



SENATE MEETING AGENDA

Tuesday, April 5, 2016

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THE COMMONS - POD 250

4:30 p.m. Light dinner is available

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

Motion: *That Senate approve the agenda for the April 5, 2016 meeting*

3. Announcements

Pages 1-5 4. Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the January 26, 2016 meeting*

5. Matters Arising from the Minutes

6. Correspondence

7. Reports

Pages 6-17 7.1 Report of the President
7.1.1 President's Update

Pages 18-26 7.2 Achievement Report

7.3 Report of the Secretary

7.3.1 Update on the March 1, 2016 Senate meeting

7.3.2 Update on Senate elections

7.3.3 For information: Policy 60 Procedures posted at

http://www.ryerson.ca/senate/policies/pol60_procedures.pdf

7.4 Budget Update: P. Stenton

7.5 Committee Reports

Pages 30-40

7.5.1 Report #W2016-1 of the Academic Governance and Policy Committee (AGPC)

7.5.1.1 Psychology Graduate Program Council Bylaw: J. Mactavish

Motion: *That Senate approve the Psychology Graduate Program Council Bylaw*

7.5.1.2 Interim Report from the *ad hoc* Academic Policy Review Committee (APRC): M. Moshé

Pages 41-46

7.5.2 Report #W2016-1 of the Senate Priorities Committee (SPC)

7.5.2.1 Senate Policy # 160: Posthumous Degrees, Certificates and Diplomas: C. Hack

Motion: *That Senate approve the revisions to Policy 160 as described in the agenda document.*

Pages 47-84

7.5.3 Combination of Reports #W2016-2 and #W2016-3 of the Academic Standards Committee (ASC): M. Moshé

7.5.3.1 Chang School Certificate in Entrepreneurship and Small Business: Revision of Electives

Motion: *That Senate approve the revision of electives in the Certificate in Entrepreneurship and Small Business as described in the agenda.*

7.5.3.2 Chang School Certificate in Data Analytics, Big Data, and Predictive Analytics: Course Deletions; Course Additions (Department of Mechanical & Industrial Engineering)

Motion: *That Senate approve the course deletions and additions from the Department of Mechanical & Industrial Engineering to the Chang School Certificate in Data Analytics, Big Data, and Predictive Analytics as described in the agenda.*

7.5.3.3 RTA School of Media, Media Production - Periodic Program Review

Motion: *That Senate approve the periodic program review for Media Production in the RTA School of Media*

Pages 85-97

7.5.4 Report from the Yeates School of Graduate Studies (YSGS):
J. Mactavish

7.5.4.1 Periodic Program Review for the Computer Networks
Masters Program

Motion: *That Senate approve the Periodic Program Review for the
Computer Networks Masters Program*

Pages 98-153

7.5.4.2 Proposal for a Professional Masters Diploma in Material
Innovations in Design

Motion: *That Senate approve the Proposal for a Professional
Masters Diploma in Material Innovations in Design*

8. Old Business

Pages 154-156

8.1 Response to D. Mason's request at the June 2, 2015 Senate meeting
regarding how many students get minors and which minors they get: C. Hack

Pages 157-158

8.2 Reactivation of the Curriculum Implementation Committee (CIC):
M. Moshé

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

12. Adjournment

SENATE MINUTES OF MEETING
Tuesday, January 26, 2016

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
J. P. Boudreau	R. Babin	N. Naghibi	J. D'Cruz
M. Bountrogianni	S. Banerjee	A. O'Malley	V. Morton
W. Cukier	R. Botelho	A. Pejovic-Milic	M. Schalk
C. Evans	D. Checkland	C. Schryer	B. Sibanda
C. Falzon	P. Danziger	B. Tan	K. Slimming
R. Frankle	Y. Derbal	T. Tenkate	A. Smith Schon
U. George	M. Dionne	K. Tucker Scott	C. Yacyshyn
C. Hack	A. Ferworn	N. Walton	
M. Lachemi	A. Goss	C. Zamaria	
H. Lane Vetere	F. Gunn	J. Zboralski	
M. Lefebvre	E. Kam		
J. Mactavish	L. Kolasa		
M. Moshé	K. Kumar		
S. Murphy	V. Magness		
D. O'Neil Green	D. Mason		
P. Stenton	A. Matthews David		
J. Winton	A. McWilliams		
S. Zolfaghari	R. Meldrum		
SENATE ASSOCIATES:			EX-OFFICIO STUDENTS:
A. M. Brinsmead			R. Ashraf
M. Zouri			
REGRETS:	ABSENT:		
C. Antonescu	B. Badiuk		
I. Coe	J. Lisi		
T. Duever	C. McGee		
N. Liu	H. Mulla		
J. Machado	D. Naylor		
M. Rodrigues	U. Odozor		
R. Rodrigues	H. Parada		
P. Walsh	O. Ullah		

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
Motion: *That Senate approve the agenda for the January 26, 2016 meeting*
A. McWilliams moved; A. Goss seconded
Motion Approved.
3. Announcements - None
4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the December 1, 2015 meeting*
D. Mason moved; A. McWilliams 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

Interim President Lachemi congratulated Wendy Cukier, Vice President Research & Innovation, on her appointment as the next President of Brock University effective September 1, 2016. He highlighted some of Wendy's many contributions to Ryerson, including her leadership as VPRI for over 4 years, the increase in SRC activity and external research funding during that period, her role as a champion of social justice and social innovation, and her leading role in making Ryerson Canada's first Ashoka Changemaker Campus.

Dr. Lachemi provided an update on the search for a new VPRI, as well as the ongoing searches for deans in the Faculties of Arts, Community Services, and the Yeates School of Graduate Studies. He highlighted the change of the title for the Dean of the Yeates School to Vice Provost and Dean of the Yeates School, based on a recommendation from the Task Force on Graduate Education. He clarified that it is a title-change only and that, for example, if the incumbent were to be re-appointed, it would not be considered a first term in that role.

He noted that Azure Magazine ranked Ryerson's School of Interior Design as one of the top eight programs of its kind in the world. He congratulated the members of the School, including Chair Lois Weinthal, as well as the Faculty of Communication and Design, including Dean Charles Falzon.

He updated Senate on student application data for Fall 2016, noting that Ryerson's total number of applications is up by about 1%, which is good, given the rate of applications across the sector. Ryerson is #2 in terms of total applications and first choice applications, and #1 in terms of the ratio of applications to available spots.

He announced that the Institute for Biomedical Engineering and Science Technology (iBEST), in partnership with St. Michael's Hospital, opened on Jan. 26. He thanked the faculty and students involved in creating the Institute, and especially Deans Duever and Coe, and VPRI Cukier.

Finally, the Interim President announced that Ryerson's men's basketball team is now ranked #1 in Canada. He congratulated Ivan Joseph, as well as the team's coach and, of course, the members of the team.

7.2 Achievement Report

7.3 Report of the Secretary

7.3.1 J. Turtle reminded members of the upcoming Senate elections. He reminded students that their term ends in June, despite the fact that new members are being elected in March, and that those eligible to serve another term are welcome to submit their nomination.

7.3.2 In accordance with a requirement in Policy 60, the list of members of the Designated Decision Makers Council (DDMC) is provided in the agenda for information. The point was also made that the DDM option is still only available to contract lecturers for the Winter 2016 term, as we build capacity to extend the option to the entire university in the near future.

Also required by Policy 60, Senate needs to approve the elected Chair of the DDMC. The inaugural Chair for Senate to approve is Tara Burke from the Department of Psychology.

Motion: *That Senate approve Tara Burke as Chair of the Designated Decision Makers Council (DDMC)*

D. Checkland moved; D. Mason seconded

C. Zamaria asked that the list of DDMC members be revised to include their Faculty designation. The Secretary agreed that it was oversight not to have done so already. The revised list is as follows:

Annette Bailey, Faculty of Community Services
 Tara Burke, Faculty of Arts
 Richard Deklerk, Ted Rogers School of Management
 Chris Gore, Faculty of Arts
 Steve Joyce, Ted Rogers School of Management
 Chris MacDonald, Ted Rogers School of Management
 Richard McMaster, Faculty of Communication and Design
 Richard Meldrum, Faculty of Community Services
 Andrea Robertson, Faculty of Community Services
 Eric Da Silva, Faculty of Science
 Carl Kumarandas, Faculty of Community Services

Motion Approved.

7.4 Committee Reports

7.4.1 Report #W2016-1 of the Academic Standards Committee (ASC): M. Moshé presented.

7.4.1.1 Certificate in English as a Second/Additional Language: Discontinuation

Motion: *That Senate approve the discontinuation of the Certificate in English as a Second/Additional Language*

M. Moshe moved; R. Babin seconded

Motion Approved

7.5 YSGS Report: J. Mactavish presented.

7.5.1 Periodic Program Review for the graduate program in Media Production.

The PPR was reviewed by the YSGS Program and Planning Committee (PPC) on December 3rd, 2015 and forwarded to YSGS Council on December 10, 2015 where it was reviewed and recommended for approval by Senate.

Motion: *That Senate approve the Periodic Program Review for the graduate program in Media Production*

J. Mactavish moved; Denise O'Neil Green seconded.

M. Dionne inquired if there are any updates since the PPR was written, especially regarding funding issues.

J. Mactavish responded there are ongoing discussions, but that no specific action has been taken to date.

M. Dionne followed up to ask if there is a timeline in place.

J. Mactavish responded that the graduate funding issue is part of the implementation plan in the Graduate Studies Task Force recommendations, which are expected to be completed by the end of this academic term.

Motion Approved.

7.6 OVPRI Research Strategy Update: W. Cukier gave a PowerPoint presentation, a PDF version of which is available at http://rverson.ca/senate/agenda/2016/OVPRI_Senate_Report_Jan_26_2016.pdf

7.7 Ombudsperson's Report: N. Farrell gave a PowerPoint Presentation, a PDF version of which is available at http://rverson.ca/senate/agenda/2016/Ombudsperson_Report_2014_to_2015.pdf

8. Old Business

8.1 Policy 60 (*Academic Integrity*) Update on the Procedures, and approval of amendments to the Policy: D. Checkland

Motion: *That Senate approve the changes in the attached draft revision of Policy 60*
D. Checkland moved; A. McWilliams seconded

D. Checkland noted that Senate is required to approve changes to Policy 60, and that stakeholder groups will be consulted for minor changes to Procedures, which will be brought to Senate for information.

He pointed out that the proposed revisions to the policy consist of many formatting/wording improvements.

There is also clarification about the composition and role of the Graduate Admissions Appeals Committee (GAAC) and the Registrar's Appeals Committee (RAC), both of which deal primarily with suspicions of academic misconduct regarding the legitimacy of students' application materials.

There is also clarification regarding students' ability to drop courses when there has been a suspicion or finding of academic misconduct, the role of support persons at AIC and SAC hearings, and a few other revisions indicated in the tracked-changes version of the Policy provided in the agenda.

D. Mason suggested that the wording in section 5.2.3 of Policy 60 be reconsidered in subsequent revisions to the policy.

Motion Approved.

9. New Business as Circulated - None

10. Members' Business

D. Checkland mentioned an article published in the January 21, 2016 edition of the London Review of Books regarding a report presented to the British Parliament in November 2015 called *Fulfilling Our Potential: Teaching Excellence, Social Mobility and Student Choice*

11. Consent Agenda

11.1 Course change forms:

http://ryerson.ca/senate/agenda/2016/Course_Change_Forms_Jan_26_2016.pdf

Faculty of Arts – Department of English

Faculty of Community Services – School of Early Childhood Studies

Faculty of Science – Department of Chemistry & Biology

12. Adjournment

The meeting adjourned at 6:21 p.m.

Ryerson University
Interim President's Update to Senate
April 5, 2016



Everyone Makes a Mark

(Note: This update includes items prepared for the cancelled March 1, 2016 meeting)

Senate of Canada – On March 18th the Prime Minister announced a list of seven distinguished Canadians for appointment to the Senate, including three with a close connection to Ryerson:

- Ratna Omidvar, Executive Director, Global Diversity Exchange, Chair of Lifeline Syria, and recipient of the CivicAction Lifetime Achievement Award for work on inclusion and diversity
- Frances Lankin (Doctor of Laws *honoris causa* '10), former CEO of United Way Toronto
- The Hon. Justice Murray Sinclair (Doctor of Laws *honoris causa* '13), former Chair of the Truth and Reconciliation Commission

Board of Governors Elections – The results of the Board elections held to date were announced March 6th. Congratulations to new Board members representing their constituencies: Chris MacDonald, Ted Rogers School of Management (teaching faculty); Gowry Sivapathasundaram (administrative staff); and students Victoria Morton (Media Production), Cassandra Myers (Child and Youth Care), and Mariam Nouser (Mechanical Engineering). Voting for the Alumni Board member takes place from June 15-26th.

Canada Research Chairs – Ryerson has three new Canada Research Chairs among the national scholars announced by the Hon. Kirsty Duncan, Minister of Science, on February 9th:

- Ebrahim Bagheri, Electrical and Computer Engineering, was named CRC in Software and Semantics Computing, for the development of data analytics, software methodologies and platforms to analyze user-generated data and advance this growing industry.
- Anton De Ruiter, Aerospace Engineering, was named CRC in Spacecraft Dynamics and Control, for research needed for future space missions, the development of a Deep Space Habitat in the lunar vicinity, the exploration of asteroids or a human mission to Mars.
- Anatoliy Gruzd, Business Management, director of the Ryerson Social Media Lab, was named CRC in Social Media Data Stewardship, for work exploring practices and attitudes toward the collection, storage, analysis, publishing and preservation of social media data by social media users, academic and industry researchers and organizations.

Ryerson Rams – Congratulations to women's and men's basketball teams for making history:

- both teams are OUA champions, winning the Wilson Cup (men) and Critelli Cup (women)
- the women's team won the silver medal at the CIS championships
- the men's team won the CIS bronze medal for the second year in a row
- Patrick Tatham won both OUA Coach of the Year and CIS coach of the Year
- Keneca Pingue-Giles won the Nan Copp Award as CIS women's basketball player of the year

Thanks to city councillor Norm Kelly, the Toronto sign at city hall was lit up in blue and gold to celebrate the Ryerson Rams OUA championships and to support them in their CIS quest. A full round-up of the Rams season and individual awards will be provided in the next update.

Spring Convocation 2016 Honorary Doctorates – I am pleased to share the honorary doctorate recipients for Spring 2016. Special thanks to everyone involved in preparing the nominations, and the Awards and Ceremonials Committee for its work. It has been a pleasure to connect with the nominees, who have responded with enthusiasm and pride in accepting the honour.

Faculty of Arts:

Patricia Edney, Occupational Therapist, and Dennis Edney, Defence Lawyer; Doctor of Laws

Faculty of Communication & Design

Lisa de Wilde – Chief Executive Officer, TV Ontario (TVO); Doctor of Laws

Faculty of Community Services

Nick Saul – President and CEO, Community Food Centres Canada; Doctor of Laws

Faculty of Engineering & Architectural Science

Siamak Hariri – Doctor of Architecture

Faculty of Science

John Smol, CRC in Environmental Change, Queen's University; Doctor of Science

Ted Rogers School of Management

Catharina and William Birchall, business leaders and philanthropists; Doctor of Laws

Ryerson Awards Night – On March 17th the annual event recognizing a range of contributions to the university's development and distinction honoured excellence in teaching, research, administration, service and leadership. The 2016 event celebrated the achievements of 118 staff and faculty members – 60 individuals and six teams – and the support of nominators and community members in working together to highlight inspiring dedication and Ryerson values. Congratulations and thanks to all our award winners, the recognition and awards team, and everyone involved in organizing and presenting this special evening.

Ryerson Benefactors – Naming events were held recently for leaders contributing inspiring example and generous support for the innovative and award-winning Student Learning Centre:

- the official opening of the Allan Slaight Radio Institute at the RTA School of Media was celebrated February 3rd, recognizing the generous \$3 million gift from The Slaight Family Foundation honouring an industry legend and supporting the next generation of innovators;
- the unveiling of the Isaac Olowolafe Jr. Digital Media Experience Lab on February 25th recognizing innovative entrepreneurial support from the founder of Dream Maker Realty;
- the Sarabjit S. Marwah Learning Exchange was celebrated on March 3rd recognizing a role model in business, diversity, entrepreneurship, innovation, and charitable community work.

Akua Benjamin Inaugural Public Lecture – On February 18th Ryerson honoured the leadership and legacy of Akua Benjamin as an academic developer, director of the School of Social Work, and guide in shaping the anti-oppressive, social justice, and social transformation orientation of the School, parallel to her decades-long activism in the women's movement and the Black community. The program offered reflections and the opportunity to share questions and views, and commemorated 50 years of Black activism and resistance in Toronto. We were pleased to welcome the Hon. Michael Coteau, Minister Responsible for Anti-Racism, Minister Responsible for the 2015 Pan and Parapan American Games, and Minister Responsible for Tourism, Culture and Sport – bringing greetings from Premier Wynne – and to welcome back former Ryerson president Sheldon Levy, Deputy Minister of Training, Colleges and Universities.

Viola Desmond Awards – The 8th annual ceremony was held on March 7th, named for the catalyzing efforts made by Ms. Viola Desmond in achieving human rights and desegregating public spaces for Black people in Canada during and following her arrest for being Black in New Glasgow, Nova Scotia in November, 1946. The awards celebrate the achievements of Black women from the Ryerson community, honouring the lives of women of African descent in Canada, past and present. The recipients, selected by a committee of Ryerson students, staff and faculty, each received an award named for a prominent Black Canadian leader:

- Viola Desmond High School Student Award & Bursary: Priscila da Silva, Central Technical School
- Dr. Juanita Westmoreland-Traoré Faculty Award: Jennifer Clarke, School of Social Work
- Ms. Chloe Cooley Staff Award: Mandissa Arlain, Ryerson Library
- Dr. Pamela Appelt Student Award and Bursary: Pascale Diverlus, 4th year Journalism

The Viola Desmond Bursary was awarded to Susanne Nyaga, 3rd year Social Work. Ryerson welcomed special guests Lianne Hannaway, VP External for the Canadian Association of Urban Financial Planners, a longtime supporter of the Viola Desmond Day Awards, and Dr. Pamela Appelt, the first African-Canadian woman Judge of the Court of Canadian Citizenship. Thanks and appreciation are extended to the members of the Black History Awareness Committee for their continuing leadership in organizing an event of great significance in the Ryerson calendar.

International Women's Day – On March 8th the DMZ celebrated International Women's Day by championing women working in technology and entrepreneurship along with TechGirls Canada, SheEO and friends in the startup community – for a day of discussion, networking and a showcase of built-buy-women innovations. The three sold-out sessions were:

A Panel from the Margins: 2016 and Still Missing at the Table – discussing “the ethics of diversity, the challenges of being outliers, and ensuring equity in our efforts toward equality.”

SheEO Insight Session: The importance of having a mentor (and how to find one) – practical and effective ways to find and work with a mentor complementing your goals and ambitions.

Female Founder Showcase – successful female founders from the DMZ and exhibits from community partners that support women in technology, entrepreneurship and business.

Top Employer Awards – Ryerson has been recognized with a 2016 Canada's Best Diversity Employers award for the second year in a row. The annual survey evaluates employers on initiatives for five major groups: women, persons with disabilities, visible minorities, Aboriginal Peoples, and LGBTQ peoples. Ryerson is one of 65 employers honoured from across Canada. The recognition comes just a few weeks after Ryerson was also named a top GTA employer. A university-wide community event to celebrate the two honours is taking place on March 22nd.

iBEST and Biomedical Zone – On January 26th, St. Michael's Hospital and Ryerson University launched a 20-year partnership to develop innovative health-care solutions and to support start-up biomedical companies seeking to improve patient care. The Institute for Biomedical Engineering and Science Technology (iBest) is focusing its research in four areas: advanced systems of delivering medications to maximize their effectiveness and minimize side effects; creating new biomaterials and cell-based therapies to restore damaged tissues and organs; biomedical imaging aimed at rapid diagnosis, real-time feedback during surgery and targeted

therapies for specific diseases; and tools to handle health-care data. The Biomedical Zone is an incubator for early stage health-care specializing in biomechanical products and technologies, focusing on software, wearables, sensors and medical devices. Both iBEST and the Biomedical Zone are open-concept adjacent workspaces to facilitate multidisciplinary collaboration.

National Institute on Aging – On February 22nd Ryerson launched a new National Institute on Aging (NIA) in partnership with the City of Toronto, Sinai Health System, Ontario Gerontology Association and the International Federation on Aging. Mitch Frazer, founder and co-chair of the NIA, member of the Board of Governors, and partner and chair of the Torys LLP Pensions and Employment Practice, led the initiative of vital importance to all Canadians. Housed within the Ted Rogers School of Management, the NIA is Canada's first academic-based institute to study the financial and health aspects of successful aging at a national level. The NIA co-chair will be Dr. Samir Sinha, director of geriatrics at Mount Sinai and University Health Network hospitals, leader of the National Senior Strategy that will serve as the framework for the NIA. Former Premier Bill Davis will serve as honorary chair. The World Health Organization will announce that the City of Toronto will be the latest global city awarded the status of a WHO designated Age-Friendly City with the simultaneous Canadian launch of the WHO's World Report on Aging and Health. The International Federation on Aging (IFA) is making its global headquarters in Toronto in collaboration with the Ryerson NIA as its key academic partner.

India Mission 2016 – Ryerson was invited to join Premier Kathleen Wynne's business mission to India from January 29th to February 6th. The trip both achieved our objectives and identified new opportunities holding promise for significant partnerships and initiatives – and we are following up on the range of possibilities with a near-term work plan in progress. Ryerson's profile, already strong in India, was raised with signed agreements, support for collaborative research, contacts with leaders interested in partnering with Ryerson on innovative education and student support, and further development of international fellowships. Highlights include:

- Three new agreements were signed representing important research partnership opportunities for the Centre for Urban Energy – with Tata Power and Smart Grid Canada; Tech Mahindra; and Ryerson and Anna University with industry partners eCAMION, L&T Technology Services and the Tamil Nadu Generation and Distribution Corporation.
- Ryerson hosted an event at Zone Startups India announcing the expansion of the incubator space and the launch of a new soft landing program (agreed with the BSE during this trip).
- at a closed roundtable between Indian business leaders and the Premier, our partners enthusiastically advocated Ryerson's presence in India and support for the partnership;
- leveraging opportunities arising from the agreements include contracted services and funding support through government programs in both India and Canada;
- we made initial connections on potential educational links with international leaders such as Dhirubhai Ambani International School (DAIS), India's highest ranked IB school; the Aga Khan network of Academies; and the Chandra group of media academies;
- events were organized in Delhi and Mumbai to advance Ryerson goals in international student recruitment, followed by an immediate spike in Ryerson social media hits!

Social xChange – More than 150 students participated in the 2016 Social xChange hosted on the January 30-31 weekend by the Faculty of Arts, the Social Ventures Zone (SVZ) and the Office of the Vice-President Research and Innovation. The event engaged community members and students from five universities, and international students from India and Southampton, U.K. in the consideration of design ideas on the theme of “City Building and Community Engagement.” Participants could “Dip” if they wanted to learn more about social innovation; or “Dive” to take the leap and devise an idea for submission to the judges. The winning team called “Farmium” uses technology to optimize the yield in urban and rooftop gardening and won the top prize of \$1,500, entry into the SVZ and participation in the Ashoka Exchange conference in New Orleans. The event concluded with the announcement of the Social Enterprise Demonstration Fund, a three-year acceleration and funding program for social entrepreneurs in the GTA.

Changemaker University – Twenty-five members of the Ryerson community attended the 2016 Ashoka U Exchange at Tulane University in New Orleans from February 25-27th, including students from the Social Ventures Zone and RU a Changemaker. Among the attendees were students Sarah Brigel and Jennifer Fischer for The Microbe Hub (a compost farm to reroute organic materials from landfill waste); Stefany Nieto for Growing North (a greenhouse program in Nunavut); Barbara Lukasz for Be The Change (a streamlined online platform for corporate sponsorships); and Alif Ruhul and Lediona Canellari for Farmium (a company dedicated to building smart, intuitive urban green roofs). Recent Urban and Regional Planning graduates Kathryn Trnavsky and Jeffery Hersovits presented (Re)Imagining Our Community to promote the inclusion of indigenous and youth voices in decision-making processes, based on their experience with the Eabametoong First Nation through a project during their senior undergraduate year. Ryerson became the first Ashoka University in Canada in 2014.

The Next Big Idea – Following up the signing of a Memorandum of Understanding between Innovation Birmingham and Ryerson University in 2015, on March 10th the partners announced the winners of The Next Big Idea Contest. Sponsored by NatWest and Gowling WLG, the winning entrepreneurs will spend two weeks on exchange incubating their companies and gaining international experience. The Birmingham winners are Hopper HQ (automated scheduling tool for Instagram) and Breaking Free Group (a healthcare platform addressing addictive behaviours). The Ontario winners are Sampler (online platform for distributing product samples) and Komodo OpenLab (inclusive technologies for people with disabilities). The Next Big Idea Contest provides opportunities for the winners to collaborate, sell into new markets and gain valuable insight into the global economy.

Congratulations –

- Gordon Cressy, Ryerson vice president university advancement from 1999 to 2002, was invested with the Order of Ontario on January 20th. The former politician and humanitarian started Canadian Tire’s *JumpStart* program and The Learning Partnership’s *Take Our Kids to Work Day*, and campaigned for the name change to Ryerson University achieved in 2002.
- Michael Kolios, Physics, is the recipient of the 2016 Joseph H. Holmes Pioneer Award, presented by the American Institute of Ultrasound in Medicine (AIUM) to honour significant contributions to the growth and development of diagnostic ultrasound.

- Geoffrey James, award-winning photographer and author, formerly associated with the School of Image Arts, has been selected Toronto's Photo Laureate, the first position of its kind in Canada. The three-year appointment runs from March 31, 2016 to March 31, 2019.
- Edward Burtynsky (Image Arts '82, Doctor of Fine Arts *honoris causa* '07) is the recipient of a 2016 Governor General's Award in Visual and Media Arts, for compelling industrial vistas that are the subject of acclaimed documentaries *Manufactured Landscapes* and *Watermark*.
- Eduardo Lima (Documentary Media '11), is the winner of the Tom Hanson Photojournalism Award, presented by The Canadian Journalism Foundation (CJF) and The Canadian Press, presented to a photojournalist in the early stages of a professional career.
- MBA students Jesse Berger, Krysten Connely and Saad Rahman won first place and the People's Choice Award in the 2nd annual Real Vision Investment Case Competition hosted by The Economist's "Which MBA?" division - a first for a Canadian university, going up against 31 MBA teams competing from across U.S., the UK and Brazil.
- Ben Canning, owner of green roof business Farmium, was named one of two champions at the 2016 Enactus Canada regional competition for student entrepreneurs who balance a full-time course load and a full-time business, following his earlier success being named 2016 Student Entrepreneur Provincial Champion for Ontario.
- At the 2016 Enactus Central Canada regional competition held on March 10-11th, Enactus Ryerson won three of the four categories entered: the Capital One Financial Education Challenge, Scotiabank Eco-Living Green Challenge and the Scotiabank Youth Empowerment Challenge, and will go on to compete in the Enactus national championship in May.
- Ramage Zaki, fourth-year Graphics Communications Management, is this year's recipient of the Delvinia Digital Innovation and Entrepreneurship Award providing support for students pursuing an entrepreneurial path in the digital sector. The award recipient is also invited to participate in a mentorship opportunity with Delvinia.
- Ekaterina Kuzheleva, 3rd year fashion design, won first place in the 2016 Danier Design Challenge, a partnership between Ryerson University and Danier which helps promote young designers and offers an unparalleled opportunity for industry mentoring and support.
- The Ryerson chapter of the Industrial Institute of Engineering (IIE) won the 'Golden I' trophy at the 36th annual Canadian Student IIE conference hosted by the University of Waterloo – with first place finishes in the technical paper, case study and innovation competitions, and third place in the simulation competition.
- Aerospace engineering graduate students Min Prasad Adhikari, Mohammad Moeid Elahi and Graeme Klim won the Subsystem Innovation Award at the first-ever Hyperloop design contest hosted in January by SpaceX, Tesla and Elon Musk at Texas A&M University, to engage students in ideas to levitate cars for a Hyperloop rapid-transit test track. More than 115 student engineering teams from 20 countries participated in the event.

P3 Partnerships – On March 16th Mayor John Tory delivered the symposium keynote address at “Working Together in the Public Interest: Private-Public Partnerships and City-Building,” a conference organized by the Jim Pattison Ethical Leadership Program at the Ted Rogers School of Management and moderated by Civic Action CEO Sevaun Palvetzian. In his remarks, the mayor took aim at what he regarded as “closed minds and outdated notions” at city hall, and called for the city to seek private sector funding to help pay for the city’s \$17 billion in approved

infrastructure development. The Mayor added “it’s not selling out – it’s teaming up” and said he would like to see more public-private partnerships that would allow the city to deliver services at a reduced cost. The conference also featured two panels of industry experts discussing city-building opportunities and issues.

Government – A series of recent announcements demonstrates the importance of Ryerson leadership in areas that have a direct impact on the well-being of our communities:

- *Ontario Centre for Workforce Innovation (OCWI)* – On February 22nd the Hon. Reza Moridi, Minister of Training, Colleges and Universities announced a new Ryerson-led initiative funded by a \$7.5 million grant over two years from the Ontario Ministry of Training, Colleges and Universities. The OCWI will conduct research to better align employer demands and needs, bridge supply and demand perspectives, and reflect diverse interests. Partners in the initiative include: the Ontario Chamber of Commerce; the Workforce Planning Ontario Network; Humber College, Collège Boréal, Ontario Disability Employment Network, Social Capital Partners, George Brown College, Coalition for Adult Training in Ontario, Ryerson University, Lakehead University and Brock University. The OCWI Working Group is chaired by Wendy Cukier, Vice President, Research and Innovation.
- *IBM Innovation Incubator (I³)* – On February 24th Premier Kathleen Wynne was at the DMZ to announce that Ontario will invest up to \$22.75 million through the Jobs and Prosperity Fund in the IBM Innovation Incubator (I³) Project. The partnership with IBM Canada and Ontario Centres of Excellence (OCE) will help small and medium-sized enterprises (SMEs) create jobs, embrace next-generation technologies and compete in the global marketplace. IBM will contribute \$24.75 million towards the project, expected to leverage over \$410 million in private-sector investment and create up to 2,600 jobs. The OCE will oversee the operations of the I³ Project and coordinate partnerships with industry.
- *NSERC Energy Storage Technology Network (NEST)* – On March 1st the Hon. Kirsty Duncan, Minister of Science, was at Ryerson to announce a \$5 million federal investment in greener technologies for energy storage. Bala Venkatesh, academic director of the Centre for Urban Energy (CUE) will lead a team of 27 professors from 15 universities and eight provinces to create a cleaner, more reliable, environmentally responsible and efficient power system.

Reimagining O’Keefe Lane – The “Multiplied Ground” team from the School of Urban and Regional Planning (Paolo Brindley-Pantalone, Adam Harrison, Arash Oturkar, Michael Uttley) has won the competition to design the transformation of O’Keefe Lane. A joint initiative by Ryerson, Covenant House and the Yonge-Dundas Business Improvement Association, the goal of the contest was to re-envision an underused public thoroughfare as an urban space that is safe to walk through, pleasant to linger in and beautiful to look at, while retaining its service role in the neighbourhood. The winning submission focuses on four thematic principles: layers, character, inclusion and connection, and includes features such as lighting embedded in the pavement, murals, benches and a floating courtyard connected to the Student Learning Centre that would be a stage for concerts and performances. The winning team earned a prize of \$2,000 and the option of attending planning and project meetings on the improvements.

Bug Push – On March 10-11th the Ryerson Engineering Student Society (RESS) raised \$3700 in the annual event by pushing a new 1973 Volkswagen Beetle around the Quad for 24 hours. The car is painted bright purple to match the Ryerson engineering colours. It also sports the license plate “BUG 2.0” and a classic RyEng sticker on the back. There’s no engine and no transmission — all the car contains is a steering wheel, functioning windshield wipers, seats and a stereo with an auxiliary plugin, which is well-used for the 24 hours. Proceeds this year benefit the Canadian Cancer Society, with a total of \$30,500 raised since inception in 2005. The bug push is organized by the Ryerson Engineering Student Society (RESS) and happens every March in honour of National Engineering Month. Congratulations and thanks to everyone involved in the teamwork and compassion inspiring this great tradition.

Medieval Times @ MAC – Forty-one high school teams (est. 800 students) from Ontario and Quebec converged on the Mattamy Athletic Centre for the second annual Greater Toronto Regional FIRST Robotics competition hosted by Ryerson. The mission of FIRST (For Inspiration and Recognition of Science and Technology) is to inspire young people to be innovative leaders in science, technology, engineering and mathematics (STEM), and to foster well-rounded life capabilities including self-confidence, communication, leadership and teamwork. This year’s game, “Stronghold,” challenged robot teams to take down the enemy’s castle. The contest was won by “Waldo 12” built by the team from Trafalgar Castle (all-girls) School in Whitby.

Student Learning Centre – Even one year after its opening, the SLC continues to inspire study and distinction here at home and farther afield. Recent achievements include:

- The Society of Façade Engineering (FSFE) awarded Flynn Group the 2015 Façade of the Year (New Build) for the SLC among entries from all over the world. The judges noted that the SLC “is a true example of a building completed using entirely new technologies.”
- Snøhetta with Ziedler Partnership Architects received a 2016 honor award from the American Institute of Architects New York (AIANY) Design Awards Program, recognizing outstanding architectural design by New York City architects anywhere around the globe.
- CBC’s Matt Galloway profiled the Student Learning Centre in the new series ‘Disrupting Design’ with Season 1 Episode 1 on March 6th featuring the SLC as the lead story, described as “a student centre that puts the students’ needs first” – and architect Vaidila Banelis of Ziedler Partnership saying “I don’t think we’ve ever had that kind of reaction, students saying we love to be in your building, it’s opened up my life, my friends and I live there.”

NBA All-Star Weekend – Ryerson was a featured participant in the events that brought the NBA to Toronto on the February 12-14th weekend, including leadership in the following activities:

- The Ontario University Athletics (OUA) Showcase featured a “hometown showdown” that saw the Ryerson Rams men’s basketball team defeat the Toronto Varsity Blues 94-79;
- NBA executives took part in an event held in conjunction with Ryerson Futures and the DMZ to showcase their new sports media accelerator, Zone Startups Sports | Media, the first of its kind in the world designed to connect sports technology startups with mentors, leagues and media outlets who will use their products – the NBA is an early stage partner;

- Ryerson hosted the second annual Basketball Without Borders event, an NBA initiative inviting the best high school players from around the world to a 3-day camp during All-Star Weekend, this year welcoming scouts and general managers from every NBA team, and players from Europe, South America, Australia, Egypt, Japan among other countries.

“The Takeover” – On January 29th a crew of 23 female students from the RTA School of Media broke new ground by filling every position – from host to producer to director to camera operator to replay and more – for a Ryerson women’s hockey game broadcast live for the Rams Network and Rogers TV. In an industry still dominated by men, crew lead and 4th year media production student Leandra Vermeulen wanted to showcase the female talent being fostered and grown at Ryerson, by raising the stakes and offering a broadcast people will remember. *TSN* commented: “It’s incredible to see initiatives like this. This past year we saw remarkable evolution in women’s hockey and there is no reason why the sports broadcasting industry can’t grow and evolve in the same way. We hope that this broadcast is just the beginning.”

Ryerson Radio – The Scope at Ryerson (CJRU 1280AM), up to now an internet station, will officially hit the AM dial on March 31st. Programming is being developed in collaboration with students and faculty, Ryerson’s digital radio station Spirit Live and the Allan Slaight Radio Institute, as well as involvement from community partners. The launch is the result of a successful letter-writing campaign to the Canadian Radio-Television and Telecommunications Commission including endorsements from former Toronto mayor David Crombie and city councillors Kristyn Wong-Tam and Mike Layton. On March 31, 1280AM will celebrate its launch with an open house at the Student Campus Centre where the station is located.

Looking ahead to Congress 2017 – In 2015 Ryerson announced that the university would host the 86th annual Congress of the Federation for the Humanities and Social Sciences. The 7-day event is a forum providing an opportunity for more than 9,000 distinguished academics, policy makers, researchers and practitioners from across the country to exchange ideas and discover our campus and Ryerson’s scholarly work. Marco Fiola, chair of the Department of Languages, Literatures and Cultures in the Faculty of Arts, has been appointed academic convener; and city councillor Kristyn Wong-Tam (Toronto Centre-Rosedale) has been named the inaugural city convener. The Congress Leadership Committee is made up of ten diverse representatives from across campus, including members from the Faculty of Arts, the Faculty of Communication and Design, the Yeates School of Graduate Studies, The G. Raymond Chang School of Continuing Education, Administration and Finance, and Communications, Government and Community Engagement. Congress will take place from May 27 to June 2, 2017.

from the Interim President’s Calendar

January 17-18, 2016: I attended a meeting hosted by Universities Canada for new colleagues from institutions across the country serving their communities in the presidential role.

January 19, 2016: The opening of three new exhibitions at the Ryerson Image Centre featuring Wendy Snyder MacNeil, Spring Hurlbut and Izabella Pruska-Oldenhof, as well as a display of work by Elaine Ling, welcomed the community to an art experience featuring photography, video installation and experimental film. The exhibitions run until April 10th, 2016.

January 19, 2016: The generous support of the Esch Foundation encouraging student inventions and entrepreneurial initiative was recognized with the Esch Day of Celebration.

January 20, 2016: To launch the winter term, I extended an open invitation to a “Meet & Greet” at the Student Learning Centre, and welcomed over 700 students who joined us for lunch.

January 20, 2016: Led by Hossein Rahnama, DMZ Research and Innovation Director, Ryerson hosted corporate Canada executives from a range of industries on a tour and visit.

January 26, 2016: We welcomed the new US Consul General Juan Alsace for an introductory visit to the Ryerson campus and a DMZ tour.

January 28, 2016: I met with His Eminence Thomas Cardinal Collins, Archbishop of Toronto, along with Randy Boyagoda, Ryerson director of zone learning, to discuss working together in the service of our community.

February 8, 2016: Ryerson hosted the Hon. Glen Murray, Minister of the Environment and Climate Change and our MPP, for the launch of Phase Two of the Toronto for Sustainable, Unified Neighbourhoods (TorSUN) project, working toward a greener, healthier community.

February 8: Ryerson hosted the annual Natural Sciences and Engineering Research Council (NSERC) of Canada and the Royal Canadian Institute (RCI) for the Advancement of Science Foundation Lecture at the Li Ka Shing Knowledge Institute, St. Michael’s Hospital.

February 9, 2016: Recognizing the exceptional competitive success of MBA student teams, I was delighted to host a reception celebrating the continuing development of academic strength and student engagement addressing challenges with strategic expertise and collaboration.

February 10, 2016: #DMZ Session: The Sharing Economy featured a panel discussion at the DMZ with MPP Tim Hudak speaking about his private member's bill “Opportunity in the Sharing Economy Act” introduced in October 2015; Chris Schafer, the policy lead for Uber Canada; Brian Kobus, the director of OMERS Ventures; and Grant Brigden, the founder of parking app Rover, discussing the evolution of regulation, trust, and the climate for investment.

February 17, 2016: I was pleased to welcome members of the Canadian University Council of Chief Information Officers for an event at the Mattamy Athletic Centre.

February 20, 2016: An exhibit organized by the Aga Khan Council in collaboration with the University of Toronto hosted by the Ismaili Centre brought together community leaders on the topic of diversity, with Oman as the featured nation.

February 22, 2016: I had the opportunity to have a conversation with a student interviewer about the future of Ryerson, to be aired on RUTV.

February 22, 2016: The DMZ was very pleased to host a visit from Deputy Minister Training, Colleges and Universities Sheldon Levy and a group of ministry officials.

February 23, 2016: A one-day government relations visit to Ottawa included meetings with: Matthew King, Deputy Minister Fisheries and Oceans and Ryerson DM Champion; Rob Rosenfeld, Chief of Staff, and John Burnett, director of policy, Office of the Hon. Kirsty Duncan, Minister of Science; Mary Ng, director of appointments, Prime Minister’s Office; Dr. Mario Pinto, President of NSERC; Paul Davidson, President of Universities Canada; and Omar Alghabra (Mechanical Engineering ’94), Parliamentary Secretary to the Minister of Foreign Affairs (Consular Affairs); concluding with a very successful alumni reception.

March 4, 2016: As a follow-up on the mission to India, I met with Mohamed Dhanani, Ryerson alumnus and Executive Officer, Ismaili Council for Canada, on potential opportunities with the Aga Khan Foundation.

March 8, 2016: I delivered remarks welcoming an Indian mining delegation being hosted for a meeting at Ryerson.

March 8, 2016: AVP Communications, Government and Community Relations Erin McGinn and I met with city councillor Kristyn Wong-Tam to discuss opportunities for collaboration.

March 10, 2016: I met with Mohamad Fakih, President & CEO of Paramount Fine Foods, to discuss opportunities for advancement and university support.

March 11, 2016: Ryerson welcomed a delegation from the University of Cape Coast, Ghana on a visit to explore areas of academic collaboration and partnership.

March 11, 2016: Iqra Khalid (MP Mississauga-Erin Mills), representative of my home riding, joined us on campus for a tour of the DMZ.

March 11, 2016: I met with Tom Corr, president of the Ontario Centres of Excellence, to discuss advancement and initiatives in research and innovation.

March 11, 2016: It was an honour to host the annual Multifaith Shabbat dinner, as always an excellent event inspiring for the faith and inclusion of our campus and broader community.

March 14, 2016: I attended the Toronto Region Board of Trade launch of the Pearson Centre's Economy for Tomorrow series featuring the Hon. Navdeep Bains, Minister of Innovation, Science and Economic Development.

