficult to recruit and retain faculty members.
- In order to register and retain students (capped at 200 from 2009-2011), ACS had to accept individuals whose mean average upon completing high school dipped under the program's usual 80% requirement. In an effort to maintain the program's quality and that of incoming students, ACS – in concert with the Faculty of Arts dean and associate dean – lowered the first-year target numbers to 140. As it turns out, in September 2012 ACS managed to accept an excellent group of 165 new students.
- Because of the arrival of new BAs in neighbouring and encroaching disciplines, ACS has given itself the mandate of clearly identifying the benefits of interdisciplinary study with a special focus on a discipline (e.g., English, Philosophy, History). This mandate has brought new energy and insights to the program.
- Until the launch of the English BA, ACS was the only BA in the Humanities offered to Ryerson students. Naturally, with the onset of other BAs in the Humanities (Philosophy and History as well), the internal competition for completing discipline based curricula has in fact depleted the pool of applicants to the program. Importantly, ACS was originally designed to be an Interdisciplinary BA in the Humanities and Social Sciences. The proposed plan would see this be the main objective of the BA in the near future. There are a number of reasons motivating some of the proposed plans for ACS. The first, although not guaranteed, is the talk of Double Majors (or Combined Majors) at Ryerson University. If the discipline based Options were soon to be delivered in the format of a Major (one credit more than the current Option format) then ACS would no longer offer the Discipline Options, but rather, would allow its students to take combined ACS-English (for e.g.) majors. With more curriculum maneuverability, ACS would focus on providing a strong Humanities core through the ACS courses and offer distinct Humanities-Social Science interdisciplinary options.

**ii) Faculty Not Assigned ACS Service Duties**

- ACS gains from faculty members' multiplicity of backgrounds, experiences, expertise and knowledge; however, it suffers from this diversity as well. That is chiefly because faculty members are not assigned specific ACS-service hours, nor can they be expected to take on tasks and responsibilities that go above and beyond what their home departments have already requested of them.
- ACS students are the first to feel the impact of the absence of ACS-dedicated faculty most especially when trying to locate a faculty member with whom to conduct independent research or with whom they could potentially apply to work as an RA.

**iii) External Competition**

- A number of universities in the GTA and other parts of Ontario offer high-quality programs that have much in common with ACS. However, ACS believes that healthy competition is as much a benefit as it is a threat to the program. The fact that interdisciplinary and humanities studies are being offered by several institutions helps to ensure that prospective students (and their parents) come to regard these disciplines as worthy and in-demand. At the same time, Ryerson's reputation for experiential learning, service opportunities and international partners help to distinguish ACS from similar programs offered elsewhere.

## 26. DEVELOPMENTAL PLAN

### I. Overview

Within the context of the program's mission, goals and objectives, the overarching aim of this plan is to provide ACS students with a truly interdisciplinary degree that includes multiple experiential-learning and practicum opportunities characterized by rigorous academic engagement and application. In order to address the challenges that have resulted from the new Humanities BA offered in the Faculty of Arts, ACS will 1) propose new options and 2) strengthen its current options. ACS will continue to focus on providing a strong Humanities core through the ACS courses and offer distinct Humanities-Social Science interdisciplinary options.

<p>New Options:</p> <ul style="list-style-type: none"> <li>- Anthropological Perspectives</li> <li>- Religious Studies</li> </ul>	<p>Major Revision/Renaming Options:</p> <ul style="list-style-type: none"> <li>- Global Relations (to replace Global Studies)</li> </ul>
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The new interdisciplinary options will be very popular and respond to both societal demand and student demand and will not create internal competition to the university as they will be truly innovative. These options will also start integrating new courses from outside the Faculty of Arts (for example, Anthropological Perspectives) which will provide a unique opportunity for students acquiring an interdisciplinary degree.

ACS is also interested in developing a more structured Global Relations Option (to replace the existing Global Studies Option). There are too many cross-overs and redundancies between the Culture Studies Option and the Global Studies Option. Reformulating the Global Relations option by providing students with curriculum directions (by using groups to collate similar courses thematically, thus insisting that students get both breadth and depth of study in a sequential and evolutionary manner) will allow students to comprehend the nature of this interdisciplinary based option. Currently, students have expressed confusion about the name and the purpose of such an option. It has, however, remained rather popular as a surrogate for "International Relations" studies (as the option does provide students with courses in History, Politics, Economics and Geography similar to this area of study.) Students also state that they understand the concept of "Global Relations" and note that there is a better directional sense with this title.

