



SENATE MEETING AGENDA

Tuesday, January 31, 2017



SENATE MEETING AGENDA

Tuesday, January 31, 2017

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 January 31, 2017 meeting*

3. Announcements

Pages 1-4. Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the December 6, 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

7.3 Update Regarding the Strategic Mandate Agreement (SMA) process:
P. Stenton

7.4 Ombudsperson's Report: N. Farrell

(see:http://ryerson.ca/senate/agenda/2017/Ombuds_report_January_2017.pdf)

7.5 Committee Reports

Pages 11-20

7.5.1 Report #W2017-1 from the Academic Governance and Policy Committee (AGPC): C. Evans

7.5.1.1 Update from the *ad hoc* Academic Policy Review Committee (APRC): M. Moshé

Pages 21-25

7.5.2 Report #W2017-1 from the Academic Standards Committee (ASC): M. Moshé

7.5.2.1 Certificate in Advanced Accounting

Motion: *That Senate approve the Chang School Certificate in Advanced Accounting as described in the ASC report*

Pages 26-34

7.5.3 Report #W2017-1 from the Curriculum Implementation Committee (CIC): M. Moshé

Pages 35-127

7.6 Report #W2017-1 from the Yeates School of Graduate Studies (YSGS): J. Mactavish

Pages 37-95

7.6.1 Professional Masters Diploma in Management of Technology and Innovation

Motion: *That Senate approve the PMDip in Management of Technology and Innovation Program and forward to Quality Council for approval*

Pages 96-105

7.6.2 Periodic Program Review for Masters of Nursing Program

Motion: *That Senate approve the Periodic Program Review of the Masters of Nursing Program*

Pages 106-117

7.6.3 Periodic Program Review for Masters of Documentary Media Program

Motion: *That Senate approve the Periodic Program Review of the Masters of Documentary Media Program*

Pages 118-127

7.6.4 Periodic Program Review for Aerospace Engineering Graduate Programs

Motion: *That Senate approve the Periodic Program Review of the Aerospace Engineering Programs*

7.6.5 For Information: Curriculum Modification (Minor)

On January 12, 2017 YSGS Council approved the removal of BE8002 Seminar as a requirement for MEng students in the Biomedical Engineering program.

7.6.6 For Information: Curriculum Modifications (Minor)

Name changes for PMDip programs approved at the October 2015 Senate meeting

7.6.6.1 Canadian Business for International Students and New Canadians changed to Canadian Business

7.6.6.2 Chartered Financial Accountant changed to Accounting

7.6.6.3 Certified Financial Analyst changed to Financial Analysis

7.6.6.4 Finance and Social Innovation changed to Finance for Social Innovation

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

Pages 128-131 11.1 Academic Integrity Office (AIO) 2015-2016 Report

Pages 132-136 11.2 Periodic (5 Year) Review of the Ryerson Centre for Immigration and Settlement (RCIS)

11.3 Course Change Summary Forms:

http://ryerson.ca/senate/agenda/2017/Course_Change_Forms_Jan_2017.pdf

Faculty of Arts: *Languages, Literatures and Cultures; Philosophy*

Faculty of Community Services: *Child and Youth Care*

Faculty of Science: *Computer Science*

Ted Rogers School of Management: *Human Resources Management/ Organizational Behaviour*

12. Adjournment



SENATE MINUTES OF MEETING
Tuesday, December 6, 2016

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:	STUDENTS:
M. Bountrogianni	S. Benda	J. Friedman
C. Evans	T. Burke	E. Harley
C. Falzon	B. Ceh	R. Hudyma
U. George	D. Checkland	K. Kumar
C. Hack	R. Chumak-Horbatsch	D. Mason
M. Lachemi	K. Church	A. McWilliams
H. Lane Vetere	P. Danziger	L. Pine
M. Lefebvre	Y. Derbal	S. Rakhamayil
M. Moshé	H. Doshi	K. Underwood
S. Murphy	C. Dowling	K. Venkatakrishnan
P. Stenton	N. Eichenlaub	S. Wehbi
S. Zolfaghari	A. Ferworn	
SENATE ASSOCIATES:		EX-OFFICIO STUDENTS:
A. M. Brinsmead		V. Morton
M. Zouri		J. Rodriguez
REGRETS:		ABSENT:
C. Antonescu	R. Rodrigues	R. Botelho
L. Barnoff	C. Schryer	
I. Coe	P. Sugiman	W. Fraser
T. Duever	E. Tadesse	P. Gusciora
R. Frankle	J. Tiessen	A. Latchman
Y. Helmy	A. Wong	
E. Kam	J. Zboralski	
L. Kolasa	F. Y. Zhang	
J. Mactavish	J. Winton	
M. Masood		
A. Mathews-David		
N. Naghibi		
D. O'Neil Green		

Alex Ferworn, Vice Chair of Senate, chaired the Committee of the Whole discussion that preceded the formal Senate meeting. Chris Evans, Interim Provost & Vice President Academic, gave a brief introduction and presentation on some issues under consideration as part of the current review of the Policy and Procedures Relating to Search Committees and Appointments in the Academic Administration ("the AAA policy"). An open discussion followed, so that Chris and others working on the AAA policy review could take the questions and comments under consideration as part of the review process.