March 16, 2016: Ryerson hosted David Lindsay, president of the Council of Ontario Universities (COU) on a visit to campus.

March 17, 2016: I was pleased to offer welcoming remarks on the occasion of the launch of the Faculty of Arts Middle East and North Africa Studies Centre (MENA).



Memorandum

To: Members of Senate
From: Mohamed Lachemi, Interim President
Re: Honorary Doctorates for Spring 2016
Date: March 2, 2016

A handwritten signature in blue ink that appears to read "mohamed lachemi".

Confidential

Report of Interim President: Announcement of Honorary Doctorates for Spring 2016

Dear Members of Senate:

Due to the cancellation of the March 1 meeting of Senate because of lack of quorum (weather conditions), I am providing my report to Senate about the Spring 2016 honorary doctorates by email.

I am pleased to share the list of honorary doctorate recipients for Spring 2016, and to extend thanks to everyone involved in preparing the nominations, and the Awards and Ceremonials Committee for its work. It has been a pleasure to connect with the nominees, who have responded with enthusiasm and pride in accepting the honour.

Faculty of Arts

Patricia Edney – Occupational Therapist, and Dennis Edney – Defence Lawyer; Doctor of Laws

Faculty of Communication & Design

Lisa de Wilde – Chief Executive Officer, TV Ontario (TVO); Doctor of Laws

Faculty of Community Services

Nick Saul – President and CEO, Community Food Centres Canada; Doctor of Laws

Faculty of Engineering & Architectural Science

Siamak Hariri – Canadian Architect; Doctor of Architecture

Faculty of Science

John Smol – Canada Research Chair in Environmental Change, Queen's University; Doctor of Science

Ted Rogers School of Management

Catharina and William Birchall – Toronto business interests and philanthropists; Doctor of Laws

RYERSON ACHIEVEMENT REPORT

A sampling of notable events on campus and appearances in the media by members of the Ryerson community for the April 2016 meeting of the Ryerson Senate.

Events

CityTV's Breakfast Television reported on Ontario Premier Kathleen Wynne's visit to Ryerson to announce a new partnership with the DMZ to help small enterprises compete in the global marketplace. The segment featured **Interim President Mohamed Lachemi**. CTV News Toronto also reported on the Premier's announcement at Ryerson.

In the media

The Globe and Mail quoted **Interim President Mohamed Lachemi** in an article on a new 20-year partnership between St. Michael's Hospital and Ryerson to improve health care bit.ly/1S8t6dU. A similar item appeared in Yonge Street bit.ly/23WG0zh.

University Affairs reported that Ryerson vice president of research and innovation **Wendy Cukier** will serve as the next president of Brock University bit.ly/1RsJwMQ. A similar item appeared in the the Chronicle of Higher Education bit.ly/1ZM6HSt.

The Canadian Press profiled Fashion alumnus **Lucian Matis**, whose designs Sophie Gregoire-Trudeau wore during the Prime Minister's visit to Washington. The item appeared in the Toronto Star on.thestar.com/1SFv44K, Montreal Gazette, Brandon Sun, and Guelph Mercury.

The Canadian Press quoted **Ben Barry**, Fashion, in an article on the use of social media during fashion shows; the item appeared in Global News bit.ly/1RbcTVc, Yahoo News, and the Brandon Sun.

Gabor Forgacs, Hospitality and Tourism Management, spoke to CTV.ca about American interest in Canada due to anti-Trump sentiment, and a possible surge in tourism bit.ly/1UkT1ye. He also discussed the topic on CBC News bit.ly/1R98dzo.

Ann Cavoukian, executive director of the Privacy and Big Data Institute, spoke to Fast Company about Apple's feud with the American government bit.ly/20UQdrD, an issue she also discussed with Fox Business, American Statesman, CBC News, AM640, ABCNews, and HuffPost Tech. The NATO Association of Canada featured an interview with Dr. Cavoukian bit.ly/1UwfEQy. She contributed a piece to the Globe and Mail on the role of encryption in protecting our rights bit.ly/21aG2kR. She was also quoted in a Canadian Press piece on search engines letting users browse unsecured webcam feeds; the item was carried by CTV News, Metro, Ming Pao Canada, the Toronto Star, Huffington Post, and CBC.ca.

CTV reported on Ryerson engineering students' 24-hour Volkswagen Beetle Push for charity.

CP24 reported on the seventh annual Ted Rogers conference.

Wendy Cukier, vice-president of research and innovation, spoke to Novae Res Urbis about diversity and innovation bit.ly/1LekrV2. She was quoted in a Government of Ontario News piece about the launch of the Centre for Workforce Innovation at Ryerson, bit.ly/1TvnGYY, an item

also carried by Metro News. She spoke to Yonge Street Media about the Lifeline Syria project exceeding expectations bit.ly/21frZ0E.

Irene Berkowitz, TRSM, spoke to CBC News about the TV industry and cable packages bit.ly/1pi6ZWt.

Yonge Street Media reported that **Ratna Omidvar**, executive director of the Global Diversity Exchange at Ryerson, received a Lifetime Achievement Award from CivicAction bit.ly/1Sz5Gxv. She contributed a piece to the Globe and Mail on Europe's crisis of confidence bit.ly/1RGTUUu.

A CBC.ca piece on women making a difference with their art featured **Alison Duke** and mentioned the Ryerson Akua Benjamin Inaugural Lecture bit.ly/24QsJsA.

Construction Canada featured Ryerson's Student Learning Centre bit.ly/1p7zXHS.

The Globe and Mail featured **Farrah Khan**, sexual-violence support and education co-ordinator, in an article on the struggle for gender parity bit.ly/1Sqn734.

The Toronto Star referenced research by **Seung Hwan (Mark) Lee** on the topic of frugal people and restaurant bills bit.ly/21Z2P3k.

Reader's Digest quoted **Colleen Carney**, director of the Sleep and Depression Lab, in an article on bad habits and insomnia bit.ly/1QDZK4V. She appeared on Global News discussing foods to eat for a good night's sleep bit.ly/23dyRdA and on a separate occasion on the topic of Daylight Savings Time bit.ly/1nqt7gj. Dr. Carney and **Taryn Moss** were quoted in the Independent regarding fear of the dark ind.pn/1Qtxj5j.

Canadian Lawyer mentioned **Julia Shin Doi**, General Counsel and Secretary of the Board of Governors, in an article on in-house counsel bit.ly/1Lbglg8.

Frank Clayton, Centre for Urban Research and Land Development, spoke to the Globe and Mail about the housing market and bidding wars bit.ly/21Z6Pkk.

Ramona Pringle, RTA, spoke to CBC Radio's Metro Morning about retailers using facial recognition software. She spoke to CBC's The Morning Show about the U.S. military looking for hackers to find breaches in the Pentagon website.

The Toronto Star reported on the FIRST Robotics event at the Mattamy Athletic Centre. Other coverage included CTV News bit.ly/1R50WQR, CBC News, CBC Radio. OMNI News, and AM640 News.

PRIDE Magazine reported on Ryerson's celebration of Black Canadian Women bit.ly/1ROIWr3.

Brent Barr, TRSM, spoke to CityNews about troubling statistics on LCBO carding of minors bit.ly/21Sfb0y.

The premiere episode of CBC's Disrupting Design featured the Student Learning Centre bit.ly/1LLG52U.

BBC News featured the Jasem family, sponsored by Ryerson's Lifeline Syria Challenge, in a piece that quoted **Wendy Cukier**, executive director of the program bbc.in/1LCSRAH. Fusion.net reported that Ryerson raised more than \$1 million for Syrian refugees, quoting Dr. Cukier, fus.in/1PupRLh.

The Globe and Mail quoted **Steven Murphy**, dean, TRSM, about the value of an MBA bit.ly/1Y9ZxYL.

Carlo Fanelli, Politics, spoke to the Globe and Mail about Toronto's tentative deal with the inside-workers union.

Hayden King, Politics, appeared on CBC's The National regarding the First Ministers meeting bit.ly/1TvbNnQ.

CityNews Tonight reported on the Ryerson TIFF event at the Toronto Region Board of Trade.

The Globe and Mail quoted **Murtaza Haider**, TRSM, on the topic of Toronto's transportation system bit.ly/219snsr.

Spacing Toronto quoted **Cherise Burda**, executive director of Ryerson's City Building Institute, on the topic of the Portlands as transit hubs bit.ly/1RsdOuD

Pamela Palmater, Politics, spoke to The Hill Times quoted about Prime Minister Trudeau discussing climate change action with indigenous leaders bit.ly/1LB6kcc.

Distinguished visiting practitioner **Cathy Crowe** contributed a piece to NOW Toronto on the city's emergency shelter shortfall bit.ly/1Qu36Ee. She was also quoted in a Toronto Star piece on a light installation at Ryerson serving as a beacon for the homeless on.thestar.com/24AS1KX.

CityTV Toronto spoke with **Avner Levin**, TRSM, on the topic of exposed mail and identity thefts.

NSERC reported on the federal government's investment of more than \$48 Million for strategic partnerships in science and engineering; **Bala Venkatesh**, academic director of Ryerson's Centre for Urban Energy, will lead the NSERC Energy Storage Network. Similar coverage appeared in Lab Product News bit.ly/1pnDEcQ and Nation Talk bit.ly/1T7G8bK.

The Toronto Star quoted **Paulette Kelly**, Fashion, in an article about Democrats living in Canada voting in the Super Tuesday primaries on.thestar.com/1QrAsqH.

Strategy Magazine reported that Tangerine has teamed up with Ryerson to support financial tech startups, Thinkubators bit.ly/1pmzTnU. Similar coverage appeared in Betakit and IT Business.

Women's Wear Daily featured the Joe Fresh Innovation Centre, quoting executive director **Robert Ott**, chair, School of Fashion, bit.ly/1QpLGvJ. He also spoke to Fashion Magazine about Todd Lynn being named curator of Mass Exodus 2016 bit.ly/1LtoZqp.

Ryerson student **Maria Poonawala** spoke to CBC's The Exchange about her experience job shadowing for IKEA Canada's CEO.

The Toronto Star profiled alumnus and perfume magnate **Ben Gorham** on.thestar.com/1TgQ82B.

Ivor Shapiro, chair, Journalism, spoke to Yahoo! News about the future of journalism programs bit.ly/1nbe0pQ.

The Toronto Star covered a report co-authored by **Kim Snow**, Child and Youth Care, on the topic of restraints used on children in care centres on.thestar.com/1QKhRs0. The item was also picked up by the Guelph Mercury and Yahoo! News.

Paul Moore, Sociology, spoke with 680 News regarding the diversity issue at the 2016 Oscars.

Lloyd Alter was quoted in a Globe and Mail article on architecture for the ages bit.ly/1OAaUSL.

The Globe and Mail featured **Ratna Omidvar** and mentor **Wendy Cukier** in an article about eight people who inspired Canadian leaders bit.ly/21qPUa3.

Lori Beckstead, director of the Allan Slaight Radio Institute, spoke to the Toronto Star about the new institute on.thestar.com/1TGK42V. A similar item appeared in Broadcaster bit.ly/1P8G7A6.

The Toronto Star featured the Ted Rogers School of Management on.thestar.com/1LHw3ua in an article titled “Taking education into the real world”. A separate Star article on entrepreneurs featured the Zone Network at Ryerson on.thestar.com/1mZqFfx.

CityTV’s Breakfast Television reported on entrepreneurship and innovation priorities at Ryerson.

Jason Nolan, Early Childhood Studies, spoke to the Ottawa Citizen about technology in the classroom bit.ly/1p3FDTx.

Mary Sharpe, Midwifery, was quoted in a Today’s Parent article on labour pain management bit.ly/1zq93uK.

New Canadian Media quoted **John Shields**, Politics, in an article on immigration policies bit.ly/1TFnZSo.

Winnie Ng, UNIFOR Gindin Chair in Social Justice and Democracy, spoke to Sing Tao Daily about employment for scholars bit.ly/1TFwMnw.

660 News (Calgary) and 570 News reported on the launch of the National Institute on Aging at Ryerson.

Sports Management UK featured the launch of the SPIN sports incubator Ryerson, quoting **Cheri Bradish**, TRSM, bit.ly/21cfR0o. Prof. Bradish spoke to the Toronto Star about Ryerson and the Raptors teaming up to offer a Business of Basketball course on.thestar.com/1QEDm7D.

Daniel Rubenson, Politics, spoke to Metro News about the surge in voter turnout among youth and new Canadian in the 2015 federal election bit.ly/1TCMSya.

Kamal Al-Solaylee, Journalism, spoke to CBC Radio about Syrian refugees and Canadian generosity bit.ly/21kJkC9. The segment was carried across all of the CBC News Network.

The Globe and Mail featured the Wendy Snyder MacNeil exhibit at the Ryerson Image Centre bit.ly/1RhYIKE. Similar coverage appeared in the Toronto Star and American Photo bit.ly/1WAzkSl.

Reporting on the 10th anniversary of TVO's The Agenda, Canadian Jewish News mentioned **Steve Paikin** is a visiting professor at Ryerson bit.ly/1oXbjcY.

The Toronto Star reported on The Takeover, the all-female broadcast crew at Ryerson on.thestar.com/1oXbSDJ.

The Globe and Mail featured the DMZ among Toronto's biggest startup incubators and accelerators bit.ly/1U2Xaa6.

Canadian Press quoted **Emily van der Meulen**, Criminology, in an article about prison-based needle and syringe programs. The item was picked up by the Toronto Star on.thestar.com/215EulD and Ottawa Sun.

The Globe and Mail quoted **Gary Gould**, Journalism, in an article about Desmond Smith bit.ly/20Xe92N.

The Toronto Star featured **Manavi Handa**, Midwifery, and the need for midwifery services at a Toronto refugee hotel on.thestar.com/1QbQNv0.

TechVibes reported on an event at the 2016 NBA All-Star Weekend held in conjunction with Ryerson Futures and the DMZ, showcasing emerging technology in sports bit.ly/1oiKKhR. Sports Illustrated reported on the Basketball without Borders event at the Mattamy Athletic Centre on.si.com/1Od4usu.

CBC Radio's Metro Morning spoke with student **Debra D'Cunha** about her trip to India with the Global Innovation Challenge student teams bit.ly/1VhM13C.

The Toronto Sun featured **Sean Wise**, TRSM, host of the Naked Entrepreneur, bit.ly/1oqKHkM.

Myer Siemiatycki, Politics, contributed a piece to the Toronto Star on fairer property taxes on.thestar.com/1PpdcoN. He spoke with Global TV about the possible taxi driver strike during the NBA All-Star Weekend and was quoted in Metro Toronto about city leaders being hopeful in regards to the Ontario budget bit.ly/1TsdrWO.

The Architectural League (NY) featured Ryerson's Student Learning Centre bit.ly/1RQp3Sp.

Metro Toronto featured student **Ben Canning** and his green roof farming company bit.ly/1mLPjA8.

Imogen Coe, Dean, Faculty of Science, contributed a piece to HuffPost Business about teaching scientists to be story-tellers huff.to/1U7zeCn.

The Toronto Star quoted **Elizabeth Trott**, Philosophy, and **Paul Moore**, Sociology, on the popularity of the word 'glow' on.thestar.com/1PFgmHQ.

Oren Amitay, Psychology, spoke to Global News about what happens to your brain when you fall in love bit.ly/1QfBhoq.

Chris MacDonald, TRSM, spoke to CBC Radio about anonymous chat apps used in cyber-bullying.

Frank Russo, Psychology, spoke to Global Toronto about the sound level at Yonge-Dundas.

TechVibes reported on a sharing economy panel at Ryerson's DMZ; mentioning an introduction from **Interim President Mohamed Lachemi** and Tim Hudak bit.ly/20Ov1sH. Similar coverage appeared in Betakit and IT Business Canada.

Sporting News quoted **Roy Rana**, Rams men's basketball coach, in an article about how Canada became basketball's next great power bit.ly/1o65MjJ.

The Beacon Herald reported on a film project by media students to raise awareness about multiple sclerosis bit.ly/1PG8eob.

Global News Hour spoke with **Michael Manjuris**, TRSM, about low gas prices.

University Affairs quoted **Valerie Bruce**, coordinator for housing and residence life, in an article about Ryerson offering crash pads for commuting students bit.ly/1Q8lgu1.

April Lindgren, Journalism, spoke to CBC.ca about the impact of news poverty on democracy and communities bit.ly/1VLR2RU. A similar item was picked up by Editor & Publisher bit.ly/1nRCzJQ.

Masthead reported on the Ryerson Review of Journalism, quoting instructor **Tim Falconer** bit.ly/1ocnSB5.

Diane Francis, distinguished visiting professor, contributed a piece to Newsweek on the topic of Russian President Putin bit.ly/1QUFPgQ

CBC News quoted **Avner Levin**, TRSM, on the topic of privacy concerns regarding insurance companies offering discounts for healthy activities bit.ly/1Lewmwv. **Ann Cavoukian**, executive director of the Privacy and Big Data Institute, spoke to the Toronto Star about the same issue on.thestar.com/1V2DpO4.

Construction Canada featured Ryerson's annual architectural symposium bit.ly/20orcox.

Ontario News reported on the province's trade mission to India, mentioning the partnership with Ryerson's Centre for Urban Energy bit.ly/1TapY0V. Similar coverage included Canadian Manufacturing, Morning Post Exchange, and Asian Connections. The Toronto Star reported on eCAMION's partnership with Ryerson and Ontario's trade mission to India on.thestar.com/1PYLqFE.

Business Wire India reported on a partnership for a unique community energy storage project, quoting **Interim President Mohamed Lachemi** bit.ly/1Q4ZQEo. Similar coverage appeared in India Education Diary bit.ly/1QSN3BU and the Financial Post bit.ly/1K9x435.

Law Times quoted **Chris Bentley**, executive director of LIZ and the Law Practice Program, on the role of legal incubators bit.ly/1SEyMMS

Breakfast Television aired live from Ryerson's Student Learning Centre; segments featured Chief Librarian **Madeleine Lefebvre** providing an overview, the digital media experience, student learning services, interviews with the students, and the men's basketball team <http://www.bttoronto.ca/videos/4744250345001/>.

blogTO mentioned Ryerson and the Daphne Cockwell Health Sciences Complex in a piece on the transformation of Church Street bit.ly/1TJkb1w.

The Torontoist quoted **Carl Benn**, History, regarding why Old City Hall would be the perfect grounds for a civic museum bit.ly/1KpNHaw.

24 Hours featured the DMZ, quoting executive director **Abdullah Snobar** bit.ly/1baAVV5.

Inside Halton reported on the ZerotoStartup initiative launched by Ryerson bit.ly/1SBnFCx. Student **Amira Zubairi** contributed a piece to the Canadian Business Journal on the inaugural ZerotoStartup initiative bit.ly/1o26y1r.

April Lindgren, Journalism, spoke to the Toronto Star about the state of local journalism on.thestar.com/1QyYSNo.

Cory Searcy, Mechanical and Industrial Engineering, contributed a piece to Sustainable Brands on the topic of corporate sustainability bit.ly/1Khr5sJ.

Brampton Guardian profiled Ryerson men's basketball interim coach **Patrick Tatham** bit.ly/1Sx2Qbp.

Terminal Magazine Israel features Ryerson's Student Learning Centre.

The Toronto Star quoted **Caroline Konrad**, director, Career Centre, on the topic of online profiles for young job seekers on.thestar.com/1UuaQJo.

Bala Venkatesh and Mohamed Awadallah, Centre for Urban Energy, contributed a piece to Electrical Energy Online on the topic of electricity storage bit.ly/1PEEUh8.

ITAC reported on Ryerson's new professional master's diploma program on data protection and security bit.ly/1nCEmlS.

The National Post quoted **James Turks** in an article on donations to the war museum bit.ly/1OZO8oA. The item was picked up by the Ottawa Sun.

Lecturer **Danielle Landry** spoke to the Torontoist about the corporatization of mental health bit.ly/1JEZamB.

New Hampshire Public Radio spoke with **Alison Matthews David**, Fashion, about her new book *Fashion Victims* bit.ly/1JEyfaq.

Popular Science Magazine featured master's candidate **Adam Harley** and his neural network visualizer (3D visualization) bit.ly/1VnxYJv.

CBC.ca featured an image of **Maayan Ziv**, AccessNow founder, taken during the launch of Uber's wheelchair-accessible ride service bit.ly/1RSPPdQ.

Thomas Hart, Psychology, spoke to the Toronto Star about the late Bob Hunter on.thestar.com/1WIksBI. Similar items appeared in Hamilton News bit.ly/1UIWdl0 and Global Toronto bit.ly/1KdXpwt.

Canadian Architect featured a lecture by **Miljana Horvat**, Graduate Studies, bit.ly/1SexZA5.

Mark Bulgutch, Journalism, contributed a piece to the Toronto Star on the topic of airport screening on.thestar.com/1Qpe8OK. The item was also picked up by Our Windsor. He also contributed a piece to the Toronto Star on the topic of skinny cable packages on.thestar.com/1X6tdoz.

The Canadian Press quoted **Paul Knox**, Journalism, in an article about the state of the newspaper industry. The item appeared in the Winnipeg Free Press bit.ly/1Qo2mUG, CP24 and iPolitics

Pamela Sugiman, Sociology, spoke to the Torontoist about the increasing number of female cab drivers bit.ly/1T8gout.

Notable featured young entrepreneur **Brennan McEachran** mentioning former President **Sheldon Levy** and DMZ bit.ly/1Szg2h9.

Kernaghan Webb, TRSM, spoke to CBC News about Canadian chocolate companies being pressed to use ethically sourced cocoa bit.ly/1b1UzcC.

The Toronto Star featured Ryerson's Synaesthetic Media Lab, quoting **Ali Mazalek** on.thestar.com/1Pp5qul.

Laurie Petrou, RTA, spoke to CBC Toronto about the lack of diversity at radio stations.

CP24 reported on Minister John McCallum speaking at the Ted Rogers School of Management.

Henry Giroux, distinguished visiting professor, contributed a piece to the Hamilton Spectator on the topic of gun violence in America bit.ly/1RxGaZr.

Alok Mukherjee, distinguished visiting professor, spoke to the Telegram about civilian police oversight bit.ly/1JW9Blo.

CBC News reported on a crowdfunding effort to raise money for the medical treatment needed by dance student **Napu Boychuk**, who was paralyzed after an accident in Cuba <http://bit.ly/1ntlZ2s>. **Peggy Shannon**, chair, Theatre school, spoke to CTV News about the initiative bit.ly/1U9f355.

AZURE Magazine profiled Ryerson among top interior design schools bit.ly/1UUieNZ.

The Toronto Star profiled the Morad Family as they settle in Toronto, crediting Lifeline Syria and Ryerson on.thestar.com/1PvLgzD.

Chris Gibbs, TRSM, spoke to CTV News about the plummeting Canadian dollar and the impact on the price of sports tickets bit.ly/1mXZGkK.

Metro Toronto reported on a walking tour featuring Sir John A. Macdonald, created by **Patrice Dutil** and RTA students bit.ly/1RGFn8Z.

Canadian Architect reported on the Winter Stations Design Competition, featuring Ryerson's Lithoform, a team headed by **Vincent Hui**, Architectural Science, bit.ly/1JKiajh. Similar coverage appeared in Architect, Slate Magazine and Condo Life Magazine. Interior Design Magazine featured "Flow" by students **Calvin Fung and Victor Huynh** bit.ly/1ZPV78E.

The Globe and Mail quoted commerce student and Master Corporal **Ovais Ahmed** in an article on corporations moving to hire more veterans bit.ly/1JKkgje.

The National Post quoted **Janice Neil**, Journalism, in an article about Sean Penn's sit-down with drug-lord El Chapo bit.ly/1PYGclr. The item also appeared in the Vancouver Sun and Windsor Star.

Akua Benjamin, Social Work, was quoted in a Toronto Sun article on the inequality of carding bit.ly/1PQtQAm.

Neil Thomlinson, Politics, contributed a piece to the Toronto Star on the privatization of Canada Post on.thestar.com/1N20Ass.

iTech TV Egypt spoke with **Sherif El-Tawil**, operations manager at the DMZ, about the economic impact and international presence of the DMZ, <http://bit.ly/1PxOEwa>.

Rena Mendelson, Nutrition, spoke to Global News about a Canadian study that found 400 new reasons to avoid alcohol during pregnancy bit.ly/1O8EqCc.

Yahoo! Sports named **Cheri Bradish**, TRSM, to its list of the top "movers and shakers" of 2015 <http://yhoo.it/1SCH4mW>.

Martin Antony, Psychology, spoke with CBC Radio's Metro Morning on how to deal with stress in everyday urban life.

Marie Bountrogianni, dean, the Chang School, spoke to Global's The Morning Show, on New Year's resolution and life-long learning, bit.ly/1mHMJvT. She appeared on CTV's Canada AM discussing kick-starting your career and the ChangSchoolTalks, bit.ly/1Q4kOmP. She contributed a piece to the Huffington Post on the topic of experiential learning taking education to new levels, quoting **Steven Gedeon** huff.to/1nCv34R.

The Toronto Star featured Ryerson's rooftop farm on.thestar.com/1RkOMTI.

Frederic Dimanche, director, Ted Rogers School of Hospitality and Tourism Management, spoke to the Toronto Star about Ontarians' love of travel, sometimes despite danger on.thestar.com/1OOCqLr.

George Kapelos, Architectural Science, contributed a piece to Canadian Architect about the design and legacy of Toronto's New City Hall bit.ly/22MKLuM.

EMAIL SENT TO STUDENTS ON MARCH 4, 2016

Student Senator Election Results for 2016-17

In accordance with Ryerson's Senate bylaws, please find below the detailed results of this year's Senate election for the student positions.

On behalf of Senate, and the rest of the University, I would like to thank everyone who took the risk to run as a candidate and/or took the time to vote. And of course congratulations to those who were successful! Your anticipated active involvement on Senate next year, starting in Fall 2016, is much appreciated.

Regards,

John Turtle, PhD
Secretary of Senate and
Chief Electoral Officer

2016 Student Senator Election Results

NOTES:

1. The number of votes received by each candidate is indicated next to each name. Other voting details are also provided in each category.
2. An asterisk (*) denotes winning or acclaimed candidates

Student At-Large Positions (4 seats available)

*Latchman, Amar 456
*Gusciora, Paulina 395
*Yazdanpanah, Shayan 365
*Zhang, Fang Yue (Kitty) 247
Latif, Amal 244
Shabbir , Shehroz 200
Nagrial, Sundus 165

Declined Ballots 124
Ballots Submitted 931
Votes Cast 2072
Eligible Voters 37089
Participation Rate 2.5%

Faculty of Arts (1 seat available)

*Robb, Angelo 64
Galloway, Jamie 33
Scavuzzo-Munro, Felicia 29
Smith Schon, Axel 16

Declined Ballots 5
Ballots Submitted 147
Votes Cast 142
Eligible Voters 4851
Participation Rate 3.0%

Faculty of Community Services (1 seat available)

*Masood, Muhammad 60
Schmidt, Christine 60

NOTE THAT THE TIE WAS RESOLVED BY A COIN TOSS, AS DESCRIBED IN
THE SENATE ELECTION PROCEDURES

Declined Ballots 15
Ballots Submitted 135
Votes Cast 120
Eligible Voters 7494
Participation Rate 1.8%

Faculty of Engineering and Architectural Science (1 seat available)

*Helmy, Youssef 146
Messom, Aidan 88
Declined Ballots 26

Ballots Submitted 260
Votes Cast 234
Eligible Voters 5204
Participation Rate 5.0%

Faculty of Science (1 seat available)

*Piragic, Nermin 59
Menon, Lakshmi 52

Declined Ballots 13
Ballots Submitted 124
Votes Cast 111
Eligible Voters 2711
Participation Rate 4.6%

Ted Rogers School of Management (1 seat available)

*Wong, Alexander 233

Petz, Daniel 116

Raykha, Matthew 35

Declined Ballots 39

Ballots Submitted 423

Votes Cast 384

Eligible Voters 11424

Participation Rate 3.7%

Faculty of Communication and Design (1 seat available)

*William Fraser (acclaimed)

Report #W2016-1 of the Academic Governance and Policy Committee (AGPC)
April 5, 2016

1. Psychology Graduate Program Council Bylaw: J. Mactavish

Motion: *That Senate approve the Psychology Graduate Program Council Bylaw*

2. Interim Report from the *ad hoc* Academic Policy Review Committee (APRC): M. Moshé

Graduate Program Council Bylaw

MA/PhD Psychology

Approved by Interim Program Council

November 17, 2015

Approved by YSGS Council

December 10, 2015

Approved by Dean YSGS

December 10, 2015

Approved by AGPC of Senate

Date

Approved by Senate

Date

1. Definitions

- 1.1. “Chair” is the Chair of the Department of Psychology
- 1.2. “Council Chair” is the Chair of the Graduate Program Council (GPC) of the Psychology MA/PhD program, as defined by this bylaw, unless otherwise stated.
- 1.3 “Department” is the Department of Psychology.
- 1.4. “Executive Committee” or “Executive” means the Executive Committee of the Psychology Graduate Program Council, as defined by this bylaw, unless otherwise stated.
- 1.5. Faculty Dean is the Dean of the Faculty of Arts
- 1.6. “faculty” (lower-case “f”) means all faculty members represented by the Ryerson Faculty Association (RFA) who are active in the program.
- 1.7. “Faculty” (upper case “F”) is an overarching academic unit, headed by a Dean that may comprise Departments or Schools or be structured according to a specific function (e.g., the Chang School, the Yeates School of Graduate Studies).
- 1.8. “GPD” means Graduate Program Director of the MA and PhD Psychology programs, as defined by this bylaw, unless otherwise stated.
- 1.9. “GPA” means Graduate Program Administrator, who provides administrative support to the Psychology MA and PhD programs.
- 1.10. “Graduate Dean” is the Dean of the Yeates School of Graduate Studies (YSGS).
- 1.11. “Graduate Student” means a student who is enrolled in the MA or PhD graduate program in Psychology at Ryerson University.
- 1.12. “Stream” means one of the two fields of study (i.e., Clinical or Psychological Science) available within the graduate programs in Psychology.
- 1.13 “RFA” is the Ryerson Faculty Association, representing all tenured, tenure-track, and limited term faculty at Ryerson.

2. Mandate:

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principal mechanism for bringing together these two constituencies to identify, discuss and address matters relating to the graduate programs. The specific mandate of the GPC of the MA and PhD programs in Psychology is to:

- 2.1. develop and recommend policies relevant to the graduate programs within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS);
- 2.2. contribute actively to the operation and long-term planning of the graduate programs and YSGS through the creation of committees, working groups and other mechanisms, as deemed appropriate;
- 2.3. ensure that the graduate programs remain current and relevant by monitoring the curriculum of the graduate programs on an ongoing basis, and by recommending and/or enacting changes to the current curriculum and methods of delivery as appropriate to ensure that they continue to satisfy the programs' objectives;
- 2.4. provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate programs and the YSGS;
- 2.5. ensure, subject to budgetary limitations, the adequate promotion of the programs through appropriate print and electronic promotional material; and to
- 2.6. review annually the fiscal position of the program and, when required, make recommendations for adjustment(s) to the Faculty and Graduate Deans.

3. Authority

The GPC will operate in accordance with Senate Policy #45: Governance Councils. Without restricting the generality of the forgoing, the following sections of Policy #45 are of particular relevance: II: Scope and Authority; III: Purpose of the Policy; VI: Dispute Resolution, and Part 4 of Appendix A (“Council Procedures: Graduate Program Councils”, especially section 4.2.: Roles and Responsibilities).

4. Council Membership

GPC Membership includes the following:

- 4.1 The Graduate Program Director (GPD) in Psychology who is, *ex-officio*, Chair of Council;
- 4.2 The Department Chair;
- 4.3 All faculty members in the Department of Psychology who are full members of the RFA and of the YSGS, active in any of the following capacities within a four (4) year period:

- 4.3.1. teaching in the graduate programs; **and/or**
- 4.3.2. serving on the comprehensive examination or thesis/dissertation committees of graduate students of the programs; **and/or**
- 4.3.3. serving on any of the standing or *ad hoc* committees of the graduate programs;
- 4.4. Two (2) MA student representatives; must include one student from each stream (Clinical and Psychological Science), elected annually by and from current MA students in their respective stream.
- 4.5. Two (2) PhD student representatives; must include one student from each stream (Clinical and Psychological Science), elected annually by and from current PhD students in their respective stream.
- 4.6. The Graduate Program Administrator (GPA), who will provide administrative support and be a non-voting member of the Council.

5. Chair of Council

The Graduate Program Director is, *ex officio*, Chair of the GPC.

- 5.1 The Chair may delegate any of the following tasks, but is responsible for:
 - 5.1.1 calling and conducting meetings, and confirming quorum;
 - 5.1.2. setting meeting agendas;
 - 5.1.3. maintaining a written record of Council decisions, actions and recommendations, and ensuring that a copy of these records is shared with the GPC and filed with the GPA.
 - 5.1.4. monitoring follow-up to Council decisions;
 - 5.1.5. submitting relevant agenda items to applicable YSGS committees or to the YSGS Council; and
 - 5.1.6 communicating with the Faculty and Graduate Deans on behalf of the Program Council and/or its Executive Committee.
- 5.2. The GPD is, *ex officio*, a member of all committees and governance structures of the program.
- 5.3. The GPC Chair may designate another council member to act as Chair on an interim basis.

6. GPC Procedures

6.1. GPC will normally meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, and for information and/or approval, where applicable, to reach other committees. Additional meetings may be held at the call of the GPC Chair, or at the request of any five (5) Council members.

6.2. Notices of meetings and the associated agenda package will normally be distributed at least 5 days in advance.

6.3 Only faculty and student members of the GPC and its committees are voting members. Staff may serve on the GPC or its committees but are non-voting.

6.4. The Chair is entitled to vote on all questions coming before the GPC and/or any standing committee. In the event of a tie, the Chair has a second, "casting," vote.

6.5. Quorum is fifteen (15) members; and

6.5.1. the majority of the members present must be faculty members of Council; and

6.5.2. at least half of the student members of Council must be present.

6.6. Voting matters are normally decided by a simple majority of members attending (physically or via technology) and voting at a meeting.

6.7. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.

6.8. The nomination process for student membership – and elections, if there is more than one candidate per position – will take place in August of each year according to the following schedule:

6.8.1. A call for nominations will be circulated to all graduate students in good academic standing by 1 August in each year, and nominations will be accepted until 4 pm on 10 August (or the following Monday, where 10 August falls on a weekend);

6.8.2. Voting will commence two (2) business days following the close of nominations and will continue until 4 pm on 22 August (or the following Monday, where 22 August falls on a weekend);

6.8.3. Results will be announced before the end of August.

6.9. All members are expected to attend Council and, where relevant, committee meetings. If members are unable to attend they are to inform the Chair of the GPC or relevant committee in advance of the meeting.

6.10. Any faculty Council member may attend a meeting of any committee, of which s/he is not a formal member, as a non-voting participant. Any student Council member may attend, as a non-voting participant, any meeting of any committee that has students included in its formal membership.

6.11. A decision to amend this Bylaw requires a two-thirds majority of the GPC members present and voting at the meeting, and can be taken only after written notice – including the text of the proposed amendment(s) – has been provided to all members at least 5 days in advance of the meeting.

6.12. Proxies are not permitted, and GPC members must be in attendance (physically or virtually) at a GPC meeting to vote (except where Article 6.7 applies).

6.13. Articles 6.4, 6.6, 6.7, 6.9, 6.10, and 6.12 also apply to all standing committees of the GPC.

7. Standing Committees

The standing committees of the GPC are as follows:

7.1. Executive Committee

7.1.1. *Mandate:*

- 7.1.1.1. to exercise the functions of the GPC between meetings;
- 7.1.1.2. to work with the GPD to ensure the efficient and effective operation of the programs;
- 7.1.1.3. to coordinate the activities of, and to consult with, the other standing committees;
- 7.1.1.3. to recommend, where appropriate, policies, procedures, and practices to the GPC, the Faculty, and/or to relevant YSGS bodies;
- 7.1.1.4. to report annually to the GPC on its activity.

7.1.2. *Chair:* The Chair of the Executive Committee shall be the GPD.

7.1.3. *Composition:* The Executive Committee (EC) will consist of:

- 7.1.3.1. the Graduate Program Director (GPD);
- 7.1.3.2. the Chair of the Department of Psychology;
- 7.1.3.3. the Director of Clinical Training (DCT);
- 7.1.3.4. the Director of Psychological Science Training (DPST);
- 7.1.3.5. the Graduate Program Administrator (GPA) will provide support to this committee but is a non-voting member.

7.1.4. *Procedural matters:* Quorum is 75% of the full voting membership of the committee and must include the GPD or designate.

7.2 Graduate Admissions Committee

7.2.1. *Mandate:*

- 7.2.1.1. to review the submissions of applicants and to establish a priority order for offers of admission to be extended;
- 7.2.1.2. to develop, implement, and periodically review (in consultation with the appropriate program and/or YSGS bodies) procedures, practices and standards for admission to the program, including academic and non-academic qualifications (e.g., ESL, GREs, program standards).

7.2.2. *Chair:* The GPD or designate shall chair the committee.

7.2.3. *Composition:*

- 7.2.3.1. the Graduate Program Director (GPD);
- 7.2.3.2. the Director of Clinical Training (DCT);
- 7.2.3.3. the Director of Psychological Science Training (DPST);
- 7.2.3.4. two (2) faculty members appointed by the Department Chair in consultation with the GPD.
- 7.2.3.5. the Graduate Program Administrator (GPA) will provide support to this committee but is a non-voting member.

7.2.4. *Term of Office:* One (1) year from 01 September to 31 August. There is no limit to the number of terms committee members may serve.

7.2.5. *Procedural matters:* Quorum is 75% of the full voting membership of the committee and must include the GPD or designate.

7.3. Clinical Program Committee (CPC)

7.3.1. *Mandate:*

- 7.3.1.1. to review and make recommendations on the readiness and suitability of clinical students applying for internship;
- 7.3.1.2. to support and advise the DCT regarding his/her responsibilities and duties to the clinical stream;
- 7.3.1.3. to recommend, where appropriate, policies, procedures, and practices to the GPD, executive committee, and / or GPC on any other matter relevant to the clinical stream;
- 7.3.1.4. to report annually to the GPC on its activity.

7.3.2. *Chair:* The Director of Clinical Training shall chair the committee.

7.3.3. *Composition:*

- 7.3.3.1. the Director of Clinical Training (DCT);
- 7.3.3.2. The Director of the Psychology Training Clinic;
- 7.3.3.3. Graduate Program Director;
- 7.3.3.4. Three faculty members from the GPC who supervise students from the clinical stream. At least two (2) of these faculty members must be registered clinical Psychologists. These faculty members will be appointed by the Department Chair by August each year, in consultation with the GPD and DCT.
- 7.3.3.5. One (1) graduate student (MA or PhD) from the clinical stream elected by and from the students of the clinical stream, using a nomination and election process that is normally conducted electronically. The student member may take part in all committee discussions but may not take part or be present for committee discussions concerning confidential student matters (e.g., approval of internship applications).
- 7.3.3.6. The Graduate Program Administrator will provide support to this committee but is a non-voting member.

7.3.4 *Term of Office:* One (1) year from 01 September to 31 August. There is no limit to the number of terms committee members may serve.

7.3.5. *Procedural matters:* Quorum is one-half of the voting membership of the committee and must include the Chair of the CPC or designate.

7.4. Psychological Science Program Committee (PSPC)

7.4.1. *Mandate:*

- 7.4.1.1. to support and advise the DPST regarding his/her responsibilities and duties to the Psychological Science stream;
- 7.4.1.2. to recommend, where appropriate, policies, procedures, and practices to the GPD, executive committee, and / or GPC on any other matter relevant to the Psychological Science program;
- 7.4.1.3. to report annually to the GPC on its activity.

7.4.2. *Chair:* The Director of Psychological Science Training (DPST) shall chair the committee.

7.4.3. *Composition:*

- 7.4.3.1. the Director of Psychological Science Training;
- 7.4.3.2. Graduate Program Director;
- 7.4.3.3. Three faculty members from the GPC who supervise students from the Psychological Science stream. Faculty members will be appointed by the Department Chair by August each year, in consultation with the GPD and DPST.
- 7.4.3.4. One (1) graduate student from the Psychological Science (PS) stream elected by and from the students of the PS stream, using a nomination and election process that is normally conducted electronically. The student member may take part in all committee discussions but may not take part or be present for committee discussions concerning confidential student matters.
- 7.4.3.5. The Graduate Program Administrator will provide support to this committee but is a non-voting member.

7.4.4 *Term of Office:* One (1) year from 01 September to 31 August. There is no limit to the number of terms committee members may serve.

7.4.5. *Procedural matters:* Quorum is one-half of the voting committee membership and must include the Chair of the PSPC or designate.

7.5. Program Membership Committee (PMC)

7.5.1. *Mandate:*

- 7.5.1.1. to develop program-specific criteria and procedures for YSGS membership;
- 7.5.1.2. to review membership applications at the program level and to submit its recommendations to the Dean of YSGS in a timely manner;
- 7.5.1.3. to report annually to the GPC on its activity.

7.5.2. *Chair:* The GPD or designate shall chair the committee.

7.5.3. *Composition:*

- 7.5.3.1. the Graduate Program Director (GPD);
- 7.5.3.2. the Chair of the Department of Psychology;
- 7.5.3.3. the Director of Clinical Training (DCT);
- 7.5.3.4. the Director of Psychological Science Training (DPST);
- 7.5.3.5. the Graduate Program Administrator (GPA) will provide support to this committee but is a non-voting member.

7.5.4. *Procedural Matters:* Quorum is 75% of the membership of the committee and must include the GPD or designate.