As part of the curriculum restructuring, field placement, experiential learning, and engaged learning are considered a new essential facet of our curriculum that will be considered in the development and support of options. The new advisory council composed of members of the community will contribute to the formation of new curriculum, engaged learning and internships. For example, new "in-museum" courses to bolster the new Anthropological Perspectives Option, a proposal for a Summer Intensive Field Placement in Turkey through the Koç University summer institute of Archeology, and new versions of the ACS 800 that provide students with internship and mentorship opportunities along with the creation of new grants to support its students.

In its PPR, ACS has determined that space is most important in concretizing the characteristics of the program. ACS has made an official request (supported by the Dean) to have offices for its seconded faculty, staff, and administration as well as meeting space for its students as is believed that the feelings of disparity and "non-belonging" emanate from the reality that, as a program, there is no space to call home, and no faculty to call "parent." Space would also provide a new collegial meeting point where engaged faculty members (either through secondment, teaching, or research in interdisciplinary areas), students, and staff could consider the new issues faced by ACS, its students, and its community.

A faculty contingency would create a larger community feeling for ACS as students would have a Faculty compliment to consult outside of the Program Director as well as potential employers for RA ships in areas of study (not having to compete with Discipline based BAs would be of great benefit to the ACS student). Faculty would be available to represent and serve the program on the myriad of the committees, groups, planning forums, etc. Faculty secondments would also create an ease of assigning teaching (or rather, foresight) as well as a new collegial group with which to consult, distribute work,

and bolster the program (see events such as OUF, Discover Ryerson, Orientation, etc.) not to mention the amount of letters of support and graduate application information our students require.

## **II. Curriculum Restructuring (to take place within 12 months)**

### **a. Generalist Option**

Re-categorize the extensive Table I course offerings in terms of “groups” to allow students flexible access to all humanities and social sciences disciplines and to encourage cumulative acquisition of disciplinary knowledge.

### **b. Discipline-Based Options**

Re-evaluate the discipline-based option curriculum offerings to clarify subject groupings in order to help students better recognize the originality of studying a discipline-based subject within an interdisciplinary program and to ensure that ACS students’ curricular pathways are completely transparent. Also, departmental curriculum committees have been tasked with ensuring that curricular redundancies and gaps have been resolved. They are also developing plans to ensure that ACS students have equal access to their program-based courses.

### **c. Interdisciplinary Options**

Review interdisciplinary options to ensure coherence and availability of courses within each option. Currently, Invention and Inquiry has only two students enrolled, while Diversity and Equity has only eight. Lack of interest and lack of active faculty members devoted to these interdisciplinary options have made it difficult to attract and keep students engaged and involved. Also, ambiguity surrounding option names and goals have rendered them less appealing.

### **d. New Minors**

Continue to ensure that all ACS students have access to the appropriate minors. ACS will continue to closely monitor Table II offerings in order to avoid overlaps with Table I and the Liberal Studies courses (Tables A and B).

### **e. Capstone Courses and Experiential Diversity**

Continue developing capstone courses with relevant Ryerson faculty members and community partners; continue to expand such relationships; and make experiential courses more widely available to ACS students.

## **II. Program Innovations (to take place by 2014-2015)**

### **a. New Grants**

Encourage innovation among ACS students. For example, two new student grants have been created, which have been implemented for the first time during the 2012-2013 academic year:

*ACS Conference Participation Grants* (4 per year) given to students who have engaged in research and who have been invited to present their findings at national or international conferences.

*ACS International Experience Grants* (4 per year) given to students who are actively initiating or participating in international opportunities that provide participants with a global outlook, enhanced intercultural and language skills and increased self-reliance.

Develop a Faculty Grant that would reward interdisciplinary research and teaching. The grant would compensate projects that would include research for ACS students.

### **b. New Advisory Council Members**

Seek three additional Advisory Council members by September 2013 for a total of six active and engaged members.

