SENATE MEETING AGENDA

Tuesday, May 31, 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 May 31, 2016 meeting*

3. Announcements

Pages 1-4   4. Minutes of Previous Meeting
    Motion: *That Senate approve the minutes of the May 3, 2016 meeting*

5. Matters Arising from the Minutes

6. Correspondence

7. Reports
Pages 5-10   7.1 Report of the President
        7.1.1 President's Update

        7.2 Report of the Secretary
Pages 11-14   7.2.1 Update on Senate membership and Schedule of 2016-2017 Senate
        meetings

        7.2.2 Update on Senate Standing Committees membership

7.3 Committee Reports

Motion: *That Senate approve the Periodic Program Review for the Health Services Management Program*

Motion: *That Senate approve the Periodic Program Review for the Criminology Program*

Motion: *That Senate approve certificate in Privacy, Access, and Information Management*

Motion: *That Senate approve the discontinuation of the Certificate in Dietetics Practice in Canada for Internationally Educated Dieticians Professionals*

Motion: *That Senate approve the Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition (IEPN)*

Motion: *That Senate approve the selected revisions to the certificate in Business Decision Analysis as described in the agenda document*

7.3.1.7 Honours Degree Designations

- Biology (Faculty of Science)
- Biomedical Science (Faculty of Science)
- Financial Mathematics (Faculty of Science)
- Chemistry (Faculty of Science)
- Computer Science (Faculty of Science)
- Medical Physics (Faculty of Science)
- Arts and Contemporary Studies (Faculty of Arts)
- Criminology (Faculty of Arts)
- Environment and Urban Sustainability (Faculty of Arts)
- Geographic Analysis (Faculty of Arts)
- History (Faculty of Arts)
- Language and Intercultural Relations (Faculty of Arts)
- Philosophy (Faculty of Arts)
- Politics and Governance (Faculty of Arts)
- Public Administration and Governance (Faculty of Arts)

Motion: *That Senate approve the Honours degree designations for the programs listed in the agenda*

7.3.1.8 For information

- Chang School Certificate in Accounting-Finance: Course Exemption
- New Chang School Course Series in Scientific Research Policy and Ethics
- Chang School Course Series in Science, Technology, Engineering and Math (STEM): Course Deletion; Course Addition

7.3.2   Report #W2016-2 of the Senate Priorities Committee (SPC): J. Turtle

7.3.2.1 Pending approval of the new Honours degree designations in item 7.3.1.7, Policy 46 (the GPA policy), Policy 160 (Posthumous Degrees) and Policy 161 (Student Awards) will need to include "with Distinction" instead of "with Honours" for students graduating with a CGPA of 3.5 or higher.

Motion: *That Senate approve replacing the words "with Honours" with the words "with Distinction" in Policy 46, Policy 160, and Policy 161 to recognize graduates with CGPAs of 3.50 and higher, effective for Fall 2016 convocation.*

7.3.2.2 Update on the provision in Policy 60 (Academic Integrity) for Designated Decision Makers (DDMs) to pursue suspicions of academic misconduct on behalf of instructors.

Motion: *That Senate approve extending the current limitation on access to Designated Decision Makers only to contract lecturers for the next academic year, to allow the Academic Integrity Office (AIO) and the Chair of the Designated Decision Makers' Council to build capacity.*

7.3.3   Report #W2016-3 of the Academic Governance and Policy Committee (AGPC): J. Turtle

7.3.3.1 Short-term revisions of policies under review by the *ad hoc* Academic Policy Review Committee (APRC):

- Policy 134 (Undergraduate Academic Consideration and Appeals)
  http://ryerson.ca/senate/agenda/2016/Policy134_Undergraduate_Academic_Consideration_Appeals_Revisions_May31_2016Senate.pdf
- Policy 135 (Exams)
  http://ryerson.ca/senate/agenda/2016/Policy135_Examination_Policy_Revisions_May31_2016Senate.pdf
- Policy 145 (Undergraduate Course Management)
  http://ryerson.ca/senate/agenda/2016/Policy145_Course_Management_Policy_Revisions_May31_2016Senate.pdf
- Policy 151 (Graduate Course Management)
  http://ryerson.ca/senate/agenda/2016/Policy151_GradCourseManagement_Proposed_Revisions_May31_2016Senate.pdf
- Policy 152 (Graduate Appeals)
  http://ryerson.ca/senate/agenda/2016/Policy152_Grad_Studies_Appeals_Proposed_Revisions_May31_2016Senate.pdf

- Updating terms: changing Access Centre to Academic Accommodation Support, DHPO to Human Rights Services, Code of Academic Conduct to Academic Integrity policy, etc.

- Resolving inconsistencies re. signing authority for medical certificates: The requirement for a "physician" to sign a medical certificate was changed in 2005 to "appropriate regulated health professional" in some sections of Policies 134 and 152, but not in all sections and not on the actual medical certificate

Motion: *That Senate approve the revisions to Policies 134, 135, 145, 151 and 152 as described in the agenda documents*

Pages 90-94

7.3.3.2: Standing Variation Withdrawal (SVW) – For students who meet the University's definition for Clear academic standing (i.e., a CGPA of 1.67 or higher), but who have not met their program's standing variation requirements.

> **Motion**: *That Senate approve revisions to Policy #46 (the GPA policy) to add a new Academic Standing of Standing Variation Withdrawal (SVW) as described in the agenda document.*

    7.4 Update on the Ontario Human Rights Commission guidelines related to medical documentation and accommodation: H. Lane-Vetere

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

    11.1 Academic Plan and OVPRI Update Updates
http://ryerson.ca/senate/agenda/2016/Academic_Plan_Update_May_2016.pdf

Pages 95-97   11.2 Academic Integrity Office (AIO) Report
Pages 98-106   11.3 Senate Learning and Teaching (SLT) Committee Report

12. Adjournment

SENATE MINUTES OF MEETING **Tuesday, May 3, 2016**			
MEMBERS PRESENT:			
EX-OFFICIO:	**FACULTY:**		**STUDENTS:**
M. Bountrogianni	R. Babin	A. Pejovic-Milic	N. Liu
I. Coe	D. Checkland	C. Schryer	V. Morton
T. Duever	Y. Derbal	T. Tenkate	K. Slimming
C. Evans	M. Dionne	K. Tucker Scott	
C. Falzon	A. Ferworn	P. Walsh	
U. George	A. Goss	J. Zboralski	
C. Hack	E. Kam		
M. Lachemi	L. Kolasa		
H. Lane Vetere	K. Kumar		
M. Lefebvre	V. Magness		
J. Mactavish	D. Mason		
M. Moshé	A. Mathews David		
P. Stenton	A. McWilliams		
SENATE ASSOCIATES:			**EX-OFFICIO STUDENTS:**
A. M. Brinsmead			
M. Zouri			
REGRETS:	**ABSENT:**		**ALUMNI:**
S. Banerjee	C. Antonescu		M. Rodrigues
J. P. Boudreau	R. Ashraf		R. Rodrigues
W. Cukier	B. Badiuk		
P. Danziger	R. Botelho		
R. Frankle	J. D'Cruz		
J. Machado	F. Gunn		
S. Murphy	J. Lisi		
N. Naghibi	R. Meldrum		
A. O'Malley	H. Mulla		
D. O'Neil Green	D. Naylor		
N. Walton	U. Odozor		
J. Winton	H. Parada		
C. Zamaria	M. Schalk		
S. Zolfaghari	B. Sibanda		
	A. Smith Schon		
	B. Tan		
	O. Ullah		
	C. Yacyshyn		

Committee of the Whole Discussion Regarding Academic Freedom
The meeting began with a brief presentation from Dr. James Turk on the importance of academic freedom at universities. This was followed by discussions and questions by members, and ended at approximately 5:50pm.

1.   Call to Order/Establishment of Quorum

2.   Approval of Agenda
        Motion: *That Senate approve the agenda for the May 3, 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 April 5, 2016 meeting*
        D. Mason moved; R. Babin seconded
        Motion Approved.

5.   Matters Arising from the Minutes
        J. Turtle updated Senate that the issue raised by L. Kolasa at the April 5 meeting regarding courses in the Data Analytics, Big Data, and Predictive Analytics certificate has been resolved – the courses in question are on the Open Electives table.

6.   Correspondence - None

7.   Reports
        7.1   Report of the President
        7.1.1 President's Update

        President Lachemi noted that the University hosted Prince Harry, the Prime Minister, and other distinguished guests in honour of Ryerson's involvement in next year's Invictus Games. He also noted that the RSU held an end-of-year event at which Drake performed. He congratulated Wendy Cukier for receiving the 2016 Harry Jerome Award for Diversity, presented by the Black Business and Professional Association (BBPA); Madeleine Lefebvre, Ryerson's Chief Librarian, who was elected by the Global Council of the Online Computer Library Centre (OCLC) as a member of the organization's Board of Trustees; Julia Shin Doi, Ryerson's General Counsel and Secretary of the Board of Governors, who was the recipient of the 2016 Robert V.A. Jones Award from the Canadian Corporate Counsel Association (CCCA); and the Chair, faculty and staff of the School of Journalism for being ranked #1 in Canada in a recent student survey. President Lachemi concluded by encouraging faculty members to register for the Ryerson Faculty Conference on May 19.

        7.2 Report of the Secretary
        7.3.1 Update on upcoming Senate by-elections in FCAD, Community Services and TRSM
        The Secretary noted that by-elections would be held in May.
        7.3.2 Update on AGPC and SPC membership

The Secretary noted that membership on these committees will be updated soon, and that all Senators will be invited to express their interest for any available positions.

7.3 Committee Reports

7.3.1 Report #W2016-4 of the Academic Standards Committee (ASC): M. Moshé

7.3.1.1 Medical Physics Periodic Program Review, Faculty of Science

Motion: *That Senate approve the Periodic Program Review for the Medical Physics Program*
M. Moshé moved; I. Coe seconded
Motion Approved.

7.3.1.2 Certificate in Health Services Management: Revision of Certificate Graduation Requirements; Repositioning CCMN 279

Motion: *That Senate approve the revisions to the certificate in Health Services Management as described in the ASC report*

M. Moshé moved; M. Bountrogianni seconded
Motion Approved.

7.3.1.3 Certificate in Health Studies: Addition of Health Data Analytics Stream (CHIM 301 and CHIM 408)

Motion: *That Senate approve the revisions to the certificate in Health Studies as described in the ASC report*

M. Moshé moved;   M. Bountrogianni seconded
Motion Approved.

7.3.1.4 Certificate in Infrastructure Asset Management and Renewal: Discontinuation

Motion: *That Senate approve the discontinuation of the certificate in Infrastructure Asset Management and Renewal*

M. Moshé moved; M. Bountrogianni seconded
Motion Approved.

7.3.1.5 For Information: Minor Changes to Four Chang School Certificates

7.3.1.5.1 Certificate in Robotics and Embedded Systems: Course Deletion; Course Addition

7.3.1.5.2 Certificate in Accessibility Practices: AODA and Beyond: Deletion of Elective CSWP 402

7.3.1.5.3 Certificate in Community Engagement, Leadership, and Development: Deletion of Elective CPHL 334

7.3.1.5.4 Certificate in Graphic Communications: Course Addition; Course Deletion (Elective Category)

7.3.1.6 For Information: Three New Chang School Course Series and Minor Changes to Three Existing Chang School Course Series

7.3.1.6.1 New Course Series: Introduction to Health Data Analytics

7.3.1.6.2 New Course Series: Leading and Planning for Patient Experience

7.3.1.6.3 New Course Series: Patient Safety and Nursing Informatics

7.3.1.6.4 Chartered Institute of Logistics and Transport (CILT) Course Series: Changes in Course Hours

7.3.1.6.5 Course Series in Internationally Trained Medical Doctors (ITMD) Bridging Program: In-Class Course and Practicum Placement Hours Addition

7.3.1.6.6 Course Series in Science, Technology, Engineering and Math (STEM): Course Deletion

7.3.2 Report #W2016-2 of the Academic Governance and Policy Committee (AGPC): C. Evans

7.3.2.1 Proposed name change of the Ryerson Theatre School to School of Performance (see attached 1-page rationale).

Motion: *That Senate approve changing the name of the Ryerson Theatre School to the School of Performance*

C. Evans moved; C. Falzon seconded

8. Old Business - None

9. New Business as Circulated - None

10. Members' Business – None
    On behalf of Dean Coe from the Faculty of Science, C. Evans reminded Senate that Science Rendezvous is taking place on Saturday, May 7.

11. Consent Agenda - None

12. Adjournment
    The meeting adjourned at 6:20 p.m.

Ryerson University
President's Update to Senate
May 31, 2016

Thank you – As 2015-16 draws to a close, sincere thanks are extended to all members of Senate for a year in which Ryerson received three new Canada Research Chairs and two Vanier Canada Graduate Scholarships, made *The Economist* list of top 100 leading MBA programs in the world for the first time, celebrated the 5th anniversary of the Centre for Urban Energy, and the DMZ ranking as #1 in Canada and #3 in the world, and won OUA gold medals in women's and men's basketball. It has been a privilege to begin my term as president, with confidence and support expressed here at home and globally in our shared priorities and Ryerson vision. Special thanks to Nima Naghibi for her service as vice-chair of Senate over the past two-year term.

100% support - On May 1st, less than 45 minutes into the new fiscal year, every member of the Ryerson University Alumni Association board made a gift to the Ryerson Fund. The partnership of our alumni is a major factor in our Academic Plan and a close connection that shapes student experience and success by example and vital engagement. Thanks to every member of the RUAA board for this wonderful and striking gesture of unanimous support for their alma mater.

Ryerson builders – This is the time of year when the university holds annual events celebrating the dedication and leadership of members of our community. On May 6th, I hosted a breakfast for employees with 30+ years at Ryerson; followed by the 25-Year Club inductions on May 17th, an occasion when we welcome members from all years, recognize so many contributions and share reminiscences. On May 17th I also spoke at the conference for the management and confidential (MAC) group, "Me, MAC and Ryerson: Bringing your whole self to work" featuring an address by Denise O'Neil Green, assistant vice-president/vice-provost equity, diversity and inclusion. The May 19th faculty conference, "The Ryerson Way: Equity, Diversity and Inclusion in the Classroom" welcomed Senator Murray Sinclair (Doctor of Laws *honoris causa* '13) delivering the keynote speech "Canada's Residential Schools: The Story We All Must Know." All of these events inspire great appreciation, confidence and pride in the experience we are offering our students.

Prince Harry @ MAC – As part of the announcement that the 3rd Invictus Games will take place in Toronto in 2017, HRH Prince Harry came to the Mattamy Athletic Centre with Prime Minister Justin Trudeau and Toronto Mayor John Tory to join 2,000 schoolchildren in cheering a game of sledge hockey, making its Invictus debut next year. Prince Harry is architect and patron of the Games, an international paralympic-style competition for injured members of the armed forces.

Leading by example – Vice-President Research and Innovation Wendy Cukier was the featured speaker at a Senate Hill briefing on April 19th in Washington, D.C. Hosted by the Niskanen Center, a public policy advocacy organization, the briefing called "private sector solutions for the worldwide refugee crisis" discussed private sponsorship of refugees and perhaps a similar program in the U.S., with the benefit of the experience shared by the co-founder of Lifeline Syria and co-founder and executive lead of the Ryerson University Lifeline Syria Challenge.

Appointments –

Pamela Sugiman has been appointed dean, Faculty of Arts for a five-year term effective July 1, 2016. Currently chair of the Sociology Department, she is dedicated to building on the Faculty of Arts reputation for innovative student engagement, and committed to the social justice that shapes her scholarship and reflects core Ryerson values. She leads the Oral History Research Cluster for the multi-institutional Landscapes of Injustice Project; and serves as president of the Canadian Sociological Association, director on the national executive board of the National Association of Japanese Canadians, and an elected member of the Ryerson Board of Governors.

Lisa Barnoff has been appointed dean, Faculty of Community Services for a five-year term beginning September 1, 2016. Currently the director of the School of Social Work, she brings to the role a record of leadership including achieving full accreditation for the MSW program, innovative curriculum, new admissions pathways, enhanced partnership with the First Nations Technical Institute, alumni engagement, a successful fundraising campaign for a new, endowed student award, and a career-long focus on social justice issues and a commitment to advocacy in her scholarship as well as her university service.

Rob Silver, lawyer, political commentator and entrepreneur, has been appointed distinguished visiting professor supporting the Faculty of Communication & Design (FCAD), the Ted Rogers School of Management (TRSM) and the DMZ. A founding partner at the public service agency Crestview Strategy, he was the first Canadian policy advisor for Facebook, Uber and Amazon, a panelist on CBC's Power and Politics, and has written on politics and policy for the Globe and Mail and Maclean's. His experience in energy, financial services, outsourcing and infrastructure sectors will offer opportunities and strategic advice for students on a wide range of issues.

Congratulations –

- Ryerson colleagues inducted this year as Companions of the Order of the Business Hall of Fame in recognition and celebration of their lifetime achievements and contributions to the Canadian economy and society include:
    - Ed Clark (Doctor of Commerce *honoris causa* '15) former president & CEO, TD Bank Group;
    - Linda Hasenfratz (Doctor of Engineering *honoris causa* '03) president & CEO, Linamar;
    - Gordon Nixon, former president & CEO, RBC Royal Bank; CEO and director, Partnership for Change: The RBC Immigrant, Diversity and Inclusion Project at Ryerson University.

- Liping Fang, associate dean, Faculty of Engineering and Architectural Science, has been elected to the prestigious Canadian Academy of Engineering, one of the highest honours accorded an engineer, for significant and pioneering contributions to industry, education and public policy, and sustained service to the profession and nation.

- The 24th annual Pioneers for Change awards honoured Steve Gupta (Doctor of Laws *honoris causa* '15)* in the Excellence in Entrepreneurship category, and Denise O'Neil Green, Assistant Vice-President/Vice-Provost Equity, Diversity & Inclusion for Women in Leadership.

- Jasna Schwind, Daphne Cockwell School of Nursing, received a Teaching Innovation Award from the Council of Ontario University Programs in Nursing (COUPN), recognizing leadership

in university nursing education and scholarship, in the classroom and clinical settings, mentoring students, and advancing the quality and mindfulness of patient care.

- The Oakham House Choir of Ryerson University celebrated its 30th Anniversary with a concert at Bloor Street United Church, performing classics and choir favourites from the past 30 years, conducted by founding director Matthew Jaskiewicz.

- Marta Iwanek (Journalism '12), Toronto Star photographer, was chosen to receive two awards from among more than 2,000 images submitted to the National Pictures of the Year competition hosted by the News Photographers Association of Canada – 1st place in the portrait category, and an award for best Single Multimedia Project, both for deeply affecting photos of children benefiting from extraordinary surgery at SickKids.

- SoapBox Innovations founded by Brennan McEachran (Strategy & Entrepreneurship '12) was ranked #1 by Great Places to Work in the small business category (25-49 employees) for its workplace culture anchored on two-way feedback between employees and leadership on how to grow business, better the product, and improve company processes.

- Lindsay Fitzgerald, MA documentary media, won first place in the TVO Short Doc contest for *About Employment*, a film that follows Yin Brown, who is blind, through her job search – selected top 10 by a jury from 33 semifinalists, and chosen #1 by a public online vote.

- Ryerson was named 2016 Scotiabank Youth Empowerment Challenge National Champion by Enactus Canada for "Growing North," a greenhouse project in Nunavut designed to help communities achieve self-sustaining food production under challenging growing conditions; including educating youth in the North on horticulture and entrepreneurship while giving them co-op placements and much needed work experience in the greenhouse.

- The 2nd episode of the CBC miniseries "Disrupting Design" featured *Flux*, a project by architectural science students Robyn Thomson and Jessica Chen that is disrupting design by challenging the use of technology and connecting people back to their physical space.

- Michael Mazurkiewicz and Derek Smart, architectural science, won 2nd place in the Bee/House/Lab international design competition for XOXO, a project focused on solitary nesting bees, a species under threat from habitat loss, and engaging the public in their support and protection. Submissions were received from Colombia, Canada, USA, UK, Germany, Italy, Norway, Poland, and Brazil.

- True North Design, an interdisciplinary team of students from architectural science, engineering and building science won 1st place in the U.S. Department of Energy Race to Zero student competition for *Eastern Pine*, a 7-unit residential development on Eastern Avenue in Toronto, competing with 31 teams from 25 collegiate institutions.

- Kristen Smith, architectural science, won the 2016 Maison de l'architecture du Québec (MAQ) Young Architectural Critic Competition (English) on the theme "A Library for the 21st Century" for her essay "Growing Pains," on the Ryerson Student Learning Centre designed by Snøhetta & Zeidler Partnership Architects, to be published in *Canadian Architect*.

- Two teams of architectural science students: Erik Aquino, Katherine Krolak and Henry Mai; and John Zhang, Thy Vo and David Luong, were selected for the Bergen International Wood Festival (BIWF) in Norway on the basis of designs featuring wood as a building material.

- Ryerson architectural science students took 1st and 2nd place in the 12th annual worldwide Stratasys Extreme Redesign 3D Printing Challenge (postsecondary engineering category): Aris Peci and Remi Carreiro won for HyperShot, a rotating camera lens for smartphones, and Alborz Razavitousi and Arman Ghafouri-Azar placed second with sketchHold, an ergonomic device that holds sketching tools and doubles as a grip.

Doors Open Toronto – The 17th annual event on the weekend of May 28 and 29 includes the Student Learning Centre as a new destination to see and explore with the following invitation: "Ryerson's Student Learning Centre (at the corner of Yonge and Gould) is a familiar place for students, but now all of Toronto will have a chance to experience "the Library of the 21st Century." You've probably noticed it while walking down Yonge Street, but now you can look past the eye-catching design and see what's inside Ryerson's award-winning student centre. Travel up eight floors of innovative and themed study space and see how the future is learning today. Visitors are encouraged to share photos and thoughts with the hashtag #RSLC."

UC Berkeley partnership – A collaboration between Ryerson and the University of California Berkeley could help open new doors for the understanding and preservation of the 3,000 year old ancient city of el-Hibeh in Egypt, brought together by history professor Jean Li, a leading researcher on the project. Computer science and digital media students from Alex Ferworn's Human Robot Interaction class designed robots for use in complicated underground settings, and tested them at the Student Learning Centre in a simulated underground cave for their final exam—scanning the interior, discovering artifacts, and avoiding booby traps. Researchers will use the demonstration results to create prototypes, for possible use at the actual site. Other Ryerson initiatives supporting el-Hibeh research include a virtual reality rendering of the temple, and designing a new website for the project. The el-Hibeh archeological site is important as one of the only relatively well preserved provincial town sites from ancient Egypt including not only ancient Egyptian remains, but remains into the Roman and Christian periods.

ITMD success – On May 10th the G. Raymond Chang School of Continuing Education celebrated the second cohort completing the Internationally Trained Medical Doctors Bridging (ITMD) Program. Launched in January 2015, and overseen by Shafi Bhuiyan, distinguished visiting scholar with The Chang School and Faculty of Community Services, the program aims to integrate highly qualified, skilled, and experienced internationally trained medical doctors into non-licensed healthcare employment. The program addresses common barriers to employment by providing 11 weeks of sector-specific in-class training and four-week practicum placements within top-ranked health facilities in Ontario, as well as additional skills for employment in health research, health informatics, data analysis, and health management positions in Canada, as an alternative to medical doctor licensing. Competition for admission to the ITMD Bridging Program is intense: The Chang School received 150 applications for 14 places from Ethiopia, Syria, Egypt, Lebanon, Bangladesh, Afghanistan, Nepal, India, Sri Lanka, and China.

Science Rendezvous – On May 7th Ryerson took over Yonge-Dundas Square for the 9th annual celebration of science literacy and public engagement. Led by Reeda Mahmood, 3rd year biomedical science, and Nathan Battersby, 3rd year biology, science students hosted "There's No Place Like GenHome" inviting visitors to have their pictures taken and placed on a DNA model constructed by the students and the Design Fabrication Zone, creating a DNA sequence that set a new world record at 43.5 metres, beating the previous record of 34.7 metres. Throughout the day the public enjoyed activities and demonstrations on topics such as converting light into energy and the anatomy of birds, and a show by the band "Goodnight, Sunrise" performed in white lab coats. Special thanks to Dean Imogen Coe, colleagues and students for enthusiastic leadership in a highly-anticipated and always successful event.

NXNE – In June, Ryerson is set to become a more significant part of North by Northeast (NXNE), as a new location sponsor for Toronto's biggest music and arts festival. In its 22nd year, NXNE is launching the Interactive Gaming Conference, a collaborative venture between NXNE, Ryerson, and the Faculty of Communication & Design, which will explore how music and gaming collide. Ryerson and NXNE will also extend the music-meets-video game element with live gaming opportunities and concerts in Yonge-Dundas Square.

Music Den – On April 27th Ryerson launched the Music Den, inviting aspiring entrepreneurs and innovators to pitch their concept to the steering committee including industry leaders like Universal Music Canada president and CEO Jeffrey Remedios and program director Steven Ehrlick. The timing of the launch supports the release of the City of Toronto's official Music Strategy which outlines a series of initiatives in collaboration with federal and provincial governments intended to support Toronto's music business economy, the third largest in North America. Inaugural Music Den ideas include a web app that helps users discover new artists using big data, and an e-magazine producing content about Canadian artists.

from the **President's Calendar:**

April 19, 2016: I was interviewed by Yonge Street Media on my appointment as president of Ryerson, including the university's contributions to city-building.

April 19, 2016: Steven Murphy, dean of the Ted Rogers of Management, and I met with Vijay Kanway, KMH Cardiology & Diagnostic Centres, to discuss community engagement.

April 21, 2016: I was pleased to meet with colleagues from London South Bank University on a visit to Ryerson hosted by Charles Falzon, dean of the faculty of communication & design.

April 22, 2016: I joined the Hon. Kathleen Wynne, Premier of Ontario, and the Hon. Navdeep Bains, Minister of Innovation, Science and Economic Development at the Canada India Foundation Gala honouring Dr. Subhash Chandra, chairman of Essel Group & ZEE. The day before, Ryerson hosted a visit to campus by Dr. Chandra and a ZEE-TV crew.

April 25, 2016: I was pleased to welcome Marc Trouyet, Consul General of France in Toronto, for a visit to campus and a discussion on collaboration and city-building (a graduate of l'Ecole nationale d'administration, Mr. Trouyet holds a Masters in Town Planning).

April 26, 2016: Ryerson Board of Governors member Chris Hilkene and I met Steve McCauley, Chief Executive Officer of Pollution Probe, on the potential for collaborative initiatives.

April 26, 2016: I met with Marni Dicker, Executive Vice President, Infrastructure Ontario to discuss partnership and support for Ryerson priorities and strategies.

April 26, 2016: I was pleased to welcome Dinesh Bhatia, the new Consul General of India, on a visit to campus to share greetings and ideas as partners in entrepreneurial innovation.

April 26-27, 2016: I was pleased to introduce keynote speaker David McKay, president and CEO of the Royal Bank of Canada, at the Universities Canada conference held in Toronto.

April 29, 2016: I met with the Hon. Reza Moridi, Minister of Research and Innovation, and Minister of Training, Colleges & Universities to discuss shared priorities and support.

April 29, 2016: I attended an Empire Club event featuring the Hon. Navdeep Bain, Minister of Innovation, Science and Economic Development speaking on "The Innovation Agenda."

May 4, 2016: The Yorktown Annual Tribute Dinner, co-chaired by Ryerson honorary doctorates Valerie Pringle and Salah Bashir, recognized Megan and Brian Porter for their humanitarian and financial help supporting initiatives for families in under-resourced communities.

May 9, 2016: The $10.7 million federally-funded Incubate Innovate Network of Canada (I-INC) brought together partners Ryerson, Simon Fraser University and the University of Ontario Institute of Technology (UOIT) for this year's Ontario Centres of Excellence Discovery days.

May 9, 2016: FCAD Dean Charles Falzon and I met with Mayor John Tory in our continuing discussions about a potential partnership in the St. Lawrence Centre for the Arts.

May 9, 2016: Ryerson welcomed the Deputy Attorney General of Ontario, Patrick Monahan as the special guest speaker at the Law Innovation Zone First Anniversary celebrations.

May 10, 2016: I was pleased to attend the OCE Discovery days lunch awards ceremony and keynote address, followed by a walkabout to view the exhibits, as the guest of Dr. Tom Corr, President & CEO of Ontario Centres of Excellence.

May 10, 2016: I attended a special farewell event for Usha George, who served as dean of the Faculty of Community Services over two terms of academic growth and distinction.

May 11, 2016: I was interviewed by the Times Higher Education and La Stampa about international recruitment and the Ryerson Centre for Urban Energy.

May 11, 2016: I met with John Honderich (Doctor of Laws *honoris causa* '08), Chair of the Board of Torstar and long-time mentor for Ryerson journalism students, to share ideas.

May 11, 2016: I had a lunch meeting with Imtiaz Seyid, Vice-President, Royal Bank of Canada, to discuss collaboration and in particular the advancement of diversity initiatives.

May 11, 2016: I was pleased to meet with Kiran Singh and Nav Marwah, outgoing and incoming presidents of the Ryerson Commerce Society, to express congratulations and thanks.

May 12, 2016: I met with Dennis Fotinos, President and CEO of Enwave Energy Corporation, about innovation and potential areas for partnership and collaboration in the energy sector.

May 12, 2016: I dropped in on the fascinating discussion on "Driverless Cars & City Building" hosted by the Ryerson City Building Institute and moderated by TVO's Steven Paikin.

May 13, 2016: Lorne Trottier, cofounder of computer graphics company Matrox, and founder of The Trottier Family Foundation was on campus for a visit to the Centre for Urban Energy.

May 16, 2016: Ryerson benefactors Valerie and Andrew Pringle hosted "Up on the Roof" to engage the community in support for the leading edge Ryerson Urban Farm.

Note: I continue to dedicate time in my calendar to meet with graduate students, and discussed thesis projects on a range of topics across disciplines.

SENATE MEETINGS - 2016-2017

For Agendas and Minutes, go to*: www.ryerson.ca/senate/MinutesAgendas.html/*

ORIENTATION:
  Tuesday, September 13, 2016 (4:30 p.m.) -   Senate Members Orientation

NOTE: Monthly scheduled Senate meetings (listed below) start at 5:00 p.m.
        (except for the 10:00 a.m. start on Monday, June 5, 2016).

        Light dinner for the regularly scheduled meetings will be available from
        4:30 p.m.

MEETING DATE	AGENDA DEADLINE
Tuesday, October 4, 2016	Tuesday, September 13, 2016
Tuesday, November 1, 2016	Tuesday, October 18, 2016
Tuesday, December 6, 2016	Tuesday, November 15, 2016
Tuesday, January 31, 2017	Tuesday, January 17, 2017
Tuesday, March 7, 2017	Tuesday, February 14, 2017
Tuesday, April 4, 2017	Tuesday, March 21, 2017
Tuesday, May 2, 2017	Tuesday, April 18, 2017
*Monday, June 5, 2017 (at 10:00 a.m.)	Tuesday, May 23, 2017

Please email John Turtle, Secretary of Senate (jturtle@ryerson.ca) or Lucia Stewart, Administrative Assistant (lstewart@ryerson.ca) if you require further information.

*Note different day and time. This adjustment is required due to convocation ceremonies beginning on June 6, 2017.