8. Ad Hoc Committees

The GPC and/or the Executive Committee may constitute additional committees from time to time to address specific topics. These may include, but are not restricted to, a conference committee, and a Periodic Program Review Committee. Membership, Chair, Terms of Reference, and reporting relationship of *ad-hoc* committees will be determined at the time the committee is constituted.

Members will hold office until the report of the committee has been received by the body that created it, or until such time as the *ad-hoc* committee has been dissolved.

Report #W2016-1 of the Senate Priorities Committee (SPC)
April 5, 2016

1. Senate Policy #160: Posthumous Degrees, Certificates and Diplomas: C. Hack

Motion: *That Senate approve the revision to Policy #160 as described in the agenda document*

RYERSON UNIVERSITY
POLICY OF SENATE

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APPROVAL AND PRESENTATION OF POSTHUMOUS ACADEMIC AWARDS DEGREES, CERTIFICATES AND DIPLOMAS

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Policy Number: 160

Original Approval Date: March 31, 2009

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Revision Approval Date:

Effective Date:

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Next Policy Review Date:

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Responsible Office(s): Provost and Vice President Academic and Registrar

I INTRODUCTION

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

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

II DEFINITIONS

Posthumous Graduation Award – Where the student did not complete academic requirements for graduation prior to their death but are deemed eligible to graduate posthumously, or terminal illness.

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

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Award Document - The physical representation (parchment) of the achievement of graduation.

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Conferral/Conferred – Formal acknowledgement and bestowment of the achievement of graduation at Convocation ceremonies by the University Chancellor. This is followed by the presentation of the award document.

III AWARDING OF POSTHUMOUS ACADEMIC AWARDS

1. **Request** - Anyone may request the University Registrar's consideration for the

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approval of a posthumous graduation with a degree, certificate or diploma award for a Ryerson student who is deceased or terminally ill.

- i. If the request is made by the next of kin, the University Registrar will assess consult with the student's academic record to determine if the student is eligible and advise the Program Department Director/Chair and Dean to determine if the of the student's eligibility status. student is eligible. The Provost will have final approval of the graduation award and the Vice Provost, Students will communicate the decision to the next of kin.
- ii. If the request is made by someone other than the next of kin, the University Registrar will assess the student's academic record and advise consult with the student's Program Department Director/Chair and Dean of the student's eligibility status to determine if the student is eligible. The Provost will have final approval of the graduation and the Vice Provost, Students, with the approval of the Provost, will contact the next of kin to determine if they wish to have graduation the award granted, conferred and the award document presented.
- iii. The permission of the next of kin must be secured for the posthumous graduation to be granted.

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

Unfulfilled requirements shall be waived, and a posthumous Master's or PhD degree awarded, if a student, at the time of death:

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

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

Unfulfilled requirements shall be waived, and a posthumous Bachelor's degree awarded, if a student, at the time of death:

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

4. Guidelines for the Award of Posthumous Continuing Education Certificate

Unfulfilled requirements shall be waived, and a posthumous Continuing Education Certificate awarded, if a student, at the time of death:

- i. was formally registered with a cumulative GPA of 1.672.00; and
- ii. had completed two thirds of the curriculum leading to the certificate.

5. Process Exenuating circumstances

- i. Upon receipt of proof that a student is deceased, the Registrar's Office updates the student academic record (Undergraduate, Continuing Education and Yeates School of Graduate Studies students)
- ii. Upon receipt of information that an undergraduate or continuing education certificate student is deceased, the Registrar's Office will assess the student academic record to determine the percentage of the in-progress program curriculum successfully completed.

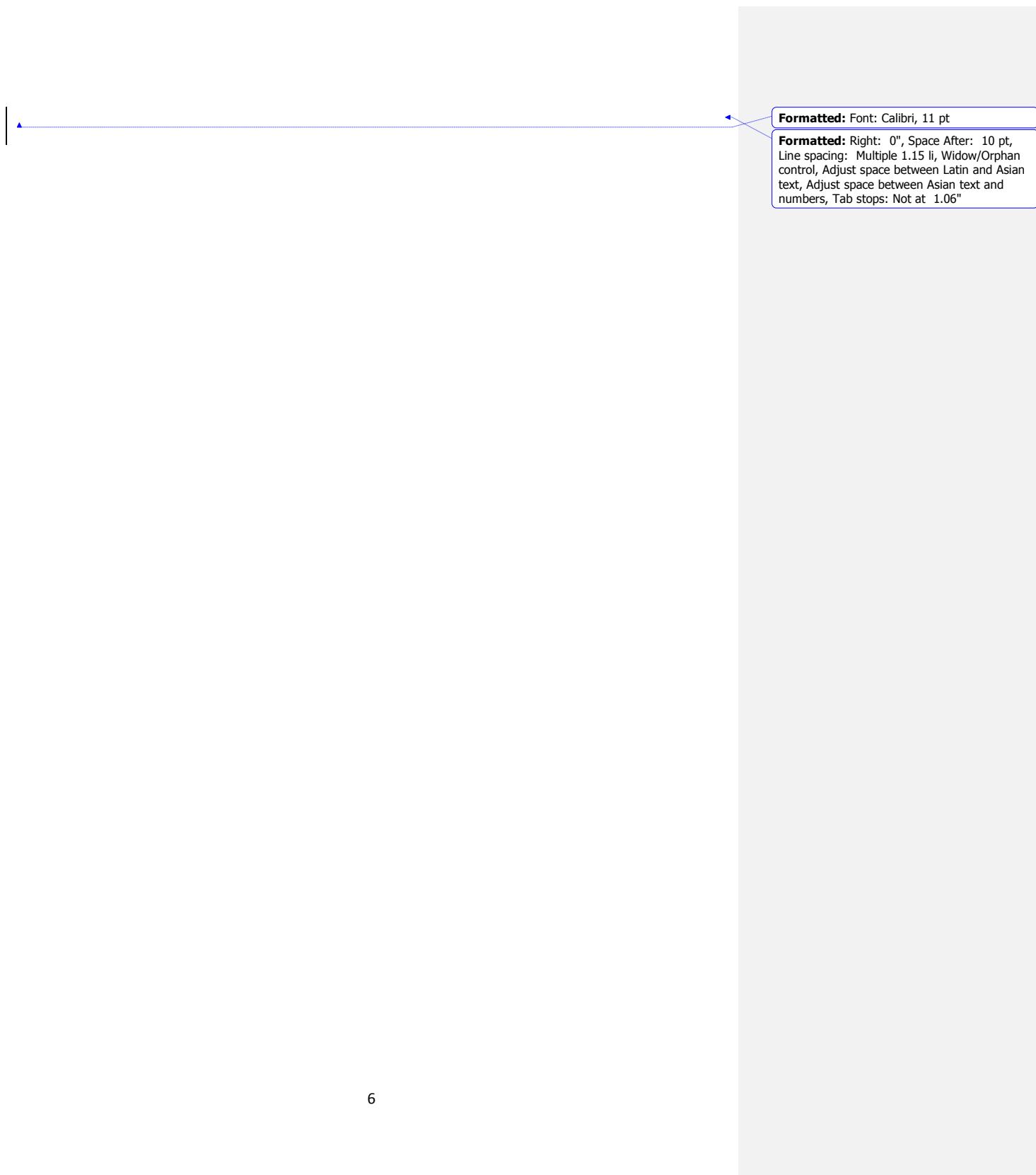
- iii. Upon receipt of information that a graduate student is deceased, Yeates School of Graduate Studies will assess the student's academic record and determine the percentage of the in-progress program curriculum successfully completed.
- iv. The assessment to determine eligibility will include the application of Grade Variations and Academic Standing Variations.
- v. Achievement of high academic standing, with Honours/with Distinction etc. (3.50 minimum CGPA) will be noted on the award document and transcript.
- vi. Students with 'Service Indicators'/'Holds' on their student record will be reviewed on a case by case basis.
- vii. The final assessment information will then be communicated to the Vice Provost, Students by either the University Registrar (undergraduate and continuing education certificate students) or the Yeates School of Graduate Studies (graduate students).
- viii. No action regarding consideration for posthumous graduation is required if a student has submitted an Application to Graduate and is eligible for graduation, but dies prior to formal approval of graduation, or after conferral of the degree, certificate or diploma.

6. Timing and Presentation of Awards

- i. Normally, the award document will be dated and presented at the next Convocation for the student's program, however, if requested by the next of kin and approved by the Provost, the award document can be issued in advance of the usual convocation ceremony at a location that is most appropriate for the situation. If a posthumous degree, certificate or diploma award is approved and the award document is presented prior to the appropriate Convocation ceremony, the date on the award document will be the month of approval of the posthumous award.
- ii. The student's next of kin (or designate) may participate in the Convocation ceremony to receive the student's award document at the same time the student's classmates receive their awards.
- iii. The student's name will be listed as usual in the program book of the next appropriate Convocation ceremony. There will not be any No- 'posthumous' notation/indicator will be placed beside the student's name in the program, or on the award document, or on the official academic record (transcript).
- iv. The name of the student receiving a posthumous degree, certificate or diploma award will be read as usual at the next appropriate Convocation ceremony. If the next of kin (or designate) is in attendance and receiving the award document on stage, it will be mentioned that they are receiving the award document on the student's behalf. If the next of kin have chosen not to participate at the ceremony, the student's name will still be read out (with mention that it is a posthumous graduation/award mention of their passing) or their inability to attend.

IV RELATED UNIVERSITY POLICIES and PROTOCOLS

[Ryerson University Senate Policy #161, Student Awards Policy](#)
[Office of the Vice Provost, Students, Death of a Student Protocol](#)



REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2016-2; March 2016

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

- **Chang School Certificate in Entrepreneurship and Small Business: Revision of Electives**
- **Chang School Certificate in Data Analytics, Big Data, and Predictive Analytics: Course Deletions; Course Additions (Department of Industrial & Mechanical Engineering)**

A) CHANG SCHOOL CERTIFICATE IN ENTREPRENEURSHIP AND SMALL BUSINESS: REVISION OF ELECTIVES

The Certificate in Entrepreneurship and Small Business is designed to give students a good grounding in essential entrepreneurial/small business skills through four core courses and two electives focused on specialized skills that relate to their business plan. These specialized skills will vary extensively and, with the approval of the Academic Coordinator, may be chosen as electives from all the courses offered by the Chang School, Ryerson University, or other post-secondary institutions.

The electives may fall within the area of entrepreneurship and innovation to develop specific skills, or may be related to a specific industry. In all cases the students must have a compelling case, demonstrating how the chosen elective will contribute to the potential success of their small business.

CURRENT Certificate in Entrepreneurship and Small Business	REVISED (effective Fall 2016) Certificate in Entrepreneurship and Small Business
Required Courses CENT 500 Entrepreneurship: New Venture Startup CENT 505 Entrepreneurship: Small-Business Management CENT 526 Entrepreneurship: Entrepreneurial Behaviour and Strategy CENT 601 Entrepreneurship: Identifying Opportunities	Required Courses CENT 500 Entrepreneurship: New Venture Startup CENT 505 Entrepreneurship: Small-Business Management CENT 526 Entrepreneurship: Entrepreneurial Behaviour and Strategy CENT 601 Entrepreneurship: Identifying Opportunities
Electives (select two)* CACC 100 Accounting: Introductory Financial Accounting CCMN 279 Communication: Introduction to Professional Communication CCMN 314 Communication: Professional Presentations CDCE 310 Workplace Communication in Canada (WCC): Formal and Informal Communication in the Workplace CDCE 320 Workplace Communication in Canada (WCC): Advanced Customer Focused Applications CDCE 330 Workplace Communication in Canada (WCC): Effective Persuasion and Public Speaking CGMS 200 Global Management: Introduction to Global Management CINP 901 Nonprofit: Developing Effective Organizations CMKT 100 Marketing: Principles of Marketing CRMG 200 Retail Management: Intro to Retail and Services Management CRMG 902 Retail Management: Franchising CRMG 910 Retail Management: Multi-Channel Retailing	Electives (two) After consultation with the Academic Coordinator, students will take two elective courses relevant to their entrepreneurial and small business interests (as indicated in the business plan developed in CENT 500) to complete the certificate. Students will submit an approved Continuing Education Course Substitution/Directive Form signed by the Academic Coordinator.
*Note: With the submission of an approved Continuing Education Certificate Exemption (Substitution/Directive) Form signed by the Academic Coordinator, students may substitute up to two Elective courses with courses relevant to their entrepreneurial interests (as indicated in their business plan in CENT 500).	

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Entrepreneurship and Small Business: Revision of Electives*

B) CHANG SCHOOL CERTIFICATE IN DATA ANALYTICS, BIG DATA, AND PREDICTIVE ANALYTICS: COURSE DELETIONS; COURSE ADDITIONS (DEPARTMENT OF INDUSTRIAL & MECHANICAL ENGINEERING)

Introduction

Two courses in the Certificate in Data Analytics, Big Data and Predictive Analytics are being deleted and replaced by degree credit courses, and one new degree credit course is being added as a required course choice, effective Fall 2016.

Courses Deleted, Courses Added

1.	Course Deleted: Course Added:	CKME 130 Introduction to Big Data Analytics (required course) CIND 119 Introduction to Big Data Analytics (required course)
2.	Course Deleted: Course Added:	CKME 132 Data Analytics: Basic Methods (required course) CIND 123 Data Analytics: Basic Methods (required course)
3.	Course Added:	CIND 110 Data Management for Data Analysts

Rationale

According to Senate Policy #76, Ryerson's certificate program curriculum is to be developed such that their academic quality is not only comparable to that of degree programs, but, whenever academically appropriate, certificate courses should be part of Ryerson's degree programs or deemed equivalent to degree programs in order to provide students with maximum accessibility and internal degree credit transfer. Consistent with and pursuant to these objectives, the aforementioned revisions to the Certificate in Data Analytics, Big Data and Predictive Analytics are proposed.

Current Certificate

Required Courses (6)

CKCS 110 Data Access and Management
 CKME 130 Introduction to Big Data Analytics
 CKME 132 Data Analytics: Basic Methods
 CMTH 642 Data Analytics: Advanced Methods
 CIND 719 Big Data Analytics Tools
 CKME 136 Data Analytics: Capstone Course

Revised Certificate

Required Courses (6)

CKCS 110 Data Access and Management **OR** CIND 110 Data Management for Data Analysts
 CIND 119 Introduction to Big Data Analytics
 CIND 123 Data Analytics: Basic Methods
 CMTH 642 Data Analytics: Advanced Methods
 CIND 719 Big Data Analytics Tools
 CKME 136 Data Analytics: Capstone Course

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Data Analytics, Big Data, and Predictive Analytics: Course Deletions; Course Additions (Department of Industrial & Mechanical Engineering)*

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshe, Chair and Interim Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Anne Marie Singh, Faculty of Arts, Criminology

Kinga Zawada, Faculty of Arts, Languages, Literatures and Cultures

Jean Bruce, Faculty of Communication & Design, Image Arts

Thomas Tenkate, Faculty of Community Services, Occupational and Public Health

Nick Bellissimo, Faculty of Community Services, Nutrition

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering

Eric Harley, Faculty of Science, Computer Science

Vadim Bostan, Faculty of Science, Chemistry & Biology

Tina West, Ted Rogers School of Management, Business Management

Jim Tiessen, Ted Rogers School of Management, Health Services Management

Jay Wolofsky, Library

Nenita Elphick, Chang School of Continuing Education

Des Glynn, Chang School of Continuing Education

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2016-3; April 2016

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

- **RTA School of Media, Media Production - Periodic Program Review**

A) RTA SCHOOL OF MEDIA, MEDIA PRODUCTION - PERIODIC PROGRAM REVIEW

1. BASIC INFORMATION

a) Program Description

This undergraduate program review focuses on the **Bachelor of Arts, Media Production**.

The RTA School of Media currently administers the following degrees:

- Bachelor of Arts, Media Production
- Bachelor of Fine Arts, New Media
- Bachelor of Arts, Sport Media (September 2014)
- Master of Arts, Media Production
- The School is also involved in the joint Ryerson/York University graduate program in Communication and Culture, offering both masters level (M.A.) and doctoral level (Ph.D.) programs

The RTA School of Media is recognized throughout Canada and internationally as a leader in media arts education. RTA graduates are some of this country's most respected broadcasting and communications professionals. The School's primary goal for its undergraduate programs is to deliver Canada's premium course of media study in a variety of creative, technical and business areas that relate to both traditional broadcast media and, increasingly, to new media. This includes a commitment to deliver the best production courses available, together with exceptional media contextual courses, including coursework on media theory and media business practices.

b) Program History

The following is a brief summary of the highlights of RTA's 66-year history:

1951 – The Communications Arts course was expanded to a two-year program. It was now administered by the School of Radio, soon to become the School of Radio and Television Arts.

1953 – Ryerson began offering a 3-year diploma in Radio and Television Arts (RTA).

1973 – In September, the faculty of Radio and Television Arts launched its degree program.

1992 – The \$25-million Rogers Communications Centre, a state-of-the-art facility for the Schools of Journalism, Radio and Television, and Computer Science, opened.

1996 – The RTA curriculum underwent a major transformation, and the program became a four-year-degree.

2000 – Ted and Loretta Rogers donated \$10 million to establish the Edward S. Rogers Sr. Graduate School for Advanced Communications. RTA joined with York University to offer joint MA and PhD degrees in Communication & Culture.

2007 – RTA began offering an MA in Media Production.

2011 – In the years leading up to 2011, the School integrated numerous newly-created “new media” courses into its curriculum, as well as added significant amounts of new media study into its already-existing courses. Recognizing that the school had outgrown its previous radio and television focus, Ryerson University Senate approved the new name “RTA School of Media” in June 2011.

2013 – RTA School of Media took over the administration of Ryerson's Bachelor of Fine Arts degree in New Media.

2. DEVELOPMENTS SINCE PREVIOUS PPR

a) Previous Developmental Plan

Departmental goals at the time of the previous PPR and Response to Recommendations

Overall, the primary goal identified during the last PPR cycle was to ensure that the RTA School of Media (then known as the School of Radio & Television Arts) maintained its reputation as Canada's premier facility for instruction in broadcast media and digital media production, and broadened its reputation for being a top-tier facility for the study of media theory. The actions the School has taken since the last PPR that relate to the departmental goals include:

- Implementing and developing a new curriculum
- Hiring new faculty and ensuring quality of teaching
- Restructuring of Administration
- Increasing SRC Activity
- Creating a Professional Master's Program
- Expanding RTA Outreach
- Expanding RTA Continuing Education Offerings
- Expanding RTA Internationalization Initiatives
- Expanding Outreach to Other Schools

In addition, other changes were more evolutionary:

- Maintaining the School's Reputation: Branding
- Maintaining the School's Reputation: Curriculum
- Increasing Engagement with Industry
- Faculty Development

b) Annual Academic Plan: Evaluation of Progress since Last PPR

The academic plan at the time of the previous PPR centred on the continued rollout of a curriculum change that affected all four years of RTA. The curriculum fundamentally changed the way the RTA School of Media operated. From an administrative standpoint, the school switched from a model in which courses lasted a full academic year, to a semesterized model where individual courses each lasted one semester. However, the changes were more than simply administrative – the new curriculum was designed to give much more flexibility to students in terms of course offerings.

Annual academic plans throughout the curriculum roll-out focused on evaluating the success of each year's newly-offered courses, as well as making necessary changes to the planned courses yet to be offered, based on student success and achievement in the lower-level courses. RTA's academic plans in succeeding years also ensured that the School would grow and prosper in other ways; goals included developing research and innovation centres such as the Digital Media Zone and the Transmedia Zone, which serve as incubators for a wide range of innovative media productions. As well, RTA continued to plan and carry out initiatives to increase collaborative opportunities with other schools, both within Ryerson and around the world. Perhaps the most fundamental goal of the School's annual academic plans has been to ensure that the Media Production program remains up-to-date with media industry technological and business practices.

3. SOCIETAL NEED

a) Current and Anticipated Societal Need

In 2005 (the time of this school's last Program Review) there were over 45,000 jobs in private Canadian television, radio and television distribution, including cable and satellite companies – an 18 percent increase from 2001. Since then, although some conventional broadcasters have announced job cuts, the overall growth of the industry has continued to increase rapidly. Statistics Canada currently reports on the "film/television industry" as one large group, and "commercial radio" as another, and the statistics show consistent growth in both sectors. Ontario is also home to Canada's largest and one of the world's most diversified music sectors. While specific employment figures are not available, according to Statistics

Canada, Ontario's music sector generated \$429.3 million in revenues in 2011, accounting for 81.9 per cent of total national revenues. A significant number of RTA graduates work in this field.

The growth in New Media is difficult to quantify, as Statistics Canada has not yet begun to track work in "New Media", "Digital Media", "Transmedia" or "Interactive Media" as separate employment categories. However, it can be assumed that a significant part of the explosive growth in the television and film sector is actually related more closely to new media, as many production companies and broadcasters are expanding into this area.

Currently, according to a Government of Canada paper on the Digital Media industry, as of 2011 the Canadian interactive media sector (which includes developers of on-line content, gaming content, and other forms of digital media) includes over 3,000 companies, collectively employing more than 52,000 people. The estimated revenue from interactive digital media in Canada is \$3.8 billion.

Ryerson also tracks (via survey) employment trends of recent RTA Media Production graduates. These figures are a direct indicator of societal need, although they are issued by the University with the warning that the figures must also be interpreted in light of economic trends. As well, the response rate to the survey will dictate a margin of error for each figure, which is (depending on the survey year) usually somewhere between 5 and 12%. (The 2006 figures for broadcasting employment rates have a margin of error of slightly over 20%.)

EMPLOYMENT TRENDS: RTA MEDIA PRODUCTION GRADUATES

GRADUATING YEAR	% employed in broadcasting (or related) industry 6 months after graduation	% employed in broadcasting (or related) industry 2 years after graduation	% employed in ANY industry 6 months after graduation	% employed in ANY industry 2 years after graduation
2005	93.8	93.8	100.0	100.0
2006	80.0	78.6	100.0	92.9
2008	78.6	82.1	93.1	96.7
2009	73.5	85.3	89.2	94.3

Overall, while the foundation of the RTA School of Media will always remain media broadcasting, the definition of "broadcasting" no longer encompasses simply radio or television. Without question, the skills required for broadcast professionals are changing, trending towards a "multimedia" or "converged" set of abilities. This means that the RTA School of Media must continue to ensure that its graduates are well-rounded in both theoretical and technological capabilities in order to publish content in a non-platform-specific environment.

b) Existing and Anticipated Student Demand

The most current statistical data place the RTA applicants-to-registrants ratio in line with FCAD (the Faculty of Communication and Design), and on par for Ryerson as a whole.

APPLICATIONS TO REGISTRANTS RATIO

Program or faculty	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
RTA/Media Prod	7.5	7.9	8.3	8.2	8.5	7.9	7.7
FCAD	9.5	10.3	10.1	9.8	8.8	7.5	7.5
Ryerson (all faculties)	10.4	10.2	10.0	9.2	8.7	8.5	8.4

A decade ago, RTA typically accepted around 150 students per year and acceptances have increased somewhat over the past 10 years. Beginning in 2012, partially because of the intense demand for the program and the large number of qualified applicants, the program now accepts approximately 180 students per year.

It should be noted that the new Sport Media degree is anticipated to have a minimal impact on the number of applicants to the Media Production program. In the first year the Sport Media program was offered, there were perhaps a few dozen students who applied to both the Sport Media and the Media Production programs.

The RTA School of Media is the only institution in Canada offering a university degree in Media Production; nevertheless, it should be noted that there are numerous broadcasting programs at the community college level that are, in some ways, competitive with RTA. Throughout Ontario, there are 13 colleges offering broadcasting programs, and in the Toronto area, there are broadcasting programs at Centennial, Seneca, Sheridan, and Humber Colleges. The community college experience is geared towards building technical skills; the mandate of the RTA School of Media is to teach creative, technical and business skills, combined with a solid academic grounding in media theory, as well as in liberal arts.

We aim not only to teach technical skills; we are training the next generation of broadcasting and communications professionals who will hold key senior creative, business and management positions within the communications industry. Our mandate is therefore distinct from that of the other post-secondary broadcasting schools in Ontario, and we expect both the societal need for the Media Production program and the student demand for it will continue unabated.

4. PROGRAM LEARNING OUTCOMES

a) Program Learning Outcomes

A graduate of the RTA School of Media with a B.A. in Media Production will be able to:

1. critically analyze media, placing their own work and the work of others in historical, aesthetic, social and commercial contexts;
2. apply critical perspectives to media, media content and the society it reflects while recognizing the limits of current knowledge and understanding;
3. apply advanced principles of storytelling and content development across media genres and platforms;
4. create superior content across various media genres and platforms using proficient media production skills with the ability to pursue specialized areas of interest;
5. analyze, explain and participate in the continually changing landscape of the media industries and related business practices;
6. persuasively convey ideas across various forms of professional communication in visual, written and oral modes to a broad range of public, academic and professional audiences;
7. demonstrate intellectual, interpersonal, leadership and professional skills to create sophisticated media works in order to participate significantly in their communities, academia and their professional lives;
8. demonstrate personal and academic integrity and a commitment to ethical and social responsibility in their work and how they interact with others.

Current required courses and their relation to program objectives and learning outcomes are listed below:

COURSE(S)	OBJECTIVE(S)	PROGRAM LEARNING OUTCOME #
Media Writing I & II (BDC 102, 202)	Geared to developing specific writing skills for the media industry.	3, 4, 6
Tech Theory I & II (BDC 111, 211)	Geared towards developing an understanding of broadcast technology.	4
Broadcast History (BDC 210)	Geared toward developing an understanding of the broader historical context in which the media industry has developed.	1, 2, 5
Audio Production I, Digital Media Production I, Media Production II (BDC 191, 192, 201)	Geared towards developing production skills in audio, video and multimedia.	3, 4, 6

Introduction to Fiction, Introduction to Non-Fiction (ENG 108, 208)	Introduces students to a variety of historical periods and media in order to examine the underlying mechanisms of storytelling.	1, 2, 3, 6
Information Gathering and Research Methods (BDC 310)	Geared to developing specific research skills for both academic pursuits and the media industry.	5, 6, 7
Communications Theory (BDC 311)	Geared towards developing an understanding of various concepts of communications theory.	1, 2, 5
Media Culture (BDC 401)	Geared toward developing an understanding of the impact of media on culture and vice versa.	1, 2
Business Practices in Creative Media (BDC 402)	Geared towards developing an understanding of traditional and evolving business and ethical practices within various creative media industries.	5, 8
Senior Capstone Lectures (BDC 701)	Geared to analyzing the current and future overarching issues within the creative and cultural industries, and placing them in context within the Canadian milieu.	1, 2, 7
Five (5) English courses, in addition to ENG 108 and 208	Specific learning outcomes will vary by course selected. Overall, these English courses will help refine the student's abilities in writing, research and critical thinking.	1, 2, 3, 6
One (1) of the following: Production: Audio (BDC 301) Production: Digital Media (BDC 302) Production: TV Studio (BDC 303) Production: EFP (BDC 304)	Geared to developing technical proficiency in the selected subject area, as well as fostering an understanding of the teamwork and interpersonal skills necessary to create superior programming	3, 4, 6, 7, 8
Business-oriented courses (ACC 607, BDC 901 to 923, 927, 937)	Geared to developing business skills and an understanding of the Canadian media production regulatory environment.	5
Courses on media ethics and legal issues (BDC 915, 918)	Geared towards developing an understanding of the ethical responsibilities and legal realities of media production.	8
Media writing courses (BDC 940-947)	Geared toward developing specific professional-level writing skills for the media industry.	3, 4, 6, 7, 8
Media and communications theory courses (BDC 903, 921, 924, 928, 950, 960)	Geared towards developing an understanding of various concepts of communications theory.	1, 2, 5
Production-oriented courses (BDC 929, 951-958, 961- 988)	Technical proficiency in the selected subject area, as well as fostering an understanding of the teamwork and interpersonal skills necessary to create superior programming.	3, 4, 6, 7, 8
Practicum I & II (BDC 701/801)	Geared to allow students to produce professional quality audio, television, or multimedia projects. Students engage the support of external industry mentors as well as RTA faculty.	3, 4, 7, 8
Major Research Paper I & II (BDC 790/890)	Geared towards allowing students to refine their writing and advanced scholarly research skills under the guidance of faculty.	2, 5, 8
Internship (BDC 820)	Students develop personal contracts with industry mentors to carry out significant research or gain industry work experience off campus and to explore particular career interests.	5, 6, 7, 8
Special Project (BDC 821)	Geared to allow students to produce professional quality audio, television, or multimedia projects, OR a research paper. Allows students to refine their production skills (or writing and advanced scholarly research skills) under the guidance of faculty.	3, 4, 7, 8 (or 2, 5, 7, 8 with research paper option)

b) Program Consistency with Other Academic Plans

Ryerson's commitment to delivering teaching excellence and curriculum relevance within a framework of delivering a balance between theory and application has been incorporated into the academic plans of FCAD, and all its constituent schools. For RTA's part, this is not done out of a mere sense of duty – this is done because the department firmly believes in the Ryersonian educational ideal. Accordingly, the RTA School of Media has crafted its program outcomes to be consistent with the overall goals of Ryerson.

It is also important to note that one of the central themes of Ryerson's academic plan ("Our Time to Lead 2014-2019") is student engagement and success. In harmony with this theme, the RTA School of Media consequently strives to be an experiential learning environment that encompasses more than just classroom activities. Theoretical and historical education is strengthened by experience in computer labs, studios, editing suites, and other technical facilities. Students also have the opportunity to increase their knowledge through internship opportunities and international exchange programs.

5. ACADEMIC QUALITY

a) Description of Program Curriculum and Structure

Total courses	40 credits
Required Core RTA Courses	21 credits
RTA Electives	7 credits
Open Electives	6 credits
Liberal Studies	6 credits

Bachelor of Arts – Media Production	
1st SEMESTER REQUIRED: RTA 101: Introduction to Media Theory and Practice RTA 102: Creative Processes RTA 103: Digital Media Production I RTA 104: Sound Production LIBERAL STUDIES: 1 course from Table A	2nd SEMESTER REQUIRED: RTA 201: Video Art and Production RTA 210: Media History RTA 211: Production Theory RTA 212: Media Writing RTA 213: Production: Introduction to Multi-camera
3rd SEMESTER REQUIRED: RTA 315: Business of Creative Media RTA 316: Introduction to Narrative REQUIRED GROUP 1: One course from the following: RTA 311*: Production – Intermediate Audio RTA 313*: Production – Intermediate Multi-camera RTA 314*: Production – Intermediate Single Camera OR both of the following courses: RTA 317: Digital Media for Evolving Audiences AND RTA 312: Production - Intermediate Digital Media CORE RTA ELECTIVE: One course from Table I LIBERAL STUDIES: 1 course from Table A *This course has a weight of 2.00.	4th SEMESTER REQUIRED: RTA 310: Media Aesthetics & Culture CORE RTA ELECTIVE: Two courses required from Table I OPEN ELECTIVE: 1 course from Open Elective Table LIBERAL STUDIES: 1 course from Table A
5th SEMESTER REQUIRED: CORE RTA ELECTIVE: Two courses required from Table I OPEN ELECTIVE: Two courses from Open Elective Table LIBERAL STUDIES: 1 course from Table B	6th SEMESTER REQUIRED: RTA 501: Project Development CORE RTA ELECTIVE: 1 course from Table I OPEN ELECTIVE: Two courses from Open Elective Table LIBERAL STUDIES: 1 course from Table B
7th SEMESTER REQUIRED: One selection from the following: RTA 710*: Thesis Project OR RTA 712: Thesis Paper AND 1 course from Open Elective Table OR 2 courses from Open Elective Table CORE RTA ELECTIVE: 1 course from Table I OPEN ELECTIVE: 1 course from Open Elective Table LIBERAL STUDIES: 1 course from Table B *This course has a weight of 2.00	8th SEMESTER REQUIRED: RTA 711: Master Class REQUIRED GROUP 1: One selection from the following: RTA 810*: Thesis Project OR 2 courses from Open Elective Table REQUIRED GROUP 2: One course from the following: RTA 811*: Internship RTA 812*: RTA Productions RTA 813*: Directed Readings *This course has a weight of 2.00

CORE RTA ELECTIVE TABLE I	
RTA 220 New Media Art History RTA 221 Experiential Media/Interdisciplinary Practice RTA 222 Intro to Computational Arts RTA 320 Interactive Storytelling RTA 321 Intro to Tangible Media RTA 322 Technology, Identity and Creativity RTA 323 Digital Narratology RTA 330 Advanced Live Production RTA 521 #Activism: Media for Social Change RTA 901 Advertising	RTA 941 Dramatic Writing RTA 942 Advertising Copywriting RTA 943 Comedy Writing RTA 944 Writing for Animation RTA 945 Writing for Factual and Reality Programs RTA 946 Issues in New Media Theory/History RTA 947 Live Event Media RTA 948 Interactive Spaces RTA 949 Directed Study RTA 950 Selected Topics in Media

RTA 902 Social Media	RTA 951 Presentation I
RTA 903 News and Current Affairs Theory	RTA 952 Presentation II
RTA 904 Advanced Media Management	RTA 953 Mobility and Mixed Reality
RTA 905 History and Culture of Popular Music	RTA 954 Empathy Machines
RTA 906 Marketing for Media Professionals	RTA 955 Sports Broadcasting
RTA 907 Sound Media	RTA 956 Children's Programming
RTA 908 Business of Producing I	RTA 957 Documentary Production
RTA 909 Business of Producing II	RTA 958 Communications within Hybrid Environments
RTA 910 Production Management	RTA 959 Visualization and Generative Processes
RTA 911 Directing and Performance	RTA 960 Selected Topics in International Media
RTA 912 The Audience	RTA 961 2-D and Object Animation
RTA 913 Media Entrepreneurship	RTA 962 Interaction Design
RTA 914 Business Case Studies in Communications	RTA 963 Digital Graphic and Web Design
RTA 915 Legal Issues in Media	RTA 964 Emerging Technology for Media Makers
RTA 916 Advanced Media Marketing	RTA 965 Advanced New Media Topics
RTA 917 Public Relations	RTA 966 Cooperative Internship
RTA 918 Ethics in Media	RTA 967 Interactivity and Net-working
RTA 919 The Art of Negotiation	RTA 968 Malleable Media
RTA 921 Advanced Audio Theory	RTA 969 Television Technical Producing
RTA 922 Transmedia Writing	RTA 970 Lighting, Grip and Effects Specialty
RTA 923 Intro to Writing for Video Games	RTA 971 Audio Post Production and Sound Design
RTA 925 Making Objects	RTA 972 Sound Synthesis
RTA 926 Studies in Genre	RTA 973 Independent Production
RTA 927 Business of Music I	RTA 974 Radio Production
RTA 928 Gaming Theory and Practice	RTA 975 Video Compositing and Special Effects
RTA 929 Multi-platform Narrative	RTA 976 Radio Broadcast Journalism
RTA 930 Social Practices in Hybrid Media Spaces	RTA 977 Factual and Entertainment Features
RTA 931 Inside the Frame	RTA 978 Editing Specialty
RTA 932 Hacking, DIY and Open Source Cultures	RTA 979 Advanced Television Editing
RTA 933 Hacking, DIY and Open Source Studio	RTA 980 TV Broadcast Journalism
RTA 934 Virtual Identities and Communities	RTA 981 Advanced Audio Production
RTA 935 Institutional/ Personal Media Platforms	RTA 982 Advanced Digital Media Production
RTA 936 The Business of Art	RTA 983 Multi-Camera Production - Advanced
RTA 937 Business of Music II	RTA 984 Single-Camera Production - Advanced
RTA 938 Digital Popular Cultures	RTA 985 Sound for Video Producers
RTA 939 Aboriginal Media	RTA 990 Intro to Documentary Theory
RTA 940 Canadian Televisual Studies	RTA 999 RTA in LA

Through the core required courses in the curriculum, Media Production students gain a crucial understanding of the law, business and regulatory landscape of the media industry in order to succeed in the industry. In addition, they hone their media writing and production skills, and they gain a greater understanding of the aesthetics, historical context and potential cultural impact of their own work. This knowledge base is then enhanced by the other courses they take while in the program – both the RTA elective courses, as well as liberal studies electives.

YEAR 1: The first year of the program serves as a foundational year, in which Media Production students are exposed to content creation/storytelling, media production, critical theory, technical theory and media history.

YEAR 2: Second year required courses delve deeper into the nature of narrative and media aesthetics, as well as introducing students to current business practices within the media. As well, beginning in second year, students begin to take RTA electives, which include a range of production-oriented courses (of which they will take at least one), in addition to elective courses that cover issues in business, writing, performance, animation, and a wide range of other media disciplines.

YEAR 3: Third year is primarily a chance for students to explore various RTA electives, according to their interests. A required third year course in Project Development allows students to explore the creative and practical processes needed to take an idea from inception to script or prototype. This course prepares students to produce their major culminating fourth-year Major Thesis project.

YEAR 4: In fourth year the BA students' learning culminates in a major production or research paper in which they apply all they have learned (the "Thesis Project"). Select students may opt out of their Thesis Project, in part to take other courses or to delve deeper into an academic area, perhaps completing a minor or concentration. Most students also take on a full-time internship in the media industry that provides them with

“real world” skills and often a smooth transition from Ryerson into their chosen careers. In addition, in their final year, Media Production students take a Master Class examining key issues affecting media, as well as the artistic issues in media.

RTA also:

- offers a joint minor with English called Global Narratives
- offers a large number of courses on the open electives table
- offers some liberal studies courses to other programs
- offers three modules to Creative Industries students
- is exploring potential involvement with the Chang School of Continuing Education

b) Diversity and Inclusion

The RTA School of Media believes that having a staff, faculty and student body that models the Canadian ideal of diversity and inclusion (EDI) is extremely important. Accordingly, the faculty has worked hard to attract qualified applications from – and to hire – a broader spectrum of diverse candidates at the faculty level. On a student level, RTA endeavours to recruit a student body that models diversity and inclusion through the use of scholarships aimed at students from underrepresented, equity-seeking groups. Inclusion is also maintained by ensuring (in conjunction with the Rogers Communications Centre) that our studio facilities are fully accessible to wheelchair users or those with other mobility issues. Over the years, we have had many students who have required accessibility accommodations. A RTA student recently won the Barbara Turnbull Award, awarded each year to a deserving Ryerson FCAD student with a disability. Our faculty provides modifications as necessary, on a case by case basis, as required by individual needs.

The Media Production program is currently rolling out a new curriculum that includes a number of courses that help to develop students’ cultural competence. The faculty have had many discussions on the importance of equity and diversity in media and in society as a whole.

RTAIMS, the RTA Inclusive Media Society, has been created which encourages students, faculty and media professionals to rethink their choices in representation of people and groups in media. This is a coalition of RTA students and faculty dedicated to challenging stereotypes through media and working on bringing messages of inclusiveness to productions by both students and by the industry in general. As well, the organization includes a curriculum committee, which will make recommendations to the RTA faculty about RTA courses and coursework in which issues of equity, diversity and inclusion could be addressed more fully.

Other EDI initiatives:

- In March 2015, our Allan Slaight Radio Institute will host a panel discussion entitled, “Diversity on Radio”.
- The Studio for Media Activism & Critical Thought, housed in the RTA School of Media, promotes media activism through community-based research, conferences, media art, scholarly publication, solidarity cultural work, and the creation of social justice content for Canadian broadcast. Unique among research centres in Canada, the Studio works to blur the boundaries between media artmaking, activism, and theoretical /scholarly investigation in the areas of media studies, critical theory, cultural studies, activism, Aboriginal, critical race, feminist and queer studies and social justice.
- The Aboriginal Media Project, which will explore Aboriginal media in a socio-political context, as well as exploring Aboriginal aesthetics and culture, including views of two-spirit, gender, class and race issues as seen through the lens of Aboriginal media.
- Through a course in International Development students have gone to Ghana and Honduras to engage in community development projects.
- The Global Campus Network, which is an alliance of post-secondary institutions around the world, is led by Ryerson University. The latest internet-based technologies are used to create real-time live

programming and international content. Current institutional partners include the Danish School of Media and Journalism (Denmark), the Auckland University of Technology (New Zealand), Rutgers University, Annapurna International School of Film and Media (India), University of Johannesburg (South Africa) and Tel Aviv University (Israel).

- In addition, students may take part in an international exchange, taking courses abroad for one term in their third year of study.

The following courses are required courses for all Media Production students. Each of these courses has components in them encompassing equity, diversity, and cultural competence:

RTA 101 Introduction to Media Theory and Practice

RTA 210 Media History

RTA 310 Media Aesthetics and Culture

RTA 315 Business of Creative Media

RTA 316 Introduction to Narrative

c) Curriculum and Structure – Undergraduate Degree Level Expectations

The RTA School of Media has ensured that the learning objectives for each year of study correspond to the provincial UDLE standards. The RTA School of Media adapted the 6-point UDLE template into its own 8-point plan. Our eight graduate expectations take all the points contained in the provincial UDLEs, which are written to cover any undergraduate program, and give a specific media focus to the expectations. In this way, RTA can ensure that Media Production students are not only meeting the provincial UDLEs, but are also meeting the media industry's expectations of an RTA graduate.

The curriculum was then mapped to ensure that each of the eight points was covered. Attention was paid to ensuring that each point was introduced in required first and second year courses, before being reinforced in upper level required and elective courses. The completed Courses to Learning Outcomes matrix confirms that all Media Production students will be introduced to all eight points in the early years of the program, then will receive reinforcement in these points in required courses in second and third years. By the time of their fourth-year required courses, students will find their required coursework allows them to demonstrate proficiency in all eight areas. Elective courses will also allow students to receive instruction in all eight points, while allowing each student to focus on specific elements of media production of personal interest.

d) Curriculum Development

Because we serve an industry undergoing constant change, the RTA School of Media is committed to reviewing, renewing and reinvigorating its curriculum on a regular basis. An ongoing Curriculum Committee is responsible for curriculum review and development, long-term-planning, course modification, and calendar copy. On a program-wide basis, when more overarching curricular changes are called for (typically every 5-10 years), the RTA faculty takes a collective approach to curriculum development, with the entire faculty working on the changes.

e) Enrolment in Program Courses

RTA's consistently low attrition rate, coupled with our students' marked enthusiasm for the courses we offer, means that annual enrolment numbers in all required Media Production courses follow an extremely predictable pattern. All required courses are offered once each year and very quickly reach full enrolment (or very close to it).