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

Motion: *That Senate approve the agenda for the December 6, 2016 meeting*

C. Mason moved; C. Falzon seconded

Motion Approved.

3. Announcements

D. Checkland announced that Ryerson has become a member of Academics Without Borders. He provided further details regarding this organization and noted that funding will be provided to those volunteers who wish to take this opportunity (during their sabbatical or other leave) to participate. He also noted that a representative from the organization will be invited to speak at Ryerson at some point.

4. Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the November 1, 2016 meeting*

D. Mason moved; J. Rodriguez – seconded

Motion Approved

5. Matters Arising from the Minutes - None

6. Correspondence - None

7. Reports

7.1 Report of the President

7.1.1 President's Update

President Lachemi announced that Steven Liss has been appointed as the new VP Research & Innovation. He will be starting on April 3, 2017. President Lachemi thanked U. George, Interim VPRI, for her work over the past months.

The Crown Prince and Princess from Norway visited Ryerson as part of the collaboration between Canada and Norway regarding innovation and entrepreneurship. They visited the SLC and were especially interested in its design because the architect is from Norway.

President Lachemi also spoke to the statement shared with Senate members through email prior to the meeting, and emphasized Ryerson's stance regarding collegiality and free speech regarding important and controversial issues. He reiterated that Ryerson is committed to working with faculty, staff and students to ensure that they are safe from discrimination and harassment. He invited members to contact him to offer comments or advice regarding this matter.

The third video presentation in a series from Alumni Relations, featuring Professor Pnina Alon-Shenker from Law & Business, was shown at the meeting.

7.2 Achievement Report – included in the agenda.

7.3 Report of the Secretary

The Secretary reported that the following vacant Senate positions have been filled by new members to Senate:

Graduate Studies: Eno Hysi, Biomedical Physics; and Peter Haastrup, Policy Studies

At-Large Student: Amal Latif, Politics & Governance

Chang School student representatives: Piratheep Santhanarasa and Esther Tadesse

7.4 Committee Reports

7.4.1 Report #F2016-1 of the Scholarly Research and Creative Activity Committee (SRCAC): U. George

7.4.1.1 Policy 51 (Proposed new title: *Ethical Conduct for Research Involving Human Participants*). Draft policy and summary of changes attached.

Motion: *That Senate approve the revised Policy 51 (Proposed new title: Ethical Conduct for Research Involving Human Participants) as included in the agenda*

U. George moved; K. Kumar seconded. U. George and L. Lavallee spoke to this report

Motion Approved.

7.4.1.2 Update on review process for Policy 118 (*SRC Integrity*)

U. George provided some information regarding the review process for policy #118. Jennifer MacInnis, Legal Counsel and Senior Director, Applied research & Commercialization, provided further information on this policy and noted that Senate will be kept informed about the process.

7.4.2 Report #F2016-3 of the Academic Governance and Policy Committee (AGPC): C. Evans

7.4.2.1 Policy 76 (*Development and Review of Certificate Programs*). Draft revision to change the minimum number of courses in a certificate from six to four.

Motion: *That Senate approve the revisions to Policy 76 (Development and Review of Certificate Programs) as described in the agenda*

M. Bountrogianni moved; and J. Rodriguez seconded

Dean Bountrogianni provided further details regarding this motion.

Motion Approved

7.4.3 Report #F2016-3 of the Academic Standards Committee (ASC): M. Moshé

7.4.3.1 Cancellation of EID 500 (Experiential Semester in Digital Entrepreneurship and Innovation) and the Optional Specialization in Digital Entrepreneurship and Innovation

Motion: *That Senate approve the cancellation of EID 500(Experiential Semester in Digital Entrepreneurship and Innovation) and the Optional Specialization in Digital Entrepreneurship and Innovation*

M. Moshé moved; and E. Hysi seconded

Motion Approved.