SENATE MEMBERSHIP (2016-2017)

FACULTY

*Newly elected or acclaimed

	TERM NUMBER	YEAR IN TERM	DEPARTMENT/SCHOOL
Arts			
*Tara Burke	(1)	(1st)	Psychology
*Brian Ceh	(1)	(1st)	Geography & Environmental Studies
David Checkland	(2)	(2nd)	Philosophy
Nima Naghibi	(2)	(1st)	Chair, English
Communication and Design			
Alison Mathews David	(1)	(2nd)	Fashion
Catherine Schryer	(1)	(2nd)	Chair, Professional Communication
*Lila Pine	(1)	(1st)	RTA School of Media
*Catherine Dowling	(1)	(1st)	Interior Design
Community Services			
*Roma Chumak-Horbatsch	(1)	(1st)	Early Childhood Studies
*Kathryn Church	(1)	(1st)	Director, Disability Studies
*Kathryn Underwood	(1)	(1st)	Early Childhood Studies
*Samantha Wehbi	(1)	(1st)	Social Work
Engineering and Architectural Science			
*Hitesh Doshi	(1)	(1st)	Architectural Science
*Jacob Friedman	(1)	(1st)	Chair, Mechanical & Industrial Engineering
*Krishna Kumar	(1)	(1st)	Aerospace Engineering
*Krishnan Venkatakrishhan	(1)	(1st)	Mechanical & Industrial Engineering
Science			
Robert Botelho	(2)	(1st)	Chemistry and Biology
Lawrence Kolasa	(1)	(2nd)	Mathematics
Dave Mason	(1)	(2nd)	Computer Science
Vacant	**(1)**	**(1st)**	**Chair/Director**
Ted Rogers School of Management			
*Stan Benda	(1)	(1st)	Law & Business
*Robert Hudyma	(1)	(1st)	Information Technology Management
*Sergiy Rakhmayil	(1)	(1st)	Finance
*James Tiessen	(1)	(1st)	Director, Health Services Management
G. Raymond Chang School of Continuing Education			
Costin Antonescu	(1)	(2nd)	Chemistry & Biology
Youcef Derbal	(1)	(2nd)	Business Technology Management
Librarian			
Sonny Banerjee	(2)	(1st)	
At-Large			
Alex Ferworn	(2)	(1st)	Computer Science
*Eric Kam	(1)	(1st)	Economics
Andrew McWilliams	(1)	(2nd)	Chemistry and Biology
Nancy Walton	(1)	(2nd)	Nursing

C.U.P.E.
Joe Zboralski

Ryerson Faculty Association
Peter Danziger

STUDENTS AND ALUMNI

*Newly elected or acclaimed

FACULTY	DEPARTMENT	TERM
Arts		
*Angelo Robb	Sociology	1st
Communication & Design		
*William Fraser	Professional Communication	1st
Community Services		
*Muhammad Masood	Public Health & Safety	1st
Engineering and Architectural Science		
*Youssef Helmy	Mechanical & Industrial Engineering	1st
Science		
*Nermin Piragic	Biomedical Science	1st
Ted Rogers School of Management		
*Alexander Wong	Business Management	1st
School of Graduate Studies		
Vacant		**1st**
Vacant		**1st**
G. Raymond Chang School of Continuing Education		
Vacant		**1st**
Vacant		**1st**
At-Large		
*Paulina Gusciora	Creative Industries	1st
*Amar Latchman	Industrial Engineering	1st
*Shayan Yazdanpanah	Aerospace Engineering	1st
*Fang Yue Zhang	Business Management	1st
RSU and CESAR Representatives		
*Victoria Morton	Vice-President Education, Ryerson Students Union (RSU)	
*Janet Rodriguez	Vice-President Internal, Continuing Education Students Association of Ryerson (CESAR)	
Alumni		
Meghan Rodrigues		2nd
Ryan Rodrigues		2nd

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SENATE MEMBERSHIP

EX-OFFICIO

*Newly appointed

Lawrence S. Bloomberg	Chancellor
Mohamed Lachemi	President and Vice-Chancellor
Chris Evans	Interim Provost and Vice President Academic
Janice Winton	Vice President, Administration and Finance
Wendy Cukier	Vice President, Research and Innovation
Rivi Frankle	Interim Vice President, University Advancement
Marcia Moshé	Interim Vice Provost, Academic
Saeed Zolfaghari	Vice Provost, Faculty Affairs
Heather Lane Vetere	Vice Provost, Students
Paul Stenton	Deputy Provost & Vice Provost, University Planning
Denise O'Neil Green	Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion
*Pam Sugiman	Dean, Arts
Charles Falzon	Dean, Communication and Design
*Lisa Barnoff	Dean, Community Services
Thomas Duever	Dean, Engineering and Architectural Science
Imogen Coe	Dean, Science
Steven Murphy	Dean, Ted Rogers School of Management
Jennifer Mactavish	Dean, Yeates School of Graduate Studies
Marie Bountrogianni	Dean, G. Raymond Chang School of Continuing Education
Charmaine Hack	Registrar
Madeleine Lefebvre	Chief Librarian

SENATE ASSOCIATES (non-voting)

Anne-Marie Brinsmead	Chang School of Continuing Education
Vacant	Chang School of Continuing Education

Vacant	**CUPE**
Vacant	**CUPE**
John Turtle, Secretary of Senate	

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2016–5; May 31, 2016

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

- **Health Services Management Periodic Program Review, TRSM**
- **Criminology Periodic Program Review, Faculty of Arts**
- **Certificate in Privacy, Access, and Information Management (The Chang School of Continuing Education)**
- **Certificate in Dietetics Practice in Canada for Internationally Educated Dieticians Professionals: Discontinuation (The Chang School of Continuing Education)**
- **Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition (IEPN) (The Chang School of Continuing Education)**
- **Certificate in Business Decision Analysis: Selected Revisions (The Chang School of Continuing Education)**
- **Honours Degree Designation**
    Biology (Faculty of Science)
    Biomedical Science (Faculty of Science)
    Financial Mathematics (Faculty of Science)
    Chemistry (Faculty of Science)
    Computer Science (Faculty of Science)
    Medical Physics (Faculty of Science)
    Arts and Contemporary Studies (Faculty of Arts)
    Criminology (Faculty of Arts)
    Environment and Urban Sustainability (Faculty of Arts)
    Geographic Analysis (Faculty of Arts)
    History (Faculty of Arts)
    Language and Intercultural Relations (Faculty of Arts)
    Philosophy (Faculty of Arts)
    Politics and Governance (Faculty of Arts)
    Public Administration and Governance (Faculty of Arts)
- **For Information: Chang School Certificate (1)**
- **For Information: Chang School Course Series (2)**

A. HEALTH SERVICES MANAGEMENT PERIODIC PROGRAM REVIEW
1. PROGRAM INFORMATION and HISTORY
Students are admitted directly to the Health Services Management Program of the School of Health Services Management Bachelor of Health Administration. Students who successfully complete the degree requirements of the Bachelor of Health Administration Program in Health Services Management will receive diplomas and transcripts indicating the designation of:
BACHELOR OF HEALTH ADMINISTRATION, HEALTH SERVICES MANAGEMENT

Formal training in health services management is increasingly required to provide cost-effective, client-centred services in multidisciplinary, multifaceted settings. Ryerson University's Health Services Management undergraduate program is the first of its kind in Canada. It is specifically designed to meet the needs of healthcare professionals who now hold or wish to hold, management positions in health service organizations. The program is offered on a part-time basis in recognition of the fact that over 95%

of the participants are employed on a full-time basis, and work experience in healthcare is a requirement for entry into the program.

To complete the requirements, students take 22 one-semester courses, the equivalent of two years of full-time study. Current theories and practices are identified and assessed in healthcare systems management, managerial accounting and finance, health ethics, epidemiology, health law, program planning and evaluation, research methodology and human resources management. Elective courses are offered in areas including business information systems, information technology management, quality assurance, quantitative methods and other areas of relevant interest. Faculty include experts drawn from a variety of health services management and health information management fields.

In contrast to traditional undergraduate programs that begin the process of education as the basis for later practice, the Health Services Management part-time degree-completion program builds on a pre-existing established base of professional education and practice.

Program History
- The School of Health Services Management and the Health Services Management (HSM) program was conceived in mid-1989 and the Health Services Management program was formally approved by Academic Council on February 2, 1993.
- In July 1995 the program was formally transferred from the Continuing Education Division to the Faculty of Community Services.
- The HSM program was complemented by the addition of the Health Information Management program, proposed in 1999 and approved by Senate in 2001.
- In 2009, Ryerson underwent an academic restructuring process and as part of this process, it was recommended that the School of Health Services Management be moved from the Faculty of Community Services to the Ted Rogers School of Management (TRSM). As of May 1, 2011, the School of Health Services Management made the administrative move to the TRSM and had fully re-located its offices and classroom assignments to the TRSM by January 4, 2012.
- The School of Health Services Management received full re-certification status by AUPHA (Association for University Programs in Health Administration) in 2006. The Health Services Management (HSM) program was recertified in 2013.

2. DEVELOPMENTS SINCE PREVIOUS PROGRAM REVIEW
In 2007 the Health Services Management program was scheduled for Ryerson's periodic program review. The program had recently (2006) undergone a thorough and extensive peer review and re-certification from the Association for University Programs in Health Administration (AUPHA). As a result, it was agreed that the documentation and responses from the AUPHA review could be submitted to Senate in lieu of a full Program Review. The recommendations made in 2006-2007 remain unmet although this clearly has not been from a lack of communication about needs since then. Historically, the School of Health Services Management, despite being vocal in its need for resources to grow the program and address the concerns highlighted by the previous AUPHA review, had largely remained resource constrained.

With the School of Health Services Management's relocation to the Ted Rogers School of Management, its programming has a stronger and natural fit and there is an interest and desire to engage with the health management sector. There have been encouraging discussions indicating an interest in growing and expanding the programming of the School of Health Services Management, and there appears to be an understanding for the need to provide the resources to support such growth. Three faculty appointments have added teaching and research capacity since 2012.

3. SOCIETAL NEED
3a. Current and Anticipated Societal Need

The healthcare sector comprises about 12% of Canada's GDP, about 70% tax-funded. The Government of Canada's Job Market Report forecasts that the demand for "Managers in Health, Education, Social and Community Services" will exceed supply over the 2011-20 period, driven mostly by retirements (68% of openings) and sector growth (23%).[1] Particularly the report states: "… demographic changes will put pressure on the health sector and all health professionals, including managers in the health sector, in which expansion demand will be strong …. Given the nature of the occupation, namely that it requires a certain level of experience, the school system and immigration can provide only a limited number of qualified candidates. Most candidates will therefore come from other occupations (particularly from the health sector) where they have already acquired considerable experience. This trend will increase in the coming years, but will not be sufficient to fill all openings."

Several data points indicate the overall demand for Ryerson's BHA degree completion program. MOHLTC regulated health professional statistics showed that in 2010 there were 18,692 registered nurses and 9,886 other regulated healthcare professionals in the Toronto Central Local Health Integration Network (TCLHIN).[2] Province-wide about 31% of these have degrees, including 27% of registered nurses. Notably these figures do not include people holding diplomas or designations in informatics or health information management. The TCLHIN has 170 health providers, including 17 hospitals, 37 long term care facilities and 17 community health centres.

The healthcare sector faces challenges meeting demand growth driven by technological innovation, high patient expectations and the aging population. The strategic response of policy-makers is to improve system efficiency, effectiveness, equity and quality. Ontario's Action Plan for Health Care, introduced in 2012, shows this commitment. Beyond stressing prevention and public health, the Plan's key initiatives include local care integration, the formation of more family health teams, and activity and quality-based hospital funding, based on patient centred care.[3] More generally as government fiscal constraints tighten, it is not inconceivable that more resources will be allocated through market-type processes to both private and public sector providers. These types of activities all increase the demand for managers with analytical and managerial skills by both providers and funders.

3b. Existing and Anticipated Student Demand

Since 2003 the number of applications has remained relatively steady at approximately 63 applicants per year rising to a high of 87 in the 2010-2011 academic year. In the last 3 years (2013/14 – 2015/16) the average number of students accepted into the program was 27.

There has been some discussion that the older cohort of health service management employees looking to upgrade their higher education qualifications may have reached a plateau. Further, there has also been some discussion or concern that the colleges which act as feeder schools for our degree completion program may now extend their offerings given that they have been given permission to offer degree level programming.

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[1] Government of Canada. Working in Canada. "Managers in Health Care. National Outlook ' 10-Year Projection (2011-2020)" http://www.workingincanada.gc.ca/report-eng.do;jsessionid=A2F508119E29941BA00AA4D87459F5E1.imnav1?area=9219&lang=eng&noc=0311&action=final&ln=n&s=2&source=6#outlook

[2] HealthForceOntario, Ministry of Health and Long Term Care. Health Professions Database 2010 Stat Book. http://www.healthforceontario.ca/UserFiles/file/PolicymakersResearchers/HPDB-2010-stat-book-en.pdf. The other regulated healthcare professionals category does not include physicians.

[3] Ministry of Health and Long Term Care. 2012. Ontario's Action Plan for Health Care. http://www.health.gov.on.ca/en/ms/ecfa/healthy_change/docs/rep_healthychange.pdf.

As a result, discussions have been underway for new opportunities for expansion and broadening our student target. We now offer a Minor in Health Administration (since Fall 2013). Additionally, we are currently preparing a Letter of Intent for a Masters in Health Services Management.

4. PROGRAM LEARNING OUTCOMES
4a. Program Learning Outcomes
In the fall of 2011, a curriculum review and mapping process was initiated, and in the spring of 2012, a new set of learning outcomes as representative of the Health Services Management Program and reflective of the Undergraduate Degree level Expectations were developed.

HSM Program Learning Outcomes *By the end of this program Graduates will…*
1. Apply a deep and broad knowledge of the key concepts, methods, current advances and strategies in health services management to a variety of settings at the entry or mid-level management position which may intersect with and include the wider healthcare and health management fields.
2. Collect, interpret, assess, and debate multiple sources of information informing critical selection of methods, approaches, and strategies for facilitating planning and decision- making in a healthcare setting.
3. Complete a capstone research project integrating a broad range of skills and knowledge from the health care field by identifying a specialized area of inquiry, by implementing effective research methods (qualitative or quantitative), by critically evaluating resulting data and by formally preparing and presenting findings of publishable quality and thereby demonstrating a solid basis for entry into advanced or graduate studies.
4. Communicate health information, appraisal of literature, arguments, data analysis and interpretation effectively to a variety of audiences first through oral presentations and by responding to questions and secondly through essays, formal research reports and other written assignments.
5. Monitor and appraise the changing field of healthcare and identify gaps in current understanding, challenging assumptions and re-evaluating current practices in light of new developments and understandings in the field.
6. Apply specialized health services management knowledge, strategies and critical thinking skills to complex multidisciplinary problems involving multiple stakeholders in the healthcare system demonstrating principles consistent with academic and social responsibility.

Following agreement of the program learning outcomes, each instructor in the program completed a curriculum mapping exercise for the program courses, identifying the particular learning outcomes they address and the teaching and assessment methods they use to address these learning outcomes. The mapping demonstrated the overall progression from introduction through to proficiency as they progress through the curriculum. For example with learning outcome 1, we see it first *introduced* at an introductory level in the 300 level courses (HSM 301, HSM 305, HSM306, HSM 330, and HSM 326). This is then *reinforced* in later courses at an intermediate level (HSM 407, HSM 408, HSM 417, HSM 437), and lastly students demonstrate *proficiency* by the time they reach the practicum project (HSM 418 and HSM 419).

We can see this pattern repeated through all the learning outcomes except perhaps learning outcome #3, which is particularly applicable to the Practicum experience. Further progression in meeting Learning Outcome #3 is demonstrated at an introductory level through Research Methodology (HSM 417) and is reinforced through Program Planning and Evaluation (HSM 408) and culminates in the actual completion of a formal Practicum Research Project (HSM 418 and HSM 419) of publishable quality (Proficiency).

4b. Program Consistency with other Academic Plans

The program learning outcomes are consistent with the University mission and academic plan, the Faculty academic plan and the school's academic plan. Ryerson's degree-completion HSM program is uniquely structured to target students working in the healthcare field who can apply skills they are learning immediately in their workplace, which reflects Ryerson's history of applied knowledge to address societal needs. Further, woven through many of the program learning outcomes is a focus on the acquisition of critical thinking, interpretation and assessment of multiple sources of information related to a health services management field as well as the broader health care field and in turn societal needs in general (e.g. Public Health; Chronic Disease Management and Pan Canadian Health Record). Lastly, program Learning Outcome #3, which applies to the required capstone research project, integrates both theoretical and applied knowledge at a high level, integrating the learning from the entire program, including the application of a broad range of knowledge, critical thinking and research skills to a specific health care management problem within a healthcare organization. Success is assessed through the demonstration of effective communication skills in a formal presentation to both an academic and management audience and the formal research document, often of publishable quality. The rigour required for the capstone course is deliberately designed to prepare students to move on to graduate level work.

5. ACADEMIC QUALITY

5a. Program Curriculum and Structure

The degree-completion program in Health Services Management is offered as a part-time program and provides the equivalent of the upper-level portion of an honours degree. To be eligible for graduation, students must complete fifteen professional courses (11 professionally required and 4 professionally related and required); four one-semester professionally related courses; and three one-semester liberal studies courses.

Bachelor of Health Administration in Health Services Management	
LEVEL I, SEMESTER I Professionally Required Courses HSM 301: The Healthcare System HSM 305: The Management Cycle Professionally Related and Required (two of) QMS 102: Business Statistics I ACC 100: Financial Accounting HIM 301: Healthcare Information Analysis Professionally Related Elective (One from Level I) Liberal Studies (One)	**LEVEL I, SEMESTER II** Professionally Required Courses HSM 306: Management, Leadership and Decision Making HSM 326: Law for Health Managers HSM 330: Managerial Epidemiology for Healthcare Professionally Related and Required (one of) QMS 102: Business Statistics I ACC 100: Financial Accounting HIM 301: Healthcare Information Analysis Professionally Related Elective (One from Level I) Liberal Studies (One)
LEVEL II, SEMESTER I Professionally Required Courses HSM 407: Financial Management HSM 417: Research Methodology HSM 437: Human Resources Management Professionally Related and Required PHL 444: Ethics in Health Services Management Professionally Related Elective (One from Level II) Liberal Studies (One)	**LEVEL II, SEMESTER II** Professionally Required Courses HSM 408: Program Planning and Evaluation HSM 418: Practicum Seminar HSM 419: Practicum Professionally Related Elective (One from Level II)

PROFESSIONALLY RELATED ELECTIVES LEVEL 1 (2 one-semester courses required)		PROFESSIONALLY RELATED ELECTIVES LEVEL 1I (2 (not chosen in Level 1) one-semester courses required)	
CMN 279	Introduction to Business Communications	INT 901	Gerontology: Critical Issues & Future Trends
ECN 104	Introductory Microeconomics	INT 902	Disability Issues
ECN 204	Introductory Macroeconomics	INT 903	Research Projects in community Services
HIM 302	Health Information Systems Management	INT 904	Health Promotion and Community Development
HSM 307	Principles of Long Term Care and Service Delivery	INT 905	Conflict Resolution & Dispute Resolution
HSM 308	Project Management: Long Term Care	INT 906	Intimacy and the Politics of Reproduction
HSM 309	Trends in Long Term Care Service Delivery	INT 907	Team Work for Community Services
HSM 310	Institutional Structure	INT 908	Homelessness in Canadian Society
HIM 404	Health Economics	INT 909	Participatory Development Communication
INT 901	Gerontology: Critical Issues & Future Trends	INT 910	First Nations Issues
INT 902	Disability Issues	INT 911	International Community Development
INT 903	Research Projects in community Services	HSM 307	Principles of Long Term Care and Service Delivery
INT 904	Health Promotion and Community Development	HSM 308	Project Management: Long Term Care
INT 905	Conflict Resolution & Dispute Resolution	HSM 309	Trends in Long Term Care Service Delivery
INT 906	Intimacy and the Politics of Reproduction	HSM 310	Institutional Structure
INT 907	Team Work for Community Services	MHR 522	Industrial Relations
INT 908	Homelessness in Canadian Society	MHR 741	Managing Interpersonal Dynamics
INT 909	Participatory Development Communication	MKT 100	Marketing I
INT 910	First Nations Issues	OHS 208	Health Law and Safety Law
INT 911	International Community Development	OHS 508	Occupational Health
INT 913	Issues in Migration		
INT 914	Settlement Experiences		
INT 916	Introduction to Fundraising		
OHS 208	Health Law and Safety Law		
OHS 508	Occupational Health		
POG 310	Ontario Politics		
POG 315	Equity and Human Rights		
POG 319	The Politics of Work and Labour		
PSY 805	Adjustment, Stress and Coping		
SOC 31A/B	Sociology of Health		
SOC 608	Feminism and Society		
SOC 609	Women and Human Rights		

5b. Diversity and Inclusion

Diversity and inclusion in the health services management program are reflective of the broader healthcare field. It is recognized that characteristics associated with diversity – ethnicity, race, culture, gender, ability, class and so on – are associated with healthcare access and outcomes. There are important implications for managers and providers in the system. These topics arise throughout the program, particularly in both policy and management courses. In HSM 437 (Human Resources Management in Health Services Organizations), there is a section/chapter specifically addressing Diversity Management and makes up a chapter in their required textbook readings. The section specifically talks about the strategic importance of diversity management and uses case studies as teaching tools for classroom discussion. Further, one of the learning objectives of HSM 301 (The Health Care System) is to "Demonstrate an understanding of the complexity and challenges of servicing diverse populations in the Canadian health care system."

The capstone course (HSM 418 and HSM 419) requires students to engage with health service organisations and providers in the field reflective of a very diverse healthcare system. Students are required to work on a research project collecting data and interacting with staff in a collaborative way.

5c. Curriculum and Structure - Undergraduate Degree level Expectations (UDLEs)

Depth and Breadth of Knowledge: UDLEs #1 is well represented through all of our courses. The 300-level courses particularly address depth and breadth of knowledge at an introductory level. As students progress, this expectation is reinforced through the 400-level courses, and by the final courses (the Practicum HSM 418 and HSM 419), students' depth and breadth of knowledge are demonstrated in both written and verbal form and assessed at the proficiency level through their practicum research project.

Knowledge of Methods: UDLEs #2 is well represented as our program is structured to culminate in a high-level research project. This particular degree level expectation strongly aligns with program learning outcome #2. Similarly, the 300-level courses are designed to introduce students to the collection, interpretation, assessment and the debate around multiple sources of information in order to inform critical selection methods, approaches and strategies for facilitating planning and decision-making in a health care setting. These concepts are then reinforced in the Research Methods course (HSM 417) and Program Planning and Evaluation course (HSM 408), and later applied at a proficiency level when they reach the capstone practicum (HSM 418 and HSM 419) where they are required to engage in and produce a formal research project.

Application of Knowledge: UDLEs #3 is well represented through learning outcomes #3 - #6 and in most of the program courses. The 300-level courses provide the basic introduction (e.g., HSM 330) into how to critically assess and weigh critical approaches to evaluating healthcare issues, and the 400-level courses take this further, both reinforcing and formalising the application of their knowledge (e.g., HSM 408), leading to and culminating in the research project (HSM 418 and HSM 419).

Communication Skills: UDLEs #4 is well represented in many of our courses and through most of our program learning outcomes. This is particularly illustrated in the assessment and teaching methods matrix. Many courses use both essays and presentations to assess communication skills. For example, HSM 305 and HSM 306 use both role playing exercises in teaching methods and critical analysis papers in assessments. Similarly, HSM 301, the very first course our students are required to take in the curriculum, requires both presentations and written assignments for assessment at an introductory level. At the reinforcement level, HSM 408, HSM 417 and HSM 437 integrate both presentations and written assignments into both teaching and assessment. Finally, the capstone courses (HSM 418 and HSM 419) require proficiency to present their research findings by means of a formal presentation to the entire School of Health Services Management faculty and students, and often include representatives of the host institution and practicum preceptor. Further, their final research project must be written up as a formal research project suitable for publication.

Awareness of Limits of Knowledge: UDLEs #5 is particularly well represented through our program through learning outcome # 5. An awareness of the limits of knowledge is associated with courses which require some degree of literature review and critical analysis. Specifically, HSM 301 and HIM 301 require research papers and some degree of awareness that there is a wide range of opinion in these areas for which they have only an introductory understanding at this point. This is particularly relevant as many of these students come from a healthcare background and often make the assumption that they already have a good understanding of the system. These first few courses lay the foundation of an awareness of the limits of their understanding. This is then formalised and reinforced in the 400-level courses like HSM 417 (research methodology) and HSM 408 (program planning and evaluation). Similarly, by the time they reach the capstone courses (HSM 418 and HSM 419), they have a greater

understanding and appreciation of the limits of their knowledge and how this impacts the strength of their interpretations of that knowledge and the conclusions they can draw from their own research project.

Autonomy and Professional Capacity: UDLEs #6 is well represented in many of our courses and through our program learning outcomes 3, 5 and 6. Many courses from the 300 level through the 400 level and culminating in the capstone practicum course require our students to develop transferable skills, such as a broad understanding of the health care field and management field beyond simply the health information management sector. Further, they have developed their critical thinking and analytical skills which can be applied to a wide context. Through courses like HIM 301 (Health Information Analysis) at an introductory level, HSM 408 (Program Planning and Evaluation) at an reinforcement level, and HSM 418 and HSM 419 (Practicum) they have developed a proficiency in initiative, personal responsibility and accountability as demonstrated by their ability to manage their own learning under changing circumstance particularly through the independent projects required in these courses to access information provided by host healthcare institutions.

Further, group work and the ability to manage and work effectively in groups are required by many courses. Lastly, for those courses which require students to gather data from either their own workplace (e.g., HIM 301and HSM 408) or in the case of the practicum another workplace setting, students are required to pay significant attention to business ethics and act and behave in a professional manner consistent with academic integrity and social responsibility. PHL 444 Ethics in Health Services Management specifically addresses behaviour consistent with academic and social responsibility.

5d. Curriculum Development
The Health Services Management Program undergoes curriculum review on an annual basis through the curriculum committee. In addition to the curriculum committee, the School Council is involved in all matters related to academic planning, administration, operation and procedural policies. For example, our School Council discussed Undergraduate Degree Level Expectations and the curriculum mapping process in preparation for the HSM program review. Further to those discussions, a curriculum mapping exercise began which helped us to better understand our current curriculum structure and how well we are addressing our newly developed program learning outcomes.

5e. Enrolment in program courses
Enrolment in program courses by HSM students is captured in Table 1. The numbers displayed in the first chart may appear to be low (15-30), however; they do not represent the total enrolment of these courses as both HSM program students and CE students also enroll in these courses. In addition, the School of Health Services Management is consistently seeking to provide online offerings to meet the needs of our out-of- province students.

Semester	HSM 301	HIM 301	HSM 305	HSM 306	HSM 326	HSM 330	HSM 407	HSM 408	HSM 417	HSM 437	HSM 418	HSM 419
2012 Winter	6	18		29	14	18		11		19	4	4
2011 Fall	16	16	33		12		12		12		14	14
2011 Winter	11	17		19	18	16		21		15		
2010 Fall	27	8	20		14		16		19		9	9

Table 1 Enrolment (<u>HSM Students only</u>) in Program Courses
Note: These courses are also open to HIM student and CE students.

5f. Relationship to Current Discipline and Profession
In contrast to traditional undergraduate programs that begin the process of education as the basis for later practice, the Health Services Management part-time degree completion program builds on a pre-existing established base of professional education and practice.

It is noteworthy that approximately 95% of our students are working in the field. Most of our part-time instructors are also working in the field and relating course content to contemporary issues. In addition, the Health Services Management program undergoes peer review and re-certification by the Association of University Programs in Health Administration (AUPHA) every 8 years. There are 84 undergraduate level AUPHA member programs of which Ryerson is the only Canadian program.

For comparison purposes, even though it is not an AUPHA recognised program, it is worth mentioning York University's School of Health Policy & Management which offers a full-time bachelor's degree (BHS - Bachelor of Health Studies) in Health Management in addition to a BHS in Health Policy and Health Informatics. As of September 2008, the School is now offering an Honour major in Health Studies and minors in Health Policy, Health Management or Health Informatics. A Health Informatics Certificate is also available as a stand-alone option.

5f. i Professional Practice

Our program is unique in that most of our students are already working full time in the health services field while completing their degree. Students are exposed to both academic integrity and social responsibility in several courses and one of the program learning outcomes (#6) specifically addresses principles consistent with academic and social responsibility. Specifically, PHL 444 (Ethics in Health Services Management) reinforces and builds on topics related to ethical issues in health services management and these are reinforced again in Program Planning and Evaluation (HSM 408) in preparation for their practicum research project. At a more advanced and experiential level, the Practicum as the capstone course in the program emphasizes both academic and professional integrity through a learning contract with a healthcare organisation around a particular research proposal which addresses the FINER criteria (Feasible, Interesting, Novel, Ethical and Relevant). The formalisation and negotiation of the project with the host organisation, the subsequent signing of a formal learning contract requires the student to consider and note both the academic and professional integrity required to successfully complete their project.

5f. ii Accreditation
Certification

The School of Health Services Management received full re-certification status by AUPHA (Association for University Programs in Health Administration) in 2013.

5g. Student Engagement
5g. i Innovative or Creative Content and/or Delivery

The program is designed around the needs of the working professional in health services management and as such must provide instruction in a variety of formats in order to meet the unique needs of this group. Courses are delivered in three formats:
  • On-site evening classes that take place once or twice a week.
  • Distance Education courses that are delivered over the Internet.
  • Modular courses that are taught on campus over three non-consecutive extended weekends (full days on Fridays and Saturdays) over one semester.

Teaching methods vary from course to course but a variety of methods including videos, movies, role playing exercises, guest speakers, group work, and in particular practical research field experience as part of the capstone course, make for a diverse and creative learning experience. Peer feedback and peer teaching, case studies, guest speakers, films and videos, and role playing exercises are employed in teaching. Field experiential opportunities are utilised in HIM 301, HSM 408 and the practicum project HSM 418 and HSM 419.

The 300-level courses address all the program learning outcomes at an introductory level except learning outcome 3, which is specific to the capstone course. At the 400 level there is reinforcement of these learning outcomes in most courses and an introduction to learning outcome 3 in the research methodology course with a reinforcement of learning outcome 3 in the program planning and evaluation course. All of this leads to the capstone course (HSM 418 and HSM 419) where students are engaged in an experiential activity requiring them to draw on and demonstrate proficiency in all the program learning outcomes.

5g. ii Partnerships or Collaborative Agreements
Ryerson's Health Services Management program is designed to build on an established based of professional education and practice. This leads to collaborative informal relations with college diploma programs that provide the foundation for our degree completion model (e.g., George Brown College, Fleming College, and St. Lawrence College). Other key partnerships are the formalised relationships required for the final practicum research project. The School of Health Services Management has developed ongoing relationships with several health services and health information management partners. Such relationships are important for the future placement of our students and are nurtured by the Director. Such placements include hospital service and information management departments, Community Care Access Centres, long-term care facilities, health laboratories and other specialized health service organisations. In order for students to be able to do their Practicum at an external site, Ryerson's School of Health Services Management must have an affiliation agreement with that site.

5g. iii Experiential Learning Opportunities
The HSM Program provides several experiential learning opportunities. Two are outlined in more detail below, one at the beginning of the program at the 300 level and the other in the capstone course.

HIM 301 – Health Information Analysis:
As part of a class project, each student must complete an independent project at a healthcare organisation (preferably their own) that involves the collection and analysis of data for the purpose of demonstrating or illustrating, provide a theory, or drawing a conclusion.

Practicum Seminar and Practicum (HSM 418 and HSM 419):
HSM 418: The first pre-field work seminar orients students to the process of experiential learning. Students and faculty supervisors establish learning contracts detailing the terms and conditions of fieldwork placements. The mid and final seminars provide an opportunity for students to apply theory and collectively share their experiences. Learning outcomes include an applied understanding of the management cycle, the challenges for managers and enhanced research and evaluation skills.
HSM 419: The practicum provides the opportunity to apply management theory and concepts in a working environment. Students evaluate and analyze on-site management issues within the context of their understanding of organizational systems. Supervision is provided by on-site preceptors. These courses address all the program learning outcomes.

Students have had the opportunity to learn from and network with industry leaders through the HSM Speaker Series and Symposium, which brought industry health leaders to the School of Health Services Management for special student engagement initiatives. Due to resource constraints, the Speaker Series and Symposium were discontinued in 2010.