In general, the majority of elective courses in the "900" series (i.e., those numbered 900 or higher) are offered once every four semesters, although some especially popular 900 series courses are offered once every two semesters. As well, a few "900" series courses are only offered if there is sufficient evidence of student demand – which means that there are a very few courses that are on the books that have never run. Nevertheless, these specialized courses in media practice and theory are kept as options within the

curriculum as a way of ensuring maximum flexibility in our course offerings. Should a demand arise for these courses, we will be prepared to integrate them into our curriculum offerings – they are already approved and can be offered as and when necessary. Elective courses with lower course numbers (i.e., under 900) are, as a rule, offered once every two semesters.

Some non-production courses, such as BDC 908 and 909, also utilize other scarce resources, making it difficult to create new sections. (These two courses in particular bring in industry leaders to act as adjudicators and mentors to students; it is simply not possible to find a large number of additional mentors at the level we are seeking.) In cases where heavy demand for certain courses has outstripped our capacity to supply spaces for all applicants, RTA has used student GPA to determine the successful applicants. Students are advised during the first year of the program that some upper level courses may have the possibility of GPA-based student selection, depending on demand.

f) Relationship to Current Discipline and Profession

The RTA School of Media fosters very close ties with the industry that we serve, and RTA has long been known for the high quality of its undergraduate and graduate programs that link our students' studies to the media profession. This is primarily due to our faculty's commitment to staying current with industry practice – many of our faculty members pursue successful parallel careers as creators of media content, and we strive to ensure that our programs are continually updated to reflect the latest technical, social and creative industry trends. Overall, RTA relies on the strong industry ties possessed by members of the faculty and Advisory Council (as well as the industry ties of our graduates) to allow us to keep current with industry trends. As well, we actively seek feedback from current students and graduates to confirm that the educational and delivery methods used are the most effective ways of engaging our core constituency.

RTA's curriculum also continues our strong tradition of entrepreneurship and innovation; the advanced Marketing for Media elective course and other elective courses explore how the business of media unfolds on the global stage.

Being on the leading edge requires continual forward movement, and RTA is committed to maintaining its hard-won reputation for being Canada's leading centre for media study. RTA will therefore continue to tweak, modify or even restructure its curriculum (and the individual courses within it) as necessary, in order to meet our goal of providing courses that are technologically, sociologically and pedagogically current and relevant.

Professional Practice

The RTA School of Media is committed to ensuring that students are made aware of the role of practicing professional media content creators and producers in society, and their ethical responsibilities. An awareness of these issues is instilled in students in their initial required courses and is developed throughout the program, culminating in opportunities to practice and refine their professional-level media knowledge in their Thesis Project in fourth year.

Discussions of ethical responsibilities are integrated directly across most of our first-year required courses. In introducing standards of ethical behaviour, the discussions include issues in content creation and gathering of information but, at this introductory stage, focus especially strongly on the ethical standards expected of students in group work situations. Further business and ethical considerations are introduced in the required second-year course, RTA 315 (Business of Creative Media). This course explores ethical considerations in media in terms of business practices, rather than strictly in terms of content creation. Lectures in the required third-year course in Project Development (RTA 501) reinforce the ethical precepts introduced in earlier years of the program, as students use this course to prepare for their thesis project.

The writing and production-based courses in the ‘900’ series of courses are strongly oriented towards modeling ideal professional industry practices and behaviours, as are business courses such as RTA 908/909 (Business of Producing I/II). With their thesis project, all fourth-year students take a Master Class (RTA 711) that analyzes and discusses current and future overarching issues within the creative and cultural industries, including issues of ethics and current business practices.

As students progress through the Media Production program, almost all of the production-focused coursework they take is designed to mimic the professional media environment as closely as possible. In all production courses and all writing courses, students are expected to create material that adheres to contemporary broadcast standards in terms of content, as well as production/composition technique. Furthermore, as is the case in the industry, students are given strict (although reasonable) deadlines within which to deliver their finished material, as well as being assigned industry-focused expectations for each assignment’s required length and appropriate format(s) for delivery.

g) Student Engagement

i) Teaching Methods and Innovative/Creative Content/Delivery

RTA believes in ensuring that students receive ample practical, professionally-oriented learning, and our teaching methods reflect that. Nevertheless, there are traditional university lecture courses within the Media Production program, and 97.1% of Media Production students surveyed found RTA’s classroom instruction to be “effective” or “very effective”.

The media writing courses have lecture components, but also focus on writing labs in which students operate in “writing rooms”. Depending on the course, these writing room environments will be patterned after those found in advertising agencies, newsrooms, new media companies, or sitcom or drama production offices, and will mimic as closely as possible the collaborative peer feedback and rewrite processes found in the industry.

Many of the upper-level business courses also have a strong “real world” focus to them, notably Business of Producing II (RTA 909). Other business-oriented courses use a mixture of lectures and case studies to convey the basic underpinnings of media business theory, but also almost always include a practical component wherein students create financial models and business plans for their ongoing Ryerson and/or outside media production activities.

Whether in audio, video or transmedia, all RTA production courses feature a strong experiential lab component in which students are responsible for creating media content, generally in small production groups. Students consider the production courses (studio-based courses) to be one of our strongest assets, with 98.5% of students surveyed identifying them as “effective” or “very effective”.

While there are lecture components to our production-based courses, the RTA School of Media has also produced an ever-growing library of tutorial videos to help students learn (or remember) the basic functions of various pieces of equipment and software.

Traditionally, theoretical courses are the ones that RTA students tend to be less engaged with, as practical, hands-on learning opportunities are less present in these courses. Accordingly, for several years, certain professors in the RTA School of Media have been developing innovative teaching methods to deliver curriculum in our theory-based courses using online collaborative software and e-textbooks.

ii) Partnerships or Collaborative Agreements

RTA recognizes the importance of providing students with the opportunity to develop a global media perspective, and participates in FCAD’s International Exchange Program. Current exchange partners for RTA include Auckland Institute of Technology (New Zealand); Curtin University of Technology

(Australia); University of Technology, Sydney (Australia); University of South Australia (Australia); Queensland University of Technology (Australia); RMIT University (Australia); Bournemouth University (UK); University of Westminster (UK); Edinburgh Napier University (UK); Danish School of Media and Journalism (Denmark); Roskilde University (Denmark); Karlstad University (Sweden); Fachhochschule Stuttgart (Germany); Nanyang Technological University (Singapore); and City University of Hong Kong (China).

RTA participates in other collaborative programs across the university, including the Digital Media Zone and the Transmedia Zone, which are partnerships with other Ryerson schools that serve as incubators for cross-disciplinary projects.

iii) Experiential Learning Opportunities

Many Media Production courses in the lower years of the program are designed to mimic professional media environments as closely as is practical. As students progress through years two and three, an increasing number of RTA courses they take will allow them to write, create and produce material that can be entered into short video/media festivals; used as real-world public service announcements; or (in writing courses) submitted to professional TV or radio story editors/commissioning editors as industry-quality writing samples.

After these media experiences, the Media Production program culminates in fourth year over the course of the two-term Thesis Project (RTA 710/810). In these two courses, students engage in creating professional level media content for an external audience. In these courses, students are ultimately responsible for the writing, production, distribution and commercial exploitation of their group project, utilizing all the creative, technical, and business knowledge they have acquired over the course of the Media Production Program to help create a successful production, and a successful production company. The minority of students who elect to pursue a written thesis instead of the production-oriented Thesis Project (by taking RTA 712 and other electives in place of RTA 710/810) focus more narrowly on creating academic content that allows them to display the breadth and depth of their knowledge in an academic context.

In the final six weeks of fourth year, students have the opportunity to pursue an internship within the media industry. RTA's internship partners include major broadcast networks and companies, advertising agencies, new media companies, animation houses, independent production companies, post-production houses and much more.

In the student survey 83.6% of students who had taken the internship course found it effective or very effective. RTA students found their experiences to be effective or very effective well over 90% of the time in studio experiences (98.5%), lab experiences (98.0%), computer-based experiences (95.1%) and group work (92.6%).

h) Student Assessments

Student assessments in production courses are generally focused on the content that is created, with students receiving critiques and feedback at various stages of production. Initial assessment and feedback on a media project will usually occur at the paperwork stage. Generally, students will submit an initial package consisting of blocked scripts and/or storyboards and/or other production documents for review, marks and comment before receiving permission to actually mount their productions. Once in production, students will receive feedback from faculty as they work on their projects. For more complex productions, students may also receive a mark-based assessment of interim material they have created -- potentially some individual scenes, a portion of a website, a rough cut, or some other announced interim benchmark. A final mark-based assessment with critique will be delivered for the project in its final form.

Introductory production based courses will also have short quizzes and/or practical hands-on supervised testing procedures, to ensure that students are familiar with the competent and safe operation of various forms of production equipment. Testing and assessment in production-based courses are designed to align with Program Outcome goals 3, 4, 5, 6, 7 and 8.

In the media writing courses, generally students will submit a story synopsis and/or other production documents for review, marks and comments before receiving permission to actually ‘go to draft’ with their script. Once they are engaged in scriptwriting, students will receive feedback from faculty as they work on their projects. As much as possible, the assessments in our media writing courses are patterned after the experiences of real-world media writers, who will receive feedback and critiques on their work at the pitch stage, the outline stage, and at each draft. A final mark-based assessment with critique will be delivered for the project in its final form. Testing and assessment in the production and media writing courses are designed to align with Program Outcome goals 3, 4, 5, 6, 7 and 8.

In most business-oriented courses in the Media Production program assessments are done through testing, and through essays and other written material that allow students to explore specialized business topics in depth. Most of the business courses also include a practical component wherein students create financial models and business plans for their ongoing Ryerson and/or outside media production activities. Overall, assessment in the business courses is designed to align with program goals 5, 7 and 8.

Student surveys show that 73.7% of students find tests and exams contribute to their learning; 81.8% say the same of term papers and other written assignments; but 97.1% find classroom instruction is effective or very effective in this regard, while 98% find our lab experiences to be effective or very effective

Assessment in theory-based courses tends to be focused on tests, essays, and other written assignments; due to their theoretical nature, practical, hands-on learning opportunities are understandably less present in these courses. In order to increase the level of student engagement with these courses, where possible, faculty have created opportunities for students to deliver certain assignments in modern media formats such as a group-produced radio documentary or assignments in a visual media, audio or transmedia format.

i) Student Success and Achievement

Strong competition in acceptance into the Media Production program nets a very strong student body. Because the RTA faculty assesses not just an applicant’s marks, but also the applicant’s entrance essays, CV and in-person interview, the result is a group of students that are more motivated, better prepared for university and have a broader range of experience. On average, Media Production students graduate with a higher cumulative GPA across all their courses than other students in FCAD, or students at Ryerson as a whole.

CUMULATIVE GPA OF GRADUATING STUDENTS					
	2009	2010	2011	2012	2013
RTA/Media Prod	3.2	3.2	3.1	3.19	3.27
FCAD	3.1	3.1	3.1	3.16	3.18
Ryerson (all Faculties)	3.0	3.0	3.0	3.03	3.02

Similarly, Media Production students exceed the standards set by FCAD and Ryerson in terms of cumulative grade point averages during all years of the program, for all Ryerson courses taken.

CUMULATIVE GPA OF ALL STUDENTS (ALL YEARS) IN A PROGRAM OR FACULTY					
	2009	2010	2011	2012	2013

RTA/Media Prod	3.05	3.07	3.09	3.21	3.22
FCAD	2.96	2.98	2.99	3.00	3.07
Ryerson (all Faculties)	2.79	2.78	2.80	2.81	2.78

As well, the percentage of students who maintain “clear” academic standings within the RTA Media Production program is consistently higher than the percentage of “clear” students in FCAD and Ryerson as a whole. The GPAs and the academic standings achieved by our students are a strong measure not only of their overall academic performance, but also of their engagement with the Media Production program.

PERCENTAGE OF FIRST YEAR STUDENTS WITH "CLEAR" ACADEMIC STANDING

Program or faculty	2009	2010	2011	2012	2013
RTA/MEDIA PROD	91.5%	96.7%	97.4%	95.7%	98.0%
FCAD	85.8%	88.3%	89.7%	89.9%	91.3%
Ryerson (all faculties)	74.7%	76.1%	74.2%	75.7%	78.6%

PERCENTAGE OF SECOND YEAR STUDENTS WITH "CLEAR" ACADEMIC STANDING

Program or faculty	2009	2010	2011	2012	2013
RTA/MEDIA PROD	96.2%	99.4%	96.1%	98.4%	98.9%
FCAD	92.0%	95.2%	93.7%	92.7%	94.6%
Ryerson (all faculties)	86.6%	87.0%	86.9%	93.3%	88.2%

PERCENTAGE OF THIRD YEAR STUDENTS WITH "CLEAR" ACADEMIC STANDING

Program or faculty	2009	2010	2011	2012	2013
RTA/MEDIA PROD	98.1%	100.0%	99.3%	99.4%	99.4%
FCAD	97.7%	98.1%	97.6%	98.6%	98.4%
Ryerson (all faculties)	94.8%	93.9%	93.8%	96.6%	93.9%

PERCENTAGE OF FOURTH YEAR STUDENTS WITH "CLEAR" ACADEMIC STANDING

Program or faculty	2009	2010	2011	2012	2013
RTA/MEDIA PROD	99.4%	100.0%	99.4%	97.6%	100.0%
FCAD	98.7%	98.3%	99.0%	97.7%	98.7%
Ryerson (all faculties)	97.3%	96.6%	96.7%	96.3%	96.3%

j) Variation from GPA Policy

RTA School of Media has no variations from Ryerson’s overall GPA policy.

k) Library Resources

Highlights of the report indicate that the Ryerson University Library and Archives (RULA) resources and services adequately support RTA School of Media’s bachelor’s level Media Production program, as well as our program in New Media and our M.A. in Media Production. The current depth and breadth of print and

electronic resources is the result of collection development efforts by the Library with input from faculty. A profiled content delivery service (YPB Library Services) is utilized to ensure the latest and most relevant books/e-books are available in a timely manner, and the Electronic Resources and Serials Review Committee monitors and manages all other acquisition activity.

It should be noted that the RTA student survey found a significant number of respondents (40%) identified the print resources of the Ryerson library to be “ineffective” or “very ineffective”. The faculty believes this to be representative of the swiftly-changing nature of the media industry—the Ryerson library is often hamstrung by the fact that media technologies and platforms change so quickly that by the time print material is written about these new technologies, the print material is almost instantly out-of-date. The faculty supports the library’s current practice of, when possible, purchasing new content in digital format to ensure a greater level of currency.

6. ACADEMIC QUALITY INDICATOR ANALYSIS

a) Faculty

The full-time RTA School of Media faculty consists of 26 faculty members and 8 part time instructors. The scope and range of the program’s SRC activities has broadened considerably since the time of the previous PPR.

The Faculty has long held a policy of recruiting people who have a strong history of high-level creative and management experience within the media industry. Our current faculty includes industry practitioners who are media writers, directors, producers, and creative technicians; work the faculty have written, produced, or creatively contributed to includes (but is not limited to) TV shows, new media projects, computer-oriented projects, newscasts and informational programming, and a wide range of other creative projects.

Elsewhere, the Transmedia Zone has been an especially fertile incubator for both creative and research-oriented initiatives in various forms of media. With a focus on emerging platforms and true innovation, the Zone supports projects from students or industry through mentorship, co-working facilities, and access to equipment.

On a scholarly and research level, grants and partnerships include:

- Ontario Centres of Excellence
- Ontario Ministry of Transportation
- Prosperity Initiative
- external partnerships with Intel, Steelcase, Google, the Writers Guild of Canada
- Social Sciences and Humanities Research Council of Canada

b) Students and Graduates

i) Admission Requirements

Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses. A minimum grade of 70% or higher will be required in Grade 12U English (ENG4U/EAE4U). Applicants are also required to submit a CV and original essay material.

ii) Student Qualifications

Data from Ryerson’s University Planning Office shows that between 2005/06 and 2013/14 the mean entering average high school grades of first year RTA Media Production students increased from 83.5% to 88%.

MEAN ENTERING AVERAGE HIGH SCHOOL GRADES OF FIRST YEAR STUDENTS					
Program or faculty	2005-2006	2007-2008	2009-2010	2012-2013	2013-2014

RTA/Media Prod	83.5%	84.2%	85.8%	86.9%	88.0%
FCAD	82.9%	83.9%	84.9%	84.6%	85.4%
Ryerson (all faculties)	78.8%	80.2%	81.5%	82.2%	83.1%

As well, in the same timeframe, the percentage of RTA Media Production entrants with a high school average of 80% or higher rose from 74.1% to 100% between 2005 and 2013.

PERCENTAGE OF FIRST YEAR STUDENTS WITH A HIGH SCHOOL AVERAGE OF 80% OR ABOVE

Program or faculty	2005-2006	2007-2008	2009-2010	2012-2013	2013-2014
RTA/Media Production	74.1%	77.6%	92.4%	98.2%	100.0%
FCAD	70.0%	76.0%	79.7%	78.9%	83.4%
Ryerson (all faculties)	41.3%	52.2%	61.7%	68.8%	75.1%

iii) Enrolment, Retention and Graduation Data

Partially because of the intense demand for the program and the large number of qualified applicants (and partly at the specific behest of Ryerson's Admissions Office), acceptances have increased over the last 10 years.

STUDENTS ENROLLING IN THE RTA MEDIA PRODUCTION PROGRAM

Entered in 2005	Entered in 2008	Entered in 2009	Entered in 2010	Entered in 2011	Entered in 2012	Entered in 2013	Entered in 2014
160	168	165	166	168	181	183	184

In terms of retention rate, Media Production is exceptionally strong, partly due to the motivated nature of our student body. Retention data shows that Media Production consistently exceeds the retention rates of both FCAD and of Ryerson as a whole.

STUDENTS RETAINED WITHIN THEIR PROGRAM AFTER ONE YEAR

Program or faculty	Entered in 2005	Entered in 2007	Entered in 2009	Entered in 2011	Entered in 2012	Entered in 2013
RTA/MEDIA PROD	96.2%	94.8%	97.8%	95.6%	99.3%	94.6%
FCAD	85.2%	88.1%	88.7%	88.2%	89.6%	88.4%
Ryerson (all faculties)	81.0%	82.1%	81.0%	82.1%	83.3%	83.1%

STUDENTS RETAINED WITHIN THEIR PROGRAM AFTER TWO YEARS

Program or faculty	Entered in 2005	Entered in 2007	Entered in 2009	Entered in 2010	Entered in 2011	Entered in 2012
RTA/MEDIA PROD	91.7%	91.9%	94.1%	92.8%	94.7%	97.1%
FCAD	77.7%	80.8%	84.3%	84.2%	81.9%	83.0%
Ryerson (all faculties)	70.2%	75.3%	75.9%	74.3%	76.2%	77.3%

STUDENTS RETAINED WITHIN THEIR PROGRAM AFTER THREE YEARS

Program or faculty	Entered in 2005	Entered in 2007	Entered in 2009	Entered in 2010	Entered in 2011
RTA/MEDIA PROD	92.5%	91.2%	90.4%	92.1%	92.9%

FCAD	75.4%	78.0%	80.2%	79.7%	79.6%
Ryerson (all faculties)	65.9%	70.3%	69.9%	70.3%	71.9%

The University Planning Office has provided statistics that show approximately 90% of students who enter the first year of the Media Production degree straight out of high school will graduate within 6 years.

NEWLY ADMITTED SECONDARY SCHOOL STUDENTS GRADUATING WITHIN SIX YEARS OF ENTERING RYERSON				
Program or faculty	Entered in 2004	Entered in 2005	Entered in 2006	Entered in 2007
RTA/Media Production	88.0%	92.5%	89.2%	86.1%
FCAD	79.5%	76.3%	77.1%	77.5%
Ryerson (all faculties)	73.7%	66.3%	70.0%	71.0%

iv) Student Survey

In a 2013 Student Survey, a total of 205 responses were received from across all years of Media Production. The highlights of the survey include the following:

- In response to the question “Would you recommend RTA to others?”, 99% of the respondents indicated “yes”.
- Student consistently indicated that they “agreed” or “agreed strongly” that the Media Production program, or individual professors, were of high quality, well-organized, etc. (over 90%).
- Students rated the classroom, lab and studio environments as especially effective, as each one of these were overwhelmingly rated “effective” or “very effective” (Classroom: 97.1%; Lab: 98.0%; Studio: 98.5%)
- An area in which Media Production needed to improve was in fostering entrepreneurship
- Another area of concern was Media Production’s weaker showing in placing broadcasting within an international context for our students
- 36.7% of respondents felt that Media Production helped them “very little” or “not at all” in improving their understanding of people from other cultures. This could indicate that the faculty is not giving proper weight to teaching media across a broad range of experiences and cultures. However, because of the way the question was worded by Ryerson, the response could also be interpreted to indicate that numerous students felt that they already had a broad, inclusive understanding of other cultures before they arrived here.

The National Survey of Student Engagement (NSSE), conducted in 2014 could be used to back up this argument. This survey, which targets first and fourth year students, indicated that, during their time in university, Media Production students were “often” or “very often” exposed to people from:

- different ethnicities (first year 84% / fourth year 88%);
- economic backgrounds (first year 80% / fourth year 82%),
- religious beliefs (first year 80% / fourth year 82%), and
- political views (first year 56% / fourth year 72%) than their own.

The same survey showed that 74% of first year Media Production students and 87% of fourth year Media Production students felt that their university experience helped them to understand people of different ethnicities, economic backgrounds, religious beliefs and political views at least somewhat, and 49% of first years and 64% of fourth years felt it helped them “quite a bit” or “very much”. The NSSE survey showed that only 26% of first year Media Production students and 13% of fourth year Media Production students felt that their university experience helped them “very little” in this regard.

v) Graduate Survey

During the academic year 2013/2014 a total of 109 survey responses were received, from RTA Media Production graduates across several decades. The highlights of the survey include the following:

- In response to the question “*Would you recommend RTA to others?*”, 96% of the respondents indicated “yes”.
- 85.8% of respondents agreed or strongly agreed with the statement “*The media theory that was taught in RTA is relevant to my career.*”
- 77.8% of respondents agreed or strongly agreed with the statement “*The production technology that was used and taught in RTA is relevant to my career.*”
- 92.3% of respondents agreed or strongly agreed with the statement “*The writing skills that were taught in RTA are relevant to my career*”
- 48.5% felt that RTA could have offered them more business courses during the program, in order to best prepare them for their current career.

vi) Employer Survey

During the academic year 2013/2014, a total of 24 survey responses were received from a spectrum of employers in audio production, hardware and software sales, video production, and media sales. In brief, the survey showed that the industry valued the skills and qualities that we endeavour to instill in our students: teamwork, problem solving, effective communication, time management and currency with industry trends. On an equipment/tools level, AVID was the most essential technology favoured by both audio and video broadcasters.

7. RESOURCES

i) Faculty

The RTA School of Media currently houses 26 full-time faculty members to serve the four different degree programs it runs (BA and MA Media Production, BA Sport Media, BFA New Media). As well, several faculty members are involved with the joint Ryerson/York University graduate programs (MA and PhD) in Communication and Culture. The current faculty complement, with its varied background in both academic research and practical industry experience, continues to serve the needs of the Media Production program. Going forward, the school will be looking to ensure that future faculty hires are able to contribute to the mix of the practical and the theoretical that is at the heart of RTA. In addition, some of our recent hires who are more strongly associated with the New Media and Sport Media programs still bring the benefit of their differing experiences to the Media Production program. As well, some introductory courses in media writing and media production are common to all three undergraduate degrees, allowing professors to teach students in more than one undergraduate degree program.

There are plans to add to the school’s full-time faculty complement, as three additional faculty hires are planned over the next four years. While these new hires will be focusing on the Sport Media degree program, because of the overlap mentioned above it is expected that these new faculty members will also have some involvement with the Media Production program.

ii) Administration

With the recent addition of the Sport Media degree, the position of Associate Chair has been eliminated for the 2014/2015 academic year. This position has been replaced within the administrative structure by four Program Directors, one for each undergraduate and graduate degree.

The school’s support staff has expanded since the time of the last PPR, in conjunction with the expansion of school’s program offerings. On an administrative level, the position of Project Assistant has been created. For the technical staff, over the past six years RTA has added a production intern and several technical support staff positions.

iii) Teaching and Graduate Assistants

RTA School of Media typically employs a limited number of academic assistants during the school year. These assistants are usually employed to mark papers in large lecture-based courses. Graduate Assistants are also hired on an as-needed basis as research assistants, or to help with administering extra-curricular RTA initiatives, such as lecture series that are open to the general public. In a typical semester, RTA may hire eight to ten graduate assistants, for work across all the programs; six or seven of Graduate Assistants will have academic responsibilities that centre on marking.

iv) Curriculum Counseling/Advising

RTA School of Media has a dedicated Student Affairs Co-ordinator, whose responsibilities include curriculum counselling and advising. Additionally, as many of the faculty are employed in media, students are encouraged to talk to specific faculty members about media careers that are of specific interest to them. The faculty also takes the opportunity to weave general career advising into many writing, production and business-oriented courses, as well as the fourth-year Senior Capstone Lectures. Guest lectures from industry professionals are another source of “inside” industry career information from students. Finally, the school has offered a number of extra-curricular special day-long conferences related to various media career fields, featuring professional industry speakers who offer a wealth of career tips and insider info.

v) Program Advisory Council (PAC)

The Program Advisory Council consists of prominent RTA graduates and industry leaders in television, radio and new media. The Chair and the Steering Committee regularly seek the advice of this council on matters pertaining to current broadcast industry needs, academic planning, operation, and long-term initiatives. The PAC meets at least once a year - usually more often, especially in recent years as special meetings are called to discuss new industry developments when appropriate.

vi) Physical Resources

RTA School of Media is primarily housed within the Rogers Communications Centre (RCC) a fully interactive and highly adaptable communications world, featuring state-of-the-art computing laboratories and networked media and print facilities housed within its 140,000 square foot structure. RCC space and facilities are shared amongst several FCAD schools, primarily RTA and Journalism and Professional Communication, all of which are headquartered in the building. All of RTA's office space for staff and faculty is located within RCC. While space is at a premium for both staff and faculty, the faculty feels that the current office space allocation for RTA is adequate to meet the needs of the program.

The Rogers Communications Centre has numerous computer facilities for audio and video editing, with Media Production students having access to dozens of dedicated computer editing stations for either video or audio. In total, across the RCC there are over 110 lab-based computers that are equipped with video editing software to support the video editing needs of students across FCAD and in RTA. Audio editing software is also available on several dozen computers throughout RCC. Other dedicated computer facilities are available for 3-D rendering, animation, graphics and other forms of visual computing. The new RTA Sportsnet Production Centre should serve to encourage an even greater level of technological and production sophistication amongst our student body.

8. STRENGTHS, WEAKNESSES, OPPORTUNITIES

i. STRENGTHS

Student Body – In general, the strengths of the Media Production program were felt to centre on the people connected with the program – both the faculty and the student body. Strong competition in terms of getting in to the Media Production program is an enormous strength for the program as a whole.

Experiential Learning – RTA's ability to deliver a practical “hands-on” education in media production, mixed with a strong grounding in the theoretical, is also regarded as one of our strengths – indeed, it is almost the very signature of the program.

Faculty And Instructors – Many faculty members and instructors currently work in senior administrative and/or creative positions with the media industry; it is an ongoing practice within the RTA School of Media to hire people with current media experience to teach the courses within the Media Production program that have a strong practical component (i.e., media writing courses, digital production courses, audio and video production courses, business/management courses). As well, the faculty working on the more theoretical side have had numerous scholarly papers published.

Other Strengths

- RTA's excellent reputation within the broadcast industry
- Strong ties to various broadcast and new media industry players and government regulatory agencies
- RTA's continuing excellent reputation within the Canadian university system
- The range of technology (and access to that same technology) that is offered
- RTA's dedication to keeping the program current with the particular focus on striving to be in the forefront of incorporating the latest new media elements into the program

ii. WEAKNESSES

Focus on Traditional Media – An area that came up for repeated discussion was RTA's occasional propensity to rely on offering subjects and courses that focus too strongly on traditional broadcast media. It is partly for this reason that the school is now known as "The RTA School of Media". This re-branding has been undertaken by the school in part to de-emphasize the subject areas of radio and television. It is one way the school is seeking to make it clear both internally and externally that our focus is now on all forms of modern media, not simply on radio and television.

The RTA School of Media has committed to, and will continue to commit to, updating and overhauling existing all current courses to include technology and teaching material that is in line with modern digital media practices. They are furthermore committed to creating and offering entirely new 'digital media' courses (dealing with both theory and practice) as necessary.

It is an ongoing challenge for Media Production is to keep up with the enormous changes that are transforming the industry it serves. A weakness that the faculty has therefore identified within Media Production is a tendency to sometimes rely too heavily on what has worked before. The key potential weakness for Media Production is that we must keep up with the rate and pace of change in the broadcast industry *as it is happening*.

Potential for Insularity – Another potential weakness identified within the faculty stems from Media Production's unique position as the only Canadian university program of our type. As well, because of Toronto's prominence as a media centre within Canada, many faculty members and instructors have spent their broadcasting careers entirely within the Greater Toronto Area. This can lead to a certain insularity within the faculty, and a focus on teaching material that encompasses local or regional media concerns, rather than teaching material that has a broad national or international scope. As well, our faculty identifies itself as one that, while strong in practical (and often award-winning) industry experience, is lighter on experience in academic research.

Diversity within the faculty is also of concern; recruiting a broader range of faculty with regard to visible minorities and/or disabilities is something that RTA will continue to pursue.

Business/Media Theory Courses – In the graduate survey nearly half of those surveyed felt that being offered more business courses while in Media Production would have helped them in their media career. As well, we need to ensure that students understand the importance of theory, management and business courses, and the necessity of including them in studies undertaken at the university level.

Applications Process – Even with the current change to the applications system, there is still the possibility of fraudulent admissions essays. Accordingly, the faculty is committed to reviewing the overall application system on an on-going basis.

iii. OPPORTUNITIES

Increasing Focus on Digital Media – The changing nature of the media industry, and consequently of Media Production's curriculum, brings with it the opportunity for Media Production to better position itself as a major force in digital media education. RTA must also take the opportunity to continue encouraging students to think digitally, and to make digital programming skills a fundamental part of the production process across all production-based courses.

International Partnerships – Other opportunities exist for RTA in terms of pursuing more international partnerships with universities, or strengthening the ones we already do have.

Encouraging External Engagement – There is the potential for students to have greater engagement with outside media producers. Students should be encouraged more than they already are to enter contests, film festivals, and similar media showcases run by online sites. Pursuing further alumni outreach is also another opportunity that could pay excellent dividends for RTA as a whole. While RTA has strong relations with many of its grads, and the alumni association is more active in recent years than it has been previously there is still much that could be done in this area.

Increasing Academic Rigor – RTA is always cognizant of the need to work on increasing the academic rigor of our program, and the academic level of our student body. As the industry changes and develops, there will continue to be increasing demand for more academically accomplished graduates.

iv. THREATS

Digital Media Expenses – The flip side to the opportunities presented by the explosion of new digital media technologies is the threat these technologies present: the potentially enormous expenses involved in acquiring new technology, as well as the expenses (in terms of time, energy and money) in ensuring that faculty and support staff are trained well enough to both operate and teach the technology as it becomes available.

Even more of a concern is the risk that the amount of training required to ensure complete faculty familiarity with every single available technology could potentially lead to faculty and staff burnout. This is because there is risk of spreading courses and faculty too thin to adequately cover all media production techniques, methodologies, academics and skills properly. We must focus on the technologies and theories that will become the most widely used and important.

Succession Plan – Looking long term it is important that the next RTA Chair is also able to engender/continue that same sense of faculty buy-in and loyalty to the overall school. It is vitally important for RTA to have a Chair selection committee that is actively seeking strong candidates, from both inside and outside the RTA community.

External Threats – Any changes in the Canadian telecommunications industry that would serve to weaken the Canadian independent film, TV and/or digital media production sector will also weaken RTA. Concentration of media ownership and relaxation of Canadian content requirements are two threats that are especially worrying, as both these situations can serve to reduce production activity within Canada.

9. DEVELOPMENTAL PLAN

Priority 1: Implementing and developing the new curriculum

The major immediate thrust of the current Media Production developmental plan is focused on the roll-out of our new curriculum. The RTA faculty has created a stronger, more balanced and more flexible new curriculum. Major improvements include further emphasis of digital media as a core subject within the program; stronger integration throughout the program of a variety of media platforms, both traditional and new; a greater range of business courses, and stronger emphasis on financing and production management in modern media throughout the program; and the provision of more overall choice for students, while still ensuring a range of 'core' media courses to ensure a solid grounding in both theoretical and practical aspects of media production.

Priority 2: Expanding RTA outreach, and

Priority 3: Strengthening our administrative structure

Priorities 2 and 3 are interconnected, as in order to effectively achieve priority 2, RTA needs to create a new administrative position. The nature of the broadcast industry is one of constant technological change, and RTA needs to remain aggressive in ensuring that both our traditional and new media facilities remain up-to-date in order for these facilities to continue to be counted as one of our strengths. One of the keys to achieving this is by expanding our partnerships with the broadcast industry so that we can continue to foster successful partnerships with Canadian media enterprises. Therefore, we are looking to create a new administrative position of Industry Relations Co-ordinator. As well, this newly-created position would be able to assist current students to identify and apply for relevant industry internships, and act as an information centre for recent graduates looking for industry jobs.

We also expect to be hiring additional dedicated lab and/or technical assistants for the new Mattamy Centre production facilities over the following months. This facility, and the staff employed there, will be dealing primarily with students from our Sport Media program, but there will be some Media Production activity within this facility as well.

As well, existing staff will continue to actively promote Media Production to potential students across all backgrounds and income levels, and work with external partners to create additional scholarship opportunities for students from underrepresented backgrounds.

Priority 4: Continuing to foster SRC activity, and

Priority 5: Continuing to ensure quality of teaching

In order to fulfill developmental plan Priority 4, RTA will look for opportunities to create other "zones" that foster research and innovation. The school currently plans a new initiative of this type called "The Allan Slaight Radio Institute", that will foster creativity within the realm of audio production with a specific focus on radio and internet radio platforms.

A second initiative, "The Studio for Media Activism", will encompass a wide range of media, with a focus on creating content that addresses (sometimes provocatively) issues of political, social, economic and cultural importance. The school will also look to help in the creation of other cross-school "zones" in various areas of communication in the forthcoming years.

With specific regard to ensuring teaching quality, the faculty has committed to offering a series of regular faculty-focused workshops in various aspects of media production.

Over the next year, RTA will also be joining the YouTube program "Educating the Educators" to offer (and receive) instruction in new media training. This initiative is a partnership between YouTube and numerous educators worldwide.

With regard to both Priorities 4 and 5, we will also continue to support faculty who have aspirations to pursue additional academic qualifications when these qualifications support the School's and Faculty's

research and/or teaching interest.

Priority 6: Upgrading of facilities on a continual basis

The major focus of expanding and upgrading RTA production facilities in the next few years will be the continuing roll-out of the SportsNet RTA Production Centre facilities within the Mattamy Centre. The SportsNet RTA Production Centre will have a substantial impact across all RTA programs over the coming decades.

Priority 7: Expanding RTA internationalization initiatives

We will be continuing the “RTA in LA” and “RTA in Ghana” initiatives, although “RTA in Ghana” is currently on hold (temporarily). RTA is also the founder and lead institution behind The Global Campus Network. As part of RTA’s developmental plan, The Global Campus Network is expected to bring several more universities into the fold in the forthcoming years. RTA also plans to partner with one or more European, Asian and/or Latin American academic partners, in order to offer joint graduate programs in various aspects of media production and theory

10. PEER REVIEW TEAM REPORT – MEDIA PRODUCTION PROGRAM

1. Outline of the Visit

Reviewers:

Dr. David Ogborn, Associate Professor, Department of Communication Studies and Multimedia, McMaster University

Barbara Jones, Professor of Practice, S.I. Newhouse School of Public Communications, Syracuse University

During a campus visit on March 12/13 2015, the PRT met with the Provost, Vice Provost Academic, Dean FCAD, Associate Dean FCAD, Chair RTA School of Media, Director Sport Media Program, four instructor/faculty members, Program Manager, Student Affairs Coordinator, Manager of Production & Facilities, Chief Librarian and Subject Librarian, two current students, one recent graduate, and two Program Advisory Council members.

2. General Overview

Ryerson’s undergraduate program in Media Production has gone through far-reaching changes in recent years, as it adapts to this shifting landscape. The name of the program has become the much more comprehensive “Media Production”, the curriculum has been comprehensively revised, and the program is now positioned in a larger departmental structure that includes a graduate program in Media Production and a directly adjacent undergraduate program in New Media. The program is going through these changes in a timely way, and from a position of considerable strength.

It is evident that the faculty, staff, administrators and students of the RTA School of Media are overwhelmingly and fiercely proud of, and committed to, the Media Production program. The quality of applicants and accepted students is consistently high, as are the retention and graduation rates. Students speak of RTA as a “dream school” and as a “safe place to experience and learn” where they are able to create “from day one”. The School’s technical facilities are impressive and there is a strong commitment to keeping them current and effectively managed. The School is committed to developing and strengthening partnerships with the media industries and is open to feedback from the industry and its students.

To a large extent, the key challenges identified by the PRT are those arising out of the program’s successful adaptation to a rapidly changing industry, together with its growth – in short, challenges arising out of the strength and initiative taken by the School of Media and its people. The evolution of the program into a broader Media Production program complicates the positioning of the program both

in relation to adjacent programs at Ryerson, and in relation to other programs in Canada and internationally. The positioning of the program in a growing School of Media places strains on staff that need to be addressed with new hires. While these are issues to be addressed directly within the School of Media, they will require the support of the wider Ryerson community.

3. Feedback on Evaluation Criteria

3.1 Objectives (alignment with institution's plans)

The Self Study provides a number of tables showing extensive alignment of the Media Production program and Ryerson University's strategic themes and undergraduate Degree Level Expectations. Moreover, the recent curricular revisions connect strongly with University and FCAD emphases on "nimble" and "flexible" academic programs.

Within this, the PRT believes more can be done to engage with "the international". Internationalism can be seen as a fundamental issue that runs through curriculum and pedagogy, involving the globalization of the industry, academic opportunities and the recruitment of international students, and was mentioned in some comments in the survey of students. There is some sense that the Media Production program is particularly oriented to a Canadian, or even Toronto-specific, media industry. International dimensions could be more clearly articulated as key elements of the curriculum, so that all Media Production students, and not simply those who are able to participate in exchange experiences, could benefit.

3.2 Admission Requirements

Admissions to the Media Production program are aligned with learning outcomes for the completion of the program, and encompass demonstrated academic excellence as well as written and verbal communication skills. The minimum high school average of accepted students is consistently high, with the program attracting students with strong communication skills.

3.3 Curriculum

The RTA Media Production program has recently undergone substantial and carefully conceived curricular revisions that directly reflect the media production landscape that is rapidly evolving to include new types of media production. While the effects of these revisions are only beginning to take effect, the PRT can certainly confirm that the new curriculum reflects the state and evolution of our discipline.

The new curriculum has an excellent breadth of offerings. While the traditional strength of the program in radio and television broadcasting remains strongly present in the new curriculum, it is joined by additional emphases that reflect the new channels by which professional media content reaches audiences. The new curriculum develops from year to year in an appropriate way, with a good balance of requirements/standardization versus flexibility/choice.

This includes a well thought out system of concentrations within the overall curriculum, with concentration options including Screenwriting, Radio and Sound, Digital Media, Television and Video, Business and Critical Media Theories. The PRT feels that measures should be taken to ensure that students understand the new system, and that, in particular, that they understand how often specific courses in each given concentration are expected to be offered.

Course offerings and co-curricular activities provided to Media Production students are broad and closely linked to the media industries. Media Production students are also able to participate alongside Sports Media majors producing live programming from Ryerson's Mattamy Centre. The School is investigating online education by developing an e-learning course with York University focused on "digital theory". Given the necessarily experiential "hands on" nature of media production as a field, it makes sense for such a theory course to be the focus of these initial explorations.

This curricular evolution leads to the emergence of an issue with the program's conception of its positioning within the Canadian post-secondary landscape. When the Media Production program (as Radio and Television Arts) was strictly focused on broadcast radio and television situations, it was probably true that the program was without direct comparator programs in Canada. As the program has broadened in scope, however, that scope has merged substantially with the scope of an extended family of programs connected with media production at publicly funded universities across the country. While these programs all have distinct contexts and emphases, and go by a wide variety of names, they have in common that they involve innovative, high quality "hands-on" media production as their key outcome.

The PRT notes a puzzling tendency to conceive of the Media Production program as largely without Canadian comparator programs. This tendency could deprive ongoing curricular and pedagogical improvement of valuable support and inspiration, and could impede specific collaborations with programs at other institutions. Most significantly, it could confuse students about the significance of their degree and their preparedness for a very complex national and international landscape. The PRT encourages the program to undertake an ongoing reassessment of the connections and contrasts between its program and the wider universe of production-related programs across Canada.