### **c. New Interdisciplinary Options**

Develop new option choices that reflect the times in which we live. The Program Council has begun preliminary talks and has identified, through student surveys and student participation, that the following options would be in demand among students and, therefore, attract strong enrolment:

- Anthropology (potential launch in 2014-2015)
- International Relations Studies (potential launch in 2014-2015)
- French Cultural Studies (i.e., a revamped version of the current French Option) (potential launch in 2015-2016)
- Sustainable Responsibilities (or Environmental Responsibility) (potential launch in 2015-2016)
- Social Change (potential launch in 2016-2017)

**d. 2<sup>nd</sup>- and 3<sup>rd</sup>-Year Experiential Development**

- Expand experiential learning and ensure that such opportunities are made available in 2<sup>nd</sup> and 3<sup>rd</sup> years. ACS currently offers experiential learning opportunities to 1<sup>st</sup>-year students through ACS 403 and again in 4<sup>th</sup> year.
- Reintroduce (and potentially redevelop) ACS 201: Resolution and Conflict Studies, which would involve community partners, case studies and outreach (the course would be mandatory for generalist students).
- Create more bridges and partnerships with other universities that would make it easier for ACS students to study at those institutions. One possibility is to establish a permanent partnership with Koç University (a private university in Istanbul, Turkey), whereby ACS students could complete a minor in archaeology through one 12-week intensive session.

**27. PEER REVIEW TEAM REPORT**

The site visit took place on October 23, 2013. Reviewers were Dr. Hugh Hodges (Department of English, Trent University), Dr. Daniel Samson (Department of History, Brock University), and Dr. Philip Coppack (Department of Geography, Ryerson University).

**General Overview:** The ACS Program's unique origin – the program was developed prior to most of the disciplinary programs which now have a stake in it – is both its greatest strength and the source of its most creative attributes. Whereas at other institutions interdisciplinary study is often treated as an afterthought or an embellishment, at Ryerson it is literally foundational and receives extremely broad support for its objectives from both the administration and from the departments.

The program is structured so that a series of interdisciplinary core courses (designed to create a sense of community and continuity within the program) are supplemented by courses drawn from a range of disciplines. The result is that ACS students receive unusually rich training in the acquisition of new intellectual skills. Students identify the core courses as a valuable component of the ACS program and are generally satisfied with them. All the students interviewed declared themselves satisfied with the opportunities for experiential learning that ACS provides and agreed that such experiences can be extremely helpful as they choose a direction through their undergraduate education.

There are very few steps that need to be taken internally at present to improve the program. The two academic areas that do need attention (consideration of new interdisciplinary options and a review of the generalist option) were already being worked on at the time of this report. A review of the disciplinary options will also be needed if Ryerson introduces double majors. In addition, for the next review, ACS might invest work toward solidifying the statistics on longer-term student results (employment successes, OGS/SSHRC success rates). The reviewers acknowledge that ACS has inadequate administrative support. Anecdotally, there is a strong sense that ACS is able to place students in graduate programs and employment after ACS. A more concrete sense of where ACS students end up would greatly assist future reviews.

The more serious challenges faced by ACS can only be resolved by external action. ACS desperately needs administrative resources and a team of faculty members whose university service is dedicated to the program. A plan to resolve at least part of this problem has been proposed by the Dean of the Faculty of Arts and seems to have broad support within the Faculty. Finally, both faculty members and students make reference to the problem of creating community within ACS; while there are some things the program can do internally to foster a sense of community, the most effective contribution would be a dedicated ACS student space.

**Curriculum:** In a very real sense, the ACS Program's curriculum is the current state of the area of study. Nowhere else in Canada has an interdisciplinary program developed before most of the disciplines that ostensibly constitute its axes. This has given ACS a unique opportunity to freely define both its area of study and its approach to that area. As a result ACS is one of the most innovative interdisciplinary programs in Canada.

The learning outcomes of the program are focused on critical thinking, numeracy and independent engagement. The program's delivery modes are appropriate to their stated objectives: lecture based content delivery, lab based skills training, seminar based critical thinking and a professional orientation provided through guest speakers and other experiential learning avenues.

The reviewers and student surveys indicate digital literacy as a shortcoming. Course outlines indicate a strong place for research methods, both quantitative and qualitative, and there is certainly some sense of computer-based skills development in this realm. However, student surveys indicate that "computer proficiency", "responding to technological innovations", and "experiences with computer-based technology" are amongst the lowest scores. This review does not have the tools or evidence to better assess the importance, or even the accuracy of these views. It does, however, highlight a perceived weakness of the program, one where critical reading, writing, and numeracy are enhanced, but not technologically enabled.