5h. Student Assessment
Assessment methods employed include assignments, quizzes, presentations and critical analysis papers like literature reviews and research reports. There is an increasing emphasis placed on the acquisition of skills directly related to communicating knowledge in both written and oral formats as the student progresses through the curriculum, culminating in a formal presentation open to the site preceptor and the entire school of health services management and a written research report of publishable quality.

5i. Student Success and Achievement

The greatest marker of student success and achievement for our program is the successful completion of the required capstone course, the Practicum, and, while challenging, students in general feel the process to be extremely rewarding and recognize it as proof of the knowledge and skills they have acquired throughout the program.

The retention rate of the HSM program (Table 2) varies over the years with the most recent year of 2014-2015 reporting a 1 year retention rate of 65.5%. Variations like this are often reflective of the part-time nature of the program where students are sometimes unable to complete a course during an academic year due to a variety of reasons including work related issues or the availability of a particular course in the term of their choice.

Table 2 Indicator 5j1 - Retention Rates (Part-Time Programs) % retained after 1 year							
Cohort:	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Retained in:	2008-09	2009-10	2010-11	2011-12	2012-3	2013-14	2014-15
Ryerson	81.3	82.7	81.5	80.1	80.4	82.1	80.4
Ted Rogers School of Management				77.8	87.8	77.1	70.5
Community Services	85.2	86.5	82.1				
Health Services Mgt. PT	**77.8**	**95.7**	**78.1**	**82.0**	**85.2**	**85.7**	**65.5**

5j. Variation from GPA Policy

None.

5k. Library Resources

The library has been very responsive in accommodating the needs of distance students, for example, in obtaining and validating library cards. The Ryerson library acquires, stores, and provides access to a variety of information resources. The collection is monitored by professional librarians who, along with support staff are available to answer questions.

While the Health Services Management program is relatively small, it does draw on expensive and heavily-used library resources that support larger programs, including Business Management, Information Technology Management, Public Health, Nursing and Health Information Management.

The library report demonstrates that Ryerson University Library resources and services adequately support the program in Health Services Management. The current depth and breadth of print and electronic resources, achieved by diligent collection development efforts by the Library, have resulted in a collection that satisfies the information demands of study and research for this program. Electronic resource access, through subscriptions to aggregators and publishers' collections and participation in national and provincial resource sharing consortia over the past decade, has resulted in an exponential increase in journals and scholarly sources supporting the program.

5l. Student Surveys, Focus Groups, and Graduate Surveys

Student Survey:
Of the 40 students that responded to the student survey (18% response rate), there was a relatively even distribution in the level of degree-completion with approximately 20% represented in each category (0-5; 6-10; 11-15; 16-20 and 21 or more courses completed) although the greatest proportion (27.5%) were in the 11-15 category of course completion.

- 80% were employed either part-time or full-time prior to enrolment in the HSM program
- 20% had attended community college or university prior to entering the program
- 39 of 40 responses were either A or B level students
- 77.5% of the respondents were female which is representative of our enrolment
- 30.8% were age 30-34 and only 2 represented a younger cohort of 25-29. The remaining 25 respondents were relatively evenly distributed between age 35 to 50 and over (62.5%) with 7 over the age of 50

The majority of students felt the program:
- is academically challenging (97.5%)
- provides good preparation for a career (100%)
- is of high quality (97.5%)
- offers well organized courses (90%)
- has a workload that is manageable (87.5%, although 5 respondents felt the workload was excessively high

The majority of students felt their program was strongest in helping them with problem-solving, written communication, oral communication, research skills, leadership skills, computer proficiency, professional and ethical responsibilities, developing a broad knowledge of their academic field, mastering specific employment related skills/knowledge, and working in teams.

Where students appeared to have some criticism was in creativity, entrepreneurship, understanding the international context of their career field, understanding people from different cultures and in responding to technological innovations. There is a strong focus on the Canadian Healthcare system in the program so we can also understand the lack of improvement in understanding the international context of their career.

Written assignments, learning materials, classroom instruction, group work and print and computer-based library resources were considered effective or very effective. Some improvements could be directed would be toward tests and examinations, group work and print-based library resources.

The consensus seems to support that professors are current and knowledgeable, teaching is intellectually challenging, teaching is of high quality and professors provide useful feedback. However, a minority (approximately 17.9%) of students felt that their professors were not well organized in their teaching and more critically 20.5% felt professors need to work on their availability outside of class time.

89.7% of respondents indicated that they would recommend this program to others. The majority of comments were positive; however, one concern identified the lack of availability of online courses in each semester since they depend solely on the online provision of courses. Another concern outlined the need for scholarships and grants. 97.5% of students indicated that they would recommend Ryerson University to other students.

Alumni Survey:
To date the HSM program has graduated 246 students. In June 2008 a survey was distributed to HSM alumni (n=140) to gauge alumni perceptions of the Health Services Management Program. The mean time elapsed since graduation for all alumni was approximately 2 years. 70 identified as female while 16 identified as male for a total response rate of 86 (61.4%).
- Of those that reported their age, 25 identified as between 40 and 49, 23 identified in the age ranges of 30-39 and 22 in the 50-59 range
- 82% earned between $50,000 and $100,000 and the remainder were earning between $100,000 and $150,000

- 83% had prior clinical training and of those, the majority came from the allied health professions and the next largest group was represented by nursing.
- Over 50% of those who had practiced clinically had been doing so for 10 years or longer before entering the HSM program

In ranking their perceptions of the skills, knowledge and abilities they gained in the HSM program, the most highly ranked skills were trends and issues in healthcare, problem solving skills, health law, human resource management, critical thinking, leadership, ethics in healthcare, communications, and team building skills. Over 56% of alumni reported that they did not feel well prepared to deal with international health, management epidemiology and operations research. After entry to the HSM program twice as many respondents held management positions than previously reported. This increase from 31.33% to 62.82% indicates a large shift from that of alumni in clinical positions to assuming the role of healthcare managers.

An open-ended question revealed respondents felt health politics/health policy, and funding and strategic planning would be areas on which the program could place more emphasis. Other areas for curriculum improvement were statistics. Since the survey was administered, a statistics course has been added to the list of required courses.

A short alumni survey in 2012 had 25 respondents which represent a low response rate of 10.7 % (25/233). All of the students were employed when they entered the program. HSM graduates identified their jobs prior to entering the program as predominantly Nurse (4), Laboratory Technician (4), Paramedic (3), Respiratory Therapist (2), and Manager (2). In this cohort of alumni, 64% identified securing a more senior job position as a result of their degree.

- 25/25 were satisfied or very satisfied with the core courses, 24/25 were satisfied or very satisfied with the elective courses and 24/25 were very satisfied or satisfied with the practicum courses
- 12/25 said course availability was a problem but their responses to the open ended questions were more a criticism of specific courses rather than about availability

Courses that should be added to the HSM program included statistics, strategy and project management, Informatics or IT management and people management. There was a recommendation for a new accounting course specific to HSM which has already been implemented. Several alumni recommended the removal of Statistics and yet this was put in place because of previous recommendations that it should be included.

Alumni responded to questions about promoting awareness of the program and recommendations included that the program should: promote more in healthcare institutions (including LTC, Hospitals, and community sectors), agencies and professional journals; use our alumni more aggressively to market the program given that many of them are now in more senior positions; bring back the speaker series and symposium and other networking opportunities; and advertise in transit and through online social media channels. There were also recommendations for the program to expand into graduate studies utilising a blended learning approach.

Practicum Preceptor Evaluations:
A total of 233 HSM students have completed the practicum. Recently, a practicum student completed research on the preceptors' perception of the practicum experience based on preceptor responses from January 2007 through to and including January 2011 academic terms. The report stated:
"Despite the challenges inherit in participating as a preceptor, the value in the experience has been deemed both pleasurable and enjoyable by the preceptors involved in Ryerson's practicum program. Other findings indicated that the majority of preceptors were highly impressed by the student's attitude, professionalism, work ethic and final

deliverables (written report and/or presentations). Overall, it was well communicated in the feedback from the preceptors that the student's projects were deemed both valuable and useful to the host organizations; in several cases steering health care management decisions on site."

Recommendations for improvement included:
"...increasing the number of face-to-face visits by faculty and hosting an annual preceptor appreciation breakfast would help to both support and recognize the efforts of participating preceptors.

"Lastly, but most importantly would be the recommendation to hire a full-time faculty member to work exclusively with the practicum program in an effort to fill the existing gap in communication and support identified by the preceptors."

Employer Survey:

The School has not conducted an employer survey. The practicum preceptor survey, mentioned above, was used as a proxy for an employer survey since the students are, for the most part, employed and disbursed in small numbers throughout the healthcare system.

6. ACADEMIC QUALITY INDICATOR ANALYSIS
6a. Faculty

Since inception the HSM program has operated with a skeleton staff. Up until May of 2012, the program consisted of one Tenured Faculty member (who was also the Director of the program). In May 2012 an LTF position was converted to a Tenure-track Faculty position. Both positions split their responsibilities equally between the HIM program and HSM program. Additionally, as of September 1, 2013, a faculty member transferred into the School of Health Services Management as a full-time faculty member. The remaining faculty are CUPE 1 contracts.

Scholarly, Research and Creative Activities

SRC activities naturally fall along a continuum from the applied to the theoretical. All disciplines in which SRC is conducted and all forms of SRC are valued for their contributions to knowledge creation, knowledge integration, knowledge dissemination and knowledge in the service of society. As part of the collegial environment of Ryerson, faculty, staff and student members are encouraged to disseminate the knowledge and experience gained through SRC. Such dissemination may be achieved through exhibitions, performances, screenings, monographs, publications, inclusion within the curriculum, academic conferences, seminars and workshops to external groups such as industry governments and community institutions. Faculty members are encouraged to incorporate student participation, as appropriate to the SRC programs and the skills and interests of students. The following table presents a sampling of recent presentations and publications applicable to Ryerson faculty involved with the Health Services Management Program. Individual resumes contain a more comprehensive list.

6b. Students and Graduates
6b. i Admission Requirements

Health Services Management is intended for two separate, distinct applicant streams and the university welcomes /encourages applications from both of these groups as outlined below:
Stream A:
• Graduates from a three-year diploma program in an applied health science (e.g., nursing, medical laboratory technology, chiropody, radiology) from a Community College of Applied Arts and Technology or the equivalent, with a grade average of B or better. The diploma must include a one-year introductory, university-level humanities course or the equivalent; *and*
• Have at least two years of cumulative, current professional experience in the health services field; *and*
• Provide documentation of professional registration/certification where appropriate.

Stream B:
  • Candidates must have completed, at an accredited university, at least two years undergraduate study in a health-related field or hold a degree in another field, from an accredited university. In either case they must have at least two years of cumulative, current professional experience in the health services field.

 Applicants who have yet to finish their first degree in another field may be eligible for conditional acceptance contingent on their completing their degree requirements prior to commencement of classes.

6b. ii Student Qualifications

The admission data show an applicant pool ranging from 47-87 per year with a range of 22 - 47 enrollments per year. A large number of rejections are due to applications that do not meet the eligibility requirements outlined above. Since this is a degree-completion program and we are recognized by AUPHA, it is important for the program to maintain standards that are appropriate to maintain AUPHA certification status.

Academic Year	Total Applications	Accepted
Fall 2010 – Spring 2011	87	47
Fall 2011 – Spring 2012	66	28
Fall 2012 – Spring 2013	59	30
Fall 2013 – Spring 2014	70	31
Fall 2014 – Spring 2015	50	22
Fall 2015 – Winter 2016	47	29

6b. iii Enrolments, Retention and Graduation Data

Students entering into our program are admitted three times a year in the fall, winter and spring semesters and are given a maximum of eight years to complete their program. It is expected that students will maintain an average registration of one, one-semester course per term for each of the three academic terms per year. Since the degree-completion requires twenty two (22) courses, the student should complete the program in an 8-year time-frame.

The HSM program retention rates vary over the years and are often reflective of the part-time nature of the program. Students are sometimes unable to complete a course during an academic year due to a variety of reasons, including work-related issues or the availability of a particular course in the term of their choice.   While limited formal follow-up has been undertaken, students are withdrawing from the HSM program indicate a number of reasons including:
  • Amount of time required to complete the degree
  • Increased job requirements/commitments
  • Re-location
  • Job loss or job change
  • Increase family/life commitments

While the overall withdrawal rate from the HSM program remains manageable and within expectation, this is an area that requires more formal assessment.

7. RESOURCES
7a. Human resources

Administrative Structure - The Director and Department Administrator administer the day-to-day operations of the School of Health Services Management. Other administrative bodies of the department are the Curriculum Committee, School Council, External Advisory Committee and Alumni Association.

The Director is responsible for both undergraduate BHA programs (Health Information Management and Health Services Management). There was a short term contract Program Manager employed from 2008-2010 to help with the Director's administrative responsibilities; however, due to resource constraints this position was not renewed. One full time Department Administrator is employed. Support staff splits responsibilities between the HSM program and HIM program.

External Advisory Committee - In matters relating to the academic planning, operation, and long term initiatives affecting the program, the Director seeks the advice of the Program Advisory Committee. Initially a separate advisory committee for Health Information Management was created during the development of HIM but this was subsequently merged with the Health Services Management Committee so both programs are now represented on one Program Advisory Committee (2003). The Program Advisory Committee meets twice annually, or more frequently if required.

Alumni Association - The mandate of the association is to enhance the existing program and related activities by providing educational and recreational opportunities that directly benefit the development of the alumni and students. Other goals and activities include building partnerships, acting as a resource for the faculty, administration, students and employers, fostering pride in the school, and providing a voice for issues and concerns in the health and education sectors. The association offers a great opportunity to network, articulate concerns and to initiate innovative ideas and make a difference in the future of the program. The Alumni Association is actively involved in planning events in conjunction with the School of Health Services Management and the Ted Rogers School of Management Careers Centre.

Academic Assistants
Not Applicable.

Curriculum Counselling/Advising
The School offers four ways students can access academic planning information. The first is a comprehensive web site that outlines the curriculum, describes key elements (including the Practicum), and offers links to the Ryerson Calendar. Second, there is a Departmental Assistant (DA) who responds to inquiries by phone, email or in-person. Third, the School Director will respond to inquiries either directly or by referral from the DA. Fourth, for the most complex element of the program, the Practicum project, an obligatory workshop is conducted prior to the planning semester students use to prepare for their placement and associated study.

7b. Physical and Financial Resources
Space allocation
HSM currently shares classrooms at TRSM (Ted Rogers School of Management). The dedicated spaces are four offices and a shared office space for LTF and part-time instructors. The School shares meeting facilities with other TRSM Schools. The program does not have a "storefront" unlike the other TRSM Schools. TRSM has two computer labs available for use by students.

8. STRENGTHS, WEAKNESSES AND OPPORTUNITIES
Academic Quality: Some of the strengths of our program include the variety of delivery options (traditional, modular, and online), the currency and experience of our instructors, the flexibility and structure of the degree-completion model. Where we continue to see challenges is lower than expected student enrolment numbers. While we have a much higher application rate than enrolment, many of the students who apply continue to not meet the academic requirements for entry into the program. One explanation for this discrepancy between applications and acceptance is that, despite our best efforts to communicate the requirement for previous healthcare education, we continue to have non-healthcare trained individuals seeking healthcare management education.

Further anecdotal comments suggest that awareness of the program still appears to be limited and this may also be affecting the quality and quantity of eligible applicants. Lastly, there appears to be some concern from some students that the demands of the practicum are too high. While we feel very strongly about the value of the practicum experience, we need to consider how we can make this process more supportive for students who are struggling with the challenge to meet the rigour and demands of the practicum experience.

Opportunities for Program Improvement and Enhancement: While it is clear that the quality of our program is high, there are opportunities for improvement. There is a need to increase the number of sections and to continue to develop both modular content and web-based content to meet the increasing needs of students from outside the greater Toronto Region. Currently students are integrated into classes which include both Health Information Management program and Health Services Management Certificate students, in addition to other continuing education students and the foreign trained physiotherapy students undergoing credentialing by the Canadian Physiotherapy Association.

For continued success there must be ongoing efforts to ensure the relevancy of the curriculum and continued efforts at student recruitment and retention. As history has proven, continued and imaginative methods of building program awareness and presentation are necessary to ensure the programs future viability and relevancy.

The recently revived HSM Alumni group has enabled the School to work in partnership with the HSM Alumni and the Ted Rogers School of Management Career Centre to re-initiate the Speaker Series, as well as to organize meet-and-greet activities for current students and alumni. The HSM Alumni plan to open up the Speaker events to members of the community as well, to further engage with the health management sector in the Greater Toronto Area.

The vitality, relevance and success of the program are highly integrated into the strong practitioner orientation of the curriculum and the experience of the instructors. The value of an instructing faculty with current health services and health industry experience cannot be understated. However, the dependency on part-time instructors also poses a challenge when it comes to curricular and strategic planning given part-time instructors typically have full time jobs elsewhere and their loyalties and time constraints do not allow them the flexibility required for these school activities. One solution would be to create more permanent faculty positions.

In addition, with increasing competition from the college sector particularly with degree granting authority being extended to some colleges, there is concern that this will impact on the pool of students from where we currently draw. The solution may be an opportunity for program expansion into offering a full-time degree level program.

Ability of Program to meet learning outcomes and Degree Level Expectations: The curricular mapping exercise for PPR was a positive and worthwhile experience and helped us focus our program learning outcomes and evaluate just how well they map to the Undergraduate Degree Level Expectations. We were able to delve deeper into assessing each course and the variety of teaching methods and assessment methods used. What was surprising for us was how diverse the teaching and assessment methods were in our program and how well the course structure mapped to our program learning outcomes, culminating in the final practicum project which requires the integration of all of our program learning outcomes and affirms and clearly resonates with the undergraduate degree level expectations. Overall, this process confirmed that we are addressing our program learning outcomes, and in doing so we are also addressing the undergraduate degree level expectations as required by the province.

9. DEVELOPMENTAL PLAN

Short Term:

a. Masters development: It is our opinion that there is room here for growth and we see the development of a Master's program as an opportunity to offer a unique health management focused Masters within a school of business management as opposed to the traditional Schools of Medicine or Public Health. We also believe that our students graduating from the Bachelors of Health Administration from both programs including the Health Information Management program would see this as a natural extension of their learning. The School is currently preparing a Letter of Intent regarding the creation of a Master's in Health Services Management.

b. Secure Funding for Faculty: The School of Health Services Management has been operating with minimal faculty resources. Despite some positive movement with new additions to the program via LTF to tenure track conversion, the School of Health Services Management is in need of another tenure track faculty position, to be shared by the HSM and HIM programs, with a specialty in HIM.

c. Secure Funding for Staff: With the pending proposal for the Master's in Health Services Management program housed within the School, along with continued growth in the program, the School anticipates significant additional staff supports for management and administration.

The position Program Development Officer needs to be reinstated and funded on a permanent basis and the position Research Assistant needs to be reinstated and funded on a permanent basis.

d. Provide a School "presence" in the Ted Rogers School of Management: To provide a presence for the School of Health Services Management and the Health Services Management program, space needs to be re-allocated to provide for a reception area (which could be shared with another school), and this space needs to be directly linked to space for the Director, Administrator, a cluster of academic offices and a student advising space.

Long Term:

a. Increase Awareness of Program: It is noteworthy that our students and alumni have also commented on a lack of awareness of our programming due to insufficient resources and cutbacks over the last few years. Based on our analysis and some of the feedback provided, it is our understanding that the School should/will engage in more promotion and marketing activities, thus supporting the need for additional resources previously identified in the short term goals.

b. Increase Student Performance, Retention and Graduation Rates – the School will:
- continue to review and adjust curriculum as required based on student and stakeholder feedback (e.g. Accounting course; Economics course; new courses etc.)
- continue to work with students to support them and ensure the practicum experience is a rewarding learning experience
- continue to enhance and utilize the modular model of course delivery
- continue to enhance and utilize the online model of course delivery
- work with the Canadian College of Health Leaders (CCHL) in order to facilitate membership and participation of the students registered in the program
- work with the Alumni Association to build opportunities for networking

c. Growth of HSM Minor: Expansion of the HSM Minor to include students from other faculties across the university including program students from the Faculty of Community Services and Faculty of Arts.

10. PEER REVIEW TEAM (PRT) REPORT
Reviewers:
Glen E. Randall, Ph.D., Associate Professor and Chair, Health Policy and Management, DeGroote School of Business, McMaster University

Janice Waddell, R.N., Ph.D., Associate Dean, Faculty of Community Services, Associate Professor, Daphne Cockwell School of Nursing, Ryerson University

1. On-site Visit
The PRT conducted an on-site visit at the School of Health Services Management on January 21st and 22nd, 2015. During the visit the PRT met with a range of individuals including the program Director, a tenured faculty member and former program Director, a pre-tenure faculty member, program students and alumni (4), the Department Administrator and the Associate Dean TRSM. The PRT also met with the Provost at the conclusion of the on-site visit. The PRT had an opportunity to tour the facilities (including faculty and staff offices, TRSM classroom, Board Room) and observe a class lecture. Unfortunately, the PRT did not have an opportunity to meet with any students who were enrolled exclusively in distance courses.

2. General Assessment of the HSM Program
   a. There is clearly a high level of commitment to the program by the Director, faculty and administrative staff and the program is administered in an efficient manner.
   b. The program meets the needs of a large but shrinking group of health care professionals.
   c. Overall, students report that they were satisfied with the program, would recommend it to other students, and thought that it provided them with knowledge and skills that positioned them for employment that they would not otherwise have been qualified.
   d. The location of the School of Health Services Management is a significant strength as is the flexibility of online and evening and weekend in-class courses.
   e. Efforts of faculty and staff are focused on maintaining the quality of the current program. Although strongly committed to the practicum experience faculty members note that coordinating and supporting practicum students, as well as securing and building ongoing relationships with key contacts within the practicum organizations, takes up a disproportionate amount of their time.
   f. Long-term planning, beyond the potential of developing a graduate program in health services management, has been sporadic and informal among program faculty. There is a pressing need for formal strategic planning and the development of a clear vision for the future of the program.
   g. The report identified the goals of the 2009-2013 academic plan. The 2014-2019 academic plan has been distributed and provides direction for strategic planning that would inform future planning and development for HSM. A strategic planning retreat would help the team to look forward with a renewed vision, mission and goals – from which specific needs for added human and physical resources could be identified with rationale driven by the strategic plan.

3. Admission Requirements
   a. Admission requirements appear to be generally aligned with the learning outcomes as evidenced by high levels of student satisfaction and the progression of some students to additional or graduate education. However, there appears to be a relatively high drop-out rate as students proceed through the program. It is unclear the extent to which this is related to admission requirements versus student expectations or some other cause. This issue is raised in greater detail in a following section.
   b. There appears to be no clear definition of "*professional experience in the health services field*". While this provided the Admissions Committee with some degree of flexibility it may well raise questions with applicants who may be on the fringes (e.g. equipment sales, health insurance processing). Presumably the requirement is intended to ensure that potential students have at least

some common understanding of the health care system. Alternatively, the program might consider (as part of future strategic planning) opening the program beyond those currently in the health care sector to individuals with an interest in moving into the health care sector.

c. A concern was raised about a perceived threat to program admissions due to both a shrinking pool of potential applicants due to some health professions moving to a degree for entry to practice as well as colleges having extended degree status which may be combined with current diploma level health programs. At this point an external scan should be conducted to assess whether these concerns are real or perceived. Presently, post-diploma nurses comprise a significant number of new admissions; however, this pool of applicants will likely diminish given the shift of nursing (and several other health care professional programs) to a degree as an entry-to-practice requirement.

d. Development of a marketing plan that reaches out to other diploma programs (e.g. massage therapy and medical laboratory technologists) for recruitment should become a priority.

e. Some of the students admitted to the program already have an undergraduate degree. Many of these students would be eligible for direct entry into a range of graduate level programs (including Ryerson's MBA program) which they may be able to complete in similar or shorter amounts of time. An ideal alternative for these students would be a graduate level health management program that builds on the current HSM program's many strengths.

4. Assessment of Program Learning Outcomes

a. The HSM program is in alignment with both Ryerson's mission and academic plan. The program integrates elements of self-directed, interdisciplinary and experiential learning. It is a unique program which addresses a gap in the educational marketplace for students with health care training at the college level who wish to obtain an undergraduate degree.

b. The curriculum mapping suggests that the content of the current course offerings is well aligned with the goals and expected learning outcomes of the program.

c. Given the focus on the development of managers within the healthcare setting the HSM program appropriately makes available courses in a flexible format that includes evening in-class courses, intensive weekend courses, and distance/online courses.

d. In an effort to achieve the goal of providing students with a *"broad understanding of political, social, economic, ethical, cultural and technological factors which shape the health system"* the programs has also consistently offered an assortment of course offerings that that expose students to a range of issues and concepts within a health care context.

e. As a means to support the goal of preparing students for advanced or graduate studies the HSM program includes a practicum and research report that exposes students to practical aspects of health care management within actual health care delivery settings. While this element enhances the unique flavour of the program and provides students with real world experience it is also a labour intensive activity in terms of coordination of practicum placements, management of relationships with partner organizations, and providing academic support and evaluation of student learning activities.

5. Curriculum and Teaching Assessment

a. The outcome of the HSM curriculum mapping exercise illustrated that the HSM curriculum meets the undergraduate degree level expectations as mandated by the Ontario Council of Universities. This process prompted the school to re-visit their program goals (or learning outcomes) to more accurately reflect the curriculum. While the mapping exercise showed that the course offerings were well aligned with the program goals it is less clear the extent to which those goals are appropriate for the current state of the discipline. In particular the curriculum seems not to explicitly tackle areas such as risk assessment and change management (although these may be more subtly integrated into existing curriculum). In addition, students identified shortcomings in the areas of cultural sensitivity, international health, management epidemiology and operations

research. There would be value in identifying the competencies (and even more ideally the capabilities) that have been identified as essential from other health management programs in Canada as well as related organizations such as the Canadian College of Health Leaders and ensure that they are reflected in the program learning outcomes.

b. There is evidence of innovation and creativity in content and delivery of the HSM program relative to other programs. The flexibility of delivery options, movement towards more online courses as well as more course material for in-class courses being available online, and the capstone practicum all demonstrate that faculty and staff have continually worked towards enhancing the quality of the program.

c. Based on the course outlines, the demonstration of an online course and attendance of an in-class course, the courses appear to be well designed, with clear objectives and expectations. The content level looks to be appropriate for undergraduate students, although expectations related to the practicum may be excessive for undergraduate students.

d. The HSM program was re-certified by the Association for University Programs in Health Administration (AUPHA) in 2013 but the reviewers recommended that the program speak more to how the practicum offers students the opportunity to integrate knowledge and competencies from all courses (not program planning and evaluation alone). For all program courses it would be informative to know what principles of experiential learning guide teaching, learning and evaluation methodologies within and across program courses.

e. Innovative teaching methodologies and pedagogical approaches such as hybrid courses and the flipped classroom could be a good fit with the program structure and course delivery options.

f. Curriculum changes have been based on student feedback (e.g. statistics course) derived from alumni surveys. A concern is that the numbers of respondents who complete the surveys are low and may not represent the majority. In order to ensure responsiveness of the curriculum and the integration of evidence informed teaching and learning methodologies, it is recommended that the program adopt some form of curriculum planning and development model to guide their ongoing program development and evaluation.

g. The Director and the tenured faculty member rely heavily on personal relationships to identify and nurtured practicum partners. A systematic process of reaching out to potential practicum placements that may offer added experiences for the students has not been established due to the lack of resources and a general level of satisfaction with the current situation. Developing institutional partnerships (e.g. St. Michael's Hospital) that are already in place at Ryerson may help to expand and diversify practicum experiences and potentially further inform the curriculum.

h. Practicum placements within a student's current workplace are strongly discouraged to avoid any potential conflicts. It should be possible to allow greater flexibility in this regard by allowing placements that are at arm's length from the student's existing employment position.

i. Several students raised concerns about restrictive policies relating to electives and required liberal studies courses. The university has distributed a 'white paper' focused on curriculum renewal, the content of which may have a positive influence on the ability of program students to have better access to electives and liberal studies. A review and analysis of the changes proposed in the white paper, in relation to ongoing/future curriculum renewal in HSM is recommended.

j. The 2014-2019 Academic plan priorities include student engagement, experiential learning and social innovation. These areas of existing, or future, curriculum foci could be enhanced in the program.

k. Teaching is carried out by a mix of tenured, pre-tenure, and sessional instructors. The quality of their teaching appears to be high with positive feedback from the students that were interviewed. In addition, findings from the student and alumni surveys suggest that instructors were generally well organized, knowledgeable and available to provide assistance outside of class time.

6. **Quality Indicators and Required Resources**
   a. In general, it would be helpful if the program consolidated its quality indicators into a single location or report (perhaps using a balanced score card approach) in order to enhance the ability of the Director and committees to identify trends and concerns arising from multiple indicators that may not be immediately evident from reviewing a single indicator. Likewise, identifying specific performance targets for each indicator is suggested.
   b. There are high attrition rates in the HSM program which is an area of concern. In particular, a substantial proportion of students in the 3rd year of the program who do not register for subsequent terms. The available data does not provide a clear picture of what is happening within the HSM program. Moreover, there is currently no method for early identification students who drop-out of the program and there is no follow-up with these students (most notably in the third and subsequent years of the program). Greater emphasis on advising students, both prior to entering and during the program, may positively influence student satisfaction and retention. No information was provided regarding student awards. Students we spoke with identified the lengthy time to completion (up to 8 years) as one probable issue. Given the incidence of the attrition, we strongly recommend the implementation of a strategy to identify issues of concern and re-engage students with the program. Moreover, higher retention rates will mitigate the need for additional program marketing efforts.
   c. Students expressed concern with the lack of consistent and structured support from the school as they prepared for, and engaged in, the practicum experience. The students indicated that they would like a more structured orientation to the practicum, conducted earlier in the year, with regular meetings with their advisor to ensure that they were on-track in terms of expectations for the practicum and to benefit from advice and support in relation to any issues they may have in their practicum setting.
   d. Outcome measures for the program courses and overall program are overall appropriate and at the undergraduate level. The requirements of the practicum are stated to be at the graduate level in terms of the expectation of the final project write-up, the degree of active involvement of the faculty advisor in the write-up, and the project itself. The practicum may need to be re-evaluated to either alter the expectations to align with undergraduate education or to re-evaluate the practicum outcomes to make it more feasible for the students to complete the project write-up in a more independent manner.
   e. Despite all full-time faculty members being doctorally prepared, faculty members have fairly weak research records which may have ongoing implications for their ability to bring cutting-edge research into the classroom. The low research output may be in large part related to the faculty member's focus and high level of commitment to the academic programs within the School of Health Services Management. All full-time faculty members report that their time is fully consumed by teaching and maintaining the program and consequently there is little to no time for research activities. Re-structuring of the practicum may free-up additional time for all faculty to become more engaged in research.
   f. The Director and faculty team are doing their best to maintain the quality of the existing program. They report a high need for added resources to continue to maintain the program and to develop and implement initiatives that will serve to enhance the program. Despite resource limitations the quality of the program has largely been maintained. The identification of the need for specific resource enhancements should be directly tied to program goals and objectives as identified during the strategic planning process.

7. **Other Issues**
   a. By its nature, HSM is an interprofessional program. Both the undergraduate and future graduate programs should capitalize on this unique aspect of the program within courses, the practicum and the program at-large.
   b. Some concern was raised about the nature of the relationship with the Chang School in in terms of the development of online courses. In particular, the challenges associated with ensuring that the

content of the in-class courses matches with the online versions as there may be some lag-time in updating online courses. Also, as the program faculty consider more innovative delivery models, such as hybrid courses, it remains unclear who might have ownership/responsibility for the development and/or maintenance of these types of courses.