A related dynamic exists in relation to adjacent programs within Ryerson's slate of offerings at the RTA School of Media. The Media Production program has evolved, in part, to embrace more of what is sometimes referred to as "New Media" – which makes perfect sense given the evolution of the field and industry. At the same time, the RTA School has acquired stewardship of a dedicated undergraduate program in New Media. The distinction between these two programs is rather easily lost to an outside eye. The PRT encourages the RTA School to take steps to clarify the relationship between these two programs, and, moreover, to reinforce efforts to integrate and facilitate mobility between them.

3.4 Teaching and Assessment

The assessment of media production projects is a principal means of assessing student learning. Media production projects are simultaneously a site of experiential learning and the site of the assessment of that learning. Some instructors are deploying "flipped" classrooms.

During the PRT site visit, students and faculty tended to confirm that project constraints were predominantly, albeit not exclusively, technical rather than "conceptual". Faculty members may wish to consider increasing, at least in a limited and experimental way, the number of projects and courses that are aimed at particular human challenges and contexts, but are flexible in terms of medium/technique – especially for more senior students. This could reinforce the connections between a wider Liberal Arts orientation and media production skills. The FCAD Preliminary Division Plan seeks to ensure "that FCAD graduates become responsible global citizens able to effect positive change not only in their fields of practice but also in their broader communities." This can begin with individual media production projects.

Students in the Media Production undergraduate program are given three options for their senior coursework: an internship in the media or creative industries, a practical project (audio, video or interactive media) or an advanced academic paper. These are consistent options across both the existing and newly implemented curriculum. The assessment processes appear appropriate and effective. Roughly three quarters of the 150 fourth year students chose to undertake internships as their culminating experience. Administering and supporting that large a group of internships reinforces the need for the Industry Relations Coordinator as outlined in the School's Development Plan.

3.5 Resources

Faculty

The RTA School of Media includes 26 full-time professors whose teaching responsibilities may lie within one or several of the four programs offered within the school. Gender balance statistics presented in the Self Study, and a review of images on the RTA website, tend to support the School's interest in and commitment to diversity and equity. Search Committees should continue advancing diversity during the recruitment of the School's instructors, and the School should implement formal tracking of diversity in its hiring, including other factors in addition to gender.

Based on the results provided in the Self Study, the Media Production students rate the faculty teaching in the Media Production program as outstanding against key academic and advising effectiveness criteria.

Support Staff

The RTA School of Media boasts a robust administrative and technical support team. The Self Study indicates plans to hire to support the new Sports Media program. The Self Study document does not indicate current plans to change the structure of the administrative staff.

Four administrative staff roles exist to support the School's operation; however, as the PRT understands it, only three full-time positions are currently filled. This represents a clear area of weakness. Although the School has increased in size with the launch of the Sports Media program, it has not proportionately increased the size of its administrative support. In particular, the Student Affairs Coordinator is being asked to cover a surprisingly large range of responsibilities. This is of particular concern as the School's new curriculum moves forward, with the potential for an increased requirement for academic advising support. The PRT strongly supports the hiring of additional staff positions (beyond the planned Industry Relations Coordinator) to deal with the capacity issues that have emerged.

The survey of current students included only two questions regarding advising (within question 6) and these questions are broad in scope in that they include both faculty and staff advising services. 81% indicated "Providing helpful academic advising" was currently effective/very effective. Only 54.4% of respondents agreed "directing you to academic advising outside your program department" was effective/very effective. These results substantiate the need to improve advising support moving forward, particularly in light of the move to defined concentrations and increased 'minor' options for all students in the School.

The School has an appropriate number of technical staff to support its current operation. As the Sports Media program gears up, the School plans to hire additional production staff.

Technical Resources

The results of the Student Survey included in the self study document clearly indicated the students perceive their breadth and quality of the lab and studio facilities are among the School's strengths. The PRT can only concur: the program boasts access to world class production facilities.

Cross departmental planning systems are in place ensuring efficient purchase and maintenance of equipment, across the whole of RCC and serving all FCAD programs. As the School works to remove departmental silos and increase the number of courses open to other FCAD students it will be essential these processes are continued, and that ongoing student feedback regarding shared services is gathered.

Library Resources

The University library receives many student requests to film in the new Student Learning Centre. The PRT feels that there are further unexploited possibilities for collaboration between the Media Production program and the library. Class projects, or even competitions, could be devised that use specific library resources, such as special collections/archives.

4. Quality Indicators

It can be inferred, based on responses to the Student Survey, that the program is sufficiently rigorous academically. Students were asked, “To what extent has RTA helped you improve your ability” across a broad spectrum of communication milestones. Responses were positive across the majority of categories from critical thinking and written communication to computer proficiency and employment related skills.

Efforts since the last Periodic Program Review to hire faculty with greater academic qualifications and to improve the level of scholarly work completed by faculty appear to have been successful.

The School is quite successful in attracting and retaining strong students. Data tables outlining the strength of applicants to the program reflect an increase in the quality of registrants over recent years. The figures also demonstrate the continued competitive nature of acceptance to the School. The Self Study also demonstrates the RTA School of Media’s exceptional success across several key measures assessing “newly admitted secondary school students”: retention rates, graduation within six year of program commencement, satisfaction rates and assessment of the quality of their Ryerson education.

The rates of graduation and reported program quality are consistently high, based on data presented in the Self Study. The School should implement annual surveys to track this critical success measure. The increased diversity of media channels and roles, and the corresponding broadening of the Media Production program, could require that the relationship of employment to the program be articulated differently and more broadly.

No measurement of the number of students entering post graduate programs was provided in the Self Study. In concert with the implementation of graduate programs within the School, it would be appropriate to add this question to annual measurement.

5. Quality Enhancement

This section highlights additional measures, known to the PRT, which underline the commitment of the faculty in this program to creating strong experiences for their students.

There is some evident confusion among students about the purpose and utility of the course intentions system. This leads us to suggest that (a) better messaging to students about the nature and results of the process is required and (b) the system should be augmented by a first round survey, before *any* courses have been tentatively assigned. The latter measure, in addition to providing a more accurate measure of student sentiment, should also help the student body to feel more engaged with the course intentions process, by virtue of seeing their expressed opinions having an amplified effect on decision making.

Commendably, the PRT learned of an Aboriginal Media course that received low interest in the survey process (the first time it was offered) but was run nevertheless because the program felt that it was pedagogically and culturally important (and also because the program recognized that demand for such an offering could follow a successful delivery).

Finally, the RTA Media Production program has been an early and enthusiastic adopter of the University-wide models of open electives, thus contributing to more flexibility and intellectual exchange for the student body as a whole.

6. Other Observations

Alumni of the RTA Media Production program are, potentially, among the greatest assets of the School. Within the media industry in Canada, and beyond, their careers represent a wealth of professional expertise. The alumni network could serve a greater role as a competitive advantage for the program, in line with the School's Development Plan that calls for "Expanding RTA Outreach" and strategy 26 of the University's "Our Time to Lead".

The RTA website includes an Alumni section featuring the Wall of Fame, a donation link and general information about the RTA Alumni Association (RTAAA). The Self Study lists events and programs in which alumni participated. It does not indicate the number of active alumni involved in RTAAA, nor specific programs initiated by the group, beyond an alumni gala the gala. The SWOT analysis confirms that alumni outreach is an area of opportunity for the School, connected with acquiring "better relationships with the industry."

A number of RTA staff members currently serve as the executive of the RTAAA. This is an unusual structure for a university alumni group and could be communicating that the RTAAA is a function of the School rather than a volunteer external group. There are two possible issues in this: (1) if the RTAAA is a group functioning externally but in concert with the School why are no external alumni volunteering to run the association? Exploring this further will uncover and define opportunities leading to improved engagement with alumni; (2) as staff members are currently serving in executive roles, there may potentially be opportunity costs to the School if RTAAA duties are impacting paid responsibilities. Future surveys of graduates could probe further into the role of alumni relations for the School. The current Program Advisory Council (PAC) includes RTA alumni and could serve as an additional resource in identifying effective tactics for engaging with a greater number of alumni.

7. Summary and Recommendations

Ryerson's undergraduate program in Media Production is both a flagship program for the University and a highly respected program in the field. To its credit, the program is not resting on these laurels but is actively revising its curriculum and operations in order to continue to lead. The PRT would like to highlight the key recommendations it is felt would be of most benefit moving forward:

- Establish stronger relationships with, and a more detailed awareness of, comparator programs
- Clarify the relationship between the Media Production program and adjacent programs (especially the undergraduate program in New Media housed in the RTA School)
- Hire additional staff (beyond the projected Industrial Relations Coordinator) to address the considerable load currently placed on the Student Affairs Coordinator
- Augment the course intentions system with stronger communication and an additional first round survey
- Take initiatives to increase the connection of the program to its alumni, and, through them, the wider industry

The members of the Peer Review Team sincerely thank everyone at Ryerson for the invitation to be part of this program review process, and offer our sincere and ongoing support, in whatever form is most beneficial to the people of this exemplary program.

11. PROGRAM RESPONSE TO PEER REVIEW TEAM REPORT

1. Introduction and Overview

Coming from a team of reviewers so obviously devoted to ensuring the highest standards of quality in their own work, the overall positivity of the PRT report with regard to the Media Production program is extremely gratifying. We note particularly the PRT's comments that the program is "very strong and widely recognized"; that our faculty, staff, administrators and students are

"overwhelmingly proud of, and committed to, the Media Production program"; that our students speak of RTA as a "dream school" and "a safe place to experience and learn"; and their several references to the program's commitment to keeping current with technological and pedagogical developments, as well as to acting on feedback from the media industry and from students.

2. Response to Recommendations

i) Establish stronger relationships with, and a more detailed awareness of, comparator programs.

We agree that there is value to seeking out and evaluating comparable programs that, even if not an exact match with our overall program, match significant portions of what our school teaches. Accordingly, RTA has already been examining curricular developments in media studies on an international level. We are in discussions with Columbia University in New York to develop a similar relationship with their Film and TV school as we have with UCLA's School of Theatre, Film and Television. With the Media Production program's increased focus on new media, transmedia and other non-traditional modes of technologically-based storytelling, we will also be looking to find other comparator programs in Canada and/or the United States. In particular, we are already looking to establish nearby universities such as OCAD and/or McMaster as comparator programs for our New Media program. Where appropriate, we will use our findings from our comparator research with these New Media schools to also draw relevant comparisons to studies within the Media Production program, and to make appropriate changes and updates to the program based on our ongoing findings.

ii) Clarify the relationship between the Media Production program and adjacent programs (especially the undergraduate program in New Media housed in the RTA School).

The recommendations of the Peer Review Team particularly focus on further integrating the New Media and Media Production programs, and facilitating mobility of both students and faculty between these two fields of study. The RTA School of Media has been moving in this direction for the last several semesters, and is in agreement with the Peer Review Team that - while keeping individual fields of study distinct - there is great value for both students and faculty alike when there is consistent and frequent cross-pollination of projects and initiatives across related areas of study. Consequently, the school will continue to actively encourage RTA faculty to design coursework and projects that bring together multiple streams of study (Media Production, New Media, and Sport Media) to further enhance the learning experience of our entire student body.

We are also committed to expanding our cross-disciplinary work with other schools within FCAD, especially in the related fields of Image Arts and Journalism. We have already begun discussions with these faculties to find a framework for collaborative projects that will be of benefit to all participating faculties. As well, the RTA School of Media will continue to foster cross-disciplinary work via the Transmedia Zone, as well as newer initiatives such as The Studio for Media Activism and The Allan Slaight Radio Institute.

iii) Hire additional staff (beyond the projected Industrial Relations Coordinator) to address the considerable load currently place on the Student Affairs Coordinator.

The Peer Review Team have perceptively and accurately identified the enormously important role played by the Student Affairs Coordinator in disseminating all types of program information to our student body, across all three of our undergraduate programs. We are looking for ways to spread the workload out, while still maintaining the high degree of student satisfaction with the school's Student Affairs office.

Our current plan is, pending budget approval, to hire a Practicum and Outreach Relations Coordinator whose job responsibilities would be split approximately 50/50, so that half the job would consist of

industry outreach, fostering partnerships with major industry players, and acting as an information centre for recent graduates looking for industry jobs. The other half of the job would be to act as Senior Student Affairs Coordinator, thereby significantly lightening the load on the current position. The faculty believes that this is a budgetarily responsible way to address the concern of the external Peer Review Team in this area. However, we will also continue to monitor and review the workings of the Student Affairs office on an on-going basis to ensure that the student body is receiving the best counsel and support possible.

iv) Augment the course intentions system with stronger communication and an additional first round survey.

We currently have several methods by which students can inform the school of their desire to take specific courses published within Ryerson's course calendar, even if these courses are offered on an irregular basis. These methods include:

- course intention forms;
- an "open-door" policy practiced by both our chair and our student affairs coordinator so that students may voice their course intentions directly to both faculty and administrative staff;
- the chair's "fireside chat" initiative which gives students another chance to address their course intentions directly to the chair; and
- the encouragement of students to use social media to establish course intention Facebook groups that will give the faculty and staff a sense of the demand for a particular course.

The RTA faculty is committed to flexibility in terms of offering courses, so that courses that receive a significant groundswell of support in any of these arenas can be run on a more frequent basis than originally planned. That being said, the RTA School of Media is always on the lookout for methodologies that will allow our student body to maximize their experience while at the school. Consequently, going forward, we will be looking at several methods of refining our methods of course planning, as well as being even more transparent in the scheduling of our course offerings. The PRT's recommendation of a first round course intention survey is one of the methodologies currently under discussion at a faculty level.

v) Take initiatives to increase the connection of the program to its alumni, and, through them, the wider industry.

The RTA School of Media is fortunate to have an extremely strong connection with our alumni that we have fostered through the years. Our Program Advisory Council has a significant number of distinguished RTA alumni within its ranks and our Alumni Association has become an increasingly active and important presence within RTA over the past several years. In point of fact, some of the staff and faculty we now have working for the school are graduates who were active in our Alumni Association before we offered them employment – they were in essence 'recruited' by RTA partly as a result of the excellent work they had been doing for our alumni organization. This means that, at the point in time we were visited by the Peer Review Team, our Alumni Association had a higher proportion of RTA faculty and staff than one might traditionally expect from such an organization, which at other schools tend to be somewhat more arm's-length from the workings of the school they represent.

The RTA School of Media is committed to expanding our Alumni Association, specifically with a goal towards recruiting more non-staff and non-faculty members. To this end, the school plans to partner with the Alumni Association in offering a series of conferences, workshops and services of particular interest to recent graduates; this initiative would be within the prevue of the new Industrial Relations Coordinator.

3. Other Points Raised by the PRT Report and Conclusion

The PRT report additionally contained a small number of other recommendations which the RTA School of Media is also examining. In particular, it was recommended that the school

should implement an annual graduate employment survey to track the critical success measure of the percentage of graduates who find employment within the media industry. The school agrees that this is a critical performance metric; it is currently captured by surveys conducted province-wide by the Ontario Ministry of Education. Unfortunately, there is often a delay in having these statistics reported back to the school. However, before going to the expense of commissioning our own survey, the RTA School of Media will be investigating avenues to allow for these already-gathered statistics to be received by RTA on a timelier basis.

Overall, the RTA School of Media is very pleased with the external PRT report, which we believe reaffirms our status as one of the world's premier media training schools, while also giving us thoughtful and concrete suggestions about ways to further improve the experience we offer to our students. We look forward to the challenges of the forthcoming years, as RTA remains committed to holding ourselves to the high standard we have already set, while keeping pace with (or even ahead of) the constant technological changes that are the hallmark of modern media.

12. DEAN'S RESPONSE (Dr. Gerd Hauck)

The PRT report provides a thoughtful and fair appraisal of the School's strengths and challenges. I share the perspective offered by the Chair of the School that "the PRT conducted their site visit and other correspondence with a straightforward but collegial attitude that ensured their points were made – and received – clearly, fairly and constructively." The chair's considerate and measured response to the report bears this out.

Strengths

I was very pleased to read that the PRT found much to commend about RTA School of Media and identified numerous strengths across the entire spectrum of the School's activities. In summary, these include:

- The effective and expeditious manner in which the School has adapted to the "shifting landscape" of media production and media studies and continues to do so "from a position of considerable strength" through timely curriculum revisions that respond to this shift;
- The superb quality of students admitted into the program as well as the high retention and graduation rates;
- Students' satisfaction with the intellectual rigour of the program and the successful acquisition of employment-relevant skills;
- Student's high degree of satisfaction with teaching faculty;
- The School's up-to-date technical resources and production facilities;
- Improved scholarly profile of recent hires and greater SRC output since last PPR;
- The palpable pride members of the School take in their program and the excellent *esprit de corps* in the School;
- The numerous and highly beneficial relationships the School has established with media industry partners, both nationally and internationally;
- Gender equity in hiring practices; and
- The speed and enthusiasm with which RTA has adopted the University's opportunities for open electives, ensuring students have access to a flexible curriculum that offers a broad range of intellectual challenges in complementary areas of study.

Challenges and Opportunities

While acknowledging that there is much to celebrate in the RTA School of Media, the PRT also identifies several challenges that would benefit from careful consideration and review. The summary of the PRT report offers five recommendations that should benefit the program. The School's Chair addresses each of these challenges in some detail and offers suggestions on how to mitigate them. Here is a summary of the most pertinent ones and some recommendations on possible remedies or solutions:

The first recommendation offered by the PRT is to “establish stronger relationships with, and more detailed awareness of, comparator programs.” In this context the PRT makes specific reference to media production programs at other universities, nationally and internationally, which bear a significant semblance to the ones offered by RTA. I share the view that an awareness of these comparator programs will benefit the ongoing curricular modifications and give RTA’s graduates a leg-up in competing for jobs. It appears that the Chair of RTA also supports this recommendation. The emerging relationships with UCLA and Columbia University, as well as the promise to seek closer ties with OCADU and McMaster University, would suggest that the first steps have been taken to respond to this recommendation.

The second recommendation addresses a related concern – the perceived lack of relational synergy between the Media Production program and the New Media program. Given “the myriad ways in which the relationships between commercial, industrial and artistic contents are becoming more fluid,” it would likely benefit the School to follow the PRT’s advice to “to integrate and facilitate mobility between them.” I fully support that piece of advice and would urge the School to look for congruencies, shared resources, enhanced mobility, and opportunities for cross---pollination, while maintaining the distinctive core of the programs. Consequently, I applaud the Chair’s proposal to “actively encourage RTA faculty to design coursework and projects that bring together multiple streams of study (Media Production, New Media, and Sport Media) to further enhance the learning experience of our entire student body.” This makes economic sense, curricular sense, and administrative sense, and it will enhance the sense of unity and harmony amongst the School’s three undergraduate programs.

Third, the PRT addresses a perceived deficit in administrative support. It is true that administrative staff has not grown in harmony with the addition of the New Media program in 2012-13 and the recent launch of the Sport Media program. The PRT considers this “a clear area of weakness,” especially with respect to the range of responsibilities expected of the Student Affairs Coordinator. In response to this situation, both the PRT and the Chair make reference to a developmental plan to create a position for an “Industry Relations Coordinator” (also identified as “Practicum and Outreach Relations Coordinator”) who may be charged with taking on some of the Student Affairs Coordinator’s responsibilities. In spite of the Chair’s assurances that this “budgetarily [sic] responsible way to address the concerns of the external Peer review team,” this area of discrepancy requires further investigation, and I would encourage the administration of RTA to work with colleagues in HR and the Dean’s office to come up with a financially viable and administratively efficacious long-term and sustainable solution.

The forth recommendation speaks to minor flaws in the course intentions system practised in the RTA School of Media. The Chair has indicated the School’s willingness to investigate improved “methods of refining [...] course planning, as well as being even more transparent in the scheduling of [...] course offerings.” I am satisfied that this is an appropriate response to the PRT’s recommendation, and I look forward to learning more about specific steps taken.

Finally, the PRT recommends that RTA “take initiatives to increase the connection of the program to its alumni and, through them, the wider industry. Frankly, I found this recommendation somewhat puzzling since I had always perceived RTA’s alumni relations exemplary in FCAD, if not the University as a whole. RTA is blessed with a plethora of distinguished alumni, and in the course of my tenure as Dean I have been fortunate to meet many of them and have observed their passion for and commitment to the School as well as their pride in having graduated from it. RTA has a disproportionately large number of Distinguished Visiting Professors (many of whom are RTA graduates) and has attracted significant donations from its alumni. The RTA Wall of Fame is only a small, emerging expression of that deep engagement and will surely grow as the School nominates annually more distinguished alumni

to be represented there. In fact, given the significant number of RTA alumni hired by the School for a range of its services one might even argue that the School is a little too beholden to its alumni!

Be that as it may, the PRT's recommendation that "the alumni network could serve a greater role as a competitive advantage for the program" should be taken seriously and explored on the basis of the suggestions offered by the PRT: providing an indication of the number of active alumni involved in RTAAA; listing specific programs initiated by RTAAA, and exploring opportunities for "better relationships with the industry." This could be complemented by the Chair's suggestion to offer "a series of conferences, workshops and services of particular interest to recent [and older?] graduates."

Conclusion

None of the external Peer Review Team's recommendations concern aspects of the program which one might consider critical for its survival or vital to its successful continuation. While very thoughtful and highly appreciated, they could even be considered somewhat tangential to the School's ongoing success and reputation and should be easy to implement without major commitment of funds, personnel, infrastructure or other resources. In some ways this speaks volumes about how successfully the School has operated since the last periodic performance review. The School is clearly in good health, has top-notch facilities, outstanding students, staff and faculty, and produces a crop of graduates who are highly qualified to compete for positions in the media production business. They will join the ranks of passionate, proud and committed alumni and will help ensure that the RTA School of Media will maintain its position as one of the premiere media schools in Canada and North America.

13. SUPPLEMENTAL DEVELOPMENTAL PLAN (prepared by Media Production program)

At the request of the Academic Standards Committee, we are including this Supplemental Developmental Plan which outlines several new projects currently in progress with a student focus. RTA is committed to increasing the level of experiential learning both within courses, and to provide exceptional extra-curricular experiential learning opportunities for our students. The following are some of the initiatives that we are currently running, or are planning to launch in the near future:

- We plan to increase our Transmedia Zone initiatives from 12-20 over the next five years. From apps to installations, from two-screen to video-games, from web to mobile, or categories that defy description, the Transmedia Zone provides co-working space, equipment, and mentorship on every aspect of students' projects.
- We are also planning a "music industry hub" to be based within RTA, which will bring students together with industry leaders to foster innovation and growth in modern music-related businesses.
- We have just opened the Allan Slaight Radio Institute, which provides state-of-the-art radio and audio production facilities to our students.
- We have just upgraded all of our cameras for our Advanced Single Camera Production students.
- We have created the Maker Space where all students in RTA programs can collaborate to prototype, create and design their work.
- Hack Nights are a weekly open studio opportunity to work on projects, share ideas and network with peers and professors.
- We are increasing the opportunities with RTA Productions, which was created as an opportunity for students to get paid production work that is facilitated by RTA staff. RTA Productions is a professional production unit hired by the University for its wide-ranging media needs.
- RTA Sports is an opportunity for students interested in sports production to get involved in a wide variety of production roles. RTA Sports is responsible for the live television, webcasting and radio productions of Ryerson Rams varsity athletics, as well as a number of sporting events that take place at the Mattamy Athletic Centre and other areas on and around campus.
- RTA Public Service, provides students with the opportunity to volunteer their time and skills to help an

individual or group that wouldn't otherwise be able to access high-end production facilities. The aim of the group is to offer students from all years and streams of RTA an avenue to produce high-quality work alongside local community initiatives and charities.

- We are working with the Dean's office to expand our international presence and provide international opportunities for students.
- We are adjusting the format of RTA's annual "Upfront" showcase to provide better opportunities to bring students and the industry together. This event selects the school's best projects and invites industry professionals and alumni to get to know our students, and find a project that fit with their organization.
- We are exploring opportunities to showcase RUtv (Ryerson's premiere student-run television station) on both cable and other digital outlets.
- With the opening of the Allan Slaight Radio Institute, SpiritLive has a new and updated home. It is a 24-hour a day, 7 days a week internet broadcaster, featuring original content produced by students of the RTA School of Media from our studios in Ryerson's Rogers Communication Centre.
- Our Broadcaster in Residence is holding open office hours, and next month will be inviting Media Production students to work with him as audio producers and to create voicetracks for upcoming shows.
- The RTA School of Media is partnering with the Ontario Science Centre to present a student installation in the Summer of 2016.
- The RTA School of Media is partnering with TIFF once again this year. RTA students will work on the Title Wall with TIFF and internationally acclaimed (and Canadian!) artists TANGIBLE INTERACTION. Their creations have been featured all over the world with many of the biggest stars in the music and entertainment biz (Cirque du Soleil, Arcade Fire, Blue Man Group, the Olympics, many more). RTA successfully partnered with TIFF last year, so we hope to maintain an ongoing relationship with them.
- Global Campus Network is expanding to provide more opportunities for students to collaborate.
- In the new curriculum, we are implementing a requirement that students complete a minimum of 60 volunteer hours of creative community practice prior to graduation.
- As we build our research centres and zones, we are also increasing the opportunities for student involvement in faculty SRC activity.
- We will provide exhibition opportunities for students (both online and through festivals)
- As planned in the PPR, RTA has now hired a Student Academic Co-ordinator, specifically to help first and second year students with their course planning.
- We are exploring opportunities with FCAD to work with the Chang School to develop offerings for our students.

14. ASC EVALUATION

The Academic Standards Committee (ASC) assessment of the Periodic Program Review indicated that the review provided a reflective and comprehensive evaluation of the program. The ASC noted that the program attracts and retains strong students who rate the program quite highly. ASC also noted the program's commitment to ensuring the program stays current with the technological and pedagogical advances in the field and that it is responsive to feedback from students and industry. The recent curriculum revisions provide Media Production students with greater flexibility and choice in pursuing their career interests.

The Academic Standards Committee recommends that the program provide a follow-up report on the status of the initiatives outlined in the Developmental Plan and the Supplemental Developmental Plan. The follow-up should also include: (1) a plan that will ensure all students have proficiency in all program learning outcomes; and (2) the CVs of all faculty members in the School and all other faculty who have taught required courses to program students at the time the Periodic Program Review was submitted to ASC (i.e., the 2014-2015 academic year).

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 Communication and Design, the Provost and Vice President Academic, and the Vice Provost Academic by the end of June, 2017.

Date of next Periodic Program Review

2023 - 2024

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Periodic Program Review of the RTA School of Media, Media Production.*

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Anne Marie Singh, Faculty of Arts, Criminology

Kinga Zawada, Faculty of Arts, Languages, Literatures and Cultures

Jean Bruce, Faculty of Communication & Design, Image Arts

Thomas Tenkate, Faculty of Community Services, Occupational and Public Health

Nick Bellissimo, Faculty of Community Services, Nutrition

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering

Eric Harley, Faculty of Science, Computer Science

Vadim Bostan, Faculty of Science, Chemistry & Biology

Tina West, Ted Rogers School of Management, Business Management

Jim Tiessen, Ted Rogers School of Management, Health Services Management

Jay Wolofsky, Library

Nenita Elphick, Chang School of Continuing Education

Des Glynn, Chang School of Continuing Education

YEATES SCHOOL OF GRADUATE STUDIES (YSGS) REPORT TO SENATE
February 16, 2016

For Senate Approval:

Graduate Periodic Program Review

Computer Networks Master's Program

The following Periodic Program Review was reviewed by the Program and Planning Committee (PPC) on December 3rd, 2015 and forwarded to YSGS Council on December 10, 2015 where they were reviewed and have been recommended for approval by Senate.

Motion: *That Senate approve the Program Review for the Computer Networks Master's Program.*

Submitted by:



Jennifer Mactavish, Dean
Chair, Yeates School of Graduate Studies Council

RYERSON UNIVERSITY

Yeates School of Graduate Studies

Final Assessment Report (FAR) and Implementation Plan for the Periodic Review of the Graduate Program in Computer Networks (CN)

In accordance with the University Institutional Quality Assurance Process (IQAP), a final assessment report (FAR) is required to provide an institutional synthesis of the external evaluation and internal responses and assessments of the Periodic Program Review of the graduate program in Computer Networks (CN). This report identifies significant strengths of the program and opportunities for program improvement and enhancement. It also sets out and prioritizes recommendations selected for implementation.

This report includes an Implementation Plan that identifies:

- Who will be responsible for approving the recommendations outlined in the final assessment report; Who will be responsible for providing any resources made necessary by the recommendations; Who will be responsible for acting on the recommendations;
- Timelines for acting on and monitoring the implementation of the recommendations.

Summary of the Periodic Program Review of the Graduate Program in CN

The graduate program in Computer Networks submitted a self-study report to YSGS in April 2015. The report outlined the program descriptions and learning outcomes, an analytical assessment for the program, and program data including data and the standard data packages. Course outlines and CVs for full-time faculty members were appended.

Three external reviewers were selected:

- Dr. Hassan Naser, Associate Professor and Chair, Lakehead University
- Dr. Kui Wu, Professor, Department of Computer Science, University of Victoria
- Dr. Jelena Mišić, Department of Computer Science, Ryerson University

Upon review of the CN self-study documentation they conducted a site visit to Ryerson on June 15-16, 2015. The Peer Review Team (PRT) interviewed a cross-section of individuals and groups, including the Provost; Faculty Deans and Associate Deans including the Dean and Associate Dean of the Yeates School of Graduate Studies (YSGS), Dean of Faculty of Engineering and Architectural Science (FEAS), Associate Dean of FEAS; and meetings with faculty members; students; support staff; alumni; and graduates.

The PRT report was submitted to YSGS on June 29, 2015. The PRT cited several strengths of the program in their report, ranging from the program having a strong practical curriculum component, unique and appropriate lab facilities, and strong industrial relationships.

PRT Identified Strengths of the Graduate Program in CN

- **Curriculum:** The program has a strong practical component in the curriculum. Every course includes both lectures and labs, enabling students to develop practical skills. Several lecturers have abundant industrial experience. The case studies offer a unique

opportunity for students to apply their knowledge to solving industrial problems.

- **Facilities:** The computer networks lab houses routers, switches, network equipment, Cloud Computing facility, and LTE wireless testbed. The facilities are unique among similar programs in Canada and provide students with excellent hands-on learning opportunities less available elsewhere.
- **Industrial Relationship:** The program is geared towards industrial and has been successfully educating graduates for computer networks industry. Many alumni are working for big international network companies (such as Cisco) and ISPs (such as Bell, Rogers and Telus). The alumni are invaluable for maintaining and broadening the strong industrial relationship.
- **Library:** Ryerson University has a modern and unique library that offers special learning and interactive environment. Together with the support that enables students to remotely access to resources housed in the program's computer networks lab, the library effectively expands the studying space for the program.

PRT Identified Weaknesses of the Graduate Program in CN

Given such a range of responsibilities it is not surprising that there are also some weaknesses in the existing program. Those weaknesses could be summarized as challenges:

- While it is evident that the program has been supported by full-time faculty members from the departments of Electrical and Computer Engineering and Computer Science, the involvement of regular faculty members to this program is not high. This is mainly due to the fact that teaching in this program is considered as overload to regular faculty members.
- Tuition fee for international students may be too high (\$41,000 for MSc. students, and \$31,000 for MEng. students). This fee level may deter excellent students from entering this program.
- The percentage of MSc. students is low. The small number of MSc. students negatively impact the research output of the program.
- The MEng case studies/ projects are typically short and their technical depth requires further improvement.

PRT Identified Opportunities of the Graduate Program in CN

- The hands-on experiment-oriented teaching, learning, and research environment offers a unique opportunity not only for increasing the enrolment of graduate students, but also for enhancing system-oriented research. The excellent experimental platform is ideal to support top-notch research in computer systems and networks. Very few universities worldwide have the lab facilities like this for teaching and research. Permanent faculty members are recommended to leverage the unique opportunity that the program offers and work more with contract lecturers and students to broaden the scope of research areas.
- The industrial trend towards Cloud Computing presents new opportunities for stronger industrial needs. Cloud Computing brings new teaching and research topics, and with computing resource virtualization, lab management should be more flexible and easier.

Summary of the Reviewers' Recommendations with Responses from CN and YSGS

As mandated by Ryerson Senate Policy 126, what follows is the YSGS-level response to both the PRT report, and the response to the report of CN. We summarize below the recommendations and responses. We divide recommendations into two broad categories: academic and administrative. The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative matters. Each section begins with an overview of the major PRT recommendations. Note: the recommendations are numbered in the order that they appeared in the PRT report (in order as bullet items), and do not reflect a priority rank in ordering.

Academic Recommendations

Recommendation 1

Devise and keep course outlines consistent with the official calendar entries. To accommodate the flexibility in the fast-changing network area, the program could make the calendar entries more general and give enough flexibility for individual instructors to add/revise most recent materials.

The program will update the YSGS calendar entries to reflect changes of the course curriculum. The GPC curriculum committee will address curriculum updates and changes in a yearly basis. YSGS supports the program level response. We encourage an ongoing curriculum review to ensure the relevance and accuracy of the advertised course offerings.

Recommendation 2

Include student learner outcomes in the course outlines in order to demonstrate level of learning and to provide support for the program objectives and degree level expectations.

The program supports the introduction of the Student Learning Outcomes in the course outline. The GPC will convene to discuss this issue further in the next meeting. YSGS supports this suggestion. Learning outcomes should be articulated in the course management materials.

Recommendation 3

Develop a long-term curriculum planning. Curriculum changes should go through an official procedure. Keep track record of curriculum changes.

The GPC and its curriculum committee will be responsible to the long-term curriculum planning and curriculum changes. All the changes will be documented. YSGS will provide support to the CN GPC for curricular planning and updates. Please note that there is a process, governed by Senate policy, for enacting curriculum changes.

Recommendation 4

Reduce the number of required courses for MSc. students so that they have more time for doing research.

The program will introduce a Directed Studies elective for the MSc option. This elective will provide an opportunity for the MSc students to start their research

under the supervision of their respective thesis supervisors at the earlier stage of their studies. In effect, the introduction of the Direct Studies will somehow reduce the MAsc course workload. The program does not want to reduce the number of required courses, recognizing that the practical component offered in our courses is what makes the program unique and attractive to our students. YSGS supports the program level response. However, it would be a valuable exercise for the CN GPC to review their current course offerings, to determine the relevancy of courses, and topics to either drop or add.

Recommendation 11

MEng case studies/ projects are short, and in general their technical depth requires further improvement. The majority of case studies have been supervised by Drs Ma and Jaseemuddin, staff, and non-permanent members. To remedy, introduce more research ingredients into projects to motivate engagement of permanent faculty members and in the meantime potentially increase research output from the program.

The case studies course is designed for MEng students. Most of them are only interested in acquiring practical knowledge to prepare/enhance their careers in the industry. It is difficult to design case studies that have enough practical contents with research components and can be completed in an 8-week period.

We may of course lengthen the case study duration. Since the workload of the program is already very high, lengthening the case studies duration requires the reduction of the number of required courses. These are major curriculum changes whose impacts on the program are unknown. Further analysis is required.

YSGS is in favour of balancing the length of the program and its SRC related outcomes. We will work with the program and FEAS in ways of engaging of increasing the pool of faculty who supervise the case studies. Note that student interests and needs should be weighed carefully on this point, as the majority of CN students are MEng, rather than MAsc.

Recommendation 12

The background of students varies. The intensive course schedule does not work well for all students based on the students' feedback.

The program realizes that students have various networking backgrounds and that is why a large number of GAs (5 GAs for 70 plus students) are provided in the first introductory course. GAs are used in other courses with enrollment of 20 or more. The students can complete the course load at a slower pace, if legitimate reasons could be provided.

YSGS supports the program level response. To clarify the program response, the GAs serve to support incoming students with weaker backgrounds in the introductory course.

Administrative Recommendations

Recommendation 5

Tuition fee for international students may be too high (\$41,000 for MSc. students, and \$31,000 for MEng. students). This fee level may deter excellent students from entering this program.

The tuition fees are not set by the program. Fees are uniform across the board for fully funded programs such as CN. Exceptions are possible if the program moves to a deregulated tuition model. Note that the Board of Governors sets fees for the CN program. The program may consider requesting a reduction in tuition, but this needs to be balanced with the high cost of maintaining equipment used in the program.

Furthermore, other MSc programs at Ryerson University have the same tuition fees – roughly around \$21,000 per year or \$41,000 for two years. Despite of the high tuition fees, the program still has many qualified international applications every year. In fact, our program has the largest number of international students in YSGS.

Recommendation 6

While the program has been supported by full-time faculty members from the departments of Electrical and Computer Engineering and Computer Science, the involvement of these faculty members to this program is not high. This is mainly due to the fact that teaching in this program is considered as overload to regular faculty members.

To engage the full-time faculty, the program provides:

- a) *Full funding to the MSc students supervised by the faculty,*
- b) *Higher compensation for the overload teaching (\$8800/\$8000 vs. \$6300), and*
- c) *Technical support for developing and upgrading the lab contents of their courses.*

All the full-time faculty members are also GPC members. They are heavily involved in drafting and implementing the program's policy.

YSGS also encourages that the program look at ways courses to be offered with fewer paid overloads.

Recommendation 7

The program director has a heavy duty of teaching, supervision of a large number of case studies, and administration of the program. Reduce the teaching/supervising workload of the program director to focus more on the coordination and interaction with faculty members and industrial partners.

This issue needs to be discussed with the Deans of FEAS and YSGS. As of the 15/16 academic year, the GPDs report directly to the local Dean and/or Associate Dean of their home faculty (in this case, FEAS). A discussion of workload and additional teaching release for the CN GPD should be directed towards the Dean of FEAS.

Recommendation 8

The workload of technical staff is heavy, including lab maintenance, device update/installation, data center management, licences issues, security patching, server migration, vendor contact, supervising case studies, and so on. Manpower requirement and responsibility of facility management are high to make the program successful.

To alleviate the workload of our technical staff in certain occasions, the program hires a technical support from the Department of Computer Science on hourly basis. We also hire some of our students. This arrangement is mutually beneficial.

The program can find good technical help quickly, and the students can gain further practical experience. YSGS supports this program level response.

Recommendation 9

The program administrator has an unduly high administrative load.

Occasionally, the program administrator may have high workload in a short period of time (e.g. at the beginning of the term). If it is really necessary, we will hire extra part-time help for the high-workload periods.

Recommendation 10

Space is limited for the infrastructure. We recommend allocating space for staging/equipment testing for smooth running of the data center.

More than two third of EPH404 is temporarily used as a research lab by an ELCE professor. We will reclaim the space when needed.

Recommendation 13

Attention should be given to the sustainability and risk management of developing course materials (lectures, laboratory exercises, etc) specific to a given equipment vendor.

Our labs use the equipment mostly from Cisco because Cisco's networking and data center products are the most popular in North America. In the foreseeable future, Cisco will remain to be the top player in the networking industry. Because of this reason, acquiring knowledge of using Cisco products helps the careers of our students tremendously. Our labs also use devices from other big vendors such as Juniper and Huawei.