**Teaching and Assessment:** The final year experiential-learning opportunity offers an excellent capstone moment for the ACS student. Some of the described opportunities (working with PEN, for example) are undoubtedly powerful learning opportunities, where students can draw most fully on the breadth and depth of their training. They are not, however, required, and the precise degree of participation is not clear. This leads the PRT to two potential modifications that might strengthen the program. First, making some form of experiential capstone course a required course would both strengthen the program and develop a better sense of a shared/common experience in the program. Expanding the capstone program would no doubt require additional opportunities. Thus ACS might also investigate the possibility of adding an explicitly co-op-based opportunity to the fourth- year curriculum.

**Resources:** Academic services available to ACS students seem both appropriate and effective; particular mention should be made of the excellent work being done by the Student Experience Centre, which facilitates many of the experiential learning opportunities available to ACS students. However, ACS strains at the limits of what can be done with its existing human and physical resources. Given the size of the program, its large FTEs, and the complexity of administering such a large interdisciplinary program, this cannot continue for long without serious negative consequences for the ACS program.

ACS students need a common room/study space/lounge dedicated to ACS. Both faculty and students identify student engagement and collegiality as a problem in ACS; students have few opportunities to foster a sense of community outside of the classroom. It would also give the ACS Student Association a home, which would make it more visible to ACS students.

**Quality Indicators:** The NSEE survey results reflect the same findings as the progress indicators – a high degree of satisfaction vis a vis overall quality of the program and experience, improvements in choice and variety of courses within 'majors', and the need for space.

Interviews with eight full time faculty members indicated a strong identification with the ACS program, attention to its aims and objectives, and a real interest in and enthusiasm for teaching in it. The full time Arts' faculty who participate in the program all maintain research agendas on par with disciplinary norms. The PRT considers these data to reflect an acceptable level of qualification and scholarship in a program of this nature, were it a stand-alone program with its own department.

Applications to registrations ratios are lower in comparison to Arts as a whole, but at par with Ryerson. This reflects an ACS program that has continued to perform in the face of three new humanities programs coming on line over the same period. If they were to be compared with other Ontario universities, ACS ratios are much higher.

The program maintains a better than Arts or Ryerson average for students with a CLEAR academic standing at 77%, reflecting the quality of the student body. Its retention rates hover just below the Arts average, which in turn are below the Ryerson average. This in part is due to the relative ease of transferability between Arts' programs made possible by the Faculty's common curriculum platform, but principally it appears it is due to the new humanities programs that have been developed over the past

four years. These would provide alternative academic career paths for those ACS students in the program's discipline based options. Overall the PRT does not see the retention data as a significant negative indicator of program quality since the program has maintained its excellent CLEAR academic standing status and its ability to attract high quality students.

ACS has some weakness, having graduation within six years rates below those of Arts and Ryerson. However, the caveat here is on the data itself, having a most recent date of 2005. On perusal of Ryerson's latest prowess indicators, graduation rates for the period 2005-2010 reflect an improvement to 65% - about 2% higher than Arts. Survey data provided on whether graduates would recommend the program reflect a rate of 93%, about par with Arts and higher than Ryerson, and satisfaction with the program rate of about 92%, again higher than Arts or Ryerson. GPA at graduation rates indicates that about 72% of students have a B or better- higher than Arts and about par with Ryerson.

Responses to the student survey reflected a high degree of satisfaction with the quality of the program and the faculty teaching it. Two questions pertaining to career prospects and organization of content received poorer than average responses and helping to improve abilities in specific areas, leadership, working in teams, computers and technology, international context and careers rated from somewhat to not at all. Some of these areas were expected - the program is not designed nor its learning outcomes expressed in terms of teaching computer literacy to any high degree, nor are its students schooled in entrepreneurial activities. But the PRT sees leadership, teamwork and international context as being part of the program's aims and these should be strengthened or emphasized more.