Recommendations:
1. **Conduct a strategic planning session**
2. **Develop a marketing plan**
3. **Adopt some systematic curriculum planning and development model/process**
4. **Review and revise policies and procedures related to the practicum**
5. **Enhance process for developing, reporting and monitoring quality indicators**
6. **Enhance resources and supports available to the program and its faculty**

11. SCHOOL OF HEALTH SERVICES MANAGEMENT (SHSM) RESPONSE TO HEALTH SERVICES MANAGEMENT PRT REPORT

Introduction

The SHSM HSM Program, a part-time Bachelor of Health Administration (BHA) degree completion program, was reviewed in January 2015. This memo comprises the School's response to the Peer Review Team Report (February 22, 2015). This review follows the 2014 review of the SHSM's sister program in Health Information Management (HIM), which also leads to a BHA and shares some required and professionally related courses. Many issues raised and addressed during and after the HIM review process are relevant to the HSM program. The Reviewers composed a very useful and thoughtful report that will help improve the Program.

In 2015-16 the School produced an academic plan consistent with those pronounced at the Faculty (TRSM) and University levels. The most important objective of the plan is to introduce a part time Master of Health Services Management and Innovation. This will build on the current BHA's strengths, and acknowledge the credential creep occurring in healthcare, as it is in many sectors. A LOI has been developed for posting, and the SHSM's intention to propose this program has been endorsed by the Provost, and the Deans of YSGS and TRSM.

The SHSM is small School undergoing changes.   It comprises a Director, one recently tenured RFA faculty and a new HIM Assistant Professor. There is also a one-year LTF due to the retirement from July of a long serving faculty/Director. The HSM program has 221 students (headcount, June 2015), and overlaps with the HIM program (100). CE certificates overseen by the School (Health Informatics and Health Services Management), both which can ladder into the BHA, comprise about 290 students.   The SHSM now delivers about 40 undergraduate (or shared with CE) sections a year, as well as one MBA class. In 2015-16 about 15 sections, or about 38%, will be RFA-taught.

The general view expressed by the reviewers is that the program is good quality and that School administration and faculty are capable and committed. The major criticisms are that a key element, the capstone Practicum research project is too labour-intensive for students and the School, and the School requires a strategic analysis of its curriculum, performance and promotion initiatives. The reviewers agreed with the HIM program reviewers a year earlier that the School requires program support resources to help address the concerns raised.

General assessments

The SHSM agrees with the reviewers that the HSM program is useful for its students; though labour-intensive in terms of delivery. The SHSM also concurs with the overall opinion, expressed throughout the review, that the School's approach lacks a longer term strategic orientation; rather the goal is to focus only on maintaining the program. It must be said that merely sustaining the program consumes a

considerable amount of the School's administrative resources (Director and DA), not an unusual situation when teaching resources are highly leveraged; sessional and LTF faculty are not expected to make substantive administrative contributions, though they require administrative attention themselves.

Admission requirements and candidate pool. The reviewers generally support the SHSM's approach to admissions. Their suggestion to remove references to "post-baccalaureate" candidates from the self-study reflects a minor misunderstanding. While the program is, as the Reviewers recognize, for diploma holders, there also are some undergraduate degree holders.

The requirement of current health sector employment has been, as noted by the reviewers, stretched to beyond the original program targets (clinical or technical service providers) to include those in administrative support roles. This of course tries to ensure students know the sector and are able to secure and deliver useful practicum projects.

While we do not have complete data, it seems apparent that our candidate student pool, diploma-holding healthcare services workers, is declining. The trend for Ontario's Registered Nurses, though arguably positive for the profession, is negative for our program. For ten years RN programs have only offered degrees. The result is that the share of Ontario RNs with degrees increased from 24% in 2005 to 45% in 2014. This is significant because RNs comprise about half of regulated health in professionals, excepting those that all require degrees (e.g. physicians, pharmacists, physio and occupational therapists). Further, there has been a growth in joint college-university programs offering degrees in professions where the minimum qualification was a diploma.

Marketing. The School should develop a more formal marketing plan because there still are a substantial number of potential students. The niche nature of the program makes it difficult to promote on a broad scale. Since it is degree completion, it cannot be effectively promoted to high school graduates (and their parents), nor to students seeking graduate degrees. We have therefore relied on personal contacts in the industry, advertising in "Hospital News" and visits to colleges. The CE linkage helps because its substantial marketing resources produce HSM certificate students who sometimes progress to the undergraduate program.

Assessment of program learning outcomes. The program's alignment with Ryerson's mission and academic plan was confirmed by the reviewers. It could be that regular certification exercises for the Association of University Programs in Hospital Administration (every six years) has contributed to ensuring content is relevant.

The reviewers' suggestion that the School more formally, rather than personally, leverage Ryerson's institutional linkages is a good one in principle. The School has reached out to some organizations with some success. However it must be noted that the student body comprises a broad range of backgrounds and capabilities, and the host organizations are diverse (hospitals, associations, LHINs, long term care organizations) so it is difficult to routinize the practicum placement process.

Curriculum and teaching assessment. As noted, the HSM program conducted curriculum mapping recently that concluded it meets Ontario Council of Universities standards. The reviewers suggested there could be gaps in coverage of key topics such as risk assessment and change management, and noted earlier survey findings that identified other possible shortcomings.

As noted, the Practicum demands considerable commitment from faculty and students. Anecdotal evidence suggests it prepares graduates for post-graduate work, so the school wishes to preserve this rigour. It was also suggested that the School introduce more flexibility in terms of practicum placements, allowing students to work within their own organizations, but at arm's length. The main reasons for this

policy, to reduce potential conflict and to broaden student perspectives, remain. That said, in practice in certain circumstances this rule is occasionally loosened.

Quality indicators and required resources. When the reviewers visited, the School was preparing its own academic plan, which includes the stating of objectives and measures. This will create a report showing performance on the indicators selected.

Attrition.   The reviewers note high attrition rates for the program. 67% of HSM students are in the program after 3 years. While low, this performance compares favourably with numbers in other part-time program rates in Ryerson overall (54%), TRSM (54%) and Community Services (58%).

Research productivity.   The Reviewers commented on the relatively low research productivity of SHSM faculty. This is attributed at least partly to the demands of the program, in terms of both delivery and administration.   It is suggested that program restructuring could help reduce the time demands, which is possible. Administrative supports would also be useful in this regard.

Other issues. The School agrees with the reviewers' comment that the Program's inter-professional nature should be highlighted more explicitly to students. This good idea should be applied to our marketing efforts as well.

Problems associated with the development of online courses are expected when a program delivers courses via CE as well as their own faculties. The issue of aligning in-person and online content, as well as lags in development are unavoidable, and problematic, especially in fast moving fields, such as public policy.

Recommendations
1. Conduct a strategic planning session.
The School will do this in winter or Spring-Summer 2016. The delay is intended to allow the new faculty member to become acquainted with Ryerson and the School, and the outcome of the Master's program proposal to become clear. The session needs to focus broadly on the School's future, not only the HSM program. If it appears very probable the Masters' proposal will be successful, the School will have to seriously consider how to allocate its limited resources. It should be mentioned again that in 2014-15 the School did meet to discuss and develop an Academic Plan, as required by the University.

2. Develop a marketing plan.
The School has discussed and, in the academic plan, described a marketing plan. This involves targeted and regular visits to Colleges associated with health professionals that would benefit from earning a degree. The plan to date remains mostly unexecuted at the time of writing this response.

3. Adopt some systematic curriculum planning development model/process.
This is a fairly general recommendation that should be addressed as the HSM (and HIM) programs continue to develop, and is linked to the previous recommendation. In summer 2015 a survey, developed in the winter term based on a 2012 instrument, will be distributed to current and past students to enable this process. As our faculty stabilizes for the longer run, and the prospects for a Masters' program become clearer, we will have to make choices in terms of both what should be, and can be delivered.

4. Review and revise policies related to the practicum.
As noted above, the practicum project has been identified by these reviewers, as well as the reviewers who assessed the HIM program in 2014, as requiring attention.   The centrality of the project to the BHA program means that it is constantly under informal consideration, particularly as the current Director joined the School two years ago.   The project is demanding of faculty and students; overall though the

School wishes to preserve its basic elements for now. One key issue is that the Association that accredits the program, the AUPHA, requires a practicum. Since our part time students cannot spend a lot of time on site, the project comprises a way of making the practicum a substantial course.

Expectations. We are reluctant to lower the level of requirements we ask of our students. Some students have been delayed starting their projects, and others have had to make significant revisions in order to finish. However from 2011 to 2015, there have been 110 graduates of the programs (HSM and HIM). During this period only three have failed the Practicum; two retook it and passed, and one has not tried again. This suggests that students are well prepared for the demands of the project.

The main reason for retaining the project rigour is linked to the School's aspirations for the Master's program. We wish to retain this capability to enable Master's level MRPs so we can apply it to the new program. Should we be successful in this aspiration it may make sense to create a less demanding capstone project in the undergraduate program.

Practicum at student's place of work. The School is reluctant to relax the expectation that students complete their practicum at a site different from their workplace. This policy helps put a proper boundary on the project and avoid conflicts, while expanding student experience and networks. It should be noted that in practice this is allowed in certain circumstances. Examples include students in rural locations where there are limited options, or for those working in multi-site organizations (e.g. University Health Network). In all cases safeguards must be in place.

Work with Ryerson partnerships. The suggestion that the School leverage Ryerson's partnerships has been considered. In the past two years the School has reached out a few times to hospitals about more formally instituting arrangements. In these cases the principle is endorsed; however these initiatives have not given rise to placements. One reason could be that the project-focus and the limited on-site time requirement (due to the program's part time nature) make these placements different from more standardized internships.

Further the default approach for our students is that they identify their own sites, which are approved by the Practicum Director. The School assists those unable to identify appropriate preceptors, and maintains contact with a cooperative pool of individuals and organizations willing to take on students. This approach reduces demands on the School to find placements, but makes it difficult to guarantee a constant stream of students for regular partners who prefer greater predictability.

Improve preparation and communication. The issues mentioned notwithstanding, there is room for improvement as suggested. A key initiative would be to improve communication between the advisors, students and preceptors. It is vital too to ensure preceptors are familiar with procedures and expectations. The School can review procedures and policies in other programs which demand research-based deliverables. This may lead to good ideas that can be adopted. Frankly, it is the Director's view that other programs could also learn from HSM approaches in this regard.

5. Enhance process for developing, reporting and monitoring quality indicators.
The SHSM will follow this recommendation through processes demanded by the University and its external accrediting body. As noted, the SHSM has developed an Academic plan and entered it into the "Academic Plan App", as required. We have identified performance indicators that will be reviewed annually as we review SHSM's progress in realizing objectives. Further, as noted we will be surveying graduates and current students in summer 2016. Finally, the School will be producing a self-study report by fall 2017 as it applies for re-certification of its undergraduate programs by the AUPHA.

6. Enhance resources and supports available to the program and its faculty.
The reviewers suggest that the strategic planning process may lead to a more solid case for more resources. The School has been relatively fortunate in the past few years in terms of expanding its permanent or tenure track faculty complement. In 2011 there was only a Director; by 2015-16 there were four RFA faculty including one-year LTF position. The School is hopeful that the University will be able to make a longer term commitment to a potential permanent faculty member who can contribute to the HSM program and SHSM. This would enable the School to have sufficient "critical mass" to sustain and develop School programs, even as faculty take research and/or administrative leaves.

The HSM reviewers indicate the program would benefit from resources to support practicum coordination and related "community outreach", other program administration and coordination tasks, including the development of the Master's program application. This, together with support for SRC activities could raise scholarly output.

The SHSM supports this view, of course, but is not empowered to implement it. Recently, since the administrative headcount has not been increased, the School hired people to support projects (e.g. survey construction, competition/market assessment) on an ad hoc basis, which can be appropriate. We have not engaged casual staff to assist with marketing or other outreach, believing it is best to have full time employees represent us externally.

12. DEAN'S RESPONSE (Dr. Steven Murphy)
The School of Health Services Management (HSM) has received and reflected upon the collegial suggestions provided in the Program Peer Review Team (PRT) report. Both the PRT recommendations and the subsequent HSM responses and recommendations were thoughtful and generally seen as valuable to the future development of health services management education in the Ted Rogers School of Management (TRSM).

It should be noted that many of the issues raised through the Periodic Program Review (PPR) process for HSM are aligned with the issues raised in the recent Health Information Management (HIM) PPR and were addressed in the Dean's Response of April 16, 2014. Issues of resourcing and future planning are seen as important in guiding the direction for the future of both the HSM and HIM programs. With the submission to the Academic Planning process and a commitment to a strategic review of the program in early to mid-2016 the Chair and faculty are committed to addressing the recommendations put forth by the PRT specifically related to review of curriculum, staffing and faculty resources, marketing strategies and the policies related to the practicum.

As indicated in the HIM responses the opportunity to develop a Master's program continues to offer the greatest potential for reshaping the School toward a sustainable future. The changes in academic qualifications of potential HSM students have been recognized as well as the changing competitive offerings by other post-secondary institutions. A Master's program would provide the strategic direction for improving upon a well-established practicum and give guidance to curriculum evolution and marketing strategies.

Since the PRT report the program has undertaken surveys of alumni and students that will help inform the upcoming planning processes. There is greater stability within the teaching with the hire provided for HIM and the retaining of Dr. Isaac to oversee the practicums as Practicum Director. Efforts at community outreach have been on-going and with anticipated movement toward a Master's level program these activities will benefit from renewed strategic direction. As noted by the PRT and reinforced by the Chair of the School of Health Services Management the potential for future growth for the program requires strong strategic direction. The health care sector continues to be one of the strongest and growing

employers in the Greater Toronto Area and I wholeheartedly endorse the commitment to identify a sustainable future direction for HSM to serve this educational need.

Consistent with the position taken with the HIM PPR, TRSM is supportive of the School's plans subject to fiscal constraints, finding sustainable increased student enrollments and aspiring toward to graduate level programming.

13. ASC EVALUATION

The Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Health Administration in Health Services Management indicated that, overall, the review was well done and provided an informative evaluation of the program.

The Academic Standards Committee recommends that the program provide a <u>one-year follow-up report</u> as follows:

(1) The status of the initiatives outlined in the Developmental Plan
(2) An overview of the strategic planning outcomes, with reference to plans for addressing both student retention issues and the anticipated external threats to program admissions
(3) Refined program learning outcomes, ensuring they are specific to the Health Services Management program
(4) A report as to how issues of diversity and inclusion are addressed in the curriculum, with a particular focus on required courses
(5) A survey of employers and a summary of the findings

The Academic Standards Committee also recommends a <u>two-year follow-up report</u> as follows:

(1) Mapping and analysis of the required courses to the revised program outcomes

Follow-up Report
In keeping with usual practice, the one-year follow-up report which addresses the recommendation stated in the ASC Evaluation Section is to be submitted to the Dean of the TRSM, the Provost and Vice President Academic, and the Vice Provost Academic by the end of June, 2017. The two-year follow up report is due by the end of June, 2018.

Date of next Periodic Program Review
2023 - 2024

Recommendation
- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Health Services Management Periodic Program Review, TRSM*

B. CRIMINOLOGY PERIODIC PROGRAM REVIEW
1. BASIC INFORMATION
1a. Program/Degree Information and Description
Ryerson University's Department of Criminology offers three academic designations:
- Bachelor of Arts, Criminology
- Minor in Criminology (noted on a student's transcript only)
- Criminal Justice and Criminology certificate (via The G. Raymond Chang School of Continuing Education)

The major focus of the Criminology program is a critical understanding of the structural, administrative, political and professional contexts of the Canadian criminal justice system and its related agencies. The

program examines the "traditional" institutional machinery of justice (i.e., police, courts, corrections), as well as a wide range of relationships between, for example, the state and the individual as victim, accused, offender, worker and professional. Relationships between criminal and non-criminal forms of regulation are also explored.

The program draws on the theories, methods and practices of a broad range of social sciences, including political science, sociology and geography. Within this framework, students examine the scholarly and practical considerations of traditional challenges. At the same time, issues that have emerged in the contemporary Canadian context are considered. Special emphasis is placed on the impact of structural inequalities (e.g., gender, race, class) on individuals, communities and criminal justice outcomes.

1b. Program History
The School of Justice Studies was established in 1996; it was administered by the Department of Psychology until 2002 and offered a part-time degree-completion program in Justice Studies. The School had an academic and professional foundation that was multidisciplinary, rather than specifically psychology-based. In 2002, the School of Justice Studies' administrative home was transferred to the Department of Politics and School of Public Administration. The School of Justice Studies partnered with the Department of Politics and School of Public Administration to offer a four-year BA degree that began with a common first two years and then split off into a more focused program of study in either criminal justice or politics and governance in the last two years. This BA in Criminal Justice (as it was then known) was launched in 2005 with an intake of 100 students, exceeding its enrolment target of 80. The Justice Studies program, meanwhile, remained intact as a separate academic stream, and there was little overlap between the two programs' curricula and students. The Justice Studies program was phased out as of fall 2008.

The Department of Criminal Justice and Criminology became a separate, independent Faculty of Arts department in fall 2006. On November 5, 2013, Ryerson University Senate gave its approval for the department's name to change from the Department of Criminal Justice and Criminology to the Department of Criminology, and for the BA program to change from Criminal Justice to Criminology.

2. DEVELOPMENTS SINCE PREVIOUS PROGRAM REVIEW
The program began in 2005-2006; therefore, this is the first program review.

3. SOCIETAL NEED
3a. Current and Anticipated Societal Need
Contexts
Over the last few decades, the governance of nations, regions and municipalities has become increasingly intricate. Governments and non-governmental and non-profit sectors have had to find new ways of accommodating social, environmental, economic, political and justice issues. This is especially true in urban Ontario, where rapidly changing demographics and social values require innovative solutions, and where issues of social welfare, immigration and social and criminal justice have made the tasks of governance more complex.

Increasingly, governments have turned to the non-profit and voluntary sector to deliver services formerly undertaken by governments directly. In response to these changes, Ryerson's interdisciplinary Criminology program helps to prepare a fresh generation of decision-makers to deal with the new realities facing their communities, cities, regions, nations and the world at large.

Employment Prospects
The Criminology program is professionally relevant and leads to careers in professional and quasi-professional fields. The majority of these positions are in Canada's Western provinces (especially British

Columbia and Alberta); a sizeable number are also located in Montreal, Toronto, Hamilton, Ottawa, St. John's and Halifax.[4]

Human Resources and Skills Development Canada reveals numerous jobs that are available, relevant and of interest to program graduates:

- protective services – from correctional officers, sheriffs and bailiffs to enforcement and regulatory officers
- administrative and regulatory occupations such as court officers and justices of the peace; immigration, employment insurance and revenue officers; executive assistants; and various office-administrator positions
- community and social services, which range from working in group homes and as social service consultants and employment counsellors. Graduates obtain positions helping at-risk children and youth, as well as in other family services-oriented professions, and some choose to pursue religious vocations. Paralegal positions are widely available in Ontario and other provinces.
- psychologists, counsellors and in the more traditional fields of probation and parole-related occupations (The primary demand is and will continue to be specifically for social workers. The reason for this is because Canada has a relatively large aging population, and graduates with backgrounds in socially oriented and interdisciplinary fields are required to respond to seniors' needs. This could include working directly in social services, psychology, education and/or religion-related positions.)
- police forces and fire departments
- managerial as well as more broadly, policy-focused occupations - these include government managers in health and social-policy development, economic analysis, education policy and public administration. Projections to 2020 indicate that there will be a slightly higher number of job seekers than available job openings in these fields. This specific category of occupations usually requires significant years of experience to obtain and thus might not be attainable for graduates directly out of university.

To-date, there have been five graduating classes from the program. The program keeps in touch with alumni through the social website, linkedin.com and through faculty contacts with individual students. An examination of the kinds of positions Criminology students have obtained shows that many students are employed in criminal justice or related fields. Some examples are probation and parole officer, RCMP officer, operations and compliance officer, and security supervisor for a financial institution. Some of the graduates have gone into social service related fields or have created non-profit organizations such as executive director, intake worker, and project manager. Some alumni have found work in unrelated fields such as recruitment and staffing officer, sales and service, social media marketing, and data analysis. Many graduates have gone on to law school (both Canadian law schools and international law schools, particularly in the U.K.) and many have completed graduate studies in various fields (MAs in Public Policy, Immigration and Settlement studies, Criminology, Social Justice). One of the earliest graduates (from the first graduating cohort in 2008-09) is completing a PhD in Law in the UK and has taken a sessional position teaching in the Criminology Program at an Ontario university.

3b. Existing and Anticipated Student Demand
Applications
When the program started in 2005-2006, there were 22 applications for every one person admitted. That ratio increased over the years and hit a peak of 27:1 in 2009-2010; more recently it has declined slightly to 23:1. This high application-to-acceptance ratio stands in contrast to the Faculty of Arts average (17:1) and to Ryerson overall (10:1). It is anticipated that the demand will remain strong and to grow.

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[4] http://www.esdc.gc.ca/en/jobs/index.page

Entrance Averages
Criminology entrance averages have changed – from an average of 78% in 2005-2006 to an average of 84% in 2011-2012 (slightly higher than the current entrance averages for the Faculty of Arts and Ryerson, both of which stand at 82%). 47% of the first cohort (2005-2006) had averages of 80% or higher, and now 92% of the most recent cohort (2012-2013) have averages of 80% or higher. Again, this is considerably above the rest of the Faculty of Arts and Ryerson (overall), where only 70% and 66% (respectively) of the 2012-2013 cohorts had an enterance average of 80% or higher.

Admissions and Current Students
The Criminology program has generally had relative stability in the number of first-year admissions, with from 100 to 110 students admitted each year. Because the department has only ten faculty members, more students cannot be accepted, even though there is clearly demand. Currently, the program is operating at full capacity: nearly 600 students are enrolled. The majority are full-time students. The student population has been relatively stable with regard to gender. Slightly over half the students are female, which is similar to the rest of the Faculty of Arts.

Transfers
In addition to attracting excellent students to the program, high-quality students are being attracted from other programs at Ryerson that share the same Arts common platform. Since fall 2006, the number of transfers into the program has greatly exceeded the number of transfers out (see Figure 1). Since 2011, a 3.0 CGPA minimum has been required for students wishing to transfer into the program from other Arts common platform programs and Undeclared Arts.

Figure 1 – Number of Faculty of Arts students who transfer out of and into Criminology

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Transfers **from** Criminology	5	4	7	2	2	2	1	1
Transfers **into** Criminology	9	18	9	12	14	25	14	13
Net gain into Criminology	**4**	**14**	**2**	**10**	**12**	**23**	**13**	**12**
Total transfers - all Faculty of Arts	50	44	53	60	48	74	121	100

4. PROGRAM LEARNING OUTCOMES
4a. Program Learning Outcomes
The Department of Criminology has seven intended program learning outcomes that address the knowledge, skills and values that are anticipated students will have developed by the time they have been graduated:
1. Demonstrates a critical working knowledge of the organization and operation of the criminal justice system, including current criminological research, different theoretical perspectives, key concepts and the interdisciplinary nature of criminal justice.
2. Applies critical perspectives based on concepts of social inequality and the impact of the administration of justice in reproducing or creating inequality.
3. Critically reviews social and socio-legal policies; effectively assesses factors in the policy-development process; uses that critical assessment to propose research questions, appropriate methodology and solutions to social and social-legal problems.
4. Analyzes the social context in which the criminal justice system operates as well as the shifting boundaries of crime and other forms of social regulation in local and international contexts.
5. Critically reviews, evaluates and uses qualitative and quantitative sources of information; synthesizes research finding and effectively communicates results. Identifies the limits of current knowledge and directions for further research.
6. Communicates effectively with diverse audiences in various forms.

7. Works independently and collaborates reflectively and respectfully with a diverse range of individuals and groups.

4b. Program Consistency with other Academic Plans
i. Consistency with the five principal priorities in *Shaping Our Future: Academic plan for 2008-2013*

Priority 1: High Quality, Societally-Relevant Undergraduate and Graduate Programs
The Criminology program accords with Ryerson's tradition of societally-relevant career-oriented education. It is professionally relevant and leads to careers in professional and quasi-professional fields. The program is helping students acquire the skills necessary for a career in the public sector, advocacy groups and other organizations that interact with the public sector.

Program students participate in the Arts common platform. The curricular flexibility of this common platform – including allowing students to transfer to and from the program to other Arts common-platform programs, to pursue any minor offered at Ryerson and to access a wide range of professionally-related electives – is consistent with the university's 2008-2013 academic plan for undergraduate programs.

Within the program's curriculum itself, the first two years provide students with a multidisciplinary social-sciences focus. Students are introduced to the subject of criminal justice through introductory core courses that provide an overview and assessment of the administration of the criminal justice system in Canada, the main theories of criminality and the nature and extent of crime in Canada. Students acquire skills and knowledge in academic writing, research and critical thinking, and they choose electives from a broad range of areas, such as business, law and the natural sciences.

Professionally-related electives give students extensive multidisciplinary learning opportunities throughout their upper years of study. In addition to program courses, students can choose courses from a broad range of subject areas that complement their professional studies and broaden their career preparation. These include courses in business communication, human resources management, law, non-profit and voluntary sector management, interdisciplinary studies, economics, geography, politics and governance, sociology, psychology, biology, chemistry, mathematics and physics. The Criminology Minor enables students to couple studies in the field with a major in another discipline.

Priority 2: Student Engagement and Success
There is considerable interest among faculty members in developing more experiential learning opportunities and, thereby, enhancing student engagement. Most Criminology courses tend to have large enrolments (80-100 students); therefore, achieving this goal has been difficult. Attempts are made to engage students through extra-curricular events such as career days, public lectures and film nights. Funding has been sought for awards for students and they are assisted with various student-driven activities.

Priority 3: Learning and Teaching Excellence
To every extent possible, faculty members are given courses to teach that are related to their own research, thus leading to a close fit between teaching and research. Moreover, many faculty members engage students in their scholarly endeavours by employing them as research assistants or by hiring them to work on special Ryerson-funded projects.

Priority 4: Scholarly, Research and Creative Intensity
Faculty members' scholarly research and creative (SRC) activities have grown steadily over the past six years. Of particular note is the fact that faculty members have attracted competitive external funding, made constructive use of internal funding opportunities, established intra- and inter-university

collaborations, partnered with local communities and clinics and conducted (funded) research for government.

Faculty members have used their grant money to conduct research that highlights Ryerson's status as a distinctively urban, global and multicultural institution. Their funded research has tended to focus on the impacts of state law, policy and practices on local communities and on means of improving access to justice for members of disadvantaged groups. The benefits of this research include dissemination of theoretical and empirical knowledge, assistance in shaping government law and policy, cultivation of trust and support between academia and local communities, reinforcement of the work of community organizations, professionalization of student assistants and the fuller realization of the department's educational and curricular goals. Faculty members' SRC activities have produced a wide range of outcomes, including scholarly publications in leading peer-reviewed journals in disciplines such as criminology, sociology and law; commissioned reports; community outreach projects; improvements to department, faculty and university curricula and teaching; and conference/workshop organization and participation.

Priority 5: Reputation
Faculty members enhance the department's and Ryerson's reputations through their involvement in regional and international academic conferences, public lectures, community panels/workshops and professional associations. Faculty members have helped to organize and present at community panels/workshops on various topics (e.g., security/terrorism; trends in criminal justice policy; doing community-based research; policies) for government and other agencies. Community panels and various public lectures have been organized. Faculty members serve on relevant boards and participate in a range of professional associations. One faculty member is involved in producing *Criminology Highlights*, which is a criminological research information service run by University of Toronto professors, and funded by the Ontario Ministry of the Attorney General.

ii. Ryerson's Criminology program's alignment with the three Faculty of Arts common foundation goals:

Goal 1: Breadth of Knowledge
Given the interdisciplinary nature of the Criminology program, the curriculum covers a wide variety of theories and methodologies. The first program learning outcome focuses on ensuring that students develop a critical working knowledge of different theoretical perspectives, key concepts and the interdisciplinary nature of criminal justice.

Goal 2: Foundational Skills
This goal focuses on developing students' critical abilities to compile, read, analyze, evaluate and synthesize various forms of information and data, as well as to communicate and argue effectively in written, oral and other modes. These achievements mirror the program learning outcomes: being able to critically review, evaluate and use qualitative and quantitative sources of information; synthesize research findings, and to effectively communicate with diverse audiences in various forms.

Goal 3: Attitudes and Values
This goal focuses on fostering students' curiosity; creativity; constructive scepticism; intellectual responsibility; openness to diverse knowledge, approaches and identities; and enthusiasm for scholarly endeavours and civic engagement. This broad range of results permeates the program learning outcomes; most of which focus on students developing a critical working knowledge, perspectives and assessments as in program learning outcomes 1, 2 and 3. Finally, program learning outcome 5 focuses on different types of knowledge and approaches (qualitative and quantitative), while program learning outcomes 6 and 7 focus on students effectively communicating and working in various forms with a diverse range of individuals and groups.

5. ACADEMIC QUALITY
5a. Description of the Program Curriculum and Structure
The four-year baccalaureate degree program in Criminology shares a common first year platform and offers basic knowledge of theories, methods and practices of a broad range of social sciences and humanities. The final three years focus on specialized study of criminal justice issues.

Students learn to question the assumptions behind the administrative practice and policies that emerge from a variety of sources, and to evaluate them on a range of criteria, including the empirical, theoretical and ethical bases. Their studies include an analysis of the influence of race, class, gender and other forms of social inequality on the administration of criminal justice, and the tools to engage constructively with both state and non-state/community responses to crime are a theme throughout. The latter includes analyses of events that initiate the criminal process, the various paths through which criminal cases proceed, the professional roles and responsibilities of workers within that process, prospects of reform and the politics that provide the professional context in which decisions are made.

    Required Courses – 13
    Required Elective Courses – 6
    Professional Elective Courses – 8
    Professionally Related Electives Courses – 7
    Liberal Studies Courses – 6
        TOTAL – 40

CRIMINOLOGY CURRICULUM
1st & 2nd Semester
REQUIRED:
CRM 100 Introduction to Canadian Criminal Justice
CRM 102 Introduction to Criminology
SSH 105 Critical Thinking I
SSH 205 Academic Writing and Research
REQUIRED GROUP 1: Four courses from Table I.
PROFESSIONALLY-RELATED: One course from Table I or III.
PROFESSIONALLY-RELATED: One course from Table III.
3rd & 4th Semester
REQUIRED:
CRM 200 Criminal Law
CRM 202 Victims and the Criminal Process
CRM 204 Criminal Justice Research and Statistics
CRM 402 Criminal Justice and Social Inequality
SSH 301 Research Design and Qualitative Methods
LIBERAL STUDIES: Two courses from Table A.
PROFESSIONAL: Two courses from Table II.
PROFESSIONALLY-RELATED: One course from Table I, Table III or Table IV.
5th & 6th Semester
REQUIRED:
CRM 322 Ethics in Canada
CRM 324 Security Threats
REQUIRED GROUP 1: Two courses from the following:
CRM 300 Policing in Canada
CRM 306 Corrections in Canada
CRM 308 Criminal Courts in Canada
LIBERAL STUDIES: Two courses from Table B.

PROFESSIONAL: Two courses from Table II. PROFESSIONALLY-RELATED: Two courses from Table III or Table IV.
7th & 8th Semester REQUIRED: 　　CRM 404 Criminal Justice Policy 　　CRM 406 Seminar in Criminal Justice LIBERAL STUDIES: Two courses from Table B. PROFESSIONAL: Four courses from Table II. PROFESSIONALLY-RELATED: Two courses from Table III or Table IV.

The Department of Criminology offers one section each of two Liberal Studies courses to non-program students: one lower-level course (CRM 101: Understanding Crime in Canadian Society) and one upper-level course (CRM 601: Violence in Society).

To date, graduates of the program have completed the following eight minors: Psychology (52 students), Sociology (26 students), Politics (23 students), Law (22 students), Human Resources (4 students), Child and Youth Care (2 students), Biology (1 student) and Marketing (1 student).

Program Learning Outcomes
Student survey results indicate that the courses are enabling students to achieve proficiency relative to all of the program learning outcomes. All seven program learning outcomes are continually addressed in many of the courses; this stands to reason, given their interrelated nature. For example, learning outcome 4 links to concepts from learning outcome 2. In addition, the program – and, therefore, the courses – tends to be interdisciplinary, with many themes cutting across all courses.