Implementation Plan

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
Academic			
Recommendation 1 Devise and keep course outlines consistent with the official	The program will update the YSGS calendar entries to reflect changes of the course curriculum. The GPC	Graduate Program	Winter 2016 to Fall 2017 with Review in Oct

<p>calendar entries. To accommodate the flexibility in the fast-changing network area, the program could make the calendar entries more general and give enough flexibility for individual instructors to add/revise most recent materials.</p>	<p>curriculum committee will address curriculum updates and changes in a yearly basis.</p>	<p>Director, CN</p>	<p>2016.</p>
<p>Recommendation 2 Include student learner outcomes in the course outlines in order to demonstrate level of learning and to provide support for the program objectives and degree level expectations.</p>	<p>The program supports the introduction of the Student Learning Outcomes in the course outline. The GPC will convene to discuss this issue further in the next meeting.</p>	<p>Graduate Program Director, CN</p>	<p>Winter 2016 to Fall 2017 with Review in August 2016.</p>
<p>Recommendation 3 Develop a long-term curriculum planning. Curriculum changes should go through an official procedure. Keep track record of curriculum changes.</p>	<p>The GPC and its curriculum committee will be responsible to the long-term curriculum planning and curriculum changes. All the changes will be documented.</p>	<p>Graduate Program Director, CN and CN Curriculum Committee.</p>	<p>Winter 2016 to Winter 2018 with Review in August 2017.</p>
<p>Recommendation 4 Reduce the number of required courses for MSc. students so that they have more time for doing research.</p>	<p>The program will introduce a Directed Studies elective for the MSc option. This elective will provide an opportunity for the MSc students to start their research under the supervision of their respective thesis supervisors at the earlier stage of their studies. In effect, the introduction of the Direct Studies will somehow reduce the MSc course workload. The program does not want to reduce the number of required courses, recognizing that the practical component offered in our courses is what makes the program unique and attractive to our students.</p>	<p>Graduate Program Director, CN</p>	<p>The course proposal of the Directed Studies elective has been submitted to YSGS. We expect that the course will be in place in Winter 2016.</p>
<p>Recommendation 11 MEng case studies/ projects are</p>	<p>The case studies course is designed for MEng students. Most of them are only interested in acquiring practical</p>	<p>Graduate Program</p>	<p>This issue has been discussed during the GPC</p>

<p>short, and in general their technical depth requires further improvement. The majority of case studies have been supervised by Drs Ma and Jaseemuddin, staff, and non-permanent members. To remedy, introduce more research ingredients into projects to motivate engagement of permanent faculty members and in the meantime potentially increase research output from the program.</p>	<p>knowledge to prepare/enhance their careers in the industry. It is difficult to design case studies that have enough practical contents with research components and can be completed in an 8-week period.</p> <p>We may lengthen the case study duration. However, since the workload of the program is already very high, lengthening the case studies duration requires the reduction of the number of required courses. These are major curriculum changes whose impacts on the program are unknown. Further analysis is required.</p>	<p>Director, CN</p>	<p>meeting in the Summer of 2015. The general consensus among the GPC members was that the current structure of the case studies is best-suited for the characteristics of our program.</p>
<p>Recommendation 12 The background of students varies. The intensive course schedule does not work well for all students based on the students' feedback.</p>	<p>The program realizes that students have various networking backgrounds and that is why a large number of GAs (5 GAs for 70 plus students) are provided in the first introductory course. GAs are used in other courses with enrollment of 20 or more. The students can complete the course load at a slower pace, if legitimate reasons could be provided.</p>	<p>Graduate Program Director, CN</p>	<p>Currently in place.</p>
<p>Administrative</p>			
<p>Recommendation 5 Tuition fee for international students may be too high (\$41,000 for MSc. students, and \$31,000 for MEng. students). This fee level may deter excellent students from entering this program.</p>	<p>Tuition fees are not set by the program and these fees are uniform across the board for fully funded programs such as CN.</p> <p>Despite of the high tuition fees, the program still has many qualified international applications every year. And in fact has the largest number of international students in YSGS.</p>	<p>Graduate Program Director, CN</p>	<p><i>n/a</i></p>
<p>Recommendation 6 While the program has been supported by full-time faculty</p>	<p>To engage the full-time faculty, the program provides:</p> <p>a) Full funding to the MSc students supervised by the</p>	<p>Graduate Program Director, CN</p>	<p>Currently in place.</p>

<p>members from the departments of Electrical and Computer Engineering and Computer Science, the involvement of these faculty members to this program is not high. This is mainly due to the fact that teaching in this program is considered as overload to regular faculty members.</p>	<p>faculty,</p> <p>b) Higher compensation for the overload teaching (\$8800/\$8000 vs. \$6300), and</p> <p>c) Technical support for developing and upgrading the lab contents of their courses.</p> <p>All the full-time faculty members are also GPC members. They are heavily involved in drafting and implementing the program's policy.</p>		
<p>Recommendation 7</p> <p>The program director has a heavy duty of teaching, supervision of a large number of case studies, and administration of the program. Reduce the teaching/supervising workload of the program director to focus more on the coordination and interaction with faculty members and industrial partners.</p>	<p>This issue needs to be discussed with the Deans of FEAS and YSGS. As of the 2015/16 academic year, the GPDs report directly to the local Dean and/or Associate Dean of their home faculty (in this case, FEAS). A discussion of workload and additional teaching release for the CN GPD should be directed towards the Dean of FEAS.</p>	<p>Graduate Program Director, CN</p>	<p>The role and duties of a program director (or associate chair) is the same for every department. This item will not be discussed.</p>
<p>Recommendation 8</p> <p>The workload of technical staff is heavy, including lab maintenance, device update/installation, data center management, licences issues, security patching, server migration, vendor contact, supervising case studies, and so on. Manpower requirement and responsibility of facility management are high to make the program successful.</p>	<p>To alleviate the workload of our technical staff in certain occasions, the program hires a technical support from the Department of Computer Science on hourly basis. We also hire some of our students. This arrangement is mutually beneficial. The program can find good technical help quickly, and the students can gain further practical experience.</p>	<p>Graduate Program Director, CN</p>	<p>Currently in place.</p>
<p>Recommendation 9</p> <p>The program administrator has an unduly high administrative load.</p>	<p>Occasionally, the program administrator may have high workload in a short period of time (e.g. at the beginning of the term). If it is really necessary, we will hire extra part-time help for the high-workload periods.</p>	<p>Graduate Program Director, CN</p>	<p>Currently in place.</p>
<p>Recommendation 10</p> <p>Space is limited for the</p>	<p>More than two third of EPH404 is temporarily used as a research lab by an ELCE professor. We will reclaim</p>	<p>Graduate Program</p>	<p>Currently in place.</p>

infrastructure. We recommend allocating space for staging/equipment testing for smooth running of the data center.	the space when needed.	Director, CN	
<p>Recommendation 13</p> <p>Attention should be given to the sustainability and risk management of developing course materials (lectures, laboratory exercises, etc) specific to a given equipment vendor.</p>	<p>Our labs use the equipment mostly from Cisco because Cisco's networking and data center products are the most popular in North America. In the foreseeable future, Cisco will remain to be the top player in the networking industry. Because of this reason, acquiring knowledge of using Cisco products helps the careers of our students tremendously. Our labs also use devices from other big vendors such as Juniper and Huawei.</p>	Graduate Program Director, CN	Currently in place.

CN PERIODIC PROGRAM REVIEW REPORT EXECUTIVE SUMMARY

Submitted April 2015 with CN Self Study Report

The Computer Networks program is geared towards both networking professionals who wish to increase the depth and breadth of their knowledge in the field and those less familiar with the area who wish to enter the high-demand field of computer networks. It fills the gap between regular MSc and MEng programs and professional certificate programs. There are only two other Master's programs in networking in Canada. Unlike the other two programs which only offer MEng-like option, the Computer Networks program offers both MEng and MSc options. The MEng option equally emphasizes the theoretical and practical aspects of Computer Networks; the MSc option, on the other hand, provides opportunities for students to undertake in-depth research on specific topics in Computer Networks. The majority of the students in the program are in the MEng option.

Ryerson University is located in downtown Toronto, and is one of the critical factors for the success of the program. Nearly all of our domestic applications come from the Greater Toronto Area. The program also attracts over 150 international applications each year and 25-30 of them are admitted and enrolled to the program.

The program has a strong practical component in the curriculum. Every course in the program has a number of labs from which students can develop valuable practical skills. The computer networks lab has been continuously updated and upgraded with major equipment acquisitions. The most recent acquisitions are Cisco Nexus 7000 and 5000 switches, Cisco UCSs and Huawei LTE 4G wireless system. The switches and UCSs are used for the Cloud Computing labs, the LTE system for the wireless labs. These labs make our facility and curriculum unique even among the similar Master's programs in networking.

Based on the employment records of 235 alumni, our graduates have a high successful rate of finding technical positions in the industry. They are working for the large Internet Service Providers (ISPs) such as Rogers, Bell and Telus, banks such as TD and RBC, public institutions such as universities and colleges, and variety of companies. Also, by tracking some of the graduates' career paths, we can see that a significant percentage of graduates have developed very successful careers. Their careers range from network consultants, network architects, senior network engineers, senior IT managers. Even though the program does not have many MSc graduates (around 20 since 2005), 8 of them went on to the PhD studies. As of this year, two graduates have become tenured university professors, another two are working as university lecturers while the rest are still in the PhD program.

The program has several intrinsic weaknesses. Firstly, its research output from its students is not strong. It is understandable, since the program is mainly a professional MEng program and it does not have a PhD option. Secondly, full-time faculty teaching participation rate is not high. Since the teaching for the Computer Networks program is counted as overload, not a regular teaching load, the faculty members have less motivation to teach more than one course in the program. The full-time faculty members are still actively involved in the curriculum development, MSc thesis supervision and MEng project supervision. Thirdly, the tuition fees of the program are among the highest in Ryerson University. This may deter some well-qualified potential applicants to apply. We addressed this problem by providing various program scholarships, awards and teaching assistantships. But clearly, more is needed to be done.

The program five-year development plan focuses on the following areas:

Enable Greater Student Engagement and Success through Exceptional Experiences

The program will encourage student interactions among themselves and with their professors and alumni. It will organize more student events, as well as more industrial and research seminars.

The program will also continue to improve and upgrade the existing lab facilities to keep pace/ahead of current technologies. Faculty and staff will work collaboratively to foster teaching excellence, provide students with strong intellectual foundations as well as transferable skills, who will become responsible global citizens and enable positive change.

Increase SRC Excellence, Intensity and Impact

The program will strive to increase more contacts and co-operations with the industry.

The program envisions a major shift of technology from the traditional networking to software defined networking (SDN) and Network Functions Virtualization (NFV) in the next few years.

Building on the current existing lab facility and expertise, the program will shift its resources in the same direction to support SRC activities in this area. This will help maintain the effort in keeping the program's academic curriculum up-to-date and relevant.

Foster Greater Interdisciplinary SRC Activity, Curriculum and Programs

By nature, the Computer Networks program is an interdisciplinary program, a combination of Computer Engineering and Computer Science. The recent development in SDN and NFV has pushed the two disciplines ever closer. The program will co-operate with the Department of Electrical and Computer Engineering and Department of Computer Science to develop the interdisciplinary curriculum and research activities.

YEATES SCHOOL OF GRADUATE STUDIES (YSGS) REPORT TO SENATE
March 15, 2016

For Senate Approval:

New Professional Master's Diplomas

Proposal for Professional Master's Diploma in Material Innovations in Design

The following program was reviewed by the Program and Planning Committee (PPC) on December 3rd, 2015 and forwarded to YSGS Council on December 10, 2015 where it was recommended for approval by Senate.

G. Raymond Chang School of Continuing Education has indicated that these programs do not overlap or impinge on any of their operations and do not need to be vetted by them further.

Motion: *That Senate approve the Material Innovations in Design PMDip Program and forward to Quality Council for approval.*

Submitted by:



Jennifer Mactavish, Dean
Chair, Yeates School of Graduate Studies Council

Yeates SCHOOL OF GRADUATE STUDIES



Proposal

for

Professional Master's Diploma in

Material Innovations in Design



Submitted by:

Filiz Klassen, Professor, Ryerson School of Interior Design

Dean of Record,

Dr. Jennifer Mactavish, Dean, Yeates School of Graduate Studies

Table 1 Document History

Event	Date of Event	Result of Event
Document Created	May 2013	This document is owned by Filiz Klassen, Professor & FCAD School of Interior Design fklassen@ryerson.ca
Resources approved	June 24, 2015	A business case is made to UPO and the proposed LoI is approved for financial viability and necessary resources (for PMDip 27 students)
Market Scan completed	Winter/Spring 2015	Financial Governance Committee (FGC) has received a complete market assessment by Chang School Market Analysis team and RSID Supplemental Market Study.
Letter of Intent clears YSGS FGC	April 10, 2015	Yes
ACC formed	July 10, 2015	Yes
LoI clears ACC for full program development	July 16, 2015	Yes
Proposal clears PPC Council	December 3, 2015	Approval by the Programs and Planning Committee (PPC). Revised December 7
Proposal clears YSGS Council	December 10, 2015	Approval by YSGS Council December 10, 2015 Revised December 16, 2015
Proposal clears Ryerson Senate (Final)	Winter 2016	Expected January 12, 2016
Quality Council	Winter 2016	PMDip proposal will be modified and submitted to Quality Council & a recommendation is expected to proceed soon after.
Presentation to Board of Governors (BoG)	Spring 2016	Permission to prepare the program and operate in Fall 2017
Ontario Universities Application Centre (OUAC) & YSGS testing with RU Registrar's office.	Spring 2016	Working out technical details of loading the program

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2	RSID Physical Plan - Removed for Senate
3	Faculty CVs - Removed for Senate
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7	PMDip Degree Level Expecations

Acknowledgements

This Professional Master's Diploma (PMDip) proposal has benefited from the thoughtful input and creative collaboration of staff and faculty from various bodies within Ryerson University. We would like to acknowledge the contributions of the following individuals:

Deans

Jennifer Mactavish, YSGS

Charles Falzon, FCAD

Gerd Hauck (Former Dean FCAD)

Faculty Liaison and Academic Lead, Director of Professional Master's Diploma Programs, YSGS

Alex Ferworn

Interim Professional Master's Diplomas Director, The Chang School

Katerina Belazelkoska

Academic Coordination Committee

Charles Falzon, FCAD Dean

Filiz Klassen, Professor, RSID

Lois Weinthal, RSID Chair

Alex Ferworn, (Yeates Programs & Planning Committee)

Kimberly Bates, (YSGS Programs & Planning Committee)

Katerina Belazelkoska, Ex-officio member

PART 1: Professional Master's Diploma Proposal

*Great spaces are indispensable for great creative cultures.
They encourage connections between people, ideas and entire fields of thought.*

IFI (International Federation of Interior Architects/Designers,
Partner of the International Design Alliance) Declaration ©2011.

1.1 **Introduction to the Diploma**

Proposed by Ryerson University School of Interior Design (RSID), the Professional Master's Diploma (PMDip) in Material Innovations in Design, focuses on material innovations research, application, and sustainable practices in built environments as a vehicle to forecast future directions in the 21st century.

The program will provide relevant, comprehensive discussions on the significance of the ever-changing role of material innovations for spatial design, by engaging the range of materials from old/traditional to new/emerging materials. Special emphasis on the mediation of materials research and the application facilitated by digital technologies in smart and emerging building material systems at various scales will be provided. This emphasis will contextualize interior design as an evolving practice with a critical reflection on materiality.

1.1.1 **Type of Diploma**

Based on the Ryerson Framework for Professional Master's Diplomas¹, the proposed diploma is Type 3—a stand-alone, direct entry program.

1.2 **Curriculum Rationale**

Society's most urgent challenges—environmental, economic, and social—intersect with issues of design and the built environment. At the same time, advances in materials research and emergent construction systems and the ubiquitous influence of digital technologies that correspond to new developments hold potential for interior design and building processes. A growing range of challenges such as environmental stewardship, reduction of emissions and sustainable building practice lead the materiality discourse.

According to Nielsen, a global consulting firm, 42% of North Americans invest in environmentally responsible products and services even if they pay a premium, which is an increase of 7% since 2011. There is a growing societal demand for energy efficient and sustainable products and interiors, which will continue to impact the demand for material innovations and design in built environments. Therefore, the next generation of designers need to have specialized expertise in this compelling field.

¹ See: <http://www.ryerson.ca/content/dam/senate/agenda/2012/20121002agenmin.pdf>. Page 49.



Figure 1 Nielsen, Global Consulting Firm Survey²

The research of material innovations has predominantly been carried out in engineering faculties in the areas of materials science and physics. Material innovations, addressed in design education, exist predominantly as a specialized technical component of a broad-based curriculum. The proposed PMDip is unique in making the theory and creative application of material innovations a dedicated program of study with a focus on the built environment within the design fields. There is growing understanding of how the materials, artifacts, objects, interiors, buildings and urban environments that practitioners make/design generate research and how they contribute to diverse research knowledge across many fields. The relationship between creative disciplines and how they are researched, taught and practiced are interdependent. This PMDip aligns itself with 'research by design' emphasis while encouraging professional applications and outcomes that graduates can pursue. The research activity related to material innovations in design is exploratory, and is both a way of inquiring and a way of producing new knowledge (Cross, 2007; Downton, 2003)³. The PMDip is intended for recent graduates who have earned a bachelor's degree in Interior Design or an allied field; designers in professional practice; and life-long learners. The program allows students to supplement their design education/formation with an intense focus in the area of materiality and develop options for future entrepreneurial/creative initiatives and/or employment, both in academia and practice.

² <http://www.nielsen.com/ca/en/press-room/2014/global-consumers-are-willing-to-put-their-money-where-their-heart-is.html>

³ Cross, N. (2007). *Designerly Ways of Knowing* (Board of International Research in Design). Basel: Birkhäuser. p.52.

Downton, P. (2003). *Design Research*. Melbourne: RMIT University Press. p.1

This program will emphasize competency in interdisciplinary materials research; alternative, future-oriented design investigations; and engagement in local/global dialogues on materiality and exchange. The program while enhancing Ryerson University School of Interior Design's (RSID) reputation as the number one choice for undergraduate studies in Canada, will also establish it as a centre for research at graduate level. This program will help RSD students make better decisions about materiality in contemporary design and will benefit other Ryerson graduate and undergraduate students, the campus, and the design/construction community at large. Opportunities presented by material innovations in contemporary design disciplines will forge new pathways toward responsible design and fabrication methods that achieve higher levels of sustainability in the generation of building interiors for the contemporary world.

1.3 Suggested Faculty Resources

Several faculty members have been identified as having the academic background and expertise necessary to provide the guidance and leadership required to make the proposed program a success. These faculty members are listed in the table below.

Table 2 Suggested Faculty Members

Faculty Member	Home Unit	Relevant Area(s) of Expertise
Filiz Klassen Professor, RSD; Co-Director & Founder, Design Fabrication Zone (DFZ)	RSID	Material Innovations/Strategies in Architecture, Interiors and Design
Jonathon R. Anderson Assistant Professor	RSID	Materiality and Digital Fabrication
Taymoore Balbaa Assistant Professor	RSID	Materiality and Design Practice
Dr. Lorella Di Cintio Associate Professor	RSID	Materiality and Design Activism
Catherine Dowling Associate Professor	RSID	Materiality and Traditional Practices
Lois Weinthal Professor & Chair	RSID	Materiality in Interdisciplinary Context

Current CVs may be found in appendix 3.3.

Lead Advisors to the Program

The following individuals will be proposed to serve in an advisory lead role to the appointed PMDip Program Director in Material Innovations in Design.

Michele Caniato is the President and the Co-Founder of Material Connexion (NYC) and the driving force in making the company the world's leading platform for material innovations and solutions. Material Connexion is the world's largest subscription-based materials library with six full-service global locations and a database of more than 7,500 sustainable and commercially

available new materials. The company offers extensive consulting services in the realm of innovation, sustainability, new product development, and materials, with a client base that includes companies, academic institutions, governmental bodies and forward-thinking agencies around the world. ThinkLAB, their consulting arm, works with clients to create better products and experiences by leveraging new material and manufacturing innovations.

Nadine Gudz, PhD, LEED AP is Director of Sustainability Strategy at Interface. Sustainability has been central to Interface's future direction and drives innovation in operations and product design, among other areas of the business. Nadine explores the impacts of biophilic design in the built environment and teaches introductory continuing education courses to architects and designers.

Gordon Stratford OAA, MRAIC, LEED AP is Senior VP and Director of Design, HOK. Gordon is responsible for the creative vision of HOK, a global design, architecture, engineering and planning firm. His multi-disciplinary, sustainability-driven Canadian design teams collaborated with Biomimicry 3.8 for several years in applying innovative design principles to their design. He is a frequent presenter and guest panelist at design and industry conferences and events and is also the Chair of the City of Toronto Design Review Panel.

Carl Hastrich M.Des, a design innovation and strategy specialist, is the founder of Bouncing Ideas and a Biomimicry Fellow. Carl worked directly with Janine Benyus and Dayna Baumeister on the development of the Biomimicry Guild (an innovation consultancy) and the Biomimicry Institute (an educational non-profit) to develop core processes of engagement, research and translation between biology, ecology, design and business. He is an Associate Professor at OCAD University Industrial Design program, developing research with Herman Miller and Autodesk.

Faculty Resources

The PMDip Program Director, appointed for a 3-year term by the Dean of YSGS will prepare and administer the program upon approval. The PMDip program director will establish an executive committee for assessing further program needs related to academic requirements, course approval, and industry liaisons.

RSID current RFA faculty members are potential advisors for the PMDip program. The program will be complemented by full- and part-time instructors and graduate assistants from RSID, as well as other faculty members from the list of programs identified in the program description (2.4.1.).

There will be an administrative assistant assigned from YSGS to handle administration, admissions, portfolio interviews and registration. Part-time, non-academic staff will provide support in a variety of capacities including, administration, workshop management, IT, and 3D Materials Lab management.

RSID Faculty

The RSID faculty are all members of the School of Graduate Studies and qualified to teach in the PMDip program. They are actively engaged in innovative scholarly research and creative activities (SRC). Various research and creative pursuits of the faculty are integrated into undergraduate interior design studios as capstone projects; these projects also enhance the reputation of the school among scholars, students, and the design community at large. The faculty members listed below have developed five-year research plans and are actively involved in their SRC pursuits through publications, editorial roles, conference presentations, creative work, and exhibitions. They have been recipients of prestigious SSHRC Research/Creation Grants, SSHRC Insight and Aid to Scholarly Conferences in Canada, Canada Council and Ontario Arts Council Grants, DAAD, as well as many Ryerson University Creative Grants and SRC project grants.

This list of faculty resources include a solid nucleus of Category I and Category III RFA appointments, in addition to newly recruited CUPE instructors and a strong mix of contributing faculty from across the University.

Category 1 Core RU Faculty:

The following faculty members are tenured or tenure-track core faculty from RSID whose graduate involvement will be exclusive to the proposed PMDip program:

Filiz Klassen, Professor, M.Arch. Proposed PMDip Program Director (3 years appointment)
 Jonathon R. Anderson, Assistant Professor, MFA
 Taymoore Balbaa, Assistant Professor, M.Arch
 Dr. Lorella Di Cintio, Associate Professor, PhD
 Catherine Dowling, Associate Professor, M.Ed.
 Andrew Furman, Associate Professor, M.Arch.
 Dr. Adam Kolodziej, Associate Professor, PhD
 Barbara Vogel, Associate Professor, M.Arch.
 Lois Weintal, Chair RSID and Professor, M.Arch

Category 2 Part-time Faculty:

New and existing part-time faculty members at RSID are expected to be involved in the proposed PMDip program upon approval..

Table 4: Category 3 RU Faculty

Name	Rank	Degree	Home Unit	Expertise
Yaser Dahman	Associate Professor	Ph.D	FEAS, Chemical Engineering	Director RU Green Technology Center
Ali Mazelek	Assistant Professor	Ph.D	FCAD RTA	Canada Research Chair in Digital Media and Innovation

Hossein Rahnama	Associate Professor	Ph.D	FCAD RTA & Digital Media Zone (DMZ)	Research and Innovation Director Ubiquitous Computing
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1.4 The Objectives of the Program⁴

The PMDip in Material Innovations in Design (LoI 2013) is intended to establish RSID as a centre for research and teaching on the material demands of our contemporary interiors. This program will help students formulate contemporary pathways toward more responsible design and fabrication methods in the generation of building interiors suitable for the 21st century. Thus, this diploma will further Ryerson University's mission to advance "applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and allied professional fields".

The PMDip in Material Innovations in Design curriculum and its delivery take their direction from the Ryerson University's current Academic Plan (2014-19) 'Our Time to Lead,'⁵ pledging to sustain Ryerson's emphasis on distinctive lab/studio environments that merges innovative design, research, student engagement, and high-level educational experience. Growth in career-related graduate programs is essential to Ryerson's continued transformation to a comprehensive innovation university. Since its introduction of graduate studies in 2000, Ryerson has added 42 Master's and 13 Doctoral programs and currently has 2,400 graduate students enrolled. The academic plan illustrates the expected evolution of graduate programs through 2017-18. Over the next five years, Ryerson proposes to grow its funded professional Master's enrolment in 12 new degree programs. This PMDip aligns with the expansion plan and will build on the existing strengths of RSID by establishing strong links to the industry and community by introducing courses in areas critical to the economy.

The proposed PMDip fosters an innovative ecosystem and increases SRC by tapping into industry-related research, design and application opportunities. RSID currently does not have any graduate students, which limits the teaching and research support in the department. The PMDip will further SRC in RSID with faculty research and high-quality graduate education and student engagement. With a focus on the dynamics of environmental and technological change, the PMDip aims to inspire cross-disciplinary inquiry by researchers and students that will further the RU Priorities & Strategies (P1 Enable Greater Student Engagement and Success through Exceptional Experiences; P2 Increase SRC Excellence, Intensity and Impact; P3 Foster an Innovation Ecosystem; P4 Expand Community Engagement and City Building).

The Academic Plan also affirms Ryerson's distinctive approach to learning and teaching, an approach rooted in the integration of theoretical and applied knowledge, especially in lab, studio, clinical, and workplace settings. The PMDip in Material Innovations in Design is inspired

⁴ Equivalent to section 1.1 of the proposal submission template of the Ontario Universities Council on Quality Assurance.

⁵ [http://www.ryerson.ca/content/dam/provost/pdfs/RU_Academic%20Plan_2014_PrintFriendly%20\(1\).pdf](http://www.ryerson.ca/content/dam/provost/pdfs/RU_Academic%20Plan_2014_PrintFriendly%20(1).pdf)

by the vision laid out in the Academic Plan; it focuses on delivering a cross-disciplinary education that balances creative practice and design inquiry with scholarly research, aiming to address emergent trends and societal needs developed for built environments in the 21st century.

'As of the 2013-14 academic year, Ryerson had grown to 40,000 students with 140,000 alumni worldwide. More than 100 undergraduate, Master's and PhD programs are offered across a wide range of disciplines from arts and humanities to science and engineering. In a relatively short 10-year span, graduate education has become firmly established; last year, six applications were received for every available graduate space. Nearly all of its undergraduate programs, and many of its graduate programs, provide experiential learning – a hallmark of Ryerson's educational experience'.⁶ While the number of graduate programs at Ryerson have significantly grown since 2000, the Academic Plan also calls for graduate programs that will add a new dimension to Ryerson's academic community by providing further opportunities for undergraduates and as well as faculty and staff to engage with graduate students on scholarly collaborations. In keeping with the priorities of the Academic Plan, the PMDip in Material Innovations in Design provides a means to: attract new students and retain existing students, expand faculty research, create opportunities for more teaching and research assistants, and enhance RSID's critical position in scholarly research and creative activities.

The PMDip in Material Innovations in Design complements FCAD's Strategic Research Plan 'to build on its expertise as a locus for applied education and research and to continue innovative and high quality research contributing to the economic growth and social advancement of Ontario and Canada.' It is driven by the conviction that evidence-based design and research facilitates the dissemination of academic knowledge for the greater good, an outcome increasingly encouraged by university governing and granting bodies. As one of the world's premier interior design schools, the RSID is strategically positioned to offer a PMDip that will expand FCAD's role as a leader in the local/national/international design community at a time when it is increasingly necessary to deliver advanced thinking, entrepreneurial, and innovative design solutions in materiality. RSID is one of the few programs in FCAD without a graduate program. This hinders the school culture, faculty and student activities in many ways, from SRC to RA/TA opportunities. As previously mentioned, this graduate program in material innovations would keep the school competitive, as no other University or College in Ontario offers a Master's program. In fact, there is only one accredited Masters of Interior Design program in Canada, located at the University of Manitoba. The opportunity to offer this PMDip as an alternative to attract those who are not inclined to pursue a 2 year accredited program will be ground-breaking for Ryerson.

Ryerson has a history of leadership and innovation in design education. The RSID undergraduate program has long occupied a leadership role in Canada and was cited (November 2015 & March 2010, AZURE Magazine) as one of the top eight (no ranking) and top three interior design schools in the world. The current program embodies the best of professional education: it imparts timely and practical knowledge to aspiring design

⁶ www.ryerson.ca/senate/...Academic_Plan_Draft_Full_June_3_14.pdf

professionals, while enabling the exploration of creative and theoretical frameworks. The program has a rigorous workload, attracts dedicated students, and has earned a reputation for creativity and innovation. As the school continues to garner awards and recognition—and as its students continue to achieve success in Canada and internationally—its reputation continues to grow along with its student enrollment, which has rose from 285 to 404 in the last two decades.

RSID is in a unique position as an accredited professional program housed in a research university. The 2014-19 RSID Academic Plan objectives build upon this relationship and move the discipline forward by proposing graduate programs which would enhance faculty and student involvement in SRC, improve facilities for students engaged in current technologies, and engage the larger design community at local, national, and international levels. The PMDip vision, and the objective of the RSID Academic Plan, aligns to have a positive impact on students as they move through the program and establish their trajectory beyond graduation. This objective seeks to improve the school while taking advantage of its position at a research university with the infrastructure to support graduate studies in interior design.

In the Periodic Program Review performed in 2009/10, RSID identified the establishment of Master Programs as one of its 6 goals. For the upcoming periodic review 2016/17, the school sees the introduction of this PMDip program as vital for the future of the profession of interior design in Ontario and the support of research performance of the faculty offering advanced-level courses. RSID is adamantly pursuing a graduate curriculum vision that addresses new forms of knowledge in interior design, embedding advanced scholarship and creative work in social, cultural, environmental, and technological contexts—thus helping graduating students to develop intellectual and critical practices that enhance their work and enrich their contributions to their chosen fields of design.

Materiality in built environments and design has changed drastically over the last few decades. The PMDip in Material Innovations in Design will guide students and professionals to new developments and technologies in materiality and provide both information and inspiration. It will allow students/practitioners to deepen their understanding of the field of interior design through rigorous materials research and interdisciplinary exposure. The PMDip, enriched by interdisciplinary collaboration in materials research, will encourage students and professionals to appreciate the range of possibilities presented by the discipline of interior design as well as the complexity of the field's concerns. The students' exposure to current material innovations and rhetoric—complemented by the attendant growth of Ryerson's graduate culture—will help to change perceptions of materiality in design in the province of Ontario and in national and global arenas.

RSID's objective to offer a PMDip program in material innovations is a natural outcome of both RSID's desire to remain a leader in the discipline and its efforts to enhance its status and reputation among the scholarly and professional communities that focus on built environments. RSID believes there is great value in creating graduate diplomas such as a PMDip in Material Innovations in Design and offering further specializations and options that lead to graduate level education. The PMDip will also provide an option for students who have advanced standing in the current BID program (approximately 1/6th of the current student population).

1.5 Development Plan

The five courses that comprise this proposed PMDip will be developed from the ground up.. The program's curriculum content continues the Ryerson tradition of combining the theoretical, technical, and practical to provide participants with a broad and deep knowledge of the subject matter, as well as a real-world understanding of its application and professional impact. Furthermore, it addresses key topic areas of significant interest to interior design professionals in a strongly interdisciplinary research by design context, providing many opportunities for joint initiatives and the cross-pollination of ideas. Strong ties with the Zone Ecosystem and Learning Modules will also be developed over time.

1.5.1 Near-term Development

The curriculum discussed in this proposed PMDip will be developed gradually with the following roll-out planned for in class offerings.

- First and second courses: Fall 2016
- Third, fourth and fifth courses: Winter 2017

We will augment the curricular documentation for these courses from academic sources and industry expert research. To ensure that both course content and delivery meet Ryerson's high standards, identified lead advisors will be consulted. In addition, guest lecturers and industry mentors with specific expertise will be sought, as appropriate, to provide not only a change of pace and deep insight, but networking opportunities for the graduates as well.

1.5.2 Longer-term Development

In the longer term, RSID will look into making the PMDip's curriculum available online through hybrid delivery format. Throughout its lifetime, we will consult widely with expert practitioners, material experts, and PMDip alumni to take advantage of the nexus of curriculum, emerging trends, and research that this diploma program will be able to provide in this rapidly evolving field.

1.6 Comparator Programs

Descriptions of comparator programs are presented in the table below, and a more detailed analysis is presented in appendix 6.

There is no institution in Canada or North America that offers intensive focus on materials/materiality in interior design education in a cross-disciplinary context. Materials innovations, if addressed at all, in interior design and/or architectural education exist predominantly as specialized technical components of broad-based design curricula. There is only one professional stream Master of Interior Design program in Canada located at the University of Manitoba (accredited by Council of Interior Design Accreditation (CIDA)) for students holding a Bachelor of Environmental Design or a related design degree.

The knowledge of and work in material innovations has primarily been carried out in engineering faculties in the areas of materials science and physics. There are several new programs focused on high-level material innovations in engineering faculties that are not accessible to

students with design backgrounds.

In the creative areas of art/craft/design, there are only a few programs that address aspects of material innovations, specifically graduate programs in fine arts (Oregon College of Art and Craft), fashion and product of design (School of Art Institute), and in design innovation broadly considered (OCAD University). These programs are not specifically focused on material innovations in interior design/architecture.

To note, the following programs are full Master degrees that investigate the subject matter in great depth. Typically, these programs range from 18 to 66 credits in a directed track of study (i.e. material strategies in digital fabrication, building systems or nanotechnology). These degrees are conferred after a final project is defended. The PMDip is 18 hours of coursework including a final independent project and delivers a general but in depth overview. In this chart below, we are comparing topics of investigation, but not the length, rigor, or methods of delivery.

Table 5 Comparator Programs Summary

Table 5.1. Specialized engineering programs in materials science (not applicable to design students)

Organization	Program Name	Type, Length of Program and Qualification Granted
California Institute of Technology	Applied Physics and Materials Science	This 2-year program (138 Units) covers highly specialized engineering topics: bulk metallic glass and nanomechanics, to photonics and optoelectronics, to plasma physics and energy technologies, to biophysics and biomechanics
Mc Master University	Materials Science and Engineering	This program is 1.5 to 2 years full-time, offering cutting-edge research activities on nanomaterials, solar cells, supercapacitors, batteries, computational materials science, corrosion, materials for automotive applications, and characterization.

Table 5.2. List of broad design innovation graduate programs (with no specific material innovation emphasis)

OCAD University	Strategic Foresight & Innovation (Design)	This part or full time two-year program covers coursework in complex problem finding, framing, and solving, to envision and develop sustainable futures.
University of Calgary	Design Thinking for Innovation	This 1-year (12 credits) program is for educators from early childhood to post-secondary level. Curriculum includes instructional design, physical space design, social innovation, and entrepreneurial design.

Table 5.3. List of craft and product design graduate programs that address materiality and making at small scale (not at interiors or architecture scale)

Oregon College of Art & Craft with Pacific Northwest College of Art	Applied Craft & Design	This cross-disciplinary and mentor-based MFA AC+D program (full-time, two full academic years) offers visiting artists program for students to work one-on-one with nationally and internationally recognized designers, makers, and scholars in a self-directed curriculum.
School of Art Institute of Chicago (SAIC)	Designed Objects	This two-year, 66-credit course-based program curriculum emphasizes understanding of the object covering a range of product/systems from practical/speculative, analog/digital, microscopic/monumental, hand-crafted/industrial, and localized/galactic.
School of Visual Arts, NYC	Products of Design	This two-year program offers project-based work - both through semester-long courses as well as five-week studio intensives. Courses cover design thinking, design making, and design doing. The program immerses students in hands-on physical exploration in 3 distinct curriculum streams: Making, Structures and Narratives.

Table 5.4. List of graduate programs in architecture with technical/engineering materials knowledge and emphasis

Organization	Program Name	Type, Length of Program and Qualification Granted
Harvard University	Graduate School of Design	This 2-year, full-time course offers a theoretical approach with practical, lab-based projects. Master in Design Studies program, the Technology track (M.Des) offers four sub-areas of concentration: Design Computation; Responsive Environments; Advanced Materials and Systems; Digital Fabrication and Robotics.
University of Michigan, Taubman College	The Master of Science in Architecture	This intensive 3-term post-professional program (M.S.) offers advanced, post-professional degree in architecture that introduces participants to design and research methods and new knowledge in digital technologies, material systems, design and health, and conservation.

This PMDip is unique in making the theory and creative application of material innovations a dedicated program of study within interiors and the design fields. With our assessment of comparator programs, it is clear that there are no university graduate-level program competitors in the GTA or in Canada. This offers an excellent opportunity for Ryerson University to distinguish itself from other institutions in its graduate program expansion. A detailed examination of the other graduate degree comparator programs indicates that the proposed graduate-level diploma provides participants with a unique blend of technical, spatial and product design expertise coupled with real-world knowledge and experience. By preparing students for future employment, the program has a firm career foundation.

1.7 Academic Home Unit

The Academic Home for this new program and its courses will be Ryerson's School of Interior Design (RSID) in the Faculty of Communication and Design (FCAD). RSD will develop affiliations with the Masters in Digital Media (MDM) program as well as the new Zone ecosystem to allow for students to further their graduate education and entrepreneurial initiatives in the area of investigation.

1.8 Curriculum Structure⁷

The PMDip in Material Innovations in Design is a 3 semester, one-year program that develops a platform for project-based materials research aimed at experimentation and innovation in emerging interior materiality, performance, technology integration, and responsiveness to environmental stimuli. The proposed one-year period of study combines four new research, lecture/ seminar and one independent project component. The program consists of five mandatory courses in total, to be taken concurrently for the first two semesters with the final independent project to be completed in the spring term. All courses will be new and at the graduate level.

The recommended sequence of the five graduate courses:

Fall Term

1. Material Innovations and Processes in Design
2. Material Ecologies

Winter Term

3. Material Strategies: Digital and Integrated Technologies
4. Advanced Topics in Materials

Spring Term

5. Independent Material/Fabrication Project

Academic Structure

The Dean of YSGS will act as the Dean of Record, and the affinity program for this PMDip will be the Master of Digital Media program (MDM), which is housed in the Digital Media Zone (DMZ). Through its program affiliations with the MDM and Design Fabrication Zone (DFZ), this program will mark the first foray of the PMDips aimed at strengthening RU Zone Ecosystem and entrepreneurship.

⁷ Equivalent to section 1.3 of the proposal submission template of the Ontario Universities Council on Quality Assurance.

1.9 Program Content⁸

The curriculum offers multidisciplinary educational opportunities in the field of interiors, architecture and design, encompassing topics such as Material Innovations, Ecologies, and Strategies in the context of built environments. Students will acquire both the technical skills and the theoretical and conceptual foundations to rethink and challenge the limits of current material design processes, strategies, and practices, while initiating creative project concepts and applications for the next generation of interior environments, fabrication, and construction processes. Students may further study/research climate change, energy performance, sustainability, as well as emerging and digital technologies in relation to interior spaces in the final term and use this knowledge to design conceptual environments or building components for the coming decades. The PMDip will develop close ties with the Design Fabrication Zone where existing Learning Modules on sensors, smart materials, 3D printing, and advanced manufacturing will strengthen students' technical skills. Upon graduation, students will be encouraged to take their entrepreneurial ideas driven from their PMDip studies, into the Ryerson Zone ecosystem to help establish their carrier paths.

At the completion of the courses in the second semester, PMDip candidates will submit an independent project outline consisting of a synthesis of their research in each of the courses to be developed into a Master's diploma graduation requirement of a final creative component. Students will be offered 3 options to choose from: Independent Practicum, Competition/Publication and Field work involving material manufacturers to further their research synthesis. This framework is intended for graduates to develop a career portfolio for future employment.

1.10 Suggested Courses

The curriculum of the diploma consists of the following graduate courses.

Course Name/Semester	section	hr	type	credit
Fall Semester				
Material Innovations and Processes	1	3	Lecture/Seminar	1
Material Ecologies: Past, Present & Future	1	3	Lecture/Seminar	1
Winter Semester				
Material Strategies: Digital Fabrication & Robotics	1	3	Lecture/Lab	1
Advanced Topics in Materials	1	3	Lecture/Seminar	1
Spring Semester				
Independent Material/Fabrication Project	2	6	Studio/Lab	2

⁸ Equivalent to section 1.4 of the proposal submission template of the Ontario Universities Council on Quality Assurance.

Total		18		6
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The Material Strategies: Digital Fabrication and Robotics course may be offered as a week-long, or weekend lecture/workshops as well as regular weekly program.

The list below includes brief course calendar descriptions. Please refer to Chapter 2.3 for expanded course descriptions and details.

1.10.1 Material Innovations and Processes in Design

This course is intended to provide students with a strong foundation of materials knowledge and innovations in an interdisciplinary design context. By addressing important historical milestones as well as contemporary developments, students will develop an understanding of the roles of material innovations, manufacturing technologies, and applications in built environments in the 21st century. The course content will cover elemental categories of innovations that students will expand on covering materials research from minerals, concrete, wood, metal, glass, textiles, and plastics to composites.

1.10.2 Material Ecologies: Past, Present & Future

In this course, students will be introduced to the foundations of materials and life cycle analysis. They will examine materials, material assemblies and develop understanding of linear and circular economies. In-depth knowledge of extraction, production, use, maintenance, disposal, waste and recycling processes will be gained through case studies. Students will investigate the ways in which materials feed into the waste and re-cycling streams, and visualize the complex and controversial material effects on human health as well as the innovation potentials for the future, both technical and social. This information will be used as a foundation for looking at advanced materials and the new ecologies forming around them. Students will explore emergent materials to develop an understanding of their efficiency, manufacture as well as zero-waste systems, energy generation and biomimetic products. Inspiration will be garnered from the work of organizations like 'The Biomimicry Institute' in order to aid designers' vocabulary of innovative materials from the nano-scale to the macro-scale of built environments.

1.10.3 Material Strategies: Digital Fabrication and Robotics

This course will focus on the interplay between digital and automated material strategies/processes where design, material, data, programming and prototyping, fabrication, construction processes are interwoven. Students will gain specific knowledge of tools of the trade and experiment with techniques of digital fabrication that allow the designer to inform and control the manufacturing and material design processes. Students will learn about the novel possibilities in design that can be achieved with digital techniques and robotics available for making complete designs or components from furniture to interior scale. This course will also be complemented with workshops that expose students to embedded systems and physical computing, where computation mediates a person's interactions with the built environment through sensors, actuators and other electronics.

1.10.4 Advanced Topics in Materials

Advanced Topics exposes students to a range of subjects that build upon previous courses with an urgency to understand not only the capabilities of new materials and technologies but also how they can be integrated into processes that are used in the built environments. Students will learn about different strategies for shaping materials that stem from energy and resource efficiency, reduction of emissions and pollution, improvements in biomaterials and performance, as well as impact on human health. Students will learn about these strategies at a range of scales and translate them into applications that respond to interior needs. Examples and research may be driven from environmental factors, biomimicry, nanotechnology, smart materials and integrated technologies that lead to innovative design solutions to equip us for the challenges of building a sustainable future. Topics may be presented in an alternating schedule to align with industry events.

1.10.5 Independent Project

Expanding on the research from the four lecture/ seminar courses, students in their final project will develop a material investigation process focusing on a topic of interest. The proposed research synthesis and investigation will be expanded using appropriate materials, technologies and proposed applications. Students will be offered 3 options to choose from for their final deliverables: Independent Practicum with fabrication component, Competition/Publication entry, and Field work involving material manufacturers to expand on their research synthesis as well as real world applications. This course satisfies the PMDip framework requirement for a final project.

1.11 Mode of Delivery⁹

Courses #1, #2 and #4 will be delivered in a combination of lecture and seminar format, three hours per week (typically in one block). The in-class version will consist of 1-hour lectures given by a lead instructor, supplemented by guest lecturers, video presentations, live demonstrations, student presentations and field trips, as required. Student research papers and project idea development, presentations of assignments, and discussions/feedback will take place regularly during the scheduled class every week. Term papers and projects, short assignments, and participation will be formally evaluated.