Students indicated that evaluation methods and academic advising were effective to very effective. Overall, out of 50 survey respondents, 43 stated they would recommend the program. The program appears also to be an ambassador for Ryerson as about the same proportions answered a similar question about whether they would recommend Ryerson. The survey of alumni reflected an almost identical set of findings as the student survey and there is little point in repeating them here. Suffice to say that the quality of the program is again represented.

**Summary and Recommendations:** ACS is a program of good quality, which attracts excellent students and graduates even better ones. It has very strong support within the Faculty of Arts, where its interdisciplinary approach to undergraduate education continues to inform and vitalize the faculty's other programs, and under the stewardship of its current Director and the Dean of Arts it is undergoing revisions that will ensure that quality for the future. In some ways, however, ACS has been a victim of its own success. It introduced an innovative and immediately successful approach to undergraduate Arts education that laid the ground for several new and also very successful disciplinary programs in the humanities and social sciences. These programs have, perhaps inevitably, diverted faculty and administrative resources from ACS; meanwhile ACS continues to attract its own full complement of first-rate students every year. This situation has not yet seriously affected the quality of the program, but only because the goodwill of faculty members and the extraordinary efforts of the program director have held things together on a catch-as-catch-can basis. This situation is unsustainable.

The PRT draws attention to three challenges to the continuing viability of the program:

- Demands on the program director
- Demands on faculty members' time
- Reliance on informal arrangements and agreements that leave ACS vulnerable

The PRT also identifies three somewhat less urgently pressing issues (that are to a very large extent consequences of the challenges listed above) which do, however, need to be addressed:

- Curricular concerns around the generalist and disciplinary options
- A need to monitor existing options to ensure ongoing quality
- Student engagement

It should be noted that the ACS program's thorough and thoughtful self-assessment report not only identifies all of these problems but also proposes viable solutions to them. This committee's recommendations strongly support those proposals.



**Recommendations****i. Improved administrative support**

An administrative unit as large and complex as ACS requires both a Principal (performing the functions of a departmental Chair) and Program Director. It also requires a two - person administrative staff.

**ii. Enhancing the administrative structure**

Creating a "College", or "School" of Arts and Contemporary Culture as a distinct academic unit within the Faculty of Arts would better allow the Dean to craft the particular guidelines that would allow both its central place and its administrative needs to be best regulated.

**iii. Secondment of faculty members**

It is crucial that ACS have a core of faculty members whose University service supports it. To this end, this committee strongly endorses the Dean of Arts' proposal that a number of faculty members be seconded from the Arts departments to ACS. At any given time, ACS should be home to six or so faculty members, each of them seconded for a period of three years. It should be noted that this proposal appears to have very wide support across the Faculty of Arts. Secondment, combined with a stronger administrative structure, would also strengthen the Program Council which now seems inconsistently administered. A clear plan of moving people in and out of the Program Council would ensure a solid blend of stability, continuity and fresh thinking.

**iv. Curriculum Revision**

i) Generalist option: The generalist option needs to be reviewed to ensure that instruction is progressively sequenced and that the program's exit outcomes match the rigour that is characteristic of the specialist options.

ii) Disciplinary options: The presence of disciplinary options within the interdisciplinary ACS program seems counterintuitive. Interviews with students revealed that students completing one of these options, often referred to as 'Majors', may be under the mistaken impression that they are getting the disciplinary background demanded by discipline-focused graduate programs. There is some indication that this may pose problems for students wishing to pursue discipline-based graduate training. The disciplinary options were developed prior to the development of degrees by Arts' humanities departments and were originally there to serve the role of humanities disciplines. With the recent development of humanities degrees, the disciplinary options provide just that- an optional avenue towards a humanities focused discipline embedded in the ACS program. Students' desire to combine interdisciplinary and disciplinary studies is both understandable and legitimate; the disciplinary options with ACS, however, are not the happiest answer to this desire. If the University introduces joint Majors, the elimination of the disciplinary options in ACS will no doubt follow.

iii) New interdisciplinary options: This external review coincides with an internal review of ACS's interdisciplinary options. Since the program's inception, new areas of expertise have emerged as new faculty members have joined the University. Some of the existing options seem to have drifted somewhat towards the humanities, away from the social sciences; it is to be hoped that the new options will bring some balance back towards the social sciences in ACS.