The Criminology program is not based on a scaffolding of program learning outcomes, where certain ones are necessary as a foundation upon which later program learning outcomes are introduced. Rather, the depth or complexity of the issues within the outcomes increases as students progress through the program. Many of our courses discuss similar kinds of themes throughout the 4 years of the degree (marginalization of certain groups, inequality, exclusion) across different courses. So, first and second year courses introduce these themes and, generally, third and fourth year courses reinforce and deepen the critical analysis associated with these themes.

Additionally, different aspects of the program learning outcomes are emphasized across the years. The depth to which an outcome is developed differs across the years. For example, within learning outcome 7, collaboration is likely addressed in both first- and fourth-year courses, but at a much greater depth towards the end of the program. In first year, class time may include group exercises to help develop collaborative working skills (e.g., CRM 100: Introduction to Canadian Criminal Justice). However, fourth-year seminars may include small-group student debates and presentations (e.g., CRM 406: Seminar in Criminal Justice).

While there are variations across the program, the first-year courses typically introduce the program's learning outcomes. In second year, there is a mix of introducing and reinforcing learning outcomes, while in third year the emphasis tends to shift towards reinforcing. By fourth year, the emphasis is on ensuring students' proficiency in each of the learning outcomes.

Introduction, reinforcement and proficiency appear to be operating well relative to learning outcomes 1, 6 and 7. However, introduction appears to be lacking for learning outcomes 2, 3 and 4; for example, CRM 100: Introduction to Canadian Criminal Justice, CRM 102: Introduction to Criminology and CRM 202: Victims and the Criminal Process are the only three courses that introduce learning outcome 4. For learning outcomes 3 and 5, less time than ideal is spent empowering students to achieve proficiency.

Given the fact that most learning outcomes are addressed in most of the courses, there might be overlap in content that could be reduced. Some courses could perhaps move from reinforcing to proficiency either by deepening the attention that is accorded to certain outcomes or by focusing on different aspects within them.

It needs to be considered whether enough time is spent introducing students to learning outcomes 2, 3 and 4. It might be that more time be spent in second year introducing those learning outcomes. Part of the problem may be that there are only 3 second-year courses. Because social inequality is such an important concept in the study of criminal justice and criminology, many of the program learning outcomes relate to topics and theories pertaining to it. Currently students do not complete CRM 402: Criminal Justice and Social Inequality until their third or fourth year. Changing the curriculum so that social inequality becomes the focus of a second-year course would probably be highly beneficial both for students' knowledge development and for ensuring a fuller introduction of the learning outcomes at an earlier stage of the program.

Despite the fact there are large class sizes and no tutorials, ways must be developed to ensure that students develop their oral communication skills. Similarly, it needs to be better understood the reasons why students do not find group work as effective as other teaching methods and then develop ways to improve this component of their learning experience.

5b. Diversity and Inclusion
Diversity and inclusion is intentionally integrated into the Criminology curriculum, beginning with the two required introductory courses (CRM 100: Introduction to Canadian Criminal Justice and CRM 102: Introduction to Criminology), which address diversity and inclusion in the context of social inequality and critical approaches to criminology. Additional required courses that incorporate significant attention to diversity and inclusion include CRM 402: Criminal Justice and Social Inequality and CRM 400: Indigenous Governance and Justice. While calendar descriptions provide the framework for the substance of all the courses, faculty choices of specific topics (e.g., genocide, the structural and historical roots of exclusion in the law, racialization and criminal justice policy) extend the exploration of diversity and inclusion throughout the program. Two new electives have recently been opened: CRM 205: Gender, Sexuality and the Law and CRM 206: Race, Ethnicity and Justice – that enhance the curricular commitment to diversity and inclusion.

Complementing the formal exploration of diversity and inclusion in their courses, faculty members employ a broad range of related teaching techniques and tools that help to reinforce the diversity and inclusion content. These include films, guest speakers from community-based organizations and specific case studies.

5c. Curriculum and Structure - Undergraduate Degree Level Expectations
The curriculum and structure adhere to the guidelines set by the Ontario Council of Academic Vice-Presidents (OCAV) on the intellectual and creative development of students. Throughout the curriculum (years 1 through 4) all courses provide students with a critical understanding of the social and legal institutions involved in governing justice involved individuals and given the interdisciplinary nature of the field of Criminology and the variety of disciplines reflected by the faculty, multiple perspectives on these questions are provided. All courses require students to provide one written evaluation and, therefore, students leave the program having written assignments or essays in every course taken from 1st to 4th year. Quantitative and qualitative methodologies are introduced at the 2nd and 3rd year levels which allow students the tools to review and critically evaluate statistics and research in justice related fields. The application of knowledge is assessed using case studies, case law, personal reflection through field

observation (for example in observing court cases) and applying this to the substantive materials in the course.

5d. Curriculum Development

The Criminology program's curriculum has evolved over the years to ensure currency in the field of criminal justice scholarship and to provide students with electives in a broader range of areas that mirror new faculty members' research. A Departmental Curriculum Committee considers proposed changes from faculty members (and, at times, from students) on an ongoing basis. Curriculum changes often occur as the result of Faculty of Arts-wide initiatives that have an impact beyond the program. While less common, previous revisions to the curriculum have been made as a response to discussions at the department's annual year-end retreat, and at the suggestion of members of the Advisory Council.

5e. Enrolment in Program Courses

Enrolment in Criminology courses (required and elective) has been extremely strong. Data from the past three years show that the vast majority of courses are almost full or in some cases over capacity. This has occurred while raising the enrolment caps each year. High student enrolment (which is partly the result of opening a number of courses to non-program students) allows us to provide access to all of the courses described in the course offerings. For the most part, there are multiple instructors who have taught/can teach these courses, and it is therefore possible to run all of the courses each year. There are, however, some anomalous courses for which, in certain years, enrolment has been low.

5f. Relationship to Current Discipline and Profession

Disciplinary and professional currency is the cornerstone of the Department Criminology. The range and depth of faculty members' scholarship and community engagement strongly support the program's seven learning outcomes. While the curriculum focuses on policy and reform, faculty members bring into the classroom their experiences with grassroots initiatives, as well as findings from their research and those of their academic peers.

All faculty members are active researchers in their respective disciplines and publish extensively in peer-reviewed journals. In addition, there is a high degree of participation in professional and academic societies. Acting as reviewers for scholarly journals is an additional way faculty members remain current. An examination of other Criminology/Public Policy and Criminology and Socio-legal studies programs in the GTA and surrounding area shows that the program covers the main tenets of the field of Criminology, as well as providing currency in courses that relate to the areas in which there have been recent hires (immigration, migration and crime; public spaces and the historical constitution of various laws regarding crowd violence, public protest and criminal justice responses).

Professional Practice

Throughout the curriculum there is an emphasis on the professional and ethical responsibilities of people who work in the criminal justice system and wider social services. In particular, the required course CRM 322: Ethics in Criminal Justice exposes students to the matter of ethics in public/private policing, the legal profession and in correctional settings.

Students' interests tend to include the acquisition of skills and knowledge essential for policing/law enforcement, legal practice, policy and government work and graduate school. Career fairs are organized several times a year. These events expose students to career options (especially policing/law enforcement, community advocacy, law school and graduate school), put them in contact with practitioners in various fields and help them think about how to build their resumes. Outside these fairs, faculty members have been excellent at providing career advice and support.

Accreditation
Not applicable.

5g. Student Engagement
i. Teaching Methods and Innovative or Creative Content Delivery
The Criminology program is delivered through traditional classroom-based lectures using a variety of teaching techniques (online or distance-education courses are not offered). We have found that classroom-based delivery is the best way to ensure that students develop a critical working knowledge of the justice system the development and implementation of social and legal policies; and broader issues that affect or flow from social policies.

Because the vast majority of Criminology courses have high caps on enrolment, options for content delivery are restricted. All courses are delivered through lectures; however, there is diversity among teaching techniques. In first-year courses many teaching techniques involve dividing students into smaller groups to analyze cases, explore the impacts of policies and spark debates about issues. These smaller-group discussions encourage active learning, as students engage with issues rather than passively listening to lectures. Films are employed – typically, documentaries – and guest speakers to expose students to different perspectives.

In CRM 200 student groups explore brief vignettes in order to identify and apply elements of criminal offences and to reflect on how those offences do, or do not, reflect background social values (learning outcomes 2 and 4). In CRM 204, aspects of data collection, coding and interpretation are introduced, and students work in groups to critically analyze the benefits, drawbacks and limits to various approaches (outcome 5).

Third-year courses tend to supplement traditional lectures with various small-group exercises, guest speakers and films. Group work differs in terms of content, structure and objectives across the various courses; for example, in CRM 306 students are given cases to sentence using the relevant sentencing section from the Criminal Code (S.718). The type of offence committed and the characteristics of the offender vary across different cases; as students debate in groups what the sentences should be and engage with the legislation, they quickly see how sentencing disparity occurs. This helps students develop a critical understanding not only of legal policy, but also its effects across communities (learning outcome 2 and, to some extent, 4).

In other third-year courses, group work varies in form and substance. For example, in CRM 316: International Perspectives and CRM 324: Security Threats, in-class group work takes the forms of debates. Students discuss the issues in smaller groups and then present their ideas to the larger class. This method encourages the development of communication skills and collaboration (learning outcomes 6 and 7; it also supports aspects of learning outcomes 2, 3 and 4).

Third-year courses that focus on specialized topics tend to use a diverse range of small-group work to help facilitate learning. For example, in CRM 310, students are divided into groups and engage directly in research activities such as conducting and transcribing interviews. Because this class tends to be relatively small (N=25), students go outside the classroom in order to conduct an ethnographic observation in a public space. In CRM 322, the small-group exercises focus on writing one-paragraph summaries of the main arguments contained in assigned journal readings. Oral discussions of ethical concepts are then developed, including the frameworks and principles of various ethical issues.

In fourth year there is greater emphasis on group presentations. This method helps students to develop effective communication skills and the ability to work independently, collaboratively and respectfully with individuals and groups. To some extent, these goals are addressed even in the lower-level, large

courses through the group work and exercises. The difference in the fourth-year small-seminar courses is that there is a much greater emphasis on formalizing the processes of materials synthesis, discussion, debate and formal public presentation.

In addition, during fourth year, students have some opportunities for experiential learning. For example, one of the sections of CRM 406: Seminar on Criminal Justice – on alternatives to formal justice processing – includes a field trip to a local court for observation, and a discussion is usually held with one of the presiding judges. Later during the same course, a guest from an international organization facilitates a restorative justice circle on a topic chosen by students.

ii. Partnerships or Collaborative Agreements

There are partnerships in place for international exchange opportunities in two locations: Stirling University in Stirling, Scotland, and RMIT University in Melbourne, Australia. In 2012-2013 a student was approved to take courses at the Hebrew University of Jerusalem on a letter of permission. As of May 2016 we have had 21 exchanges for Nottingham Trent, RMIT in Australia, and Stirling University in Scotland. The student experience is greatly enhanced through these exchanges, and anecdotal confirmation from these students show that these exchanges are life-changing experiences. Other opportunities for exchange partnerships with universities in Glasgow, Scotland, and Durban, South Africa are being analyzed.

The 2011 NSSE results indicate that the percentage of 4th-year students who have studied abroad is lower among students in Arts than in Ryerson overall (6% versus 8%, respectively). There were also significant differences among Arts programs. Few 4th-year Criminology students (as well as International Economics and Finance students) have studied abroad compared to their counterparts in Arts and Contemporary Studies, Geographic Analysis and Psychology.

Students also participate in CINT 912: Community Development, International Field Experience. In past years, this course has involved selected students in community service in New Orleans. Beginning in summer 2013, students instead assisted in First Nations Northern Communities in Ontario. IN 2012-13, out of 40 applicants, 3 were selected, including 2 Criminology students.

iii. Experiential Learning Opportunities

It is not until their fourth year that Criminology students are provided with a significant course-based experiential learning opportunity: a field trip either to observe a criminal court in session or to participate in a restorative justice circle. It would be beneficial to provide more experiential learning opportunities for students; however, Criminology's small faculty complement often makes it difficult to go beyond traditional classroom teaching techniques. Many courses – and students – would benefit from being more directly engaged with aspects around policing, the courts and corrections.

There are some pockets of experiential learning on a small scale such as:
- attending a Gladue court (courts designed for Aboriginals
- observing youth court hearings
- role-playing circle sentencing based on the facts of an actual case at an international organization
- conducting and transcribing interviews, conducting participant observation and writing critical refection papers on their field work
- conducting a photo-voice project
- participating in a mock trial

As well, other experiential learning initiatives include:
- ongoing discussions with the Service Learning Coordinator regarding how, given the limited resources, experiential learning can be expanded

- a yearly self-supervised prison field trip, which entails touring 3-4 federal correctional institutions in the Kingston area, organized by members of the Criminal Justice Students' Union
- the VAST Program (Volunteers Assisting Students and Teachers). VAST is an opportunity for Arts students to volunteer as classroom assistants with students from Junior Kindergarten to Grade 8 at schools in Regent Park and Parkdale. Of the approximately 460 students that have participated in VAST since fall 2007, 13% were Criminology students.
- the INVOLVED program which assists students in exploring real-world issues and gaining hands-on experience through volunteering on campus or in the community. Thirteen Criminology students participated in INVOLVED workshops in fall 2012, and more than half had secured placements by November 2012.
- the SEC (Student Experience Centre) has worked with Criminology faculty members to develop an alternative assignment model that provided a framework for students to analyze their community experience in relation to course concepts and peer-reviewed literature. Faculty encouraged students to submit a learning portfolio, through which students demonstrated their ongoing learning in the community experience.
- FEAT's (Fostering, Empowering, Advocating, Together for Children of Incarcerated Parents) youth mentorship and drop-in programs where they assisted the children with homework, mentoring and activities. In the fall of 2013, approximately 40 Criminology students volunteered weekly with FEAT.

5h. Student Assessment

Many of the objectives are related to developing a critical working knowledge of the justice system; social policies and the development/implementation of social-legal policies; and broader issues that impact or flow from social policies. Thus, the social context in which the criminal justice system operates must be critically analyzed, along with the shifting boundaries of crime and other forms of social regulation, and skills need to be assessed through various kinds of evaluations. Underpinning this critical knowledge and analysis is the ability to evaluate and use qualitative and quantitative sources of information and the ability to identify the limits of current knowledge and directions for further research.

To summarize our students assessments based upon our mapping exercise, the larger courses (1st and 2nd year predominantly and around 100-150 students) evaluations are assessing a working knowledge of the criminal justice system, criminological research and theory and key concepts/themes in the course. Students are broadly introduced to critical evaluation of the operation of the criminal justice system and wider bodies of legal governance. This is accomplished through written assignments (critical analysis and substantive knowledge); short answer (working knowledge of the system and key concepts or themes); and multiple choice (substantive knowledge).

In mid-size courses (2nd and 3rd year ranging from 60-80 students) evaluations are more heavily based upon written essays (critical analysis/engagement with criminological research or theory/knowledge of the field) as well as some evaluation of substantive knowledge through multiple choice and short answer testing.

In smaller courses (4th year, ranging from 25-60 students) the focus is heavily based upon written papers (critical analysis/engagement with criminological research or theory/knowledge of the field) and oral presentations in groups (the ability to communicate ideas orally and integrate course content and independent research/the ability to facilitate a group discussion on a key topic and weave in course concepts and overall themes).

5i. Student Success and Achievement

Criminology students are relatively positive about their experience in the program and in the academic skills they gain. By fourth year, for example, 70%-90% of students see the courses as having helped them

a great deal or very much to improve their problem-solving/critical thinking, written communication, oral communication and research skills.

As the Criminology program has grown over the years, the program has been relatively successful in retaining the students: historically exceeded the Faculty of Arts in retention rates. Among the 2005 cohort, 61% were retained after three years. While that was higher than the Faculty of Arts (52%), it was lower than Ryerson (66%). The 2006, 2007 and 2008 cohorts all exceeded the Faculty of Arts in retention rates. The most recent cohort for which there is data (2011) indicates a retention rate of 80%, well above the Faculty of Arts (60%) and Ryerson (72%).

Throughout the program's history, a stable or increasing proportion of students in "clear" academic standing after first year has been retained (Table 1).

Table 1: Percentage of students with "clear" standing after one year

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Ryerson	67%	67%	75%	76%	74%	76%	81%	83%
Arts	64%	62%	75%	73%	75%	75%	83%	82%
Criminology	**73%**	**62%**	**77%**	**76%**	**86%**	**79%**	**92%**	**89%**

5j. Variation from GPA Policy
There is no variation from Ryerson's GPA policy.

5k. Library Resources
Ryerson University Library and Archives (RULA) supports the Criminology program's curriculum.
RULA last assessed its holdings related to criminal justice and criminology in 2004, as part of the proposal for a BA in Criminal Justice (as it was then known). At the time, additional funds were requested to improve the monograph and serials holdings, although databases were found to be adequate to support the program. Since that time RULA's collection has grown significantly in all areas.

With respect to RULA's facilities and services available to students and faculty members, there is a sufficient, and growing, number of resources applicable to the program. RULA acquires materials to support undergraduate courses in criminal justice in areas such as, but not limited to, policing, courts, prison systems, theories of crime, criminal law, statistics, ethics, aboriginal justice, youth justice, crime prevention, class, race and gender. The interdisciplinary nature of the program means that the library's collections in the following areas are useful: sociology, politics and governance, psychology, economics, geographic analysis, history and philosophy.

RULA has considerable print and electronic holdings, and it is moving towards acquiring more, a plan that accords with the format students find most effective. Roughly 60% of the Criminology students who completed the student survey in Winter 2012 identified print resources as "very effective" or "effective" in contributing to their learning; meanwhile, 80% found computer-based/electronic sources to be "very effective" or "effective."

5l. Student Surveys, Focus Groups and Graduate Surveys
Student Survey
Results from the survey of two hundred and seventy four undergraduate students in winter 2012 indicate that:
- 63% reported that the program had helped them a great deal or very much, to understand professional/ethical responsibilities or to develop a broad knowledge of the career field
- 60% of fourth-year students agreed or strongly agreed that the program was providing good preparation for their careers (compared to 80% of the students in lower years)

- 30% of fourth-year students reported that the program had helped a great deal or very much, in mastering specific employment-related skills/knowledge (compared to 47% of the students in lower years)

The reasons for this divergence are not clear at this point, in part because the majority of students across all years reported finding the program academically challenging (90%), well-organized (87%) and generally of high quality (88%). Moreover, the majority of students reported feeling the program had helped them improve their critical thinking, written and oral communication and research skills – abilities for which employers would be looking.

The student survey asked about critical thinking (an element that permeates learning outcomes 1-4), written and oral communication (learning outcomes 6 and 7) and research skills (learning outcome 5). While only a small sample of fourth-year students (N=54) responded, the majority of that cohort felt that by fourth-year, the courses they had taken throughout their years had helped them a great deal or very much to improve their problem-solving/critical thinking (70%), to improve their written communication (81%), to improve their research skills (85%) and to improve their oral communication (52%). They were less enthusiastic about courses having been able to help them improve their oral communication because there are no tutorials in the larger classes that help develop that skill. Fourth-year is, for many of students, the first time they are able to make formal presentations.

Students saw greater value in the courses' ability to help them improve various skills as they moved temporally through the program. For example, among each year's cohort of respondents a larger proportion of students reported courses had helped them a great deal or very much to improve their critical thinking, written communication, oral communication and research skills.

Across all years, 68% of students said that the program had them a great deal or very much to improve their written communication skills. The proportions indicating that the program had helped them on this dimension significantly increased over the years; from 53% (first-year) to 81% (fourth-year).

Across all years, roughly 39% of students said that the program had helped them a great deal or very much to improve their oral communication skills. This relatively low percentage is understandable, given how large classes are and how few opportunities there are (until fourth-year) for students to create and deliver oral presentations. While not significant, the trend, again, was for larger proportions of students to feel courses had helped them a great deal or very much to improve this skill as they progressed through the program (30% in first-year to 52% in fourth-year).

Across all years, 70% of students said that the program had helped them a great deal or very much to improve their research skills. Among first-year students, 48% said the courses had helped them on this dimension. By fourth-year, 85% of students felt the courses had helped them a great deal or very much.

According to the survey data, it appears that courses are achieving some fundamental learning outcomes around developing critical thinking, communication and research skills. Students' responses indicate that courses helped them to improve those skills as they move through the curriculum, such that by fourth-year the majority felt that the courses had helped them to improve those skills. The issue that stands out is how to ensure that students develop their oral-communication skills.

The survey data reveal that Criminology students seem generally satisfied with the classroom instruction they receive and, by extension, the methods that faculty members are using. Across all years, 89% reported that classroom instruction is very effective or effective in contributing to their learning. Eighty percent reported that the learning materials (e.g. textbooks, handouts) are very effective or effective in

contributing their learning. However, only 46% reported that group work (a standard teaching method) is very effective or effective in contributing their learning.

The majority (83%) of respondents reported that the tests and examinations that are given are very effective or effective in contributing to their learning. An even larger majority (90%) said the written assignments that are required are very effective or effective in contributing to their learning. The proportion of students who felt that the written assignments are effective significantly increased over the years. This may be a result of the ability to set lengthier, more complex written assignments as classes get smaller from first- through fourth-year.

Graduate Survey
We do not have a survey data on Criminology program graduates.

Employer Survey
Given the small number of program graduates, it is a concern that the results of an employer survey would reveal the identities of the graduates being discussed by the employers. Clearly, this would have raised serious ethical issues. Instead, there are plans in place to determine (via a dedicated LinkedIn site) where students are finding employment. In addition, once there is a sample that is large enough to ensure graduates' privacy, an employer survey will be conducted.

6. ACADEMIC QUALITY INDICATOR ANALYSIS
6a. Faculty
Department of Criminology faculty members maintain significant SRC activities, which reflect their diverse academic backgrounds and expertise. The scale and scope of these activities have grown steadily over the past five to six years. In particular, faculty members have attracted competitive external funding, made constructive use of internal funding opportunities, established intra- and inter-university collaborations, partnered with local communities and clinics, and conducted (funded) research for government.

SRC activities have produced a wide range of outcomes, including scholarly publications; commissioned reports; community outreach projects; improvements to department, faculty and university curricula and teaching; and conference/workshop organization and participation. Faculty members have raised the department's profile by regularly participating in leading national and international conferences, such as those hosted by the American Society of Criminology, the Law and Society Association, and the Canadian Institute for the Administration of Justice. Faculty members have been involved in conference and workshop organization.

Faculty members regularly publish articles in leading peer-reviewed journals in disciplines such as Criminology, sociology and law. In 2013-2014, Criminology faculty authored or co-authored thirteen peer-reviewed articles in a variety of scholarly criminology and related journals and one edited collection for UBC Press.

Criminology faculty members have successfully attracted external and internal research funding. External funding has varied in size and has been received from a range of sources, including SSHRC, the Canadian Institute for the Administration of Justice, Public Safety Canada, Metropolis and the Canadian Institutes of Health Research. Internal funding has been used as a platform for future external funding, the supervision of exceptional undergraduate and graduate students, and the improvement of department, faculty and university-wide teaching.

Faculty members continue to be committed to including undergraduate students in many of their SRC activities through research assistantships, career planning and workshops; and through support of the

Criminal Justice Students' Association. The SRC activities have benefitted students in various ways, including through research assistantships and other means of involving students in faculty members' projects. Collaborations with Ryerson's Law Research Centre have yielded internship opportunities and enhanced the ability to satisfy a high student demand for law-related experiences. In addition, faculty members' community-based research and engagement yields a wide range of relatively intangible benefits, including deepening and reinforcing recognition of students' urban, racial, ethnic, religious and gendered identities. The capacity to weave experiential learning and concrete community involvement into the Criminology program stands as one of the most distinctive and valued traits. The commitment to diversity and social justice inspires students, and their internalization of important social and professional values is improved when course content is delivered by strong role models.

The curriculum is the site where faculty members' SRC activities have the most tangible effects on undergraduate students. As with the research, courses survey the full spectrum of the Criminal Justice process from a critical, interdisciplinary perspective, with an emphasis on power, exclusion and access to justice. Teaching goals include the delivery of a strong, liberal arts education, including a range of intellectual skills germane to professional work in contemporary society. A goal is set for sound, moral development and sensitivity to systemic and socio-economic injustices. This requires a good balance of theory, methodology and experiential learning, all of which derive from faculty members' robust SRC activities.

Lacking a graduate program, faculty have made themselves available to supervise students in other designated programs, including those linked to Immigration and Settlement Studies, Policy Studies and Public Policy and Administration. Every Criminology faculty member has supervised a graduate student (many multiple times) or served on a supervisory or comprehensive review committee.

6b. Students and Graduates
i. Admission Requirements
O.S.S.D. with six Grade 12 U/M courses, including Grade 12 U English. ENG4U/EAE4U is the preferred English. A grade of 70 percent or higher will be required in Grade 12 U English. Subject to competition, candidates may be required to present averages/grades above the minimum.

The admission requirements for entry into the Criminology program are based on grades only. The average grade cut-off has been steadily increasing since the inception of the program; from 77% in 2007, to 85% this past year (These figures relate to Ontario Grade 12 grades.). The most recent admission statistics indicate a cut-off of 85%, and one hundred and twenty four students were accepted (twenty more than was targeted) for the fall of 2013.

ii. Student Qualifications
Statistics for the fall of 2012 show the Criminology student body (years 1-4) is comprised of approximately 60% females and 40% males. The mean age is 21.6 years, and 81.3% are taking a full-time course load. Most (73%) students come from Toronto or the Greater Toronto Area. The percentage of students who enter with an average of 80% or more has been steadily climbing and exceeds the average of students in the Faculty of Arts, and Ryerson more generally.

iii. Enrolment, Retention and Graduation Data
Retaining students has been extremely successful, as has meeting (and in some cases exceeding) enrolment targets. Currently this exceeds both the Faculty of Arts and Ryerson retention rates. Among the first cohort (2005), after three years (by 2008), only 61% were retained. While that was higher than the Faculty of Arts (52%) it was lower than Ryerson (66%). For the most recent cohort for which there is data (2011), within three years (2014) 80% were retained. That was higher than the Faculty of Arts (60%) and Ryerson (72%).

Whether considering retention data after first- or second-year, the pattern remains the same: slightly more students are retained than the Faculty of Arts overall. Most recently, 61% of the Fall 2009 cohort were still with us three years later (in Fall 2012); whereas the Faculty of Arts (overall) had retained 60% of their Fall 2009 cohort.

Given the program's relatively young age, there is not sufficiently robust graduation data to analyze.

iv. Additional Program Feedback
Graduate Employment
Although there is not quantitative data from a representative sample of graduates, it is known that many have gone on to pursue careers in a variety of capacities both inside and outside government. Some graduates work in policing. Others have gained employment as paralegals or are working as law clerks and office managers (specializing in immigration, refugee and family law) in a variety of firms. Some have obtained employment with the government (e.g. policy advisor), others work as counsellors (e.g. immigrant services) and several work at universities (e.g. student–life advisors). Graduates have gone on to work in border control, corrections, fraud investigations for private companies, and various community-based justice agencies that work with at-risk youths and young offenders. Some work in the private sector). One alumna is an account surveillance analyst recruitment consultant in the United Kingdom, and a few have pursued careers as medical representatives in Ontario and other jurisdictions.

Graduates have pursued further education by attending law school. Many others have chosen graduate studies in disciplines such as Criminology; strategic studies; immigration and settlement studies; public policy; journalism; and doctoral studies in law.

7. RESOURCES
7 a. Human Resources
Faculty and Staff - To serve the approximately 600 students who are currently enrolled in the Criminology program (26 of whom are part-time students in the phased-out Justice Studies degree students), we have 10 RFA faculty members and two limited-term faculty members. The Department of Criminology has two support staff, a departmental administrator and an undergraduate program administrator.

The Department of Criminology benefits from the support of staff in the Faculty of Arts Student Experience Centre (SEC). This centre's staff support Criminology students by organizing and administering co-curricular and extra-curricular student activities, and by providing personal and career counselling.

TAs / GAs - The Department of Criminology has not been permitted to hire TAs since 2007-2008. The Office of the Dean, however, approves funds for grading assistants (GAs) for each faculty member for a limited number of hours per academic term.

Curriculum Counselling/Advising - The department's undergraduate program administrator is the primary contact for advising students regarding curriculum matters, which include, but are not restricted to, changes to a student's record, redirection of courses to count in the various course tables, accounting for transfer credits and occasions when a student moves between programs.

7 b. Physical and Financial Resources
Space Allocation - Faculty members and staff are located in individual offices on the 8th floor of Jorgenson Hall, which is shared with members of the Department of Politics and Public Administration and the Department of Psychology.

A significant concern for Criminology is the total lack of work and meeting space for students on the 8th floor of Jorgenson Hall. This is problematic for students who want to work in closer proximity to their professors, particularly during office hours. Perhaps more importantly, the lack of student space fails to engender a sense of community and belonging among students in the program: students are removed from their professors and from one another, and they must seek out other common areas away from the department in which to talk and work together. This situation is made more difficult by the reality that Ryerson students – particularly Faculty of Arts students – have very little common space, in which to gather for academic-meeting purposes. All Ryerson students may meet in the library, while POD 349 serves as the Arts Commons; given the number of Arts students, however, this dedicated space is extremely small.

Laboratory/Studio and Computing Facilities - The Criminology program does not require laboratory or studio facilities. Criminology students do not have dedicated computing facilities in Jorgenson Hall. They can use personal laptops and connect to Ryerson's Wi-Fi system or they can borrow a laptop from the library for a four-hour period when the library is open. Students can access desktop computers set up in the library and in the Faculty of Arts computer labs (in POD 351 and POD 356); however, these computers are often in high demand, particularly at times when many students are busy with research and writing assignments (the recent addition of POD 351 as a second lab has helped to ease the pressure during peak times).

8. STRENGTHS, WEAKNESSES AND OPPORTUNITIES
Strengths
- The main strength identified was faculty expertise; in particular, the interdisciplinary nature of our faculty members, who hold PhDs in a range of disciplines, including sociology, women's studies, social anthropology, law and criminology (which, in its very nature, is interdisciplinary).
- Faculty members engage in critical scholarship and there are excellent research connections between faculty members in areas such as human rights law, policing and governance, Indigenous justice, youth justice and victimology.
- Faculty members have strong community contacts that with non-profit organizations. These connections enable our students to participate with these agencies as volunteers.
- The program's physical location in downtown Toronto allows us to work with these organizations easily and sets us apart from other universities whose campuses are more remote.

Weaknesses
- The department's main area of weakness is the lack of resources, particularly in regard to the faculty complement.
- The department's small faculty size has had an impact on other areas of academic growth; most importantly, it has inhibited our ability to launch a graduate program, create experiential learning opportunities for our students and strengthen faculty members' engagement with students and communities.

Opportunities
- Given the program's location, faculty members' connections ,and student diversity, the Criminology program is ripe with opportunity to:
  - Develop community-based experiential learning
  - Grow the faculty complement
  - Develop a graduate program
  - Foster inter-departmental research collaboration

Threats
- The shortage of faculty members is the main threat facing the Criminology program even though a new faculty member started in August 2013, and there is approval for another tenure-track hire for August 2014 (at that point our full time faculty complement will be 11). Without an adequate faculty

complement of at least 15 tenure track faculty members, we will be unable to develop community-based experiential learning, develop a graduate program and foster inter-departmental research collaboration. For the 2014-15 year we were not provided any new hires which will impede our progress towards graduate programming, increased experiential learning and SRC productivity.

- Without a graduate program, we will not remain competitive with other criminology programs in Southern Ontario. All of the programs in this area (University of Toronto, York University, UOIT, Wilfrid Laurier University–Brantford) have graduate programs in criminology, and the latter two universities launched their undergraduate programs after we did.
- One final (related) threat to note is the overall political climate and "get tough on crime" policies. These threats could undermine our ability to obtain government funding (including grants) as well erode community-based organizations that require government funding in order to partner with post-secondary programs such as ours on research and engagement projects.