Course #3 will consist of 1-hour lectures and demonstrations, followed by structured lab work sessions with the instructor, for class students to physically deliver the assignments.

Supervision will be focused on term projects to equip students with skills for the development of the independent project. Occasionally, the class may be asked to meet for site visits at manufacturing facilities engaged in interior design and architectural construction. Evaluations will be based on students' in-class assignments as well as longer-term project assessment covering specific technical design, fabrication, and material topics.

⁹ Equivalent to section 1.5 of the proposal submission template of the Ontario Universities Council on Quality Assurance.

Course #5, scheduled for 6hrs a week in one or two blocks, will consist of independent work coupled with regular supervisory meetings. Final and interim project deliverables and benchmarks will be set for formal evaluation. There will be term-end verbal public presentations and the visual component of student work may lead to pamphlet publication for the PMDip program.

1.12 Target Participants

Demands on interior design—and the field's relevance to a range of social challenges—are growing. Many of society's most urgent challenges—environmental, economic, technological, and social—now intersect with issues of design and the built environment. At the same time, material advancements, emergent construction systems, and digital fabrication technologies hold greater potential for new ways of thinking about interior design and building processes. This context demands advanced level modes of inquiry, both technical and creative, that undergraduate students and alumni are seeking to build upon. A need exists for individuals to combine previous education, practical experience, and scholarly inquiry into the creation of new knowledge to advance the interior design discipline. With an internationally and nationally recognized undergraduate program, RSID is perfectly poised to meet this need, for both the growing number of interior design students who seek advanced education, and the demand of practicing designers who are looking to advance their knowledge and keep on top of the new directions in the field.

The PMDip is intended to meet the needs of professionals in the design industries with 1-15 years' work experience who now need to assume responsibilities in the areas of advanced materials and integrated technologies. For those participants seeking career advancement or change, as well as new paths in academia, the proposed program offers a variety of opportunities in dynamic and challenging fields that are often in need of skilled practitioners.

In-depth discussion and documentation of the target participants are generated under separate cover, in the *Supplementary Research Report: Support for the Environmental Scan Report on the Professional Master's Diploma in Materials Innovation in Design* (March 2015) and expand the scope of the initial *Chang School Environmental Scan Report* (January 2015).

Participants may include:

Early- to mid-career interior designers and architects and design professionals who need and wish to gain expertise and working familiarity with material innovations and integrated technologies and tools:

- Recent BID., and B.Arch., graduands, both national and international
- Environmental Design and Creative Industries graduands
- Urban Planning and Urban Design and Geography graduands
- College graduands
- Senior Designers and Consultants
- Architectural/Design Technologists

Similar lists could be compiled for professionals in fields related to interiors:

- Industrial Designers
- Fashion Designers

- Furniture Designers
- Theatre/Set Designers
- Technical Designer
- Sculptors
- Crafts people
- Artists

Industries related to the built environment:

- Sustainability Experts
- Material Sales and Consultants
- Fabricators and Building Specialists
- Decorators

And mature students with a previous Bachelor's degree who are seeking to shift into the design industry

- Psychology
- Fine Arts
- Historical Preservation
- Design Strategists and Creative Directors

1.13 Resources for Proposed Program

This program will be jointly led and delivered by full- and part-time faculty experts. A PMDip Program Director will oversee the program.

The PMDip Program Director will prepare and administer the program and be appointed for a 3-year term by the YSGS Dean upon approval. The PMDip curricula will be delivered by existing tenure-stream faculty from RSID, as well as advisors who will be sought from other identified programs at Ryerson University or Industry. The PMDip program will also establish an executive committee for assessing further program needs related to academic requirements, course changes and approval, as well as establishing industry liaisons and partnerships for the independent project component.

RSID presents its current RFA faculty members to deliver the program and to act as potential advisors in the independent project component of the PMDip program. The program will be complemented by part-time instructors and graduate assistants from the list of programs identified in the program description. The PMDip will also develop close ties with the Ryerson Zone Ecosystem and the Design Fabrication Zone (DFZ) where Learning Modules on sensors, smart materials, 3D printing and advanced manufacturing along with many other fabrication methods are offered.

There will be an administrative assistant assigned from the YSGS (MDM administrative personnel) to handle administration, admissions, portfolio interviews, and registration. Existing part-time, non-academic staff will provide support in a variety of capacities including, administration, workshops, IT and 3D Materials Lab management. YSGS and CSCE utilization of existing human, physical, and financial resources—and any institutional commitment to

supplement those resources—are developed in consultation with the University Planning Office (UPO) to support the program. Details of these can be seen in the Full Cost Recovery Document in Appendix 1.

Evidence of faculty with recent and relevant research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate are listed in section 2.7. Supervisory loads and mentorship will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision are listed in section 1.3.

Proposed New and Existing RSID Facilities

Evidence of adequate resources to sustain the quality of scholarship produced by graduate students' scholarship and research activities—including library support, information technology support, and laboratory access—are listed below.

1.13.1 Dedicated new PMDip Studio and Seminar Space

Upon approval of this proposal, the School of Interior Design anticipates implementing a renovation/ conversion plan to establish a graduate studio space on the 3rd floor of their existing building. It will include dedicated studio space for each student—following CACB space allocation criteria, allotting a typical 55 sq. ft. space for each graduate student—as well as general seminar space and common areas for graduate students and faculty. The renovation of the 3rd floor PMDip space will strive to provide an enhanced fiber-optic network system to give students and faculty ubiquitous mobile computing capabilities (See Appendix 2 for plan).

The program will also have access to shared workshop and assembly spaces through Design Fabrication Zone (DFZ) facilities. Along with the re-organization of the School's existing facilities and enhanced scheduling for shared use of Zones, other required space allocations for workshops, guest lectures, design charettes, exhibitions, and colloquia will be booked on an as required basis in existing Ryerson University facilities.

Finally, the proposed schedule of PMDip curriculum components over its 3-semester duration contributes to the efficient use of all facilities. Potentially time- and space-intensive independent project component of the curriculum is scheduled for the spring term when there is minimal demand from undergraduate students. This timing will maximize the use of the School of Interior Design studio, Design Fabrication Zone, RSID Design Centre, FCAD Digital fabrication and RSID Workshop facilities, as well as the common areas. Currently, the school allocates all its facilities to its undergraduate program.

1.13.2 RSID Workshop

PMDip students will have full access to the RSID Workshop. Currently, the RSID Workshop has a woodworking benches and a machine room. A CNC machine is available by appointment. The School is in the process of enhancing its digital fabrication/3D modelling equipment and space with the FCAD Fabrication Lab enhancement plan.

1.13.3. Computer Lab Facilities

General university policy regarding access and availability of computers for graduate students and faculty will be followed.

1.14 Ryerson Library Resources

1.14.1 Collections

The Ryerson Library hosts over 600,000 monographs in electronic, print, audio and video form; subscribes to well over 56,000 online journal subscriptions; and provides access to over 200 online databases that contain full text articles, abstracts, images, historical documents, global news sources and datasets. All told, the acquisitions budget totals over \$4.4 million dollars.

The collection development philosophy is very much holistic in its intent. In response to the rise of interdisciplinary studies in the academy, the Library has ensured that librarians engage in collection development not motivated by strict subject silos, rather by the needs of all program areas. Collection decisions are made to improve resources for all users. Making new acquisitions available is the priority, and there is less concerned about which subject area should pay for it. This has made the Library nimble in identifying areas in need of strengthening and lessened the bureaucracy involved in making collection decisions. All efforts are made to fulfil requests of faculty and students, within reason.

Similarly, a committee comprised of librarians representing all subject areas gets requests for new serials and electronic resources. The committee considers all requests and approvals are granted based on a myriad of factors, including usability, cost, access, and relevance to programs of study at Ryerson.

Where at all possible, the Library works with national and provincial consortiums, the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL) to negotiate licenses for electronic resources. This increases purchasing power, and allows for assurance that the content purchased is archived in perpetuity on servers housed at University of Toronto via the Scholars portal initiative.

1.14.2 Interlibrary Loans

The Interlibrary Loan (ILL) service allows users to borrow items and obtain articles from other libraries through our ILL staff, if materials are not owned by the Ryerson University Library. This service is provided free of charge.

1.14.3 In-person Services

The Ryerson Library is aware of the needs of students of The Chang School, and has created a service model to respond to those needs. A librarian is available for consultation at the reference desk on evenings and weekends throughout the academic year, and the Borrowing and Lending Services team is dedicated to providing ready access to the resources at the library.

1.14.4 Online Services

The library provides access to online chat reference support via a province-wide initiative called AskON. Librarians are available to chat with students to help them through the research process. AskON is open during evenings and weekends. Alternately, students can submit reference questions via email with a 24-hour turnaround time for response.

E-reserve services are available via D2L to provide access to course materials on a 24/7 basis.

1.14.5 Drop-in Workshops

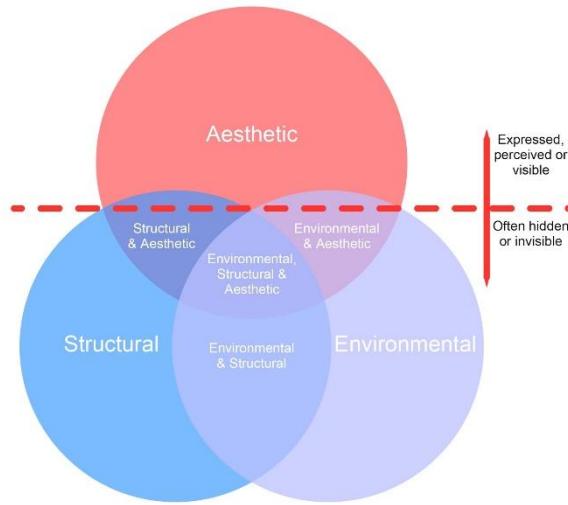
The Library provides a variety of drop-in workshops for students wishing to learn more about resources and services. These include sessions on mastering searches on our electronic resources and using Refworks, a tool to manage bibliographic citations. These workshops are offered at varying times of the term, but there are always time slots available that are convenient to Chang School students.

1.14.6 Liaison with the Chang School

Jay Wolofsky is the designate liaison librarian to ensure that the needs of The Chang School and its students are fulfilled. Further, there are subject specialist librarians available for in depth consultation. Their contact information is available online at: <http://www.ryerson.ca/library/info/sublib.html>

2 Diploma Proposal

2.1 Goals of the Diploma



The overarching goal of the diploma is to transform the designers' role from simply aesthetic decision making to that of an innovator who operates at the intersection that merges technical, environmental, as well as aesthetic/visual requirements of materiality in built environments. This approach leads the program's emphasis of the cradle-to-cradle¹⁰ material processes in design, leading to environmental stewardship and innovation. The program, through its curricular content and activities, will emphasize circular economies of take/make/re-use/re-make in an effort to deviate from the linear take/make/waste material and manufacturing systems as widely practiced in making of built environments. While providing a relevant and comprehensive discussion of the ever-changing and significant role of material innovations, the program will provide an opportunity to engage physically and digitally with old, new, smart and emerging materials and sustainable systems following its emphasis on 'research by design'. Translating designers' involvement from theory to creative application through materials research, technical and interdisciplinary engagement, as well as local/global involvement in the materiality debate and exchange, the PMDip aims to:

- **Play a leadership role within the local and national context** by positioning interior design as a critical research/creation field that is a driving economic and creative forces in Ontario and Canada.
- **Be a role model for the interior design industry's relationship to higher education** by responding to the economic, social, cultural, environmental and technological forces that demand change in 21st century interior design and allied fields, from project conception to material practice.

¹⁰ <http://www.mbdc.com/cradle-to-cradle/c2c-framework/>

- **Offer progressive materials content** and distinguish itself from the undergraduate program by specializing in materials research/design inquiry at an advanced level. It will expand the boundaries of the discipline's skills-based practice.

- **Establish further interdisciplinary network at Ryerson** by initiating new alliances within the Faculty of Communication and Design and the Zone Ecosystem.

Students in this program will learn how to apply attained materials skills and knowledge in solving future-forwarded design problems and integrating new technologies and tools for innovative applications. International students who have previous interior design, architecture, and related degrees may find the program especially useful in accelerating their career path in North America, and by extension, the rest of the world.

The Standing Academic Coordination Committee will discuss and decide annually whether it is necessary to augment the diploma's course content to remain current with reference to the goals of the program and allied best practices.

2.2 Curriculum Structure

The figure below presents the structure of the proposed program from admission to graduation.

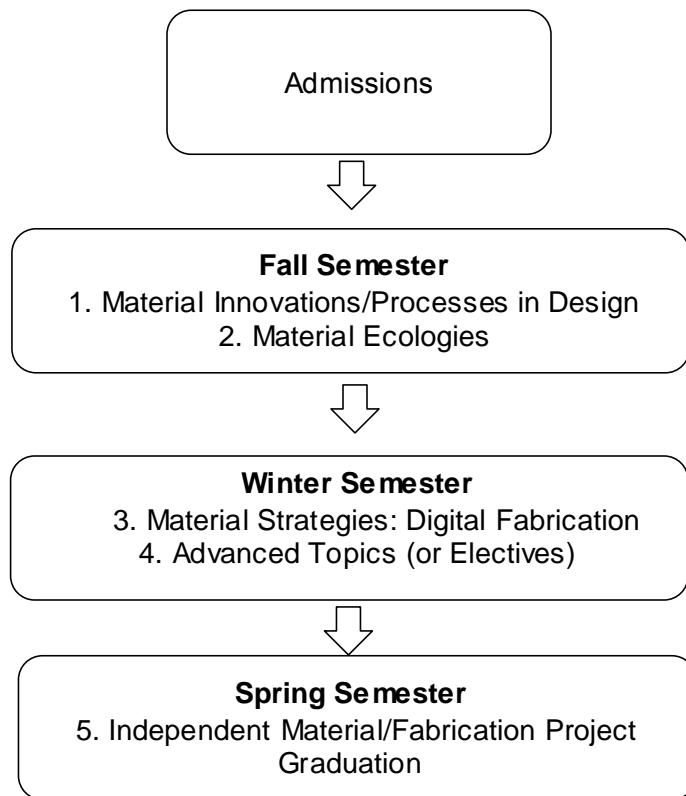


Figure 1 - Curriculum Structure

2.3 Course Descriptions and Assessment of Teaching and Learning

This section provides an overview of the proposed program's expanded course details and methods of assessment of student achievement.

2.3.1 Assessment of Teaching and Learning¹¹

The courses are sequenced to provide the following overall assessments of teaching and learning in the program: Depth and breadth of knowledge; Research and Scholarship; Level of creative application of knowledge; Professional and rigorous independent study; Levels of technical and communication skills; and Knowledge transfer within an interdisciplinary design context.

2.3.2 Course 1: Material Innovations and Processes in Design

Course 1:	Material Innovations and Processes in Design
(Summary 1.10.1) Adv. Critical Thinking Research & Analysis Report Writing Presentation	<p>Course Description</p> <p>This course is intended to provide students with a strong foundation of materials knowledge and innovations in an interdisciplinary design context. By addressing important historical milestones as well as contemporary developments, students will develop an understanding of the roles of material innovations, manufacturing technologies and applications in built environments in the 21st century. The course is structured on four elemental categories of innovations that students will expand on: Transparent, Lightweight, Biotic and Responsive materials (covering material content from minerals, concrete, wood, metal, glass, textiles, and plastics to composites).</p>
Learning Outcomes	<ul style="list-style-type: none"> - Assess the role of material innovations in interdisciplinary design context based on material strategies - Analyze/Synthesize historical milestones as well as contemporary developments through case studies - Conduct critical written analysis and hands-on synthesis on materiality - Present and lead discussions of findings in written and verbal format - Learn and incorporate elemental categories of material production and manufacturing systems - Develop research topic combining material innovations, manufacturing technologies and building applications - Develop a systematic understanding and knowledge of material innovations and critical awareness of current problems as well as new directions - Develop further research to expand on transparent, lightweight, biotic and responsive material innovations leading to creative project outline (covering material content from minerals, concrete, wood, metal, glass, textiles, and plastics to composite form)
Mode of Delivery	<p>Lecture/seminar format, 3 hrs per week.</p> <p>One hour lecture is supplemented by guest lecturers, video screening, live demonstrations, field trips and class presentations & discussions, as well as assignment feedback as required.</p>

¹¹ Equivalent to section 1.6 of the proposal submission template of the Ontario Universities Council on Quality Assurance.

Assignments and Method of Evaluation	<p>Student will develop research papers on material innovations and project ideas.</p> <p>Presentations of assignments and discussions/feedback will take place regularly during the scheduled class every week.</p> <ul style="list-style-type: none"> - Reading Summary (3), Essay Query and Proposal, Annotated Bibliography. 30% - Class Presentation (3). 30% - Final Essay/Project Outline 30% - Class Participation. 10% of the evaluation is for attendance, participation, and the facilitation of dialogue in the classroom.
Sample Course Readings	<ul style="list-style-type: none"> - Amato, Ivan. <i>Stuff: The Materials the World Is Made of</i>. New York, NY: BasicBooks, 1997. - Borden, Gail Peter. <i>Material Precedent: The Typology of Modern Tectonics</i>. Hoboken, NJ: John Wiley & Sons, 2010. - Brownell, Blaine. <i>Material Strategies: Innovative Applications in Architecture</i>. New York: Princeton Architectural Press, 2012. - Brownell, Blaine Erickson. <i>Transmaterial 3 a Catalog of Materials That Redefine Our Physical Environment</i>. New York, NY: Princeton Architectural Press, 2010. - Brown, P. <i>Matter, Materiality, and Modern Culture</i>. London: Routledge, 2000. - Deplazes, Andrea. <i>Constructing Architecture Materials, Processes, Structures, a Handbook</i>. Basel: Birkhäuser, 2005. - Howes, Philip, and Zoe Laughlin. <i>Material Matters: New Materials in Design</i>. London: Black Dog Pub., 2012. - Kronenburg, Robert, and Filiz Klassen, eds. <i>Transportable Environments 3</i>. London: Taylor & Francis, 2006. - Leteri, Chris. <i>Materials for Inspirational Design</i>. Mies, Switzerland: RotoVision, 2006. - Mindrup, Matthew. <i>The Material Imagination: Reveries on Architecture and Matter</i>. Ashgate Publishing, 2015. - Quinn, Bradley. <i>Design Futures</i>. London: Merrell, 2011.
Graduate Course Prerequisites	None

2.3.3 Course 2: Material Ecologies: Past, Present & Future

Course 2: (Summary 1.10.2)	Material Ecologies
Adv. Critical Thinking	Course Description In this course, students will be introduced to the foundations of materials and life cycle analysis which includes examining materials, assemblies, and developing an understanding of linear and circular material economies. In-depth knowledge of extraction, production, use, maintenance, disposal, waste and recycling processes will be gained through case studies. Students will investigate the ways in which materials feed into the waste and recycling streams, and visualize the complex and controversial material effects on human health as well as the innovation potentials for the future, both technical
Adv. Materials Research, Analysis and Sample Collection/	

Presentation	<p>and social. This information will be used as a foundation for looking at advanced materials and the new ecologies forming around them. Students will explore these emergent materials to develop an understanding of their performance that includes efficiency, manufacture, as well as zero-waste systems, energy generation and biomimetic products. Inspiration will be garnered from work of organizations like 'The Biomimicry Institute' in order to aid designers' vocabulary of innovative materials from the nano-scale to macro-scale of built environments.</p>
Learning Outcomes	<ul style="list-style-type: none"> - Develop in-depth understanding of tested and emerging material processes and practices in design - Analyze how this understanding can inform the material, function, form and expression through case studies. - Demonstrate material evaluation and sustainability rating systems through visual/verbal presentations - Investigate circular and linear material economies -Develop and catalogue a 3D material portfolio with appropriate industry contacts
Mode of Delivery	<p>Lecture/seminar format, 3 hrs per week. Lectures and in-class material ecologies presentations will be augmented by weekly readings and, in the second part of the semester, site visits to a range of material production facilities.</p>
Assignments and Method of Evaluation	<ul style="list-style-type: none"> - Grades will be evaluated on successful completion of weekly individual/group material ecologies assignments (50%) including attendance at all classroom meetings and field trips - Final individual 3D material portfolio and case study analysis (50%). The material portfolio is intended to lead to design development research applied to the independent design project.
Sample Course Readings	<ul style="list-style-type: none"> - Birkeland, Janis. <i>Design for Sustainability a Sourcebook of Integrated, Eco-logical Solutions</i>. London: Earthscan Publications, 2002. - McDonough, William, and Michael Braungart. <i>Cradle to Cradle: Remaking the Way We Make Things</i>. New York: North Point Press, 2002. - Meisel, Ari. <i>LEED Materials: A Resource Guide to Green Building</i>. New York, NY: Princeton Architectural Press, 2010. - Madsen, Ulrik. <i>Material Ecologies in Architectural Design</i>. Oplag ed. Kbh.: Royal Danish Academy of Fine Arts, School of Architecture:, 2014. - N, Alejandro, and Maria Camila S. <i>Rematerial: From Waste to Architecture</i>. New York: W.W. Norton &, 2010. - Parr, Adrian. <i>New Directions in Sustainable Design</i>. London: Routledge, 2011. - Smith, Cynthia E. <i>Design for the Other 90%</i>. New York: Smithsonian, Cooper-Hewitt, National Design Museum: 2007. - Thompson, Rob. <i>Manufacturing Processes for Design Professionals</i>. New York: Thames & Hudson, 2007.

	- Zardini, Mirko. <i>Imperfect Health: The Medicalization of Architecture</i> . Montréal: Canadian Centre for Architecture, 2012.
Graduate Course Prerequisites	None

2.3.4 Course 3: Material Strategies: Digital Fabrication and Robotics

Course 3:	Material Strategies: Digital Fabrication and Robotics
(Summary 1.10.3)	Course Description This course will focus on the interplay between digital and automated material strategies/processes where design, material, data/programming and prototyping/fabrication/construction processes are interwoven. Students will gain specific knowledge of tools of the trade and experiment with techniques of digital fabrication and robotics that allow the designer to inform/control the manufacturing and material design processes. The emphasis will be given to performance of wood, metal, concrete, plastics, composite, and recycled materials to help students reference construction techniques. Students will learn about the novel possibilities in design that can be achieved with digital techniques and robotics available for making complete designs or components from furniture to interior scale. This course will be complemented with workshops that expose students to embedded systems and physical computing, where computation mediates a person's interacts with the built environment through sensors, actuators and other electronics.
Learning Outcomes	<ul style="list-style-type: none"> - Develop skills integrating materials innovations from concept to execution by making effective use of existing and emerging digital fabrication technologies - Incorporate material strategies and fabrication technologies into a interior design or construction project - Recognize and act on the impacts of material advancements, integrated technologies, and digital fabrication - Engage in critical analysis in order to understand the broader transformative effects of these integrated technologies on design creation and production - Demonstrate iterative process of making in developing complex material strategies - Gain practical knowledge of prototyping techniques and apply to independent project
Mode of Delivery	1-hour lecture, demonstrations, structured lab work sessions, and site visits to fabrication facilities will be arranged as required. Lab supervision will be focused on term projects to equip students with skills for the development of their independent project.
Assignments and Method of	In-class assignments and lab work 50% (5% x 10 weeks) Final Project: Independent project development 40%

Evaluation	<ul style="list-style-type: none"> - Specific technical design issues 10% - Fabrication 10% - Material experimentation 10% - Concept Statement 10% <p>Zone Workshop Participation: 10% of the evaluation is for participation in the extracurricular learning modules</p>
Sample Course Readings	<ul style="list-style-type: none"> - Armstrong, Rachel. <i>Unconventional Computing: Design Methods for Adaptive Architecture</i>. Routledge, 2013. - Beorkrem, Christopher. <i>Material Strategies in Digital Fabrication</i>. Routledge, 2012. - Gramazio, Fabio. <i>Fabricate: Negotiating Design & Making</i>. Gta Verlag, 2014. - Leach, Neil. <i>Designing for a Digital World</i>. Chichester: Wiley-Academic, 2002. - Menges, Achim. <i>Material Synthesis: Fusing the Physical and the Computational</i>. Academy Editions, 2015. - Nicholas, Paul. <i>Designing Material, Materialising Design</i>. Riverside Architectural Press, 2013. - Parisi, Luciana. <i>Contagious Architecture Computation, Aesthetics, and Space</i>. Cambridge, MA: MIT Press, 2013. - Borden, G. P., Meredith, M. <i>Matter: Material Processes in Architectural Production</i>. Routledge Publishing. New York, NY, 2012.
Graduate Course Prerequisites	<p>Students who do not have elementary digital design and fabrication experience may be required to participate in DFZ Learning Modules upon entry to the program.</p>

2.3.5 Course 4: Advanced Topics in Materiality

Course 4:	Advanced Topics in Materiality
Summary 1.10.4 Research Knowledge Expansion/ Transfer	<p>Course Description</p> <p>Advanced Topics exposes students to a range of subjects that build upon previous courses with an urgency to understand not only the capabilities of new materials and technologies but also how they can be integrated into processes that are used in the built environments. Students will learn about different strategies for shaping materials that stem from energy and resource efficiency, reduction of emissions and pollution, improvements in biomaterials and performance, as well as impact on human health. Students will learn about these strategies at a range of scales and translate them into applications that respond to interior needs. Examples and research may be driven from environmental factors, biomimicry, nanotechnology, smart materials and integrated technologies that lead to innovative design solutions to equip us for the challenges of building a sustainable future.</p> <p>Topics may be presented in a rotating manner to connect with international events and industry. Linkages will be developed with the</p>

	manufacturing and material experts.
Learning Outcomes	<ul style="list-style-type: none"> - Develop a clear understanding of the material presented - Learn how these advancements may be used to find sustainable solutions to design problems, from object to the macro-scale of buildings and its placement through programming - Strengthen knowledge of technology transfer between various disciplines, emphasizing scientific translation through design exercises - Further practice essential communication skills – verbal, written & visual - Develop critical thinking and problem solving skills. - Foster engagement in material advancements integrating scientific/technical discourse and non-scientific design disciplines through case studies - Apply attained knowledge and principles to a variety of case study examples as well as independent project development - Communicate effectively by presenting biomimetic and nanotechnology designs/project ideas in group and class discussions - Gain deep knowledge of contemporary issues in materiality by using the topics presented and supporting references and incorporate them in design concepts as required.
Mode of Delivery	Lecture/seminar format, 3 hrs per week. 1-hour lectures are supplemented by guest lecturers, video presentations, live demonstrations, and field trips as required.
Assignments and Method of Evaluation	<p>Students will further develop their research papers from Course 1, integrating advanced topics and project ideas for the final component of PMD requirement. Presentations of assignments and discussions/feedback will take place regularly during the scheduled class every week.</p> <ul style="list-style-type: none"> - Reading Summary (3), Essay Query and Proposal, Annotated Bibliography. 30% - Class Presentation (3). 30% - Final Essay/Project Outline 30% - Zone Workshop Participation. 10% of the evaluation is for participation in the extracurricular learning modules
Sample Course Readings	<ul style="list-style-type: none"> - Addington, D. Michelle, and Daniel L. Schodek. <i>Smart Materials and New Technologies: For the Architecture and Design Professions</i>. Amsterdam: Architectural Press, 2005. - Ball, Philip. <i>Made to Measure: New Materials for the 21st Century</i>. Princeton, NJ: Princeton University Press, 1997. - Benyus, Janine M. <i>Biomimicry: Innovation Inspired by Nature</i>. New York: Morrow, 1997. - Dobbelsteen, Andy Van Den. <i>Smart Building in a Changing Climate</i>. Amsterdam: Techne Press, 2009. - Leydecker, Sylvia, and Marius Lbel. <i>Nano Materials in Architecture, Interior Architecture, and Design</i>. Basel: Birkhäuser, 2008. - Pawlyn, Michael. <i>Biomimicry in Architecture</i>. London, UK: Riba

	<p>Publishing, 2011.</p> <p>- Klooster, Thorsten, and Niels Boeing. <i>Smart Surfaces: And Their Application in Architecture and Design</i>. Basel: Birkhäuser, 2009.</p>
Graduate Course Prerequisites	None

2.3.6 Course 5: Independent Project

Course 5:	Independent Project
Summary 1.10.5 Adv. Critical Thinking Application & Knowledge Transfer 3D Skill Application Alternative design investigations Final Publication/ Writing	<p>Course Description</p> <p>Expanding on the research developed in the previous four courses/seminars, students in their final project will propose a material investigation and process by focusing on a topic of interest. . The proposed research synthesis and investigation will be expanded using appropriate materials, technologies and proposed applications. Students will be offered 3 options to choose from for their final deliverables: Independent Practicum with fabrication component, Competition/Publication entry, and Field work involving material manufacturers to further research synthesis and real world application. This course represents the capstone of the diploma program. While research topics of special interest will be presented throughout the previous semesters, the main thrust of this course is completion of an independent project and a final term deliverable that addresses specific issues/problems in materiality in design. As part of this project, students may develop entries for competitions, exhibitions in the area of investigation, and publish in academic journals.</p> <p>The final component may be expanded in 2D/3D model form using appropriate materials and can range in scales. The student work is intended to lead to a career portfolio as well as potential PMDip exhibition/ publication to engage the industry.</p>
Learning Outcomes	<ul style="list-style-type: none"> - Demonstrate rigor in selection of research content and information gathering, and material and design exploration - Discuss material innovations research within the context of contemporary design issues, technologies, and fabrication methods - Synthesize above research for a design project, using innovative material and spatial ideas - Demonstrate technical competence with material properties - Demonstrate importance of material innovation/exploration in design of objects to spaces
Mode of Delivery	<p>Studio, Lab and Meetings with Supervisor and Mentors 6 hrs a week</p> <p>As required, instructors and faculty members will act as advisors, overseeing students' activities while mentors identified at outside</p>

	organizations will give our diploma candidates the opportunity to connect with the industry. This course satisfies the professional Master's diploma framework requirement for a final project.
Assignments and Method of Evaluation	<p>The final project will consist of independent work coupled with regular supervisory meetings.</p> <p>Final production, interim project and benchmarks will be set for formal evaluation.</p> <p>There will be term-end verbal public presentations and the visual/written component of student work will lead to a pamphlet publication for the PMDip program.</p> <ul style="list-style-type: none"> - Material Innovation Ideas/Concept Exploration 10 % - Independent work 20% Practicum with fabrication component or Competition/Publication entry or Field work involving material manufacturers - Spatial/Material Expression and Development 20% - PMDip Pamphlet Publication Submission 20% - Public presentation 10% - Meetings 10%
Sample Course Readings	<ul style="list-style-type: none"> - Duits, Thimo Te., and Netherlands Rotterdam. <i>The Origin of Things: Sketches, Models, Prototypes</i>. Rotterdam: Museum Boijmans Van Beuningen: 2003. - Howard, Michelle. <i>Research - Observe - Make</i>. Basel/Berlin/Boston: Birkhäuser, 2015. - Kula, Daniel, and Elodie Ternaux. <i>Materiology: The Creative's Guide to Materials and Technologies</i>. Amsterdam: Frame Publishers, 2009. - Lefteri, Chris. <i>Making It Manufacturing Techniques for Product Design</i>. 2nd ed. London: Laurence King Pub., 2012. - Norman, Donald A. <i>The Design of Future Things</i>. New York: Basic Books, 2007. - Petroski, Henry. <i>Invention by Design: How Engineers Get from Thought to Thing</i>. Cambridge, MA: Harvard University Press, 1996. - Quinn, Bradley. <i>Design Futures</i>. London: Merrell, 2011.
Graduate Course Prerequisites	None

2.4 Academic Management Structure

Academic Governance

This PMDip program will be governed by Ryerson's Institutional Quality Assurance policies and the collaborative governance model. These policies include, among others, 110, 112, 126, 127 and 142.

2.4.3 Faculty Collaboration

This PMDip has been developed and is contained within Ryerson University's School of Interior

Design, part of the Faculty of Communication and Design and in conjunction with the Yeates School of Graduate Studies.

Further collaborations with Faculties and their faculty members will be ongoing, including but not limited to Master's in Digital Media, Aerospace Design and Management, Mechanical and Industrial Engineering, and Energy and Innovation graduate programs, with appropriate faculty invited to be members on the Academic Coordination Committee. Close curricular ties will be developed within the newly initiated Ryerson Zone Ecosystem, specifically the Ryerson Design Fabrication Zone (DFZ), Fashion Zone (FZ), and the Center for Urban Energy Incubator (iCUE).

2.4.4 Standing Academic Coordination Committee (ACC)

This proposal, upon approved, shall be governed by the provisions of Senate's Framework for Professional Master's Diplomas,¹² with respect to the composition and functioning of the Diploma's Standing Academic Coordination Committee.

The Standing Academic Coordination Committee shall consist of faculty members (RFA) from the teaching department contributing curriculum to the diploma, and 2 members of YSGS Programs and Planning Committee.

The Standing Academic Coordination Committee will have primary responsibility for

1. coordinating program curriculum development;
2. liaising with the relevant teaching departments and the Graduate Advisor for the diploma;
3. ensuring the quality, currency, and content of constituent courses;
4. assuring course staffing strategies are appropriate, including the recruitment and qualifications of diploma faculty;
5. undertaking the ongoing review of program objectives, learning outcomes, and career competencies, etc.

Once the program is implemented and delivered, we propose, in addition to standard university quality assurance processes, that student feedback form the basis of a prospective quality assessment of the proposed diploma program.

The School of Interior Design regularly monitors the placement of graduates from the undergraduate program and uses this information for program assessment. This system of monitoring will be extended to graduates of the PMDip to contribute to assessment of the proposed diploma program.

The Standing Academic Coordination Committee is not limited to but will include:

2.4.4.1 Chair of Committee:

Chairs of Committee:

Dr. Art Blake, Affinity Graduate Program Director, Masters in Digital Media &

¹² See <http://www.ryerson.ca/content/dam/senate/agenda/2012/20121002agenmin.pdf> page 49

Filiz Klassen, Program Director PMDip in Material Innovations in Design

2.4.4.2 Committee members:

The committee will consist of:

- Filiz Klassen, Professor and PMDip Program Director, RSID
- Lois Weinthal, RSID Chair and Professor
- Charles Falzon, FCAD Dean
- Alex Ferworn, YSGS Director of PMDip Programs
- Kimberly Bates, YSGS Programs & Planning Committee (PPC)
- Katerina Belazelkoska, Chang School of Continuing Education Ex-officio member
- Muthana Zouri, Chang School of Continuing Education

2.4.4.3 Meetings

The Standing ACC shall meet annually and may meet more often at the call of the Chair. At the meetings of the ACC, the Academic Coordinator will present reports which shall detail course registrations, diploma registrations, and diploma completion rates and/or any other business relevant to the state of the diploma.

2.4.5 Student Issues and Admissions Requirement

2.4.5.1 Admissions Requirement¹³

Participants must hold a university undergraduate Bachelor's degree (or equivalent from an international institution of higher education).

- The admission grade point average (GPA) will be set at 3.0.
- Applicants should have an undergraduate degree in interior design or an allied design discipline. Applicants should be experienced designers who will be expected to demonstrate their expertise through the presentation of a formal portfolio.
- Applicants must have experience with current 2-dimensional and 3-dimensional computer modeling.
- Applicants must have elementary experience with fabrication tools from their undergraduate studies. If otherwise, applicants will be asked to take Zone Learning Modules on Fabrication upon entry to the program.
- A personal interview will be conducted with those who meet the successful entry requirements. Qualifications will be examined in consultation with the YSGS Director of PMDip Programs.

¹³ Equivalent to section 1.2 of the proposal submission template of the Ontario Universities Council on Quality Assurance.

2.4.5.2 Program Information Night

Prospective participants who have questions about the admission requirements and/or would like to know more about this diploma are invited to attend a program information session. For dates, times, and location, see the schedule of Information Nights listed on The Yeates School of Graduate Studies or The Chang School's websites.

2.4.5.3 Transfer Credits

Successfully completed graduate courses in the diploma (to a maximum of two semester courses) may be considered eligible for credit transfer at the discretion of the Yeates School of Graduate Studies, if students subsequently apply for, and are admitted into, a related graduate degree program at Ryerson.

The PMDip also will provide an option for students who have advanced standing in the current BID program (approximately 1/6th of the current student population).

2.4.5.4 Academic Governance

This professional Master's diploma program will be governed by Ryerson's Institutional Quality Assurance policies and the collaborative governance model. These policies include, among others, 110, 112, 126, 127 and 142.

2.4.5.5 Student Advising

Prospective participants seeking to complete this diploma program or who have specific questions are invited to contact its Diploma Graduate Advisor.

2.5 Registration and Graduation Requirements

2.5.3 Diploma Registration

Participants may be registered in only one PMDip program at any one time. Participants pursuing the diploma must formally undertake the Admissions Application Process. Upon acceptance into the program, the candidate must then formally register in the diploma program prior to registration in any course within this diploma.

For information regarding the courses featured in this diploma (including date, time, and fee information), please refer to the listings in the course information section of the Yeates School of Graduate Studies website at www.ryerson.ca/graduate and The Chang School's website at www.ryerson.ca/ce.

2.5.4 Graduation

In order to graduate, participants must successfully complete the diploma's requirements according to YSGS policies. The successful completion of all requirements, with a cumulative grade point average of 2.00 or higher, is required for the diploma to be awarded. Participants must also complete and submit an Application to Graduate with a Diploma Form prior to the appropriate deadlines (see the information on Registration and Graduation from Diploma Programs at www.ryerson.ca/graduate and www.ryerson.ca/ce). (Note: This PMDip does not lead to professional qualification by any governing body.)

2.6 Societal Need

Demands on interior design—and the field's relevance to a range of social challenges—are growing. This context demands advanced-level modes of inquiry, both technical and creative, that undergraduate students and alumni are seeking to build upon. A need exists for individuals to combine previous education, practical experience, and scholarly inquiry into the creation of new knowledge to advance in the design disciplines. With an internationally and nationally recognized undergraduate program, RSID is perfectly poised to meet this need, for both the growing number of interior design students who seek advanced education, and practicing designers who are looking to advance their knowledge and keep on top of the new directions in the field.

The Labour Market Information report¹⁴ for Canada's cultural sector documents the breadth and strength of the creative sector, which includes visual arts and design, with a labour force of 539,000 employers and workers across the country, and an economic impact of \$39 billion or 3.1% of GDP. Creative industries are growing faster than financial services, the medical and biotechnology industries, and the food and beverage industry; creative occupations are growing more than twice as quickly as the overall labour force. The sector currently employs more than 130,000 people, or 5% of the Toronto Census Metropolitan Area's workforce.¹⁵

“Design Matters,” a report based on a study commissioned by the Design Industry Advisory Commission (DIAC) in 2004, supports the claim that Ontario’s design industry is growing, and the Province is supporting this trend through education. ‘Design is recognized worldwide as a key tool for competing in the 21st century marketplace and helps create a highly developed environment for selling design innovation and commercialization. Toronto is home to 28% of all Canadian designers (compared to only 16% of the total Canadian workforce). Toronto has the third-largest design labour force in North America (after New York and Boston), and over 40,000 professionals are employed in the design economy in Ontario.¹⁶ Clearly, the practice of interior design and related business activities have major economic implications for the province and is predicted to grow exponentially in the coming decades. The Ontario Ministry of Training, Colleges and Universities has demonstrated its recognition of these facts and its ongoing support for interior design education by consistently approving degree proposals from colleges to convert their three-year diplomas into four-year applied arts degrees.

It is crucial for Ryerson University to offer graduate level education and adapt to changes in the field of interior design, sustainability, and advanced materiality to maintain its leadership role. The demand for advanced-level Professional and Post Professional Masters programs

14 Cultural HR Study 2010, Labour Market Information For Canada's Cultural Sector Report, December 2010
www.culturalhrc.ca/research/HRStudy2010/LMI-e.asp

15 Creative Capital Gains: An Action Plan for Toronto, (signed by James Prentice, Karen Kain, and Robert J. Foster), p. 8

16 Statistics drawn from “Design Matters,” a report based on a study commissioned by the Design Industry Advisory Commission (DIAC) in 2004.

throughout North America increase the urgency of the need for this PMDip program now. In the field of architecture, the Master's degree has become the accepted professional degree in Canada and in many schools in the United States. The field of interior design, although lagging behind, is heading in a similar direction. As community colleges across Canada rush to provide applied arts degrees in interior design, it is important that Ryerson continue to educate the future leaders of the profession with alternatives, namely this PMDip and future graduate programs that will serve the increasing demand locally/ nationally/ internationally. The need for qualified personnel to function at an advanced level in interior design has increased dramatically over the past decade, but thus far Canadian interior design graduate programs have not kept pace with this rapidly evolving field. This PMDip in Material Innovations in Design from RSID aims to fill this void. Given this societal need and the Ryerson University School of Interior Design's position and reputation, a PMDip program is an immediate step for the School and for the field of interior design in Canada.

School of Interior Design Surveys: RSID regularly monitors the placement of graduates from the undergraduate program and uses this information for program assessment. The internship coordinator informally tracks placement of graduates who are employed in the field; who pursue post-graduate education (currently 5%, increasing annually); and who become registered members of the Association of Registered Interior Designers of Ontario (ARIDO) (70%) after successful completion of the NCIDQ (National Council for Interior Design Qualification) exam.

Ryerson School of Interior Design's application pool for its undergraduate program fluctuate around 1,000 on average for 104 spots. Based on this information, the school projects that it would receive 150 to 200 applications to fill 25 seats in its PMDip in Material innovations in Design program.

In order to further assess the societal need, the curriculum committee has surveyed RSID's 3rd and 4th year students in 2012. 167 students have participated in the survey, responding to 2 questions below:

1. Would you support a one-year Master's Program in the proposed area of investigation?
2. Would you enroll in this program?