**v. Student Engagement**

Student engagement on a predominantly commuter campus is a perennial problem and there is no panacea. Faculty secondment should provide some assistance here simply by having greater regularity of contact between student and faculty. The PRT also recommends that some student space be dedicated to ACS.

**28. PROGRAM DIRECTOR'S RESPONSE TO THE PEER REVIEW TEAM REPORT**

The report, sent by Dr. Philip Coppack on behalf of the Peer Review Team (PRT) composed also of Drs. Hugh Hodges and Danny Samson, was very positive. The site visit went by smoothly, albeit very busy, and all required interviews were completed. As the PRT report provides recommendations and comments very close to the remarks underlined in the self-study report, the responses are few.

The PRT report does, however, highlight three areas that require additional information and explanation. Therefore, the following response will focus on those three points:

- 1) Capstone courses;
- 2) Curriculum Restructuring;
- 3) Program Structural Requirements.

**Capstone Courses:** The PRT suggested that ACS provide mandatory capstone courses and that the selection of courses offered be extended to all students. ACS provides mandatory capstone courses to all students. ACS offers discipline specific capstone courses (ENG 900, FRE 900, HIS 903, PHL 900) and numerous iterations of the ACS 800 and ACS 900 available to the generalist and interdisciplinary students registered in ACS. On average, eight different capstone courses are offered every year. These courses offer unique experiences in multi and interdisciplinary approaches. They are cumulative and challenging. Students can also access internships and other off-campus opportunities through the ACS 800. Finally, the ACS 950 is the program's Directed Reading course and is not compulsory. It can, however, be used (when offerings are not copacetic to a student's completion schedule) to replace one of the 800/900 series course and satisfy the capstone course credit requirement.

**Curriculum Restructuring:** The PRT provides a description of the types of curricular restructuring required in order for the program to continue to deliver effective and compelling Options (the Generalist Option being considered here as a "New Option" for the ACS Student.) The recommendations of the PRT is that ACS not start working on these recommendations until the administrative restructuring is complete. ACS has already started working on these curricular changes and will be submitting significant calendar changes in October 2014 reflecting these. Furthermore, ACS has already enlisted and engaged the help of numerous faculty members and the designing of New Interdisciplinary Options is also already well under way.

**Program Structural Requirements:** The PRT requirements and recommendations for funding, faculty, and administrative support are in line with some of the requests presented in the Self-Study Report and as expressed during the site visit. The PRT report proposes that the new College (or Institute, or Center, depending on the acceptable use of name in keeping with Ryerson appellations) would require additional staff, faculty secondments, and new administrative roles.

Considering the level of service provided to the program in the event of faculty secondments, ACS wishes to have the following type of administrative support:

- a Principal (if ACS becomes a college, the Principal would carry the same administrative duties as the current role of the Program Director)
- a Curriculum Coordinator, Grade 13
- a Program Coordinator, Grade 12
- an Administrative Assistant, Grade 9

As ACS hopes to implement its new structure soon, it may be advisable that the program consider starting with four secondments. Most importantly, ACS would require a specific space to harbor this type of faculty secondment and staffing structure. As the hope is to create and generate a sense of community between students, faculty, and staff, the space to host such an endeavor is required. For this reason, ACS would like to specify that office and meeting space be also considered as an important part of this request.

## 29. DEAN'S RESPONSE

The Dean confirmed that Dr. Walsh Matthews conferred with him before completing the director's response. He indicates that he is aware of the both the recommendations and requirements determined by the PRT as well as the modifications underlined in the Program Director's response.

In his response letter, the Dean confirmed that the Faculty of Arts supports the direction of the PPR recommendations, which are geared to strengthening the program while updating it to be competitive for today's 21st century university. ACS is an excellent program and the Dean expressed an intention to build on its excellence with what has been learned from the extensive (and helpful) PPR process.

**30. ASC EVALUATION**

The ASC assessment of the Periodic Program Review of the Bachelor of Arts in Arts and Contemporary Studies indicated that overall the review was well-done and provided an informative evaluation of the program. 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 Academic Standards Committee recommends that the program provide a follow-up report on the status of the initiatives outlined in the Developmental Plan. Also, as the program develops and revises its Options the Academic Standards Committee recommends that it include curriculum mapping in order to demonstrate 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, the follow-up report which addresses the recommendation stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of Arts 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 Arts in Arts and Contemporary Studies*

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