9. DEVELOPMENTAL PLAN

The Department of Criminology has been building a strong foundation in substantive areas which has made us an attractive choice for prospective applicants in the field of Criminology. Core areas of scholarly work now include: International perspectives on crime, law, human rights, irregular migration and refugee protection; Canadian national security law and policy; the criminalization of sex workers; international human trafficking; harm reduction approaches in justice systems; youth justice policy and the administration of criminal justice; public perceptions of crime and justice; victims and the justice system; policing and 'race'; indigenous justice; violence and communities; and public order, political culture and urban governance in the nineteenth-century.

Priority #1 Student Engagement and Fostering Community-based Engagement

We have many links with community-based organizations and have created 'experiential learning designated' (EL) courses. We will continue to carve out space for all of our students to have at least one opportunity to receive an 'exceptional learning experience' in the field.

As we expand our curriculum, we also will address issues that were identified in our exercise of mapping of required courses to program learning outcomes. In order to address a potential overlap in learning outcomes, we will have an annual retreat of the curriculum committee to conduct a thorough review of all required courses (examining course outlines and methods of evaluation from the previous year) in order to analyze areas of overlap and time spent on learning outcomes (i.e. 2, 3, and 4) to address any concerns.

Priority #2 Increase SRC excellence and impact

We plan to continue to excellence in research funding through external grants, dissemination of our findings through scholarly publications and conferences and to foster a scholarly environment within the department by launching a graduate program in Criminology (MA Criminology and Social Justice) which is slated to start in fall 2017. The Graduate program will not necessarily impact the undergraduate program in terms of curriculum but it will bring graduate assistants to our department in the field who will be equipped to act as GAs and RAs. The graduate program will also feature a graduate conference showcasing field placement experiences through reflection papers and undergraduate students in Criminology will be invited to listen and participate. The annual conference will provide undergraduate students with a sense for possible careers in the Criminology and Social Justice field as well as insight into graduate level academic work.

Priority #3   Continue to foster interdisciplinarity in the Department of Criminology and build bridges to other faculties/programs

We are truly an interdisciplinary department with 3 PhDs in Criminology (which is by its nature interdisciplinarity); 3 PhDs in Law, 1 PhD in Social Anthropology, 1 PhD in Women's Studies, 1PhD in Sociology and 1PhD in History. Collaboration on research projects brings a healthy mosaic of

perspectives to our scholarly work. Ideally we will hire another 2 tenure track faculty members (2014-15) and 1 more each year after that (2015-16; 2016-17) to have a minimum of 15 faculty members across disciplines to strengthen our interdisciplinary approach. We will build bridges to other faculties to allow for innovative and creative partnerships across disciplines. For example, journalism, social work, nursing, and child and youth care are all extremely relevant to the scholarly work we undertake as well as our perspectives in teaching.

Priority #4 Continue to attract excellent students at the undergraduate level – admissions
The latest admission cycle places Criminology with an entering average of 85% and we received 23 applications for every successful admission. Our program easily met the 2014 target of 123 students with 23 students still on the waiting list (This is 23/53 on the Faculty of Arts waiting list overall) and we had a 13.0% increase from the past year in students choosing Ryerson Criminology as their first choice.

10. PEER REVIEW REPORT
Reviewers:
Professor Kelly Hannah-Moffat, Vice-Dean Undergraduate at the University of Toronto in Mississauga (UTM) and Professor of Sociology, University of Toronto

Professor John Shields, Department of Politics and Public Administration and Co-Director of the Master of Arts in Public Policy and Administration, Ryerson University

1.   Outline of Visit
Our meetings on April 1, 2015 took place primarily in the meeting room in the Department of Criminology at Ryerson University and hence the peer review team was able to get a good sense of the faculty workspace. The reviewers were also offered a tour of the university campus including the newly opened Student Learning Centre on Yonge Street with its extensive study and learning spaces for students.

The Peer Reviewers met with the Chair of the Department of Criminology, the Dean of Arts and the VP Academic. This was followed by a curriculum overview meeting which included the Chair, the Associate Dean of Arts for Students and Undergraduate Studies, and the Department of Criminology Undergraduate Program Director. Separate meetings were held with the 1) program faculty members; 2) curriculum committee members; 3) department staff; 4) current students; 5) recent alumni; and 6) the Provost.

A full complement of program faculty members was present and actively participated in the discussions at the faculty-centred sessions. The value and contribution of the program to Ryerson University's educational offerings was strongly acknowledged by faculty, senior administrators, students, alumni and staff.

2.   General Overview
The Department of Criminology at Ryerson University is a well-established department, which includes 11 faculty members. Criminology is a highly competitive, and high demand a direct entry program with 100-110 admissions each year and about 600 total enrolled students. Students applying for and admitted to this program are among the best high school students in the province with 92% or the incoming class with averages over 80%. At present, the department is operating at full capacity. Although there is demand for this program, the present resources are not able to sustain any further growth. To sustain the impressively high pedagogical quality and levels of community engagement in this program and its reputation, additional faculty resources must accompany program growth or expansion. The student body is diverse and the faculty reflect this diversity.

3.   **Feedback on Evaluation Criteria**

3.1 Objectives (alignment with institution's Plan)

The undergraduate degree in Criminology is very well aligned with Ryerson University's mandate for the delivery of career-centred, experiential and socially relevant education. The program leads to employment in professional and quasi-professional careers in program related fields. There is strong ongoing demand for the program among prospective students. Many graduates of the program also go on to advanced education in Master's programs and professional programs such as law.

While the Ryerson University curricular structure is different and somewhat more complex than most other universities in Canada, there is a clear course path that is laid out (staff support is available to assist and advise students in this regard) for students to clearly navigate the requirements for the degree. The program has clearly identified expected student learning outcomes and is succeeding in providing through its provision of professionally relevant education in criminology Ryerson's and the department's mandate for relevant education that addresses societal need.

The department also places a major emphasis on research excellence, which is also consistent with the strategic plan.

3.2   Admission Requirements

The Criminology program is one of the most popular programs in the Faculty of Arts at Ryerson University with an application-to-acceptance ratio of 23:1 (the Faculty average is 17:1 and Ryerson University overall average ratio 10:1). The average student entrance average for the program stands at some 84% and around 92% of the entering student cohort have averages of 80% or above. Each year about 110 students are admitted and currently just under 600 undergraduate students are registered in the program. The Criminology Program also is a net beneficiary of internal transfer of students from other Ryerson programs.

The general requirements to enter the program from an Ontario High School are completion of a high school certificate with 6 Grade 12 U or M courses with a minimum average of 70%. A U course in English with a minimum average of 70% is also a requirement. While this is the minimum requirement for entrance the very strong student demand means that the actual entrance averages, as noted above, are closer to 80%. Hence, the admissions requirements for the program are high and reflect positively on the quality of the students that are successfully recruited into the program. This program like all other criminology programs are in high demand and able to require high standards of admission. This demand is unlikely to wane in the coming years as criminal justice and related sectors are expanding and increasingly requiring a university degree.

3.3   Curriculum

The Criminology Program is housed in the Faculty of Arts and is part of a first year common platform of courses that provides greater flexibility to students to potentially switch programs. In the social sciences a number of interdisciplinary courses are part of first year programing for Criminology students with the stated goals of developing: 1) breadth of knowledge; 2) foundational skills; and 3) attitudes and values such as curiosity, creativity, openness to diverse thinking, civic engagement and critical thinking. The department easily achieves these goals.

The array of required and optional courses offered for degree completion is in-line with similar programs in Criminology in Canada. Students are required to take two foundational courses: introduction to criminology (CRM102) and an introduction to the criminal justice system (CRM100). The degree offers an interdisciplinary approach to the subject matter. It provides theoretical, critical academic, experiential and professionally-oriented content with a focus on the organization and operation of the criminal justice system, including critical reviews of social and socio-legal justice policies, that prepares students well for

careers and further advanced study related to their disciplinary studies. The curriculum is novel, well aligned with learning outcomes, rationally structured and takes full advantage of a range of pedagogical methods.

The department signaled a need for a wider offering of second year courses and for an earlier introduction to the topic of crime and inequality. The addition of courses on Race, Ethnicity and Justice, Immigration and Refugee Protection in criminal justice, Regulating Public Space, and Gender, Sexuality and Law at the second year level makes for a well-rounded and robust curriculum that prepares students for a range of more specialized topics at the third and fourth year. These adjustments will strengthen the program, as would efforts to reduce class sizes in upper years and continued opportunities for senior students to engage in research projects and undertake their own capstone projects. The program clearly reflects the current state of the discipline. The department would be better able to achieve their stated learning outcomes if the class sizes in upper years were lower and students were able to work more closely with graduate teaching assistants. This department offers an impressive program and range of opportunities for students as compared to other universities and departments of a similar size, but it does appear under-resourced given enrolment demands.

The department provides some for-credit experiential learning opportunities for students and would like to expand in this area, but are limited by the faculty resources. Students benefit immensely from such options and it would be worthwhile and prudent to invest in faculty complement in this unit to enhance this aspect of the curriculum. This is an innovative and unique feature of the Ryerson program relative to other comparable undergraduate criminology programs. Impressively, many faculty are involved in and facilitate student's access to co-curricular experiences; nonetheless, the faculty expressed a need for more support from the Faculty of Arts in order to develop, expand and resource the experiential aspects of their program.

Ryerson has a young, energetic department offering a stellar, high demand program, while also making important research contributions to the discipline. In our opinion the department should be rewarded for its success and well resourced. Given its success at an undergraduate level, it is unfortunate that the department does not have its own graduate program. The presence of a criminology graduate program would offer excellent assistance to the department by way of teaching assistance and graders as well as mentoring for undergraduate students. The absence of teaching assistance means that students have less individual attention and fewer tutorials. It also presents a workload issue for this department that is not as present in other top-ranked criminology departments. The limited amount of grading support at Ryerson makes the faculty, their research accomplishments, enthusiasm and extracurricular activities as well as student's high level of satisfaction even more noteworthy.

We recommend that the department be given additional faculty complement. The addition of 2-3 faculty positions would allow a strong, relatively young and impressive department to excel further, to add to current offerings and reduce some class sizes in upper years to provide greater faculty/student engagement and move toward graduate programing. The department would also benefit from additional support from the Faculty of Arts to enhance their experiential learning offerings.

3.4   Teaching Assessment

The Ryerson faculty use a range of appropriate pedagogical methods to achieve the learning outcomes outlined in the self-study. As noted this approach appears effective and well received by students. The students that we met were quite pleased with the Criminology department and the program. They were satisfied with the opportunities for experiential and extracurricular learning and very positive about the faculty. They felt the faculty were available to students and committed to their teaching and students development.

3.5   Resources

Space

Some concerns about space were raised. It was noted that the boardroom is not sound proof and that it is easy to overhear confidential conversations in offices that share common walls. Additionally, students expressed a desire for some designated student space in the department. We recommend a review of the department's space plan with an effort to create fully integrated student, staff and faculty spaces.

Library

The Ryerson Library has since the creation of the program invested in books and printed periodical literature in the broad area of criminology. The library's physical holdings are sufficient to carry out the program's undergraduate teaching mandate. There is also a very good interlibrary loan system for gaining access to additional printed materials. Where the Ryerson Library has a more impressive presence is in its strategic investments in electronic holdings that are considerable. Importantly, the Ryerson Library is integrated in with the new Student Learning Centre, a state of the art student learning space for Ryerson students. The buildings are physically attached and e-resources are linked into the new learning space.

Faculty Resources

An area of under investment is faculty resources. For a large undergraduate program in considerable demand the current complement of ten tenure/tenure-track faculty members is too small to carry the undergraduate teaching, service and research roles. Faculty carry very heavy teaching and administrative loads which is not sustainable into the future. Additional tenure stream faculty are required, especially in the context of plans to develop/launch a new Master's degree program for which there is clear demand and the Department is strategically positioned to deliver.

A related issue is the heavy teaching load which members of the Department carry and which sits above the Ontario university norm for studies in criminology. Even with such a heavy load department members have been highly successful in delivering their program, maintaining strong research output and in carrying the considerable administrative responsibilities related to their work. The faculty have expressed great enthusiasm for the program and the work they do but there is also evidence of considerable stress carried by faculty members due to the excessive workload this entails. Clearly, this is not a sustainable workload and there is an urgent need for the university to address this situation by investing in additional tenure stream hires and by bringing teaching loads into line with sector norms.

Staff

Generally, the number of administrative staff appear adequate to support the activities of the department and faculty were pleased with their work. Staff did indicate that some additional assistance was needed around some of the responsibilities that they now have, most importantly in regards to maintaining the department's website and event planning. Also expressed is the need for an explicit 'go to' person in the Dean of Arts office to more seamlessly connect with staff around work needs and problems.

Budget

The self-study raises concerns about the department budget not keeping pace with the unprecedented and sustained growth of the criminology program over the past few years and our discussions with the department echoed this concern. From our perspective, this is a highly promising and successful department running an excellent program with few resources. It would be prudent to invest in the department and faculty in order to ensure faculty retention and continued high levels of student satisfaction. It will be difficult to sustain this success in running a high quality program with committed faculty without adequate resources and recognition. The risk of burnout and faculty departures is foreseeable in the absence of such investment. We recommend a revaluation of the departments funding structure and where appropriate additional resources to bring this department in line with current enrolment demands and comparably sized programs.

3.6　Quality Indicators
Faculty
The department has a strong core of experienced faculty members and several promising new hires, so we have no concerns about the competence and capability of the faculty to run the program. Almost all the faculty members have published refereed books, chapters, and/or articles over the past 2 years and many report material currently in submission, which demonstrates that they are active researchers. This is a strong record of productivity for a department the size of Ryerson's. Faculty have also been awarded tri-council funding. The research productivity of the faculty as a whole is impressive.

The teaching load 2/3, which is higher than nearly all-comparable criminology programs with 2/2 loads, will limit the faculty's research capacity and output. We recommend reducing faculty teaching loads to the 2/2 norm. The research productivity is further complicated by the absence of graduate research assistant and teaching assistants. A 2/3 teaching load is more onerous if faculty cannot rely on the support of qualified teaching assistants and a strong cohort of graduate research assistants.

The department is relatively young and there is only a handful of senior faculty who appear to carry a very heavy administrative burden. This is a difficult problem common to many departments. It can be ameliorated through the addition of mid-career faculty and the promotion and retention of promising junior colleagues.

Class sizes
The class sizes are on par with other universities. However, this is one of the few strong programs that do not have the benefit of graduate teaching assistants. This is a limitation that means students have less individualized attention and that tutorials difficult to resource.

Student Retention, Student Academic Standing and Student Assessment of the Program
Student retention and students with clear academic standings have consistently rested above Ryerson's Faculty of Art's rates. Program students also rate their experience with their studies very highly.

In our site visit interview with recent graduates, they expressed their positive experiences with the program and faculty. They indicated that the professors were very accessible, providing excellent feedback, and that the level of instruction and learning was extremely good. They made note of factors such as the personal touch of the faculty, that the program was not too big so students did not become just numbers, and the value of extras, such as field trips, which added value to their overall learning experience. Tellingly, they described Ryerson's Criminology Program as "still home" for them. These graduates would, however, like to see the development of more experiential learning and greater connection of the program with jobs in the field.

Current students in the program, based on our site visit, confirm the graduates' evaluation. They also found the faculty to be very supportive and caring, and that they wish to remain attached to the program after graduation. They also discussed how their professors spoke about pathways to relevant jobs after graduation. In terms of recommendations they talked of the desirability of more job connections linked to the program such as 'work study' options. Staff also strongly expressed their sentiment that the department was a good place to work and that the students, faculty and the Chair treated them fairly and with respect.

3.7　Quality Enhancement
The department has done a curricular review and added new courses to round out the program offerings. As noted in previous sections the quality of the program would be enhanced by the presence of graduate student teaching assistants, and Faculty of Arts support for experiential learning initiatives.

4.   Other Observations

The students we met expressed a desire to maintain their contact and involvement with the department after graduation. This desire speaks to the quality of education being delivered and it presents an opportunity for the department to cultivate a strong alumni base.

The department indicated an interest in providing a Master's degree in Criminology and Social Justice. There are several other competitive programs in the region and it is surprising that Ryerson does not have a graduate program. The department would be competitive in this area and there is increased demand for graduate and undergraduate programs in criminology. The Master's program would have the added benefit of enhancing the undergraduate program by providing teaching assistants and in supporting faculty research and grants.

5.   Summary and Recommendations

   a. While recognizing budgetary limits, we recommend that Criminology continue to be given new faculty positions and that these hires be consistent with the department's strategic plan.
   b. The faculty of Arts could consider providing additional support for experiential learning in this department, as it is a unique and distinguishing feature of this program that gives it a competitive edge over comparable programs.
   c. We recommend a review of the department's funding and base budget as it pertains to past and projected growth in the program. And that the department work with the Dean's office to determine how provide teaching assistance support to faculty, especially in large classes.
   d. We recommend the department continue to pursue the development of a Master's program in Criminology and Social Justice.
   e. We recommend that the department work with the Dean's office to find ways to support research excellence.
   f. The department could work with the university alumni staff to consider ways to maintain a connection to their alumni.
   g. We recommend a review of the departments space plan with an effort to create integrated student, staff and faculty spaces; such improvements could enhance the department culture.

11. DEPARTMENT RESPONSE TO THE PEER REVIEW REPORT

The Department of Criminology is pleased with the recommendations made by the Peer Review Team in response to the Program Review for Criminology.

Class sizes in the 4th year and Teaching Assistants:
At the moment, some of our 4th year courses have section sizes that are too large for meaningful interaction at the senior undergraduate level (most notably, CRM 400 with section sizes at 70 students and CRM 404 with section sizes of 60). These 4th year classes need to be smaller, or TA support needs to be provided. The Department of Criminology has not had TA support since 2009.

Experiential Learning:
Criminology would be very open to additional experiential learning support given the community engagement of the faculty. As stated in the report "[experiential learning] is an innovative and unique feature of the Ryerson   program relative to other comparable undergraduate criminology programs."

Faculty hires:
We would like to make note of the fact that we have been provided one new faculty hire for 2015-16 (the other hire we have been provided is a replacement for a tenure track member who has left the department). We are still not close to having adequate faculty resources to administer a program of this size and with the immense growth that we have seen over the past 10 years.

Space on the 8th Floor:
We understand that space is not within the jurisdiction of the Faculty of Arts so we request that a review of space be provided at the university level with a view to the anticipated growth in faculty complement in the next 5 years   and with a graduate program coming on board.

Workload:
As indicated on many previous occasions, there are very few faculty in the department able to serve on administrative committees and notably, we have been unable to enter the teaching standards process articulated in the previous Collective Agreement (still in force as of this moment) in order to advocate for our teaching load to come in line with Criminology norms. This has an impact on SRC, quality of teaching and the ability to recruit and retain excellent faculty.

Base Budget:
The base budget for Criminology was determined 10 years ago based upon an anticipated enrollment intake of 80 students. We agree with the Peer review team's recommendation that a "review of the department's funding and base budget as it pertains to past and projected growth in the program" takes place.

As per section 2.5.1 of the PPR Manual, we would like to make the following corrections/clarifications of items raised in the PRT report:

Faculty complement:
The PRT report states that the Department of Criminology has 11 faculty members. At the time of the site visit, the Department of Criminology had a total of 11 tenure/tenure-track faculty members. By way of update, we are now at 10 tenure/tenure-track faculty members.

Undergraduate Admissions numbers:
The PRT report mentions "100-110 admissions each year" on page 2. The self -study report was written over a long period of time and some of the data referred to in the report is not up to date. To clarify, the latest figures show that Criminology's intake for fall 2015 is 133. Each year the intake has been increasing: 130 in fall 2014; 124 in fall 2013; 114 in fall 2012.

Entering Averages:
In terms of entering averages, the report also indicates that "... the actual entrance averages, as noted above, are closer to 80%". The actual entrance averages are much higher than 80%. The cut rate for the fall 2015 cohort was 86% in June 2015 (final mean entering average has not yet been provided). In fall 2014 the final entering average was 84.5%. The entering averages have been steadily increasing each year – in 2010 the entering average was 83%; in 2011 it was 84.2% and in 2012 it was 84.5%.

Also as per section 2.5.1 of the PPR Manual, we provide the following explanation of why recommendations of the PRT will not be acted upon:
The Peer review team recommended that "the department continue to pursue the development of a Master's program in Criminology and Social Justice". The department went forward with an LOI and an anticipated start date of fall 2016 but due to not meeting administrative deadlines, the start date for a MA in Criminology and Social Justice will not be until fall 2017.

12. DEAN'S RESPONSE (Dr. Jean-Paul Boudreau, Dean of Arts)
I am writing with reference to the Chair's response to the Peer Review Team's Site-Visit Report for the Criminology Periodic Program Review. Last summer, the Criminology program completed its self-study report. On April 1, 2015, Criminology welcomed Drs. Kelly Hannah-Moffat (University of Toronto) and John Shields (Ryerson) on campus for the full day site visit with the Peer Review Team. On July 30,

2015, the PRT's report was submitted to the Chair of Criminology, Dr. Kim Varma. On September 4, 2015 I received from Dr. Varma the Chair's response to the PRT report.

I am confirming that Dr. Varma conferred with me before completing the Chair's response. I am aware of both the recommendations and requirements determined by the PRT as well as the modifications underlined in the Program Director's response. Our interim associate dean of students and undergraduate studies, Dr. Andrew Hunter, has recently reviewed the PPR and I have consulted with him on this response.

Generally speaking, I am pleased to work with the department to address areas identified that may require review while acknowledging that we are bound, in some areas, by the constraints of the collective agreement and resource allocation decisions made by the senior administration.

More specifically:
Experiential Learning and Class Sizes / Teaching Assignments for 4th year Classes
Experiential Learning opportunities are integral to the Faculty of Arts and have been given priority in the Faculty of Arts 2015 Academic Plan. Thus, we endorse exploring opportunities for growth in this area and look forward to finding ways that we can expand the experiences of our students in meaningful ways.

We spend approximately $2.2 million annually on Teaching Assistants / Graduate Assistants in the Faculty of Arts and while we have been able to minimally impact our students and faculty in spite of budget constraints, we acknowledge that needs may change and it may require shifting focus from one area to another. We would welcome reviewing a proposal from the department of Criminology to enhance TA support for these classes but remain mindful that we are limited in what we can offer due to year-to-year central budget compressions. We also encourage consideration of creative peer-mentoring curriculum, especially in context with graduate studies programming.

Full-time Faculty Hires
While we are pleased with the hiring investments made in Criminology over the past 4 years, we hope to have the opportunity to improve the faculty / student ratios and will continue to energetically lobby senior administration for additional full-time positions, especially in the context of the under review MA proposal for the department which we have enthusiastically supported. In the interim, we hope that the two tenure-track hires currently in the recruitment process will alleviate some of the gap.

Space
We were pleased in 2011 to provide the department a permanent home on the 8th floor of Jorgenson Hall after years of disruptive moves. Space requirements for all of the Faculty of Arts and Ryerson continue to increase each year and Criminology's need is part of a broader university commitment that I have been lobbying for. We are working with them to make improvements in this area.

Teaching Workload
The process for teaching standard proposals is bound by the RFA collective agreement and while I acknowledge that the development of a proposal requires the commitment and participation of department members, we believe that it is worth the investment of time required. We welcome the opportunity to provide input into a proposal and its subsequent review. The proposal need not be an extensive undertaking provided the key parameters are met. When the department is able to bring one forward, I am happy to work with the Chair (or designate) through that process.

Base Budget
We agree that the base budget to the department is not commensurate with its growth which is why the Faculty of Arts has supported the department of Criminology with one time only funding for the past 5

years to help address the imbalance. We support the department pursuing a review of the budget (as per the department chair's PRT response) and encourage the senior university administration to do so.

I am enthusiastic about the BA program in Criminology and the high-quality programming it offers our students. The PPR provides an excellent basis to further advance the program and, with the department chair, lobby the senior administration for additional support and consideration as noted above. We look forward to the input of Academic Standards and the office of the Provost as we work towards next steps in this process.

13. ASC EVALUATION
The Academic Standards Committee (ASC) commends the Department of Criminology for its thoughtful and reflective analysis of the Criminology BA program and for its continued efforts for program enhancement.

The Academic Standards Committee recommends that the program provide a <u>one-year follow-up report</u> as follows:
  1. A report on the status of the initiatives outlined in the Developmental Plan
  2. An update on the Department's plan to address issues identified in the mapping of required courses to program learning outcomes
  3. An update on the refinement of the program learning outcomes
  4. A complete set of recent course outlines, including the required SSH courses

The Academic Standards Committee also recommends a <u>two-year follow-up report</u> as follows:
  1. The results of a graduate survey and a survey of employers

Follow-up Report
In keeping with usual practice, the one-year follow-up report which addresses the recommendation stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of Arts, the Provost and Vice President Academic, and the Vice Provost Academic by the end of June, 2017. The two-year follow up report is due by the end of June, 2018.

Date of next Periodic Program Review
2023 - 2024

Recommendation
  - Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Criminology Periodic Program Review, Faculty of Arts*

C. CERTIFICATE IN PRIVACY, ACCESS, AND INFORMATION MANAGEMENT
Introduction
Since the mid-1990's, digital technologies have contributed significantly to greater productivity, efficiency and convenience in both our personal and professional lives. Some of the many societal benefits include: new ways of knowledge dissemination; innovations in healthcare diagnosis and delivery; convenient access to and efficient delivery of government services and retail services; and social networking. However, with those benefits come unprecedented challenges in striking the right balance between the processing of personal information and the protection of privacy, as recent high profile privacy breaches and government surveillance initiatives demonstrate (see http://www.informationisbeautiful.net/visualizations/worlds-biggest-data-breaches-hacks/). While such breaches have helped keep the issue of privacy in the public spotlight, maintaining control over personal information throughout its life cycle, and ensuring timely access to information held by government

remains complex and challenging. This is especially true for the most vulnerable groups, for example, indigenous peoples, people with disabilities and others who may be subject to discrimination.

The complexity of the issue is largely due to the following factors: 1) the rapid pace of technological innovation, which is ever-changing and has pushed the limits of privacy well beyond current regulatory standards and legal requirements; 2) the amount and type of data being collected has grown significantly; and 3) the number of parties able to easily collect and/or access personal data using digital technologies has increased.

Methods of managing information vary widely depending on the organization. Many have turned to information governance specialists to help improve business practice and mitigate risk, but often this is not done in a holistic way. In many organizations, responsibilities for data governance are split among silos, which could be departmental or disciplinary. It is not uncommon, therefore, for each business unit within an organization to have its own way of managing information using different systems and guidelines. In addition, standard approaches may not be sensitive to diversity issues or the broader issues involved in managing personal information. This can lead to a greater chance of a digital product or service being offered without adequate privacy protection.

Many consider privacy a basic human right and protecting it a moral and professional obligation. At the same time transparency and accountability are essential to a democratic society. To the average citizen using digital technologies, the processing of their personal information is ever more opaque. High profile breaches, surveillance initiatives and government secrecy give the impression that privacy and control over personal information are an after-thought, and that privacy measures are introduced only to correct a negative incident after the fact.

To counter such trends and popular misconceptions of privacy as an obstacle to the efficient and timely delivery of technological services, Dr. Ann Cavoukian developed the Privacy by Design approach to help organizations take a proactive approach to privacy protection. Considered by many privacy experts as the gold standard, the number of organizations that realize the sustainable competitive advantage in adopting Privacy by Design is growing. Privacy by Design plays a central role in the Ryerson certificate and differentiates it from other offerings.

Similarly, the increasing public awareness of privacy issues has led to a growth of importance in the role of the privacy professional and it is considered vital to organizations across all sectors such as: financial firms, educational institutions, government agencies, healthcare and research institutions, retail and service providers. With the emergence of new privacy challenges, there is an increased need for privacy professionals who have cross-disciplinary skills in privacy governance and policy and information technology. As privacy issues become ever more complicated, equally important are "21st century skills," such as flexibility, adaptability, creative thinking, and collaboration. It is anticipated that privacy professionals who have these skills are going to be in high demand. By extrapolation, this will also create a need for educational programs to equip them for the task.

Certificate Goals and Ryerson Mission
The Program Advisory Council (PAC) for the certificate has identified the priority skills needed by people working in the area of privacy and access. An in-depth understanding of the law and policy guiding the protection of privacy is foundational, but not enough when the issues created by rapid technological expansions may be more than current laws and policies address. Privacy professionals need to be able to: respond to rapid change and new developments; dialogue meaningfully with IT systems designers and record managers; know their organization's business processes well enough to propose long-term plans to address privacy issues throughout the business cycle; and ensure that personnel

understand and can apply the organization's policy.   Based on discussions with the PAC, the goals of the certificate are to provide knowledge and skills in three main areas:

Privacy Governance and Policy – provide knowledge and a solid understanding of privacy legislation (regional and global) and professional guidelines to ensure that privacy practice and decision-making are grounded in established principles

Information Technology – provide understanding of emerging technologies and the possible implications for privacy and access; provide knowledge of information systems to enable collaboration with technical teams and advocacy for privacy and access issues

"21st Century" Skills – provide opportunities for skills development in creativity and innovation, critical thinking and problem-solving, collaboration, flexibility and adaptability to be able to respond to 21st century privacy and access challenges

The proposed certificate aligns with Ryerson's core mission of serving societal need by providing career-related and professional education. It also builds on existing expertise, which the university has been actively building through the establishment of two research institutes in the privacy field:

The Privacy and Cyber Crime Institute – focused on exploring privacy and cyber-crime issues with an emphasis on their implications for management.

The Privacy and Big Data Institute - an academic-industry partnership focused on developing the methodologies relating to the expanding world of Big Data, in a manner that ensures the presence of privacy-preserving measures embedded into the data analytics.

In addition, the School of Graduate Studies offers a Professional Master's diploma in *Enterprise Information Security, Privacy and Data Protection*, focused on giving students with a strong technical background upper level skill in areas such as risk mitigation and strategy.

Ryerson University is, therefore, in a unique position to take a leadership role in providing adult learners with a relevant and high-quality foundational program in the area of privacy protection and access to information.

Certificate Development

The Chang School hosted a forum for more than 30 privacy/access professionals on October 30, 2014. The topic under discussion was the state of the information access and protection of privacy profession today, especially in light of rapid changes in technology, and ways in which educational institutions can meet the demand for specialized education and training.

Three main themes emerged from the forum discussion:

• **Governance and policy**. As regulatory enforcement cannot solve all the issues (especially with the increased use of social media and mobile devices), professionals need to be able to determine what measures can be implemented throughout the design process. They also need to know how to embed principles into practice (e.g. ensure policy gets implemented in the front line), which means it is critical that organizational and decision-making structures are well understood. In addition, the discussion highlighted the importance of understanding policy and legislation from both a worldwide and a regional perspective.

• **Rapid technological advancements** are having a huge impact on privacy issues and it's difficult to keep ahead of the curve. In the age of big data privacy professionals need to have enough of a technological background to be able to ask the right questions. On the other hand, since privacy principles need to be built into the design of technologies, IT professionals need training in privacy principles.

• **Essential skills and program approach**: Business analysis skills, project management skills, communication skills, problem-solving skills, research skills, people management/diplomacy skills were the identified essential skills employers are seeking.   Several forum participants stressed the

importance of a practical component. There was also discussion about the curriculum meeting the needs of different career levels/functions i.e., entry-level to senior management or "doers, deciders, advisors."