55 students (32%) responded with an interest in enrolling in the program. Results of this survey show that our RSID's graduates alone would account for the required enrollment to this one-year professional Master's diploma program at Ryerson University.

RSID is also addressing the need for 'life-long learners,' designers who are already in the workforce and seek to enhance their skills and knowledge for professional development to further expand their career opportunities. Quite often, a one-year diploma program is preferred within this demographic as opposed to a 2-year accredited Master's program.

Demographic Trends: This excerpt from 'Applications & Enrolment: Information about the number of students who attend our universities' by the Council of Ontario Universities¹⁷ also highlights the vital need to increase graduate enrollment in Ontario:

'Highly skilled graduate students are critical to Ontario's future. They conduct cutting edge research, replenish faculty ranks, address the human resources needs of both private and public sectors, and translate innovation into commercial activity. The Ontario government has taken notable steps to increase graduate enrolment in the province through its Reaching Higher plan. It provided support to increase graduate enrolment from about 25,000 in 2002-03 to about 37,000 in 2008-09, an increase of 12,000. Further funding was made available to increase graduate enrolment by an additional 2,000 students by 2009-10. More recently, the government announced an additional 1,300 new spaces which phased in by 2011-12. Ontario still underperforms relative to the United States in university graduation rates, particularly at the graduate level. In its 2009 Annual Report, the Task Force on Competitiveness, Productivity and Economic Progress found that per thousand population Ontario only awards 0.99 Master's degrees compared to 2.01 in the United States'.

Student Intake Target: The PMDip program targets an intake of 27 students per year as approved by University Planning Office. The School of Interior Design Graduate Studies Planning Committee acknowledges that studio numbers in accredited architecture schools, derived from Canadian Architectural Certification Board (CACB) requirements, set a maximum student-to-faculty ratio of 14:1. The ratio of 27:1 in the final independent project component is high. With an appointed independent project advisor and studio instructor, the final course component will have an actual student-to-faculty ratio of 13.5:1. The committee recognizes the need to maintain competitive student-teacher ratios despite the projected growth in the University's graduate programs.

2.7 Quality and Other Indicators

RSID is one of the few programs in FCAD without a graduate program. This hinders the school in many ways, from faculty SRC to RA & TA opportunities. As previously mentioned, the proposed interdisciplinary PMDip would keep the school and faculty SRC competitive, as no other program in Ontario offers a Master's. Faculty members will be then able to merge their innovative design, research, student engagement and high-level educational experience at the graduate program level.

RSID faculty focus is currently on greater SRC output, as the two objectives in the RSID 2015-20 academic plan falls in this strategy, while simultaneously relating back to graduate and undergraduate curriculum innovation. RSID faculty are gaining momentum in SRC as they define what these output and expectations are in the field of interior design as well as interdisciplinary design context.

¹⁷ http://www.cou.on.ca/statistics/applications---enrolment.aspx?sms_ss=email&at_xt=4ddd6f9331a3cfc1%2C0

To assist faculty and future graduate students with SRC knowledge mobilization, a Research Centre for interior design will be established in the very near future to facilitate greater SRC presence nationally and internationally. RSID Research Centre will mobilize faculty SRC and extend their reach to a wider audience assisting in dissemination, and will also be a site for housing opportunities that come to the school, whether they be industry partnerships, collaborations, symposia, or grants. SRC output is also related to additional RSID objectives as it is inherently linked to many other goals, such as the outline for strategic hires to help move the school forward both in SRC as well as with its two graduate programs that are pending approval.

The RSID faculty are all members of the School of Graduate Studies (with the exception of Jonathon Anderson, hired in July 2015, who is in the process of preparing his application) and are qualified to teach and supervise in the PMDip program. They are actively engaged in innovative scholarly, research, and creative activities (SRC). Various research and creative pursuits of the faculty are currently integrated into undergraduate interior design studios as capstone projects. Some of these projects—although they serve to enhance the reputation of the school among other scholars, students, and the design community—are better suited to be included in a graduate program. The faculty members listed in this section have all developed five-year research plans and are actively involved in their SRC pursuits through publications, conference presentations, creative work, and exhibitions. They have been recipients of prestigious CFI, SSHRC Research/Creation Grants, SSHRC Aid to Scholarly Conferences in Canada, Canada Council and Ontario Arts Council Grants, as well as many Ryerson University Creative Grants, FCAD Travel, and SRC project grants.

Faculty SRC Competence and Description

Over the past decade, **Professor Klassen's** research umbrella and experimental prototypes evolved from integrating material innovations in built environments in a meaningful way towards materiality as 'responsive matter' in interiors and allied fields. The notion of active building materiality focusing on adaptability to variables in environmental conditions, as well as diverse creative outputs, continue to be her long-term laboratory for making. She is currently part of the newly funded Responsive Ecologies Lab (RE/Lab) (CFI 2015, \$1,822,210) (PI Dr. Ali Mazelek (CRC, Digital Media and Innovation) and Co-PIs Dimitrios Androutcos (Electrical & Computer Engineering), Deborah Fels (School of Information Technology Management), Filiz Klassen (Faculty of Communication and Design, School of Interior Design), Matthew Kyan (Electrical and Computer Engineering), Jason Nolan (Early Childhood Studies), and James Smith (Electrical and Computer Engineering)). RE/Lab is a new and unique transdisciplinary collaborative research facility at Ryerson University that has been established this year with a mission to investigate social, cultural, educational, and design factors surrounding the emergent interconnected technologies. RE/Lab's engineering, architecture, design, digital media, education, and health sciences faculty work to bring environmental, social, health, economic, and educational benefits through projects in game-based learning, scientific discovery, the built environment, adaptive design, and sensory technologies. The 5-year project will train over 200 undergraduate, graduate, doctoral, and post-doctoral researchers; commercialize research and innovation; and nurture student-led high-tech and social innovation startups in collaboration with

Ryerson's Digital Media Zone and Design Fabrication Zone. The CFI infrastructure—which includes imaging technologies, electronics, fabrication equipment, computing resources, software, and multisensory infrastructure—will enable the researchers from diverse departments from engineering, interiors/architecture, media, social science, computer science, design, and education to envision, design, and implement novel interactive and multisensory technologies and applications varying in context from object to building scales.

The research of Professor Filiz Klassen has also been supported by Ryerson and other external funding agencies. Her research project, *Malleable Matter: Material Innovations in Architecture*, was funded by a SSHRC Research/Creation Grant 2005-2010 (\$187,000). This grant led to the *Snow, Rain, Light, Wind: Weathering Architecture Exhibition* as well as performances at Harbourfront Centre HATCH Emerging Performance Projects and Warn(m)ing (Ontario Arts Council, Integrated Project Grant 2009). Time release, space, in-kind and other grant contributions equivalent to \$100,000 from Ryerson, Cambridge Galleries, Triangle Gallery, Gladstone Hotel, and Harbourfront Center were received between 2005 and 2010. 3M Canada sponsored and provided in-kind support for the outdoor installation at Cambridge Galleries (\$25,000 value). As well, in 2014 she and her co-PIs received an Internal Equipment Grant of \$60,000 for the acquisition of an optical tensiometer to support multiple innovative research programs on surfaces and interfaces. Klassen is the founder and co-director of the Design Fabrication Zone (DFZ), an interdisciplinary hub for design/fabrication innovation and entrepreneurship at Ryerson, Ontario Centers of Excellence & Campus Links Accelerator (\$500,000).

Assistant Professor **Jonathon R. Anderson** holds a Master of Fine Arts in Furniture Design from Savannah College of Art & Design and a Bachelor of Science with a concentration in Architecture from Southern Illinois University. Jonathon has published and exhibited internationally. His work explores how industrial manufacturing and CNC technologies influence the design and making processes. As a result, the work is characterized by innovative and explorative methods that result in interconnected design, fine art, and technology solutions. From this non-traditional process emerges a provocative, complex design language that visually communicates at varied scales and emphasizes corporeal and phenomenological experiences. To Jonathon, making is not only a practice but also a form of critical thinking.

He has been awarded in several international competitions including A'Design Awards (platinum level), eVolo skyscraper competition, YAF 10up design/build competition, d3 Natural Systems, and the AIA Austin TOGs competition. Jonathon served as co-editor of the International Journal of Interior Architecture and Spatial Design (ii journal), editor of the IDEC Exchange, and is currently working on a new book titled 'Innovations in Landscape Architecture'. The book will be published by Routledge, a Taylor-Francis publishing company, and expected early 2016. Jonathon has received over \$200,000 USD in support of research and teaching. These grants include a Wells Fargo Urban Lift grants for \$37,000 USD, corporate sponsorship from Coverings in the amount of \$65,000 USD, and several \$5,000 USD New Faculty Research Grants from the University of North Carolina at Greensboro. Jonathon has taught five graduate courses since the spring of 2012. Additionally, he has supervised five thesis projects in Interior Architecture and Architecture.

Taymoore Balbaa received his Masters of Architecture from the University of Waterloo and won the 2004 RAIC Medal for his thesis. In 2005, he received the Canada Council for the Arts' Prix de Rome in Architecture for Emerging Practitioners, working and conducting research in Spain, West Africa, Greece, and Egypt. In April 2011 he received the inaugural Young Architect Award, granted by the RAIC. He holds a Bachelor of Environmental Studies from Waterloo, and also studied architecture at Università Gabrielle D'Annunzio in Pescara, Italy. A licensed architect in Canada (OAA) and in the European Union with the Technical Chamber of Greece (TEE), in 2010 he became a founding partner of Atelier3AM, a multi-disciplinary firm based in Toronto and Hong Kong. With this practice, and as principal of Taymoore Balbaa Architect (since 2006), he is developing a body of work that includes libraries, housing, temporary structures, cultural centres, and projects of urban revitalization. Recent work involves intersections of architecture and technology, and relies on digital fabrication for this integrated realization.

In 2012 he was appointed Assistant Professor at Ryerson University's School of Interior Design. Current coursework involves material explorations in interiors and industrial/product design. He has also taught extensively at the graduate level. In addition to teaching multiple M.Arch Design Studio courses, he taught courses in Glass in Architecture, Architectural Regionalism, as well as courses on environmental stewardship as related to the building industry, material science, and the extraction of natural resources. He has taught at the University of Waterloo School of Architecture, the John H. Daniels Faculty of Architecture, Landscape, and Design (University of Toronto), and at Ryerson University's Dept. of Architectural Science, and has lectured at universities in Berlin, Toronto, Napoli, Tunis, Istanbul, Halifax, Sardegna, and Ottawa.

Dr. Lorella Di Cintio (Associate Professor) has been educated in Canada, United States, and Europe in the fields of Interior Design, Architecture, and Media and Communications. Her research focuses primarily on design activism and is the founder of The Design Activism = Change Initiative. Her research concentration is on the social and political positions undertaken by designers. Dr. Di Cintio creates unique pedagogical links among design activism, service and experiential learning and social innovation. She has forged working partnerships with First Nations communities in Canada and Mexico, and her students' designs have supported Toronto food-bank users and Haitian earthquake survivors. She has received a silver medal for the advancement of design education and service from the Universidad Iberoamericana. In 2014, she received the IDEC Community Service Award from the Interior Design Educators Council.

Di Cintio's research affiliations at Ryerson include The Centre for Studies in Food Security, Experiential Design and Gaming Lab (EDGE Lab) (Adaptive Design), Design Fabrication Zone, and Yeates School of Graduate Studies. Currently, she is the guest editor for the IDEA Journal (Design Activism: Developing Models, Modes and Methodologies of Practice 2014). She is an academic reviewer for the Journal of Interior Design with a focus on service-learning pedagogy, and she is Editor-in-Charge of Service Activities in Academia with the Interior Design Educators Council. She has received grants from Canada Council for the Arts and has exhibited her creative work internationally: the Drawing Centre in New York, the Detroit Institute of Arts, and

recently exhibited *Unconscious House: Erasing Domesticity* at Curtin University, Australia. This year, she will be presenting a paper at Cumulus Johannesburg titled *Design with the other 90%: Changing the world by design* and she will be exhibiting her collaborative work at the Allentown Art Museum, Pennsylvania.

Catherine Dowling completed a Master of Education from the Ontario Institute for Studies in Education at the University of Toronto following degrees in Architecture and Environmental Studies at the University of Waterloo, a degree in Interior Design at the University of Manitoba, building construction at Arcosanti in Arizona, and ceramic study at Dundas Valley School of Art, and Haliburton Centre for the Arts.

As a registered Interior Designer her teaching, research and practice is founded on design and construction excellence, design thinking, with an emphasis on the process of making. Her collaborative studio Dowling Architects received the Ontario Association of Architects 2006 Honourable Mention for Architectural Excellence, the 2007/2011 WoodWorks awards, and been published widely. Current projects include research and construction using Passive House technologies.

Catherine's academic research explores the relationship between design and learning, the impact of kinesthetic creation on the processes of critical thinking, indigenous material culture and cultural design literacy. During the 2014/2015 Wood Firing Mentorship Program hosted by the Potter's Guild of Hamilton and Region, academic research and making investigated traditional clay storage vessel forms of indigenous North American peoples. Western and Japanese wood firing techniques invite random flame and ash patterns, allowing a meeting of ceramic traditions where process and form are valued as expressive elements. Ongoing research and hands-on explorations offer a bridge to cultural knowledge once transferred through generations of First Nations women, a tradition largely lost after contact with Europeans.

Professor **Lois Weinthal's** SRC investigates the relationship between architecture, interiors, clothing and objects, resulting in works that take on an experimental nature. Her teaching explores these topics where theoretical discussions in seminars are put into practice in design studio. Her seminar teaching led to the publication, *Toward a New Interior: An Anthology of Interior Design Theory* (Princeton Architectural Press, 2011), which organizes the interior as a series of layers that surround the body. This anthology won the Interior Design Educators Council (IDEC) Book Award in 2014. Professor Weinthal uses the design studio as an opportunity for students to test ideas by constructing them at full-scale.

Additional publications include co-editor of *After Taste: Expanded Practice in Interior Design* with Kent Kleinman and Joanna Merwood-Salisbury (Princeton Architectural Press, 2011), which began as a series of symposiums to address the interdisciplinary nature of interiors and the tangent disciplines that affect and inform it. A recent publication includes *The Interior Design*

Handbook, co-edited with Graeme Brooker (Berg Publishers, 2013). In 2014-2015, she will become Associate Editor of the international journal: *Interiors: Design, Architecture, Culture* (Bloomsbury). She has received grants from the Graham Foundation, Fulbright, and DAAD and has exhibited and lectured nationally and internationally. Design work from her studio courses have won national awards and have been published internationally.

Previously, she was Director of the Interior Design Program at Parsons The New School for Design, and Graduate Advisor for the Master of Interior Design Program in the School of Architecture at The University of Texas at Austin. She received her Master of Architecture from Cranbrook Academy of Art and Bachelor of Architecture at the Rhode Island School of Design.

2.8 Conclusion

This proposed PMDip investigates a vital area of professional knowledge and expertise required by private and public sector organizations contributing to the built environment and interiors in the 21st century. The proposed diploma satisfies the goals and learning outcomes for those interior design graduates and professionals in organizations who are responsible for innovative design and material solutions. Clearly there is a paucity of university-level opportunities for adults in Ontario and Canada to pursue a formal, structured program of studies in this high-demand career field. The proposed certificate is unique; it fits well within Ryerson University's mandate to differentiate itself from other higher education institutions. It does so through its university-level applied study and its synthesizing of both:

- responsiveness and competencies required to address the existing lack of education in the field of materials research and innovation;

and

- proactive competencies and approaches to designing, implementing, and renewing regularly-practiced strategies, processes, and techniques in the interior design and allied fields.

Material innovations are central to many of the functions and processes associated with design in an interdisciplinary context. The proposed diploma program aims to produce knowledgeable, skilled, and uniquely-qualified individuals who will make a substantial and sustainable contribution to their respective design enterprises, built environments, communities, businesses and society.

Appendix 4: Letter of Support – Dean, FCAD

Appendix 4: Letter of Support FCAD Dean



To: Filiz Klassen, Professor
From: Charles Falzon, Dean, Faculty of Communication & Design
Cc: Lois Weirthal, Chair, School of Interior Design
Dr. Blake Fitzpatrick, Interim Associate Dean, Graduate Education, Faculty of Communication & Design
Date: October 19, 2015
Subject: Postgraduate Masters Diploma in Material Innovations in Design

I am writing to lend my full support to the proposed Postgraduate Masters Diploma (PMD) in Material Innovations in Design. This innovative PMD will not only broaden advanced learning opportunities for students graduating from Ryerson's School of Interior Design, but also incent graduates from a broad spectrum of design institutions, nationally and internationally, to come to Ryerson.

Addressing the fast-changing and perennially significant role of material innovations and emerging building materials, the proposed program will help students learn about the material and environmental demands of contemporary interiors and educate them about responsive and responsible design of interior (and exterior) spaces.

The PMD proposal complies fully with Ryerson's and FCAD's current academic plans by "build[ing] on and expand[ing] current strengths by largely preserving the University's priorities established in the Quality Agenda," and engages fully with all aspects of the Yeates School of Graduate Studies' "Framework for Professional Master's Diplomas."

Additionally, the proposed PMD will act as a springboard for other post-secondary training programs (MAs, PhDs) envisioned by the School of Interior Design for its future.

I am satisfied that the LOI for this project-based materials research program addresses all of the program's opportunities and potential challenges in a comprehensive and detailed manner and provides compelling arguments with supporting data to assure its successful implementation and operation.

I am pleased to offer my enthusiastic support.



Charles Falzon, Dean
Faculty of Communication & Design

Appendix 5: Letter of Support – Dean, YSGS



Office of the Dean
Yeates School of Graduate Studies

Jennifer Mactavish
Dean, Yeates School of Graduate Studies Ryerson University
350 Victoria St.
Toronto, ON
M5G 2K3

October 21, 2015

Letter of Support: Professional Masters Diploma in Material Innovations in Design

To whom it may concern;

Please accept this letter as my enthusiastic support for the implementation of the Professional Master's Diploma (PMDip) in Material Innovations in Design. The program will focus on material innovations research, application, and sustainable practices in built environments as a vehicle to forecast future directions in design in the 21st century. As society's most urgent challenges intersect with issues of interiors and the built environment, the investigation of material innovations in contemporary design disciplines at the graduate level will forge new pathways at Ryerson University that will enable responsible design and fabrication methods that achieve higher levels of sustainability.

This PMDip is unique in making the theory and creative application of material innovations a dedicated program of study within the design fields in the built environment. The program will enhance Ryerson University School of Interior Design's reputation as not only the number one choice for undergraduate studies in Canada but also establish it as a centre for research and graduate teaching as well. This program will help our students make better decisions about materiality in contemporary design and its results will benefit our other graduate and undergraduate students, the campus, and the design/construction community at large through collaborative research.

Sincerely,

A handwritten signature in black ink, appearing to read "Jen Mactavish".

Jennifer Mactavish Dean

Appendix 6: Details of Comparable Programs

Table 5.1. Specialized engineering programs in materials science (not applicable for design students)

Organization	Program Name	Type, Length of Program and Qualification Granted
California Institute of Technology	Applied Physics and Materials Science	<p>Description: This program covers broad areas of technological importance. Research topics range from highly specialized engineering topics such as bulk metallic glass and nanomechanics, to photonics and optoelectronics, to plasma physics and energy technologies, to biophysics and biomechanics</p> <p>Length of program: 2 (138 units within two years with no grade less than a C)</p> <p>Type of degree: Master of Science (MS) in Materials Science, Ph.D</p> <p>http://www.aphms.caltech.edu/academics/grad_ms</p>
Mc Master University	Materials Science and Engineering -	<p>Description: This program offers graduate education based on cutting edge research activities on nanomaterials, solar cells, supercapacitors, batteries, computational materials science, corrosion, materials for automotive applications, and characterization.</p> <p>Length of program: 1.5 to 2 years full-time</p> <p>Type of degree: M.A.Sc., Ph.D</p> <p>http://materials.mcmaster.ca/graduate/</p>

Table 5.2. List of broad design innovation graduate programs (with no specific material innovation emphasis)

OCAD University	Strategic Foresight & Innovation (Design)	<p>Description: This program emphasizes creating a new kind of designer, a strategist, innovator who sees the world from a human perspective and re-thinks what is possible; imagines plans and develops a better world. Emphasis is placed on teaching complex problem finding, framing and solving, to envision and develop sustainable futures.</p> <p>Length of program: Part-time two-year (seven-semester) program or full-time 16-month (four-semester) program</p> <p>Type of degree / diploma awarded: Master of Design (M.Des)</p> <p>http://www.ocadu.ca/academics/graduate-studies/strategic-foresight-and-innovation.htm</p>
University of Calgary	Design Thinking for Innovation	<p>Description: The Design Thinking for Innovation program is designed to equip educators from early childhood to post-secondary levels with comprehensive, design thinking and design practice strategies to affect positive change and problem resolution across a wide variety of educational contexts through first hand engagement. Some of these</p>

		<p>contexts include curriculum and instructional design, physical space design, social innovation and entrepreneurial design.</p> <p>Length of program: 1 year, 12 credits</p> <p>Type of degree: M.Ed Interdisciplinary</p> <p>http://werklund.ucalgary.ca/gpe/design-thinking-for-innovation</p>
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Table 5.3. List of craft and product design graduate programs that address materiality and making at small scale (not at interiors or architecture scale)

Oregon College of Art & Craft with Pacific Northwest College of Art	Applied Craft & Design	<p>Description: Encouraging a cross-disciplinary studio environment to collaboratively explore design and making processes, the mentor-based MFA AC+D Program encourages students from a wide range of creative backgrounds to make original work with an applied purpose. Combining a mentor-based approach with an exceptional visiting artists program, students work one-on-one with nationally and internationally recognized designers, makers, and scholars in a self-directed curriculum that challenges them to bring to life the full strength of their ideas and skills.</p> <p>Length of program: Full-time, two full academic years (fall and spring)</p> <p>Type of degree / diploma awarded: Master of Fine Art (MFA) Applied Craft and Design</p> <p>http://acd.pnca.edu/</p>
School of Art Institute of Chicago (SAIC)	Designed Objects	<p>Description: Offered to students with previous experience in the field of 3D design, such as furniture and lighting design, ceramic design, jewelry design, product design, etc., this program encourages designers to examine/reimagine the entire range of physical things used to facilitate and mediate our daily lives. Borrowing critically from product design, systems design, furniture design, and interaction design, designers are encouraged to be agentive, social citizens who maintain an expansive understanding of the object: product/system, practical/speculative, analog/digital, microscopic/monumental, hand-crafted/industrial, and localized/galactic.</p> <p>Length of program: Two-year, 66-credit course-based curriculum</p> <p>Type of degree / diploma awarded: Master of Design in Designed Objects (MDDO)</p> <p>http://www.saic.edu/academics/graduatedegrees/mdesob/</p>
School of Visual Arts, NYC	Products of Design	<p>Description: Through a combination of design thinking, design making, and design doing, the program immerses students in hands-on physical exploration, rigorous investigation, and strategic intent. The contemporary design challenge of production and consumption demands and new approaches to industrial-age methodologies and orthodoxies are examined in 3 distinct curriculum streams: Making, Structures and Narratives.</p> <p>Length of program: Two-years, project-based work—both</p>

		through semester-long courses as well as five-week studio intensives. Type of degree / diploma awarded: MFA Products of Design http://productsofdesign.sva.edu/14-matters/
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Table 5.4. List of graduate programs in architecture with technical/engineering materials knowledge and emphasis

Harvard University	Graduate School of Design	<p>Description: Coupling an intensive critical and theoretical approach with practical, lab-based projects, Master in Design Studies program, the Technology track (M.Des) allows post-professional students to pursue a broad spectrum of inquiries, including design computation, digital fabrication, robotics, and the exploration of responsive environments. Cutting across scales, students engage subjects from the level of a single artifact or building to landscapes and urban systems to challenge existing modes of practice and design through technological invention. Within Technology there are four sub-areas of concentration: Design Computation; Responsive Environments; Advanced Materials and Systems; Digital Fabrication and Robotics.</p> <p>Courses in Advanced Materials and Systems address high performance material systems such as composites, laminates, ultra-high strength fiber concrete, and the emerging field of smart materials. A second focus is on innovations in structures and kinetic construction systems through the implementation of high-performance materials, advanced computational design methods and optimization approaches.</p> <p>Length of program: 2 years full-time, 48 units of academic work and M.Des Final project</p> <p>Type of degree: M. Des, Technology Track http://www.gsd.harvard.edu/#/academic-programs/master-in-design-studies/technology/</p>
University of Michigan, Taubman College	The Master of Science in Architecture	<p>Description: The Master of Science in Architecture Design and Research (M.S.) is an advanced, post-professional degree in architecture that introduces participants to design and research methods and new knowledge in digital technologies, material systems, design and health, and conservation.</p> <p>Length of program & type of degree: Taubman College's Master of Science (MS) is an intensive 3 term (10 month) post-professional academic degree with a focus on design research. MS Degree Concentrations include:</p> <ul style="list-style-type: none"> Design and Health (MS_DH) Digital Technologies (MS_DT) Material Systems (MS_MS) & Conservation (MS_C) <p>https://taubmancollege.umich.edu/architecture/degrees/master-science-architecture</p>

Appendix 7. PMDip Degree Level Expectations

Mapping of Professional Masters Diploma intended outcomes to Master's Degree-Level Expectations (DLEs) <http://oucqa.ca>

This PMDip degree is awarded to students who have demonstrated the ability to:

Learning Outcome 1: Develop project concepts by making effective use of existing and emerging material innovations and technologies in order to expand applications in design practice.

Learning Outcome 2: Incorporate material innovations and technologies into design and construction practice.

Learning Outcome 3: Identify and speculate about the impacts of material innovations in design and built environments, both current and future contexts, by engaging in global, national and local debate and events.

Learning Outcome 4: Engage in critical analysis of built or conceptual precedents in order to understand the broader transformative effects of material innovations and integrated technologies on design creation and production.

Learning Outcome 5: Develop and communicate clearly innovative material ideas, issues and conclusions in visual, verbal and three-dimensional form.

Quality Council Masters Degree Level Expectations MDLEs & detailed descriptions	PMDip outcomes addressing each DLE:	PMDip in Material Innovation in Design outcomes addressing MDLEs
<p>1. Depth and Breadth of Knowledge</p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>	<p>Learning Outcomes 1, 2, 3, & 4.</p>	<p>By the end of this diploma successful graduates will be able to:</p> <ul style="list-style-type: none"> - Assess the role of material innovations in interdisciplinary design context based on emerging material strategies - Analyze/Synthesize precedents from historical context as well as contemporary developments through the lens of material applications - Incorporate elemental categories of material production and manufacturing systems in project description/applications - Apply a systematic understanding and knowledge of material innovations and present critical awareness of current problems as well as new directions in individual project concept description -- Communicate in-depth understanding of tested and emerging material processes and practices in design - Develop a plan to expand on material innovations and prepare a creative project outline (covering material content from minerals, concrete, wood, metal, glass, textiles, and plastics to composite form)

2. Research & Scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a)Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b)Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c)Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a)Development and support of a sustained argument in written form; OR</p> <p>Originality in the application of knowledge.</p>	Learning Outcomes 2, 3, & 4.	<ul style="list-style-type: none"> - Identify and discuss design research and inquiry methods used to create and interpret knowledge in the area of investigation - Incorporate critical evaluation of materials' knowledge and incorporated technologies in creative project context -- Carry out and research a project topic combining material innovations, manufacturing technologies and building applications - Gather information on the building design, function, form and visual expression from the built environment - Apply material evaluation and sustainability rating systems through visual/verbal presentations - Analyze existing circular and linear material economies
3. Level of Application of Knowledge	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	Learning Outcomes 1, 2, & 5	<ul style="list-style-type: none"> - Apply attained knowledge of contemporary issues in materiality to topics presented and expand on supporting references - Speculate, in essay format, on how materials' research and knowledge may be applied to find sustainable solutions to design problems, ranging from object to the macro-scale of buildings - Speculate on technology and scientific knowledge transfer between various disciplines by citing evidence - Apply attained materials' knowledge in independent project development - Apply critical thinking and problem solving skills in written form and by producing visuals for an independent project

4. Professional Capacity/ Autonomy	<p>a. The qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; and <p>b. The intellectual independence required for continuing professional development;</p> <p>c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	Learning Outcomes 2 & 4	<ul style="list-style-type: none"> - Carry out a research and project topic combining material innovations, manufacturing technologies and building applications - Apply a systematic understanding and knowledge of transformative effects of integrated technologies to design creation and fabrication - Apply material innovation strategies and fabrication technologies into independent interior design, construction, or industrial design projects as required - Carry out an iterative process of making appropriate for development of conceptual ideas and detailed material strategies - Develop practical knowledge of prototyping and make effective use of traditional and digital fabrication technologies for the 3D production of independent project - Demonstrate practical skills by integrating material experimentations from conceptual to final three-dimensional components -- Demonstrate technical competence with material exploration and integrate new innovations/properties in model or visual form
5. Level of Communication Skills	<p>The ability to communicate ideas, issues and conclusions clearly.</p>	Learning Outcomes 1, 2, & 5	<ul style="list-style-type: none"> - Discuss innovations in the materials explored - Present and lead discussions of case study analysis in written and verbal format - Present and catalogue a 3D material portfolio with appropriate industry contacts - Engage in material innovations discourse that integrate scientific/technical and non-scientific design language with visual and verbal presentations in local, national and international conferences, exhibitions and fairs - Effectively communicate advanced materiality topics in designs/project ideas during class discussions - Effectively communicate a selection of materials' research content, information gathering, and design concept development during public presentations - Discuss material innovations research within the context of contemporary design challenges, issues, technologies, and fabrication methods - Practice and demonstrate competence in essential design communication skills – verbal, written & visual.

Summary of Minors Awarded for Spring 2015 Convocation				
Program Code	Program of Graduation	Minor	Minors Taken by Students from Each Program CODE	Minors Ranked by Number of Students Who Took Them
AC001	Arts and Contemporary Studies	Professional Communication	3	English 169
		English	11	Psychology 168
		History	4	Finance 134
		Human Resources Mgt	2	Marketing 120
		Criminology	5	Human Resources Mgt 108
		Law	1	Sociology 98
		Marketing	3	Law 85
		NonProfit and Voluntary Mgt	1	Professional Communication 84
		Politics	10	Entrepreneurship & Innovation 43
		Psychology	4	Economics 41
		Sociology	6	Politics 36
		Visual Studies	2	Accounting 28
		AC001 Total	52	Criminology 24
				Global Management 18
BA001	Bachelor of Arts	Accounting	1	History 18
		Biology	2	eBusiness 17
		Professional Communication	1	Retail and Services Management 12
		Child and Youth Studies	2	News Studies 10
		Economics	1	Family Supports & Comm Prac 9
		English	3	Mathematics 8
		Environment and Urban Sustbly	1	Physics 6
		Ethics	1	Biology 5
		Geography	2	NonProfit and Voluntary Mgt 5
		History	12	Chemistry 3
		Human Resources Mgt	1	Geography 3
		Criminology	16	Organizational Leadership 4
		Labour and Employmnt Relations	1	Child and Youth Studies 2
		Law	10	Environment and Urban Sustbly 2
		Marketing	3	Information Technology Mgt 2
		News Studies	4	Sales Mgt and Service Quality 2
		NonProfit and Voluntary Mgt	2	Visual Studies 2
		Politics	6	Acting Dance Studies 2
		Psychology	32	Business Essentials 1
		Retail and Services Management	1	Ethics 1
		Sociology	35	Labour and Employmnt Relatio 1
		BA001 Total	137	Public Administration 1
				French 1
BE001	Bachelor of Engineering	Business Essentials	1	
		Physics	4	
		Psychology	1	
		BE001 Total	6	
BI001	Biology	Psychology	4	
		BI001 Total	4	
BM001	Business Management	Accounting	18	
		Professional Communication	53	
		eBusiness	4	
		Economics	33	
		Entrepreneurship & Innovation	22	
		Finance	117	
		Human Resources Mgt	39	
		Global Management	17	
		Information Technology Mgt	1	
		Law	61	
		Marketing	38	
		Mathematics	2	
		NonProfit and Voluntary Mgt	1	
		Organizational Leadership	1	
		Politics	1	
		Psychology	2	
		Public Administration	1	
		Retail and Services Management	11	
		Sales Mgt and Service Quality	1	
		Sociology	2	
		BM001 Total	425	
BM002	Business Management P/T	Accounting	3	
		Professional Communication	2	
		Finance	4	
		Human Resources Mgt	2	
		Global Management	1	
		Law	1	
		Marketing	1	
		Organizational Leadership	1	
		BM002 Total	15	
BS001	Bachelor of Science	Accounting	1	
		Biology	3	
		Chemistry	2	
		Finance	3	
		History	1	
		Mathematics	1	
		Physics	2	
		Psychology	29	
		BS001 Total	42	

Program Code	Program of Graduation	Minor	Minors Taken by Students from Each Program CODE	Minors Ranked by Number of Students Who Took Them
CJ001	Criminology	Sociology	1	
		CJ001 Total	1	
CS001	Computer Science	Entrepreneurship & Innovation	1	
		Human Resources Mgt	1	
		Mathematics	2	
		CS001 Total	4	
CY002	Child and Youth Care	Human Resources Mgt	1	
		Psychology	6	
		Sociology	2	
		CY002 Total	9	
EC001	Early Childhood Studies	English	1	
		Family Supports & Comm Prac	4	
		Criminology	1	
		Psychology	9	
		Sociology	4	
		EC001 Total	19	
EC003	Early Childhood Studies CTPT	Family Supports & Comm Prac	1	
		Psychology	2	
		EC003 Total	3	
FA001	Fashion Design	Marketing	1	
		FA001 Total	1	
FA002	Fashion Communication	Marketing	4	
		FA002 Total	4	
FN001	Nutrition and Food	Professional Communication	1	
		Entrepreneurship & Innovation	1	
		Family Supports & Comm Prac	3	
		Marketing	5	
		Psychology	5	
		FN001 Total	15	
GC001	Graphic Communications Mgt.	Professional Communication	9	
		Entrepreneurship & Innovation	11	
		Finance	2	
		Human Resources Mgt	12	
		Information Technology Mgt	1	
		Marketing	36	
		News Studies	2	
		GC001 Total	73	
GE001	Geographic Analysis	Environment and Urban Sustbly	1	
		Marketing	2	
		Politics	2	
		Psychology	1	
		GE001 Total	6	
HS001	Health Services Management P	Human Resources Mgt	1	
		HS001 Total	1	
HT001	Hospitality & Tourism Mgt.	Professional Communication	8	
		eBusiness	1	
		Economics	1	
		Entrepreneurship & Innovation	4	
		Finance	3	
		Geography	1	
		Human Resources Mgt	28	
		Law	3	
		Marketing	10	
		Organizational Leadership	1	
		Psychology	1	
		Sales Mgt and Service Quality	1	
		HT001 Total	62	
IC001	Intern'l Economics & Finance	Law	1	
		Marketing	1	
		Mathematics	3	
		IC001 Total	5	
IM003	Image Arts-Photography Studies			
IT001	Business Technology Mgt.	Accounting	4	
		Professional Communication	3	
		eBusiness	12	
		Economics	3	
		Entrepreneurship & Innovation	1	
		Finance	4	
		History	1	
		Human Resources Mgt	10	
		Law	5	
		Marketing	4	
		IT001 Total	47	

Program Code	Program of Graduation	Minor	Minors Taken by Students from Each Program CODE	Minors Ranked by Number of Students Who Took Them
IT002	Business Tech. Mgt. PT	Professional Communication	1	
		Finance	1	
		Human Resources Mgt	1	
		Marketing	2	
		IT002 Total	5	
JO001	Journalism	Professional Communication	1	
		Chemistry	1	
		Economics	2	
		English	16	
		French	1	
		Human Resources Mgt	1	
		Marketing	2	
		Politics	5	
		Psychology	1	
		Sociology	2	
		JO001 Total	32	
NU001	Collaborative Nursing Ryerson	Psychology	15	
		Sociology	2	
		NU001 Total	17	
NU002	Coll. Nursing Centennial	Psychology	5	
		NU002 Total	5	
NU003	Coll. Nursing George Brown	Psychology	7	
		Sociology	3	
		NU003 Total	10	
NU008	Nursing Deg Completion PT	Psychology	1	
		NU008 Total	1	
OC001	Occ. & Public Health-PHS	Professional Communication	1	
		OC001 Total	1	
PA001	Public Admin and Governance	Human Resources Mgt	5	
		Criminology	1	
		Law	1	
		NonProfit and Voluntary Mgt	1	
		PA001 Total	8	
RL001	Retail Management	Accounting	1	
		Professional Communication	1	
		Economics	1	
		Entrepreneurship & Innovation	3	
		Human Resources Mgt	2	
		Law	1	
		Marketing	7	
RT001	Media Production	English	136	
		Law	1	
		Marketing	1	
		News Studies	4	
		RT001 Total	142	
SO001	Sociology	Human Resources Mgt	1	
		Psychology	1	
		SO001 Total	2	
SW001	Social Work	Family Supports & Comm Prac	1	
		Criminology	1	
		Politics	7	
		Psychology	41	
		Sociology	40	
		SW001 Total	90	
SW002	Social Work Part-time	Psychology	1	
		SW002 Total	1	
TH002	Performance Dance	English	1	
		TH002 Total	1	
TH003	Performance Production	Acting Dance Studies	2	
		English	1	
		Human Resources Mgt	1	
		TH003 Total	4	
UP001	Urban & Regional Planning	Politics	5	
		Sociology	2	
		UP001 Total	7	
		Grand Total	1,273	

Context Regarding Proposed Reactivation of the Curriculum Implementation Committee (CIC)

April 5, 2016

Background

The Undergraduate Curriculum Renewal Project was launched in 2011. Based on public consultations at that time, the envisioned new framework passed by Senate in June 2011¹ was seen as having four main goals:

- 1) to ensure that Ryerson's curriculum continues to meet evolving career and societal need;
- 2) to provide greater student choice;
- 3) to facilitate the creation of innovative options in programs; and
- 4) to create a more cohesive curriculum policy.

To achieve these goals, a Curriculum Renewal Committee (CRC) was established in 2011. It was tasked by Senate to examine possible avenues for putting these goals into effect, concentrating on three broad categories of issues: policy/governance, access/advising, and registrarial (i.e., "technical aspects"). As outlined in its green paper of January 2012, and then in more detail in the white paper of June 2012², the CRC saw a significant transformation of Ryerson's tripartite curriculum as the best way to achieve these goals.

Based on Proposal 13 of the CRC's white paper, a Curriculum Implementation Committee (CIC) was established by Senate in 2012³. The CIC released its green paper/discussion document in April 2013, which was presented to Senate in May 2013⁴, and at the June 2013 meeting of Senate a motion to approve an open elective pilot project envisioned by the CIC's green paper was passed⁵.

In the months following June 2013, when the CIC was moving from its green paper recommendations to develop a white paper, the curriculum renewal project was put on hold. This decision was related to the development of the University's new academic plan. However, the Vice Provost Academic continued discussions with various stakeholders, undertook to monitor the open electives pilot project, and presented updates to Senate at the October 2014⁶ and April 2015⁷ meetings.

¹ http://www.ryerson.ca/senate/agenda/2011/Curriculum_Framework_Slides_Senate_June_7_2011.pdf

² http://www.ryerson.ca/senate/CRC_White_Paper_May_3_2012.pdf

³ <http://www.ryerson.ca/senate/minutes/2012/20120605min.pdf>

⁴ http://www.ryerson.ca/provost/planning/documents/CIC_Green_Paper_Final_May7_Senate.pdf

⁵ <http://www.ryerson.ca/senate/minutes/2013/20130604min.pdf>

⁶ http://www.ryerson.ca/senate/agenda/2014/Curriculum_Renewal_Senate_Update_Slides_Oct_2014.pdf

⁷ <http://www.ryerson.ca/senate/minutes/2015/20150407min.pdf>

Proposed Next Steps

Ryerson's new Academic Plan, *Our Time to Lead*, calls for continuation "...of the ongoing evolution of Ryerson's high-quality curriculum, so that programming and its delivery remain innovative and responsive to students. Courses will be made more accessible, students will be given more choice and transferability will be enhanced." To achieve these goals, it is time now to resume work on the development of the new curriculum model that will retain Ryerson's traditional strengths in providing students with an intentional curriculum and professional pathways while allowing them greater choice in their studies.

A first step in moving forward is the reactivation of the Curriculum Implementation Committee. Although its work on the Undergraduate Curriculum Renewal Project ceased in April 2013, the CIC itself was not formally disbanded. The CIC's fourfold mandate, as outlined by Senate in 2012, is still relevant: First, to continue refining the key principles comprising the general goals of the new curricular structure. Second, to further elaborate the draft Policy 2: Undergraduate Curriculum Structure. Third, to make policy implementation recommendations. And fourth, to hold at least one round of public consultations.

Composition of the CIC from the June 7, 2012 Senate Motion

The Committee shall consist of the Vice-Provost Academic, the Interim Secretary of Senate, the Vice-Provost Students, the Registrar, one faculty member from each Faculty named by the Deans thereof (in consultation with the Chairs/Directors thereof), one member from the Chang School named by the Dean in consultation with the School Council, two student Senators elected by and from the student Senators for 2012-13.

Proposed Composition of the Reactivated CIC:

Marcia Moshé: Interim Vice-Provost Academic

Elizabeth Evans: TRSM

Janice Waddell: FCS

Des Glynn: Chang School

Catherine Schryer: FCAD

Jacob Friedman: FEAS

Faculty of Arts Representative (TBA)

Stephen Wylie: Science

Heather Lane-Vetere: Vice Provost Students

Charmaine Hack: Associate Registrar

Katherine Penny: Director, Curriculum Quality Assurance (non-voting)

Two Student Senators (TBD)

Mark Lovewell (non-voting)

John Turtle, Secretary of Senate (non-voting)