Target Audience
The certificate will appeal to individuals interested in building the requisite skills to move into the profession. They may include recent degree graduates or individuals already working who plan to move up into a managerial position in the area of privacy. Some potential audiences who have been identified include:
  • Administrators in a variety of sectors including health, banking, education, charity, and small business responding to a growing need for privacy/access policy within their organization
  • Recent graduates wanting to specialize for entry level positions
  • Public servants at federal, provincial and municipal levels
  • Lawyers and legal professionals
  • Records management professionals
  • Human resources professionals
  • IT professionals
  • Entrepreneurs, especially in social media start-ups

Certificate Learning Outcomes and Functional Competencies
Upon completion of the Certificate, students will have acquired functional competencies in the area of each of the three goals as follows:

Goal 1: Privacy Governance and Policy – provide knowledge and a solid understanding of privacy legislation (regional and global) and professional guidelines to ensure that privacy practice and decision-making are grounded in established principles	**Learning Outcomes** - cite legislation governing privacy and access issues - describe and apply professional principles and best practices - identify the components of designing and implementing a long term privacy/access strategy for an organization - identify risk and mitigation strategies - recognize how specific characteristics of a sector or a particular organization may influence privacy/access policy - analyze privacy/access issues in both regional and global contexts - create Freedom of Information (FOI) requests, Privacy Impact Assessments (PIA) - apply the seven principles of Privacy by Design - address diversity and equity issues in privacy/access planning
Goal 2: Information Technology – provide understanding of emerging technologies and the possible implications for privacy and access; provide knowledge of information systems to enable collaboration with technical teams and advocacy for privacy and access issues	**Learning Outcomes** - identify the fundamentals of information and records management - describe IT industry standards - define the foundations of IT security - recognize how IT processes, operations, and lifecycles affect business requirements in a privacy context - apply seven principles of Privacy by Design in an IT context
Goal 3: "21st Century" Skills – provide opportunities for skills development in creativity and innovation, critical thinking and problem-solving, collaboration, flexibility and adaptability to be able to respond to 21st privacy and access challenges	**Learning Outcomes** - understand the role of the privacy professional as a change agent - work collaboratively with other specialists to develop privacy and access strategies - use a variety of tools and approaches to problem solve - prepare effective written and oral communication presentations for internal and external stakeholders - demonstrate the ability to adapt to new conditions as they arise

	- devise creative solutions to unexpected privacy challenges -demonstrate an understanding of cultural barriers and how personal information can both facilitate and impede equity, diversity and inclusion

Curriculum Structure

The Certificate will consist of six courses of 39 hours each (234 hours in total), with a mix of university degree credit and certificate credit courses. It will provide foundational skills in policy, technical, and cross-disciplinary, knowledge needed to increase professional skills in the area of access and privacy management. The four required core courses build skills to respond to current and future privacy issues, and two electives allow students to choose courses that build skills in areas relevant to their career goals.

Delivery Mode

The certificate courses will be delivered at times and in formats suitable for working professionals. Classroom courses will be offered in downtown Toronto on the Ryerson campus. Currently many of the courses are offered online, or are being developed for online delivery.

Course/Curriculum	Primary Goal /Competencies	Prerequisite	Delivery Mode
Required (four)			
CZLW 327 Privacy by Design: The Global Privacy Framework (new)	**Goals 1, 2, 3**	No	Online Fall 2016
CLAW 401 Information Access and Privacy Protection	**Goals 1, 3**	CLAW 122	Online Fall 2016
CZIT 427 Fundamentals of Information and Records Management (new)	**Goal 2, 3**	No	Online Winter 2018
CZLW 527 Applying Privacy and Access Principles	**Goals 1, 2, 3**	CZLW 327, CLAW 401 and CZIT 427	
Electives (choose two)			
CLAW 122 Business Law		No	Offered Online
CLAW 402 Health Information Access and Privacy	**Goal 1**	CLAW 122	
CITM 301 IT Infrastructure	**Goal 2**	CITM 100 or 102	Offered Online
CHIM 305 Introduction to Health Informatics	**Goal 2**	No	Offered Online
CITM 820 Information Systems Security and Privacy	**Goal 2**	CITM 301	Online Fall 2016
CPPA 403 e-Government	**Goal 1**	CPPA 102 or CPPA 422 or CPOG 100	
CDPR 100 Public Relations Principles	**Goal 3**	No	Offered Online
CMHR 405 Organizational Behaviour and Interpersonal Skills	**Goal 3**	No	Offered Online
CMHR 650 Management of Change	**Goal 3**	CMHR 405	Offered Online

Note: The prerequisites for CLAW 401, CLAW 402, CITM 301, and CPPA 403 may be waived for Continuing Education certificate students with the requisite combination of work experience and education, with permission of the academic coordinator for the course.

Professional Development Award Course Series
Course series are designed to respond to the increasing demand from professionals for shorter, more focused educational opportunities. Upon completion, students receive a professional development award from the G. Raymond Chang School of Continuing Studies. Students may then go on to complete the certificate if desired. The *Professional Development Award: Introduction to Privacy, Access and Information Management* requires completion of three courses: CZLW 327, CLAW 401 and CZIT 427.

Development Plan
Three of the required courses for the certificate are new and will be developed as follows:
CZLW 327 *Privacy by Design: The Global Privacy Framework* for fall 2016 (development is underway)
CZIT 427 *Fundamentals of Information and Records Management* for winter 2017
CZLW 527 *Applying Privacy and Access Principles* Fall 2017

CLAW 401 is offered regularly once a year through the Chang School and may be offered more frequently, as demand warrants. The electives are also currently offered regularly through The Chang School.

Academic Home and Academic Coordination
The academic home for the Certificate in Privacy, Access and Information Management is the Department of Law and Business in the Ted Rogers School of Management. The academic homes for the individual courses will be their academic schools/departments. Academic coordination for the Certificate in Privacy, Access and Information Management will be provided by the Academic Coordinator for the Department of Law and Business.

Admission Criteria
It is recommended that applicants have the following:
OSSD with six Grade 12 U or M credits (including English), with a minimum average of 60 percent, or equivalent, or mature student status.

Library Resources
 No additional library resources are required.

Societal Need
Trends Impacting Privacy Risk and Protection – Rapid proliferation of new technologies has resulted in many societal benefits. E-commerce, social media, portable digital devices and cloud services are among the many examples of recent technologies that that have dramatically and positively changed the way we go about our business, whether professional or personal. With a few clicks from virtually any location, we are able to purchase products or services online; communicate easily with friends or colleagues through email, texting, or instant messaging; or collaborate with colleagues on documents through a cloud service such as Google Drive. While the benefits are compelling, with each interaction, we invariably leave behind bits of personal information that many organizations have begun using to better serve, market or sell.

In the foreseeable future, the amount and types of collectable personal information will continue to grow rapidly. In this regard, many experts predict products emerging within the category of 'The internet of things" will pose significant privacy implications. Wearables, home automation systems, connected vehicles and nano-sensors are a just few of examples of existing "things" that collect and transmit personal information to and from the internet. Growth in this area is expected to be exponential and disruptive across sectors. In our data-driven economy, the personal information collected through these technologies will continue to be highly valued, as the potential for predictive analytics is realized.

At the same time, as consumers' concerns about the loss of control over massive amounts of personal information mount, organizations will continue to struggle with balancing privacy and data collection.

Employment Overview
For this report, searches were undertaken using search engines and career/job sites such as Google, monster.ca, Workopolis, LinkedIn and some public sector organization career sites. Overall, the findings of the searches conducted indicate the following:
  • Most of the postings were for full-time, permanent positions
  • When indicated, annual salaries ranged from $35,000 – $101,000
  • Most were located in the Greater Toronto Area.
  • Most of the jobs were in the public sector (roughly 70%) with the rest concentrated in the private or non-profit sector. Organizations and agencies included: banks, LCBO, OLG, universities and colleges, municipal governments, workplace safety and insurance boards, hospitals, Ontario Securities Commission, Ontario Public Service, federal government, and management consulting agencies.
  • Jobs focused on three main areas – Information management, privacy protection (policy, legal and strategic) and information security.
  • Jobs that focused on privacy and compliance requested industry certification such as IAPP certifications.
  • Unique "entry" to "intermediate" level positions (job titles) found were:

· Access to Information Assistant	· Information Privacy Audit Analyst
· Privacy Officer	· Information Privacy Technologist
· Privacy Analyst	· Information and Access Coordinator
· Privacy Specialist	· Information Strategy and Management Manager
· Privacy and Policy Coordinator	· FOIP Administration Assistant
· Data Governance and Privacy Officer	· Program Manager, Records Management
· Information and Records Management Specialist	· Manager, Privacy and Compliance
· Information Privacy Analyst	· Manager, FOIP and Information Services
· Information Accessibility and Compliance Coordinator	· Manager, Corporate Assets
	· Manager, Freedom of Information and Privacy

Comparator Programs
There are a limited number of programs that offer education in the area of privacy, access and information management. The Information Access and Protection of Privacy Certification Program has been offered through the University of Alberta for more than a decade. This was the first program in Canada and remains the only post-secondary level certificate program offered through a university. The program consisting of 5 online courses, has core content focusing on the theories, concepts, issues, and best practices involved in the administration of information rights legislation. It is designed to equip learners with the knowledge and skills to become information rights administrators. The certificate is housed in Government Studies at U of A.

The proposed certificate is unique in a number of significant ways:
  • The Ryerson certificate acknowledges the importance of technology, both as the driving force for the policy issues of the future and as the provider of solutions to enact law and policy decisions
  • The Ryerson certificate incorporates Privacy by Design, which is recognized world-wide as the gold standard in taking a proactive approach to privacy protection and is being adopted by many organizations.
  • The Ryerson certificate is complementary to other existing programs because of its cross-disciplinary approach. For example, a student who has taken the Information Access and Protection of Privacy

Certification Program offered through the University of Alberta may want to take the Ryerson certificate to develop understanding and skill in technical areas of privacy. Students in the U of A program may be able to apply transfer credit to the Ryerson certificate program

- The Ryerson certificate provides flexibility through a range of electives so that students can develop skills in areas they identify as needed – it may be more technology courses, or a "soft" skill such as management of change.
- The Ryerson certificate provides practical hands-on skills, especially through a final course designed to give students practice in interpreting policy and applying what they have learned.

Financial Viability
This certificate proposal has been assessed for financial viability and has been approved for offer.

Recommendation
- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Privacy, Access, and Information Management*

D. CERTIFICATE IN DIETETICS PRACTICE IN CANADA FOR INTERNATIONALLY EDUCATED DIETETICS PROFESSIONALS: DISCONTINUATION

We are requesting the discontinuation of the *Certificate in Dietetics Practice in Canada for Internationally Educated Dietetics Professionals*, approved by Ryerson University Senate in 2009. That Certificate has never been implemented.

Since 2009, changes in accreditation requirements and major curriculum modifications for education and training of dietitians in Ontario suggest that a very different program is needed to meet the needs of the target population – internationally educated professionals in nutrition.

The discontinuation of the 2009 Certificate has been approved by the Nutrition School Council.

Recommendation
- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Dietetics Practice in Canada for Internationally Educated Dieticians Professionals: Discontinuation*

E. CERTIFICATE IN PREPARATION FOR PRACTICE IN CANADA FOR INTERNATIONALLY EDUCATED PROFESSIONALS IN NUTRITION (IEPN)
Introduction
Over the past 10 years, the Internationally Educated Dietitians Pre-Registration Program (IDPP) at Ryerson University has supported over 140 Internationally Educated Professionals in Nutrition (IEPNs) to successful licensure in dietetics in Ontario. The success of the IDPP was hinged on the dedicated support of IDPP staff, instructors, preceptors, IDPP candidates and alumni, and several other stakeholders committed to supporting IEPNs, including the College of Dietitians of Ontario (CDO) and Dietitians of Canada (DC). This work was accomplished through the financial support of the Ontario Ministry of Citizenship and Immigration and International Trade (MCIIT) and the Government of Canada, and governed by The G. Raymond Chang School for Continuing Education, Ryerson University, through its Gateway for International Professional Programs. External funding for the program through MCIIT, however, has now been discontinued.

The School of Nutrition is strongly committed to continue supporting IEPNs to become eligible to write the Canadian Dietetic Registration Exam (CDRE). In agreement with, and with the support of, the Chang School, the School of Nutrition has taken the lead in developing and implementing a new, financially

sustainable model to support IEPNs. That model, developed in consultation with the CDO, members of DC, and current and former IDPP staff, is based on two components: a *Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition*, followed by a practicum program, offered in partnership with a number of health care and community organizations.

In a 2012 internal evaluation report of the Chang School's Gateway for International Professional Programs[5], the IDPP received a positive evaluation in meeting its stated objectives of bridging IEPNs to dietetic licensure in Ontario; however, it was cautiously noted that without a sustainable funding structure, the program was at risk of being discontinued. The evaluation report made several recommendations as it relates to program viability and sustainability, including:
- Institute a significant reduction in per-student costs; and
- Explore possible curricular changes.
This proposed Certificate addresses these recommendations.

The *Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition* (herein referred as "The Certificate") is designed to assist IEPNs to be academically prepared for practice-based training, a required component to become a Registered Dietitian (RD) in Ontario. Graduates from this Certificate will have demonstrated entry-level academic competencies in dietetics, as defined by the Partnership for Dietetic Education and Practice (PDEP)'s Integrated Competencies in Dietetic Education and Practice (ICDEP). Upon completion of the Certificate, IEPNs will be eligible to apply for a separate practicum program, the second component required towards their path in becoming an RD in Ontario.

Implementation of this Certificate Program will also enhance the support for IEPNs by providing participants a Canadian university certificate to supplement their international credential(s), enabling enhanced opportunities for employment. The Certificate also raises Ryerson's profile across the country in the area of nutrition and dietetics, with the potential for additional opportunities for national partnerships in streamlining efforts for supporting IEPNs.

The Certificate is under the academic responsibility of the School of Nutrition and will be offered through the G. Raymond Chang School of Continuing Education.

Defining the Need: Labour Market Demand for Nutrition Professionals and Dietitians
Dietetics is a regulated health profession in Canada, and dietitians are the public's trusted source of nutrition and food information. The profession continues to grow across Canada, with an average of 127 new registrants per year in Ontario.[6] However, the current demand for dietitians remains higher than the supply in Ontario. Health and health care services, and the role of dietetic and nutrition professionals within these services, are evolving as chronic diseases and an aging population continue to increase demands on the system.[7] [8]

Demand/supply issues in nutrition and dietetics are particularly challenging in emerging and expanding areas of practice (e.g., long-term care; diabetes education centres; community health centres; family health teams) and geographic areas outside of the GTA or other large urban centres in Ontario.6 In

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[5] Dietitians of Canada. (2015). Registered Dietitians in Canada. A compilation of provincial workforce data. Available from: http://www.dietitians.ca/Downloads/Public/Compilation-of-Provincial-Workforce-Data-Jan2016.aspx

[6] Dietitians of Canada. (2015). Registered Dietitians in Canada. A compilation of provincial workforce data. Available from: http://www.dietitians.ca/Downloads/Public/Compilation-of-Provincial-Workforce-Data-Jan2016.aspx

[7] Dietitians of Canada. (2009). Moving Forward: Role of the Registered Dietitian in Primary Health Care. (pp9-13). Retrieved from: https://www.dietitians.ca/Downloads/Public/phc-positionpaper.aspx

[8] Canadian Institute for Health Information. (2015). National Health Expenditures trends, 1975-2015. Available from: https://www.cihi.ca/en/spending-and-health-workforce/spending/canadas-slow-health-spending-growth-continues

addition, there is a need to increase the cultural responsiveness of the dietetics profession, to ensure services provided to the public continue to be effective and accessible as the demographics of the population shift.

In 2015, dietitians and nutritionists were listed by the Citizenship and Immigration Canada's federal skilled worker list for express entry.[9] IEPNs often bring with them not only cultural and linguistic capabilities that are invaluable in providing services within our highly heterogeneous multicultural society, but experiences and knowledge that can broaden the perspective of the dietetics profession. Yet, many IEPNs face significant difficulty in accessing the regulated profession in Ontario and Canada – such as unclear systems of information prior to, and upon arrival in Canada; cumbersome and expensive credential and experience assessment processes; lack of systems for them to secure internship/practicum placements in Canada, which are mandatory as a part of the registration process; and social and professional isolation; among others.

This Certificate seeks to positively impact the overall supply of qualified nutrition and dietetic practitioners in Ontario by preparing IEPNs for practice training and future entry into the nutrition profession. This Certificate is only open to IEPNs, as determined by clear eligibility criteria outlined in the admissions process.

Certificate Participants, Roles & Responsibilities
The following table outlines the certificate participants, roles & responsibilities:

Participant	Roles and Responsibilities
School of Nutrition	• Steer the direction of the *Preparation for Practice in Canada* • Certificate and the certificate proposal • Governance of the certificate program, including program curriculum development and quality and content of courses implemented • Review and make recommendations on proposed Certificate proposal • Appointing Associate Director- Dietetics, as lead in Certificate management • Responsible for developing and managing the Certificate, including student admissions, instructor relations, learning supports and stakeholder/partner management, including professional bodies (i.e., College of Dietitians of Ontario and Dietitians of Canada). • Develop partnerships and ensure liaison and collaboration with related and complementary program areas within Ryerson University and with outside institutions
The G. Raymond Chang School of Continuing Education	• Administrative authority, including program registration and ensuring access to appropriate University facilities • Hiring of instructors and other personnel (in consultation with the School of Nutrition) • Ongoing communication with the School of Nutrition
External stakeholders (College of Dietitians of Ontario - CDO; Dietitians of Canada - DC; Dietetic Educators Forum of Ontario - DELFO; Partners in Dietetic Education and Practice - PDEP)	• Ongoing collaboration in supporting IEPNs with credential and/or competency-based assessments • Program approval and review (Provincial) • Program accreditation (National) • Provide advice/share insights regarding IEPNs employment readiness, integration, and employment trends
Internationally Educated Professionals in Nutrition (IEPNs)	• Serve in a program advisory role • Speak and advocate on behalf of the certificate program

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[9] Government of Canada. (2014). Canada Gazette: Part 1: Vol 148, No. 17. Available from: http://www.gazette.gc.ca/rp-pr/p1/2014/2014-04-26/pdf/g1-14817.pdf

Academic Quality Assurance

The Associate Director, Dietetics, in the School of Nutrition, will take the role as Academic Coordinator for the Certificate. The Associate Director, Dietetics, will work closely with the Certificate Curriculum Committee to ensure academic quality assurance with respect to Ryerson's Policies and Procedures, the ICDEPs, as well as working closely with the accreditation standards of PDEP and regulatory requirements as listed by the CDO.

Admissions Policy

To be eligible for admission into this Certificate Program, individuals must meet the following minimum eligibility criteria:

Paper-based assessment (Step 1):

As part of the admission procedures, applicants will first be asked to submit a completed application package, which at minimum will include:

- Proof of English proficiency at the required level
- A CDO credential assessment or competency-based assessment outlining the educational/training gaps for dietetics practice in Ontario

A CDO assessment is the required first step for IEPNs wanting to practice dietetics in Ontario. The CDO assesses the credentials of 20 to 25 potential candidates for licensure each year, and has, in the past, referred IEPNs to Ryerson's IDPP. The CDO has agreed to continue working closely with the School of Nutrition in providing appropriate counseling to potential candidates. A CDO representative is also part of the Certificate's Advisory Committee. Based on the CDO assessment, IEPNs who have identified gaps in dietetic knowledge and/or competency that are not addressed by the Certificate will be required to meet these requirements individually. Certificate staff will advise these students on potential pathways to meet the recommendations in the CDO assessment.

In-Person assessment (Step 2):

The next stage of the application process includes an in-person assessment to determine whether the applicant will meet the expectation of Ryerson's academic performance.

Both Step 1 and Step 2 of the application process will be reviewed by an Admissions Committee skilled in working with IEPNs to assess the applicant's program readiness and likelihood of success. As limited places will be available, entry into the program is on a competitive basis.

Staffing

The academic and professional qualifications for instructing in the Certificate program will rely on candidates who have successful completion of a Masters degree, holding current registration with CDO and membership with DC. Experience in and/or commitment to promoting issues of IEPN access to professions is preferred. An equivalent combination of education and experience will be considered.

Program Delivery Model

Although a full-time commitment, the Certificate is designed in a way to minimize barriers for IEPNs to participate. On-site time will be expected to be two-three days per week for three terms, limiting travel time, child-care costs, etc. This also provides sufficient "face-to-face time" with program instructors, which was identified as important by previous IEPNs participating in the IDPP program. The proposed Certificate is structured on an experiential learning foundation, which includes lab, simulation-based, and case-based learning across numerous courses and content areas. This Certificate will be offered every two years so as to guarantee a viable pool of qualified applicants. It will run for one year, from January to December.

Curriculum

Overall, the Certificate is designed to provide opportunities for IEPNs to:
- meet the dietetic foundational knowledge credit requirements (through a current CDO credential assessment) or foundational dietetic knowledge and competency requirements (as determined by the proposed new competency assessment process)[10] ;
- facilitate their pathway to practice training and licensure; and
- demonstrate academic competence according to the ICDEPs.

As such, the Certificate includes 10 compulsory courses, over three terms, to support readiness for practical training. These courses are based on previous IDPP experience as well as consultation with the CDO on commonly required components arising out of credential assessment over the past 10 years.

Certificate in *Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition*		
Winter	**Spring/Summer**	**Fall**
CFNP100: Introduction to Professional Practice	CFNP200: Interpersonal Relationships (Pre-requisite: CFNP100)	CFNP550: Introduction to Dietetic Practice (Pre-requisite: CFNP200)
CFNR201: Research Methods and Statistics	CFNS200: Quantity Food Systems (Pre-requisite: CFNP100)	CFNS400: Food Systems Service Management (Pre-requisite: CFNS200)
CFNN202: Public Health Nutrition	CFNN301: Introduction to Nutrition Management of Human Disease I (Pre-requisite: CFNN202)	CFNN401: Introduction to Nutrition Management of Human Disease II (Pre-requisite: CFNN301)
		CFNN400: Advanced Nutrition and Health (Pre-requisite: CFNN202)

The Certificate has been designed specifically to provide IEPNs with a sound and thorough introduction to theory, knowledge and competencies related to dietetics in Canada.

Participants will have the opportunity to:
- Appreciate the complexities and challenges facing nutrition and food practice in Canada (CFNP100) and examine the values and attributes associated with client/patient/community interviewing and assessment (CFNP200);
- Gain a critical understanding of research strategies used in the study of nutrition and food, and increasing the understanding of the relationship between research and practice (CFNR201);
- Examine, explore and apply knowledge in the three foundational areas of Canadian dietetic practice in Population and Public Health (CFNN202; CFNN400), Food Services Management (CFNS200; CFNS400), Nutrition care (CFNN301; CFNN401); and
- Develop an understanding of and appropriate capacity for self-direction related to foundational knowledge attainment as outlined in the ICDEPs (CFNP550).

In coordination with this Certificate, participants will also have an opportunity to meet the practice-based performance indicators as per the ICDEPs, by applying to a separate practicum program to be offered through the School of Nutrition and the Chang School. Together, this model will help students reach the requirements for entry-level dietetic practice in Ontario, as described by the CDO and DC.

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[10] College of Dietitians of Ontario (2015). Résumé Fall 2015. Available from:
https://www.collegeofdietitians.org/Resources/Publications-CDO/resume/resume-(Fall-2015).aspx

Course Sequencing

Certificate students will be required to take courses in a particular sequence given the prerequisites for courses in the last two terms of the program. Certificate students who are not able to complete a course in a particular term will be given the opportunity to take that course during the day as a Special Student in the School of Nutrition, or to enroll in the Certificate course again next time it is offered. Students in good academic standing, who must discontinue their studies after having completed at least one term of the Certificate, will be able to return to the program without reapplying, subject to space.

Pre-Certificate Considerations

Based on extensive experience in working with this population for over ten years, the Admissions Committee will also strongly encourage students seeking admission to the Certificate to focus on pre-program activities to support their readiness and success for the program. This will include:

Occupation Specific Language Training (OSLT): As offered by Colleges Ontario free of charge to IEPNs to leverage their interdisciplinary communication skills. A strong relationship has been built with Colleges Ontario that will be maintained through this Certificate program.

Workplace Communications in Canada (WCC): As offered by the Gateway for International Professionals programs in the Chang School to support use and uptake of language skills in professional settings.[11]

Spanning the Gaps: As offered by The Chang School, courses in academic preparation may be useful for improving understanding of the expectations of academic learning in Canada.[12]

Canada's Health Care System: Access to free of charge online courses to promote familiarizations of Canada's Health Care system. Examples include Health Force Ontario's sessions targeted to internationally educated professionals.[13]

Pre-Certificate workshops: As offered by Dietitians of Canada

Volunteer and/or professional development opportunities - across the three areas of Canadian dietetic practice

Curriculum Committee & Program Advisory Committee

A Curriculum Committee, comprised of representatives from Ryerson's School of Nutrition, the Chang School, and Certificate instructors, oversees the Certificate. The Program Advisory Committee provides guidance, advice and support required to achieve the goals and objectives identified for the Certificate. Members of the Advisory Committee include:

  A representative from the College of Dietitians of Ontario
  A representative from Dietitians of Canada
  A representative from the Chang School
  A representative from the School of Nutrition
  A practicing dietitian, former IEPN

In addition, the Certificate will consult with representatives from across various sectors in dietetics (i.e. clinical, community health, food service management and industry, long- term care), as well as dietetic educators (e.g. through membership in the Dietetic Educators Leadership Forum of Ontario (DELFO), and IEPNs on a continual, ad hoc basis.

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[11] Ryerson University (2016). Workplace Communications in Canada (WCC). Available from: http://www.ryerson.ca/ce/wcc/

[12] Ryerson University (2016). Spanning the Gaps. Available from: http://ce-online.ryerson.ca/ce/calendar/default.aspx?id=5&section=course&sub=subject&disc=e5b56b7f-3553-496f-a25f-f5d4594f7e4d&mode=disc_list

[13] Health Force Ontario. (2016). Understanding the Health Care System. Available from: http://www.healthforceontario.ca/en/M4/Internationally_Educated_Health_Professionals/Sessions/Understanding_the_Canadian_Health_Care_System

Intake
The steady state anticipated certificate intake for each cohort is 25 students.

Financial Viability
Yes.

Sustainability
Sustainability for the Certificate integrates a multifaceted approach, consisting of a combination of the following:
- Maintaining a continual pool of appropriate candidates for the Certificate program;
- Maintaining and enhancing relationships with the regulatory body, the professional association and employers;
- Seeking economies in program delivery, balancing effective and efficient use of human and financial resources;
- Revenue generation through tuition fees (with a goal to ensure these are kept as low as possible to ensure both equity and a continual pool of appropriate candidates);
- Revenue generation from external sources (such as student grants and awards); and
- Ensuring successful outcomes of graduates of the Certificate. A summary of sustainability aspects:

Demand for Program/Pool of Applicants: Interest in a program to serve IEPNs is strong and growing. The Office of the Fairness Commissioner of Ontario (OFC) prioritizes timely access of services that are transparent, objective, impartial and fair.[14] Communication and support for interested applicants about factors that promote Certificate readiness (e.g., language support, academic support) will be ongoing to continue to build a pool of applicants ready to succeed in the proposed Certificate program. In the last year (since July 2015), over 90 individual IEPNs have contacted the School of Nutrition with interest in exploring a program to support dietetic licensure requirements in Ontario.

Participant access to bursaries, awards, and loans: Historically, IEPNs have had access to financial supports through Chang School bursaries, Marilyn Booth awards and the School of Nutrition's Nancy Sprott Nutrition Awards. The School of Nutrition is committed to continuing to build access to bursaries, awards and loans, including possible eligibility for the Ontario Student Assistance Program (OSAP).

Community partner support: Given the excellent reputation of the IDPP, over 80 organizations have committed to offering field/practicum opportunities to serve IEPNs in their organizations, and this number continues to grow from year to year (see Appendix B). The Certificate will continue to build on the relationships with these partner organizations to foster support, engagement and community mobilization.

Certificate Registration
A student will be required to formally enroll in the Certificate program in order to receive permission to register for courses within the Certificate. Transfer credits will not be allowed, as CDO assessments will indicate competency gaps, and not individual courses.

Post-Certificate Options
A number of post-certificate employment options are open for graduates of the program in the food industry (e.g., sales representative, marketing specialist, product development technician), nonprofit sector (e.g., breakfast program coordinator, community food animator, health promoter/peer educator), and in the food service and hospitality areas (e.g., diet technician, dietary clerk, food lab technician, food

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[14] Office of the Fairness Commission (2016). About Us. Available from:
http://www.fairnesscommissioner.ca/index_en.php?page=about/index

service supervisor). The Certificate may enhance employment options in these areas given the strong focus on the application of food and nutrition theory, knowledge and practice in the Canadian context.

Graduates from the Certificate will also be able to apply for the 15 positions in a separate practicum program to be offered at Ryerson. Selection of Certificate students for the practicum program will be based on their GPAs and the recommendation of Certificate instructors on the suitability of candidates for practicum training. Completion of the practicum will make students eligible to write the Canadian Dietetic Registration Exam.

Certificate graduates will also be able to pursue independent (outside Ryerson) dietetics practica offered in Ontario.

Conclusion

The Certificate is the product of a rigorous needs analysis, extensive consultation and over 10 years of experience delivering program and services to the IEPN population at Ryerson University. The Certificate meets pressing social and economic needs for IEPNs that will only continue to grow in the coming years.

Recommendation
- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition (IEPN)*

F. CERTIFICATE BUSINESS DECISION ANALYSIS: SELECTED REVISIONS
Rationale

The Certificate in Business Decision Analysis is designed for adult students who are interested in developing quantitative skills to support managerial decision making. It provides an in-depth study of the fundamentals of quantitative management methods and is designed to develop skills and knowledge necessary for the effective use of the vast amounts of data available today for business analysis and quality control.

It is anticipated that major revisions will be made to the certificate once TRSM has completed its B.Comm curriculum review. Meanwhile, the suggested revisions will:
1. strengthen the quantitative focus of the current certificate to give students a more focused, higher quality product
2. reduce the number of graduation course requirements from eight to six in response to demand from adult students for shorter more focused education opportunities
3. synchronize the certificate with the new course series in *Applied Analytics and Statistics for 21st Century Decision-Making* to give students more pathways to achieve professional skill in the area of business decision analysis

Revisions to the Certificate in Business Decision Analysis effective fall 2016
1. Remove courses that are not directly related to increasing quantitative skills or require prerequisites not part of the certificate, including:
   - CGMS 200   Introduction to Global Management
   - CITM 102   Business Information Systems I
   - CCMN 313   Organizational Problem Solving and Report Writing
   - CGMS 402   Introduction to Managerial Economics
   - CHTH 102   Service and Professionalism
   - CMKT 500   Marketing Research
   - CMKT 723   Marketing in the Service Industry

2. Add relevant quantitative courses currently offered through the Chang School to the electives stream, including:
    CQMS 703   Business Forecasting Techniques
    CITM 501   Decision Analysis
3.   Add courses from the course series in *Applied Analytics and Statistics for 21ˢᵗ Century Decision-Making* as follows:

    - Students may take either CQMS 102 and CQMS 202 or CMTH 380/CMTH 304 and CMTH 404 to complete the required course requirement. Students may not "mix and match" these courses, for example, take CQMS 102 and CMTH 404, because of the arrangement of the content in the courses. Note: For students who have successfully completed CMTH 404, waive the CQMS 202 prerequisite for CGMS 422, CQMS 442, CQMS 521 and CQMS 703. These substitutions have been approved by the teaching department of the electives - the Department of Global Management Studies. For students who have successfully completed CMTH 380 or CMTH 304, waive the CQMS 102 elective for CITM 501. This substitution has been approved by the teaching department of CITM 501, the School of Information Technology. The certificate website, as well as relevant course web pages, will indicate that students who have completed the above Math courses should contact the Academic Coordinator to gain entry into an elective course with CQMS prerequisites.

    - Add CIND 123 Data Analytics: Basic Methods to the electives

    These changes will allow a student who completes the course series to complete the certificate with three more courses.

Current Certificate	Revised Certificate
Required Courses (four) CGMS 200 Introduction to Global Management CITM 102 Business Information Systems I CQMS 102 Business Statistics I CQMS 202 Business Statistics II	**Required Courses (two)** Note: Students may take either the CQMS or the CMTH grouping to complete the core course requirement. Students may not take one from each group. CQMS 102 Business Statistics I CQMS 202 Business Statistics II **or** CMTH 380 Probability and Statistics I or CMTH 304 Probability and Statistics I [15] CMTH 404 Probability and Statistics II
Electives (select four) Students may only select one of <u>CHTH 102</u> or <u>CMKT 723</u>. CCMN 313 Organizational Problem Solving and Report Writing CGMS 402 Introduction to Managerial Economics CGMS 422 Quality Management CHTH 102 Service and Professionalism	**Electives (select four)** CGMS 422 Quality Management CIND 123 Data Analytics: Basic Methods CITM 501 Decision Analysis CQMS 442 Multiple Regression for Business CQMS 521 Business Optimization CQMS 703 Business Forecasting Techniques

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[15] Although CMTH380 and CMTH304 are identical in title, CMTH308 is geared towards Science students (Chemistry, Biology, Medical Physics, Biomedical Science) who may have not taken Calculus II. CMTH304 is designed for Math, Financial Math, and Computer Science students who should have a stronger 1st year math background. Therefore, the content of labs and the depth of coverage of topics are quite different.

CMKT 500	Marketing Research
CMKT 723	Marketing in the Service Industry
CQMS 442	Multiple Regression for Business
CQMS 521	Business Optimization

Transition Plan for Current Certificate Students

Current certificate students will be advised that as of fall 2016, the Ryerson University Senate has approved revisions to the certificate that affect graduation requirements. To move to the revised certificate, students must contact the G Raymond Chang School of Continuing Education. The Chang School will review and assess which courses the student must take to complete the certificate. The assessment will then be forwarded to Academic Advising for final approval.

Recommendation

• Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Business Decision Analysis: Selected Revisions*

G. PROPOSALS TO CHANGE UNDERGRADUATE DEGREE DESIGNATIONS TO "HONOURS"

Background

In December 2005, the Council of Ontario Universities (COU) endorsed the Guidelines for University Undergraduate Degree Level Expectations (UDLEs) developed by the Ontario Council of Academic Vice-Presidents (OCAV). The UDLES have two distinctive categories: (1)*Baccalaureate/bachelor's degree*, and (2) *Baccalaureate/bachelor's degree: honours*. Each Ontario university then developed its own institutional expression of the undergraduate and graduate Degree Level Expectations.

In May 2011, Ryerson University Senate approved its Institutional Quality Assurance Process (IQAP) Policy 110 and three subsidiary policies, which establish policies and procedures for: new program development and approval (Policy 112); the periodic review of existing programs (Policy 126); and the modification of existing curricula and programs (Policy 127). Ryerson's Undergraduate Degree Level Expectations fall under the UDLEs category *Baccalaureate/bachelor's degree: honours*.

Since the approval of its IQAP in 2011, Ryerson's Senate has approved thirteen undergraduate periodic program reviews, eight new undergraduate programs, and eleven undergraduate major curriculum modifications. A number of other undergraduate periodic program reviews are in progress at this time. All of the approvals have met the Undergraduate Degree Level Expectations for *Baccalaureate/bachelor's degree: honours*. Therefore, it follows that the designation "Honours" be considered for programs that meet the established requirements at the standard of performance consistent with the University's Degree Level Expectations for Undergraduate Programs (UDLEs).

Schools/Departments that choose to add the "Honours" degree designation are required to submit a proposal to the Academic Standards Committee, for approval by Senate. The proposal must demonstrate that the program meets the established requirements at the standard of performance consistent with the University's Degree Level Expectations for Undergraduate Programs (UDLEs).

If a degree designation change is approved, **all** current students in that program who meet Ryerson's graduation requirements will be awarded a Bachelor's Honours degree. Prior graduates of undergraduate programs approved to use the Honours nomenclature may be eligible to receive the Honours designation retroactively. The Office of the Registrar will publish eligibility criteria and a schedule for the roll out of retroactivity and will provide instructions on how former graduates may submit their request.

Proposals for the Honours Degree Designation

The Academic Standards Committee assessed 15 proposals from Schools/Departments that requested the Honours degree designation for their undergraduate program(s). The proposals, along with the information submitted, are summarized below.

A. Proposals submitted for the Honours degree designation by Schools/Departments with: (1) new undergraduate programs that were approved by Senate in 2011 and later; or (2) undergraduate periodic program reviews approved by Senate in 2011 and later.

Biology (Faculty of Science)
Biomedical Science (Faculty of Science)
Financial Mathematics (Faculty of Science)
Chemistry (Faculty of Science)
Computer Science (Faculty of Science)
Medical Physics (Faculty of Science)
Arts and Contemporary Studies (Faculty of Arts)
Criminology (Faculty of Arts)
Environment and Urban Sustainability (Faculty of Arts)
History (Faculty of Arts)
Language and Intercultural Relations (Faculty of Arts)
Philosophy (Faculty of Arts)

Proposals provided the following:

- A rationale for the degree designation change, indicating that the program's curriculum was assessed as meeting the University's Undergraduate Degree Level Expectations for Bachelor's Degree: Honours
- The date that the new program or periodic program review was approved by Senate
- An analysis of comparator Bachelor's programs that use the Honours designation
- Additional reasons for the degree designation change (optional)
- The date and signature of approval by Department/School Council and by the Dean

B. Proposals submitted for the Honours degree designation by Schools/Departments with programs last reviewed prior to 2011, or programs that are pending their first periodic program review.

Geographic Analysis (Faculty of Arts)
Politics and Governance (Faculty of Arts)
Public Administration and Governance (Faculty of Arts)

Proposals provided the following:

- A rationale for the degree designation change, demonstrating that the program's curriculum meets the University's Undergraduate Degree Level Expectations for Bachelor's Degree: Honours.
- A clear articulation of the intended program learning outcomes
- A description of the program curriculum and structure, including curriculum in calendar format
- An analysis of the relationship of the curriculum and individual courses to the program learning outcomes and an explanation of how the program goals are progressively developed over the course of the program
- The appropriateness and effectiveness of the methods of assessing student achievement of the defined learning outcomes and degree learning expectations
- An analysis of how the program addresses the Undergraduate Degree Level Expectations (UDLEs)
- A matrix mapping courses to program learning outcomes

- A matrix mapping courses and program learning outcomes to UDLEs
  - A course methods and assessments matrix
  - An analysis of comparator Bachelor's programs that use the Honours designation
  - Additional reasons for the degree designation change (optional)
  - The date and signature of approval by Department/School Council and by the Dean

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Honours degree designation for the following programs:*
   Biology (Faculty of Science)
   Biomedical Science (Faculty of Science)
   Chemistry (Faculty of Science)
   Computer Science (Faculty of Science)
   Financial Mathematics (Faculty of Science)
   Medical Physics (Faculty of Science)
   Arts and Contemporary Studies (Faculty of Arts)
   Criminology (Faculty of Arts)
   Environment and Urban Sustainability (Faculty of Arts)
   Geographic Analysis (Faculty of Arts)
   History (Faculty of Arts)
   Language and Intercultural Relations (Faculty of Arts)
   Philosophy (Faculty of Arts)
   Politics and Governance (Faculty of Arts)
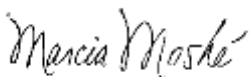   *Public Administration and Governance (Faculty of Arts)*

H. For Information: CHANG SCHOOL CERTIFICATES (1)

i. Certificate in Accounting-Finance: Course Exemption

I. For Information: CHANG SCHOOL COURSE SERIES (2)

i. Course Series: Scientific Research Policy and Ethics
ii. Course Series in Science, Technology, Engineering and Math (STEM): Course Deletion; Course Addition

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

Wendy Freeman, Faculty of Communication & Design, School of Professional Communication
Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
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

PROPOSAL FOR A NEW UNDERGRADUATE ACADEMIC STANDING:

Standing Variation Withdrawal (SVW)

May 16, 2016

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A. The Issue

Eleven undergraduate programs at Ryerson University have Senate approved academic standing variations tied to core, practice or performance courses. For these programs, identified courses require higher academic achievement than the usual university established minimum grades. For example, in order to be eligible to continue in their program a student may be required to complete the specified course/s with C- or C+ grades instead of the university minimum grades of D-. Each year, students who are otherwise in good academic standing based on their cumulative grade point average (CGPA) are Required To Withdraw (RTW). These students differ from other RTW students because with CGPAs often at or higher than the university required minimum CGPA of 1.67, they would otherwise be eligible for academic continuation without sitting out a period of restitution.

Sector-wide, RTW standing is usually associated with poor academic performance and typically a one to multi-term period of suspension from academic study is enforced. At Ryerson, RTW students may "sit out" for a full academic year before re-enrolling, or, they can participate in the Student Success Program (SSP – aka, "Fresh Start") which, upon successful completion, allows them to be reinstated back into their program of study in a shorter timeframe.

The students who are RTW solely on the basis of individual course standing variations and who are otherwise eligible to continue academically, should not have to fulfill a term of suspension or participate in the SSP, as this unnecessarily delays their academic progression (via transfer to other programs and/or other universities or colleges). These otherwise 'good' students typically wish to continue their studies by transferring to a new program, either at Ryerson or elsewhere.

In 2013, a memorandum describing this situation was circulated by Heather Lane-Vetere, Vice-Provost-Students and discussed at the Academic Governance and Policy Committee. The committee agreed to pilot a work-a-round for these students, so that when transferring programs within Ryerson they would not be required to serve the usual required term of suspension nor would they be required to enrol in Ryerson's Fresh Start Program (since

academic ability is not the issue) in order to expedite their return to studies.

The undergraduate admissions officers would disregard the RTW standing and then, through the regular competitive process, determine their eligibility for admission and transfer to a new program.

While this assists students who find themselves in the predicament of being RTW with a clear CGPA, it still means there is an RTW on their academic record which is misleading to potential employers and when applying for graduate studies since it implies overall academic underachievement. When applying to other universities and colleges outside of Ryerson, the results of the RTW are particularly punitive since admission offices often require RTW students to serve their term of suspension before being considered for transfer. Others routinely do not consider RTW students for admission, citing competition. It is often only through an appeal or lengthy process of explanation that these RTW students are considered equally with other candidates.

The current application of RTW standing as described for students with an otherwise good CGPA is contrary to principles of fairness and is unreasonably punitive to Ryerson students.

B. Standing Variations at Ryerson University

In of May 2015 (end of Winter term), 41 students with CGPA's over and above the 1.67 CGPA minimum were assigned the standing of RTW based solely on program standing variations.

May 2015 – 41 RTW	
28	Accounting and Finance
5	Nursing (George Brown & Centennial)
2	Performance Dance
6	Urban and Regional Planning

Across the University, the following faculties and programs have standing variations:

Faculty of Community Services

> Child and Youth Care – Internships – pass required
> Early Childhood Education – field placements
> Midwifery – Clinical courses – C- grades required
> Nursing – Practice courses (clinical placements) – pass required
> Nursing – Core courses – C- grades required
> Social Work – Field placement – pass required
> Urban and Regional Planning – 2nd failed course

2

Faculty of Communication & Design

  Performance Acting – Core acting courses – C+ grades required
  Performance Dance – Core dance courses – C+ grades required
  Performance Production – Core production courses – C grades required

Ted Rogers School of Management
  Accounting & Finance – Core accounting and finance courses – C+ grades required

C. Environmental Scan

Of the nine (9) universities that responded to a survey question on academic standings, seven (7) have academic standings that allow students in the situation described to continue their studies in alternate programs and there is a distinct academic standing and code with this explanation on the official transcript. Two (2) universities (UOIT and York U) have proposals on the table for Senate consideration to achieve the same or similar outcome.

Algoma University

'Withdrawn from program'
Brock University
'May not continue in program'

Carleton University
Three codes; RP (withdrawal from the program), RF (withdrawal from the faculty) and RU (withdrawal from the university).

Laurentian University
'Withdrawn from program'

McMaster University
'May not continue in program'. There are Academic Standing designations:
  1. whether a student may graduate;
  2. whether a student may continue at the University; **and**
  3. whether a student may continue in a program

Queen's University
Required to withdraw from program
Required to Withdraw for One Year
Required to Withdraw for Three Years (the student must leave the university)

University of Waterloo
Same as McMaster

3

UOIT
Proposal for standing of "Program Dismissal" going to Senate in February 2016.
For example a student is in clear standing but failed nursing clinical twice; they are not suspended and can transfer to another program.

York University
Proposing a suite of policies to Senate (hopefully passes at next session) that provide for a withdrawal from the problematic course(s) that would, in effect, open the pathway for a program change. It will appear as an unqualified "W" on the transcript.

D. Policy Implications

Policy #46 contains the approved Academic Standings used by Ryerson University. The proposed new Standing Variation Withdrawal (SVW) description would read as follows:

Standing Variation Withdrawal (SVW) – Students who meet the university's definition for clear academic continuance (a CGPA of 1.67 or higher) but who have not met their program's standing variation requirements will be permanently withdrawn from their program. SVW students will be eligible for transfer to other undergraduate programs for which they are qualified subject to the competitive admissions process.

Section 2.4.3 of Policy #46 would also require amendments:

Required to Withdraw (RTW) - Students will be RTW from their program for any one of the following reasons:

    i. a CGPA of less than 1.00 (except students enrolled for their first semester);
    ii. a term GPA below 1.67 while on probation;
    iii. violation of any approved Department/School standing variation;
    iv. violation of a Probationary Contract (including unauthorized changes to the contract or failure to negotiate a Probationary Contract).

D. Proposed Timeline

The proposed effective date for the application of the new Academic Standing (SVW) is Fall 2016.

E. Endorsements

This proposal has been reviewed and endorsed by the programs that have Academic Standing Variations.

F. MOTION

That Senate approve revisions to Policy #46 to add a new Academic Standing of **Standing Variation Withdrawal (SVW)**:

Standing Variation Withdrawal (SVW) – Students who meet the university's definition for clear academic continuance (a CGPA of 1.67 or higher) but who have not met their program's standing variation requirements will be permanently withdrawn from their program. SVW students will be eligible for transfer to other undergraduate programs for which they are qualified subject to the competitive admissions process.

Section 2.4.3 of Policy #46 – Revisions:

Required to Withdraw (RTW) - Students will be RTW from their program for any one of the following reasons:

    i. a CGPA of less than 1.00 (except students enrolled for their first semester);
    ii. a term GPA below 1.67 while on probation;
    iii. violation of any approved Department/School standing variation;
    iv. violation of a Probationary Contract (including unauthorized changes to the contract or failure to negotiate a Probationary Contract).

(Policy #46 with track changes reflecting policy amendments included below)

Respectfully submitted,

Charmaine Hack,
University Registrar

Office of the Vice Provost Academic

Academic Integrity Office - Data Report: September 1, 2014 – August 31, 2015
(with comparative data provided in tables for September 1, 2013 – August 31, 2014)

I.   *Reporting Suspicions of Academic Misconduct*

The total number of suspicions of academic misconduct reported to the Academic Integrity Office (AIO) between September 1, 2014 and August 31, 2015 was 719.

Suspicions of Academic Misconduct	
September 1, 2013 – August 31, 2014	583
September 1, 2014 – August 31, 2015	719

Of the total number of reported suspicions of academic misconduct (719), the majority, 532 (73.99%) fell into the category of plagiarism.

Largest Category of Suspicions of Academic Misconduct (Plagiarism)	
September 1, 2013 – August 31, 2014	425 (72.90%)
September 1, 2014 – August 31, 2015	532 (73.99%)

Of the total number of reported suspicions of academic misconduct (719), 667 (92.77%) involved undergraduate students, 25 (3.48%) involved Continuing Education students registered either in a Certificate or Non-Certificate program in The G. Raymond Chang School, and 27 (3.76%) involved Graduate Students.

	Undergraduate Students	Continuing Education Students	Graduate Students
Sept. 1, 2013 – Aug. 31, 2014	540 (92.62%)	26 (4.46%)	17 (2.92%)
Sept.1, 2014 – Aug. 31, 2015	667 (92.77)	25 (3.48%)	27 (3.76%)

Pursuant to Policy 60: *Student Code of Academic Conduct*, instructors or Chairs/Directors requested a "Facilitated Discussion" with a representative from the Academic Integrity Office (AIO) in 527 cases (77.30%) of the total reported suspicions. Instructors or Chairs/Directors opted for a "Non-Facilitated Discussion" with the student(s) in the remaining 192 cases (26.70%) of all reported suspicions.

	Facilitated Discussions (FD)	Non-Facilitated Discussions (NFD)
Sept. 1, 2013 – Aug. 31, 2014	446 (76.50%)	137 (23.50%)
Sept. 1, 2014 – Aug. 31, 2015	527 (73.30%)	192 (26.70%)

II.   *Findings (Charges) of Academic Misconduct and Penalties*

Of the total number of suspicions of academic misconduct (719), 475 (66.06%) resulted in a finding or "charge" of academic misconduct, and in 244 (33.94%) of total cases, there was no finding or "charge".

	Findings (Charges) of Academic Misconduct	No Finding (Charges) of Academic Misconduct
Sept. 1, 2013 – Aug. 31, 2014	356 (61.06%)	277 (38.94%)
Sept. 1, 2014 – Aug. 31, 2015	475 (66.06%)	244 (33.94%)

Of the total number of findings or "charges" of academic misconduct (475), in 298 (83.71%) cases the student received a "zero" (0) mark and in 145 (30.53%) the student received a grade reduction for the academic work at issue - the minimum penalty[1] that can be assigned for a "charge" of academic misconduct within a course for undergraduate and Continuing Education students.

	Penalty of "Zero" (0) on the work	Penalty of Grade Reduction
Sept. 1, 2013 – Aug. 31, 2014	298 (83.71%)	*See footnote*
Sept. 1, 2014 – Aug. 31, 2015	252 (53.05%)	145 (30.53%)

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[1] The minimum penalty for a charge of academic misconduct in a course, effective September 1, 2014, is a grade reduction, which includes a grade of "zero" (0) on the work.

III.   Academic Misconduct Appeals and Automatic Hearings to the Academic Integrity Council

The Academic Integrity Council (AIC) heard a total of 76 hearings consisting of 31 (40.79%) automatic appeal hearings[2] and 45 (59.21%) academic misconduct appeal hearings. Therefore, 9.47% of students appealed their charge of academic misconduct.

	Appeal Hearings	Automatic Hearings
Sept. 1, 2013 – Aug. 31, 2014	45 (78.95%)	12 (21.05%)
Sept. 1, 2014 – Aug. 31, 2015	45 (59. 21%)	31 (40.79%)

Of the 45 academic misconduct appeal hearings heard by the AIC, 22 cases (48.89%) were denied and 15 cases (33.33%) were granted. It should be noted that in this time period, 8 cases (17.77%) of academic misconduct appeal cases were withdrawn.

	Appeal Hearings		
	Granted	Denied	Withdrawn
Sept. 1, 2013 – Aug. 31, 2014	6 (13.64%)	31 (70.45%)	7 (15.91%)
Sept. 1, 2014 – Aug.31, 2015	15 (33.33%)	22 (48.89%)	8 (17.77%)

Of the 31 automatic hearings, 29 (93.55%) of the penalty recommendations were upheld and 2 (6.45%) of the penalty recommendations were denied by the AIC.

	Automatic Hearings	
	Upheld	Denied
Sept. 1, 2013 – Aug. 31, 2014	5 (38.46%)	8 (61.54%)
Sept. 1, 2014 – Aug. 31, 2015	29 (93.55%)	2 (6.45%)

IV.   Policy 60 Appeals to the Senate Appeals Committee

The Senate Appeals Committee (SAC) received 17 applications for an SAC hearing under Policy 60 between September 1, 2014 and August 31, 2015[3]. Of those 17 appeal applications, 12/17 (70.6%) cases were heard, 3/17 (17.6%) were dismissed, none was withdrawn; 2/17 (11.8%) are pending automatic hearings. Of the 12 cases that were heard, 7/12 (58.3%) were denied and 5/12 (41.7%) were granted.

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[2] Automatic hearings are required where an instructor or Chair/Director has recommended a Disciplinary Suspension, Disciplinary Withdrawal or Expulsion (or Revocation of a Degree) and/or in cases where a student has two or more Disciplinary Notations (DNs) on their academic record.

[3] The SAC also hears matters under Policies 61, 134, and 152.

Report of the Senate Learning and Teaching Committee

Ryerson University

May 2016

Table of Contents

Introduction

The purpose of the Senate Learning and Teaching Committee (SLT) is to advise Senate on select university-wide issues related to the promotion of an effective and comprehensive educational environment. The Committee may initiate activities that address specific issues or develop and make academic policy recommendations to Senate, where appropriate.

Reporting

The SLT reports directly to Senate regarding its regular business. It directs to the AGPC recommendations regarding policy changes or changes to its terms of reference or composition.

SLT Committee Members, 2015-2016

Marcia Moshé, Interim Vice Provost, Academic (Chair)
Heather Lane Vetere - Vice Provost, Students
Denise O'Neil Green - Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion (EDI)
Eric Kam - Director, Learning & Teaching Office (non-voting)
John Turtle - Secretary of Senate (non-voting)

Appointees of the Vice Provost, Academic
Andrea Ridgley - Academic Integrity
Rona Abramovitch - Senior Advisor to the Provost
Restiani Andriati - Manager, Digital Media Projects Office
Katherine Penny- Curriculum Quality Assurance
Paola Borin - Curriculum Development Consultant
Anne Johnson – Faculty, Chemistry & Biology
Jasna Schwind – Faculty, Nursing
Annette Bailey – Faculty, Nursing

Appointees of the Vice Provost, Students
Christina Halliday - Director, Student Learning Support
John Austin - Executive Director, Student Affairs
Marc Emond - Manager, Academic Accommodation Support
Nancy Walton - Director, e-Learning

Learning & Teaching Office
John Paul Foxe - Manager, Teaching & Learning
Michelle Schwartz - Instructional Design and Research Strategist
Tunu Sodhi - LTO English Language Support Specialist
Amira Rezkalla - Program Assistant
Gosha Zywno, Faculty Associate, UTDP

Faculty Representation
Stephen Want - Arts, Psychology (Teaching Chair)
Marsha Barber - Communication & Design, Journalism (Teaching Chair)
Samantha Wehbi - Community Services, Social Work (Teaching Chair)
Medhat Shehata - Engineering & Architectural Science, Civil Engineering (Teaching Chair)
TBA - Science (Teaching Chair)
Don Kinder - Library (Teaching Chair)

Linda Koechli - Chang School (Teaching Chair)
Alan Kaplan - Ted Rogers School of Management (Teaching Chair)

Students
Monica de Vries, TRSM
Alyssa Indar, FCS
Nicole Sugden, Graduate Studies

Deliberations of the Senate Learning and Teaching Committee

The Senate Learning and Teaching Committee (SLT) met on four occasions during the 2015-2016 academic year. There were two discussion themes.

1.   **University policies as they pertain to teaching and learning**

      (a) Learning Management System
      (b) Zone Learning
      (c) Sexual Violence Policy and the Office of Sexual Violence Support and Education
      (d) Medical Notes (Academic Policy Review Committee Consultation)

2.   **LTO Strategic Planning**
      (a) Preliminary Meetings and Discussion
      (b) LTO Strategic Plan 2016-2019: Executive Summary

1.   University Policies Pertaining to Teaching and Learning

(a) Learning Management System

Ryerson introduced a new Learning Management System (LMS) on September 1, 2015. The university previously used "Blackboard" but has now moved to "Brightspace" by Desire to Learn by (D2L). The best elements of an LMS such as D2L include:

- Social elements – faculty and student communication, an active environment
- Contextualization – providing links to supplemental material
- Can accommodate learning preferences and diverse student needs
- Student owned – they can learn anytime and anywhere
- Dynamic and active method of assistance

And the challenges include:

- Implementation – the difficulties of redesigning or designing a course – time consuming to create, though subsequent updates can be more efficient
- The role of the instructor becomes more of a facilitator, requires different skills
- Workload issues for the instructor who manages the online learning

(b) Zone Learning

SLT welcomed Dr. Randy Boyagoda for an update on Zone Learning. The common belief is that the main purpose of zones is to support student led start-ups (for profit and not for profit). However, the underlying purpose of zones is to create student-led interdisciplinary opportunities. In terms of zones and degrees, the curriculum framework is evolving with zone courses running through the Chang School. The first iteration was very thin and only focused on projects. The second iteration was a module model, which was found to be too rigorous.

Ryerson zones are now offering seminar series plus domain specific modules for zone participants. There are 40-50 modules, and the experience for the students is much more flexible than the original models. Zones are positioned as a service that enriches the core functions of the university, but the learning model is not new to Ryerson. Zones are an application of "inter-discipline-arity" and interdependence, which are at the core of experiential learning. For example,

the transmedia zone creates a product, the launch zone can monetize that product, and the social ventures zone addresses the associated social issues.

(c) Sexual Violence Policy and the Office of Sexual Violence Support and Education

The Vice-Provost, Students, Heather Lane Vetere joined SLT to discuss how Ryerson has unveiled a new Sexual Violence Policy (SVP) and, under the direction of Farah Khan, a new Office of Sexual Violence Support and Education (SVSE).

The SVP's focus is threefold: prevention/education/awareness; providing support for survivors, and adjudication of complaints. The adjudication of complaints is the most challenging aspect of the policy since it will not be done by lawyers. The SVSE must honor both parties in a complaint, which implies that over- and under-responding will offer a challenge. The SVP is intended for all members of the community and not just students. The SVSE will work closely with HR and EDI to provide support across the university. In the past, the student code of conduct and the discrimination policy were used to deal with these issues.

In terms of teaching and learning, support for survivors will include accommodation of academic work. In addition, the process ensures that the student does not have to inform all of their professors individually about the needed accommodation. The SVSE expects that some student groups will ask for more exposure of this topic in the curriculum, and in the interim, teaching chairs can assist in spreading awareness of the policy and office.

(d) Medical Notes

The ad hoc Academic Policy Review Committee (APRC) sought the SLT's feedback on one policy issue under review—the use of medical notes for students requesting academic consideration for missed evaluations. There is recognition that the current system does not work well for students who are actually sick, and it allows for potential abuse by students who are not sick. There is a "spectrum" of policies at other universities, from "declarations of illness" to more rigid requirements than are currently in place at Ryerson. On one end of the spectrum, the "no medical note" or "good faith" approach offers students a chance to miss tests and examinations without the use of a medical note. On the other extreme, there is a rigorous process in which a medical health professional is required to assess the severity of the illness and the student must submit the medical note within a specified number of days.

Ryerson requires a medical note but does not specify a defined list of regulated health professionals. The physician does not rate the severity of the illness. However, Ryerson professors have the ability to reject a student's medical note and therefore not provide medical accommodation.

SLT raised a number of questions, for the APRC's consideration.

- Students can be required to write three final exams within a 24-hour period. Does this produce more requests for academic consideration on medical grounds? Would better scheduling of examinations reduce the misuse of medical notes?
- Would this be solved by lengthening the examination period?
- Would there be any benefit to adjusting the current make-up examination policy? Deferred examinations currently must cover the same material at the same level of difficulty but need not use the same format.

- Should we better track medical notes and multiple offenders?
- Should professors be gatekeepers of requests for academic consideration on medical grounds?

The APRC, co-chaired by Dr. Marcia Moshé and Dr. Jacob Friedman, will be consulting with the Ryerson community about these and other policy-related issues. The SLT remains available for consultation.

2. LTO Strategic Planning

(a) Preliminary Meetings and Discussion

A number of the 2015-2016 Senate Learning and Teaching Committee (SLT) meetings focused on strategic planning for the Learning and Teaching Office (LTO). The LTO completed its 2011-2014 document, and with Ryerson's new Academic Plan for the University (*Our Time to Lead, 2015-2019*), it is the ideal time for the LTO to create their new three-year strategic plan.

The SLT identified the following areas for future growth:

1. Strengthening the connection between the LTO, the library and other departments and services, as well as learning how to work in a more integrated way.

2. Enhancing the teaching capacity of graduate students (an area of critical importance to the Provost, Dr. Lachemi). This would be addressed through the LTO's Professional Development in Teaching Program for graduate students.

3. Engaging mid-career faculty. The LTO is interested in creating programming that specifically targets mid-career faculty. A lecture series of previous 3M winners is being launched in 2016, which will hopefully cultivate senior faculty members who are interested in this level of discussion. The LTO is also considering engaging mid-career faculty by asking them to be mentors for new faculty and by offering them training in mentorship. Mid-career faculty would learn information about good teaching practices, which may stimulate reflection on their own teaching practices. For instance, the dossier mentorship program is one way the LTO has implemented this idea.

4. Establishing a stronger social media presence (Twitter, Facebook, LTO Blog) to reach a wider community. The LTO would highlight new research and current best practices to foster a community built around teaching.

5. Increasing collaboration with the Office of Equity, Diversity and Inclusion to integrate each of these concepts into the classroom/lab/lecture hall.

6. Assisting graduate students to improve their teaching skills. Student members shared thoughts on programming in this area, which they believe would provide them with an edge when applying for jobs. Programming could include mentorship for graduate students around teaching. The goal is to offer Teaching Assistants (TAs) more to do than merely putting notes on the board. It was suggested that the LTO create a teaching and learning incubator where graduate students can learn how to teach. Students who have both a PhD and a teaching certificate, demonstrating practical teaching experience and training, would then have a competitive edge for jobs after they graduate.

In terms of the LTO strategic planning document and its key areas, SLT discussed and deliberated on the following critical elements of a strategic plan: vision, mission, and strategic goals and objectives. From these very helpful and lengthy discussions, the LTO produced its final draft of the Strategic Plan for 2016-2019 and presented it to SLT.

(b) LTO STRATEGIC PLAN 2016-2019: EXECUTIVE SUMMARY

This strategic plan describes the vision, mission and strategic goals and objectives of the Learning and Teaching Office (LTO).

Vision
The LTO is the leader in learning and teaching at Ryerson. As the primary support for the teaching community at Ryerson, the LTO fosters a culture of excellence and innovation in teaching, working to continually enhance student learning across the university.

Mission
Strengthen the teaching community at Ryerson by:

- Offering professional development programs that support student learning
- Championing the values of equity, diversity and inclusion across all disciplines and modes of instruction
- Promoting new and emerging instructional methods while supporting existing best practices
- Enhancing the connection between teaching and research
- Recognizing teaching excellence

Strategic Goals and Objectives

1. Offer programming that allows our participants to develop diverse modes of instruction that serve our increasingly diverse student body
- Expand the range of programs and services offered by the LTO English Language Specialist
- Strengthen and expand the LTO's collaboration with the Chang School of Continuing Education

2. Continue to promote the values of equity, diversity and inclusion with respect to teaching
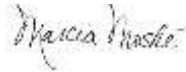- Designate EDI as the theme of an annual Ryerson Faculty Conference
- Reform the Universal Design for Learning Committee and broaden its mandate to include accommodation and culturally inclusive teaching
- Refocus the Teaching About Diversity Fund program to have direct, concrete application for the Ryerson community
- Create an EDI-centric teaching award

3. Develop and deliver new programs for faculty on e-learning and technology enhanced learning
- Provide faculty with opportunities to learn about converting traditional face-to-face courses to blended and fully online courses
- Develop a new section of the website that provides resources and instruction with respect to e-learning

- Collaborate with the Office of e-Learning, the Digital Media Projects Office, the Library, and the Chang School's Digital Education Strategies in developing a new suite of programs that specifically address e-learning and technology enhanced learning
- Provide one-on-one assistance to faculty apropos of e-learning

4. Address the increasing importance of evaluation of course learning outcomes
- Develop programs that specifically address course design
- Offer workshops/programs on constructive use of intended learning outcomes
- Develop resources on assessment apropos of intended learning outcomes

5. Expand existing, and develop new programs and resources to support experiential learning
- Engage experiential learning award winners to increase the visibility of experiential learning at Ryerson
- Collaborate with the Office of Experiential Learning to develop programs
- Encourage scholarly engagement with experiential learning through the Learning and Teaching Enhancement Fund and the annual Faculty Conference

6. Maintain and expand the number of externally accredited programs offered by the LTO
- Accredit Level 3 of the Ryerson Graduate Professional Development in Teaching Program
- Maintain accreditation for Levels 1 and 2 of the Ryerson Graduate Professional Development in Teaching Program and the University Teaching Development Program

Respectfully Submitted,

Marcia Moshé, Interim Vice Provost Academic
Chair of the Committee