7.4.4 Report #F2016-1 of the Awards and Ceremonials Committee for information: C. Evans

8. Old Business - None

9. New Business as Circulated - None

10. Members' Business - None

11. Consent Agenda – *(for information only)*

11.1 Course changes from:

Faculty of Arts: *Economics; English; History; Languages, Literatures & Cultures; Politics & Public Administration; Sociology*

Faculty of Communication & Design: *Creative Industries; Fashion; Journalism; RTA School of Media*

Faculty of Community Services: *Disability Studies; Nutrition*

Faculty of Engineering & Architectural Science: *Civil Engineering; Electrical & Computer Engineering*

Faculty of Science: *Chemistry & Biology; Computer Science; Physics*

Ted Rogers School of Management: *Health Services Management; Hospitality & Tourism Management; Information Technology Management;*

12. Adjournment

The meeting adjourned at 6:30 p.m.

Ryerson University
President's Update to Senate
January 31, 2017



New Year's Greetings – We are launching a remarkable year, for our nation and for Ryerson. Among upcoming events, we are proud to host Congress 2017 and the 2017 U Sports Women's Volleyball Championship, and to welcome athletes and fans as a venue for the 2017 Invictus Games – and this is just a start. Every year at Ryerson is filled with anticipation and excitement.

Appointments

Jack Cockwell (Doctor of Commerce *honoris causa* '04) and **Marci Len** (RTA '91, Ryerson Alumni Award 2014) were appointed to the Ryerson Board of Governors by the Lieutenant Governor in Council in November for a three-year period. For Jack Cockwell, a visionary longtime Ryerson mentor and supporter, the appointment is his sixth term over the years since 1995. Journalist Marci Len has a special focus on at-risk students and, with media colleague Dwight Drummond, created The Marci Len and Dwight Drummond Award for students in the RTA School of Media from under-represented and marginalized communities. The work of the Board is greatly assisted by engaging outstanding community members.

Steven Liss has been appointed vice-president, research and innovation, effective April 1, 2017. Currently vice-principal (research) at Queen's University and formerly associate vice-president research at the University of Guelph, Steven rejoins Ryerson having been a faculty member in chemistry and biology from 1988 to 2007, and associate dean for the Faculty of Engineering, Architecture and Science (research, development and science programs). An internationally recognized researcher in environmental biotechnology, water and wastewater microbiology, he earned his master's and PhD in applied microbiology and food science from the University of Saskatchewan, and his bachelor's in microbiology and immunology from Western University.

Haroon Siddiqui, OC OOnt, former columnist and editor emeritus of the Toronto Star, has been appointed distinguished visiting professor in the Faculty of Arts and Faculty of Communication and Design. A proponent of multiculturalism, diversity and equality of opportunity, his work and involvement with news and community organizations is renowned for advancing Canadian culture and identity. At Ryerson he will deliver guest lectures and presentations, collaborate on workshops relating to communications and media ethics, and participate in Congress 2017.

Frédéric Dimanche, Director, Ted Rogers School of Hospitality and Tourism Management, has been appointed to the full planning board for a French-language university in central and southwestern Ontario. Reporting to Deb Matthews, Minister of Advanced Education and Skills Development, and Marie-France Lalonde, Minister of Government and Consumer Services and Minister Responsible for Francophone Affairs, the board will report by summer 2017.

Tanya (Toni) De Mello has been appointed director, Human Rights Services effective January 9, 2017, joining Ryerson from the University of Toronto Scarborough where she has been equity and diversity officer since 2014. She brings to Ryerson both domestic and international human rights experience and a focus on inclusion. She has earned a bachelor of arts (economics and

political science, University of Waterloo), masters in urban planning (Princeton University), a bachelor of civil law and common law (both at McGill University), and is currently completing her Ph.D. in Social Justice at the Ontario Institute of Secondary Education (OISE).

Student support – Ryerson is grateful for the continuing initiative of partners engaged with us in responding to the pace of change in helping prepare students for an evolving workplace:

William and Catharina Birchall (Doctor of Laws *honoris causa* '16) are supporting the expansion of co-operative education at the Ted Rogers School of Management (TRSM) with a new gift of \$1 million, honoured with a further donation of \$250,000 by Barrick Gold, to give Ryerson graduates a competitive advantage by encouraging student co-op placements.

Scotiabank is continuing its partnership with the Ted Rogers School of Management with a \$325,000 gift supporting student internships at not-for-profits through the Scotiabank Changemakers program, creating opportunities for students to experience organizations working for social change, an under-represented career option for young people.

Retiree Celebration – It was an honour to celebrate the contributions of forty 2016 Ryerson retirees and to offer thanks and appreciation for the dedication, energy and service that has built the university not only into a leader in learning and research, but a strong and vital community and city-builder. At the event on November 28th we heard stories of change over the years, from the status of the university to the size of its campus and the number of students – and most of all the enduring affection for the people and a great place to work.

Viola Desmond – On December 8th the Government of Canada announced that Viola Desmond will be featured on a new \$10 bank note, expected in late 2018, the first time a portrait of a Canadian woman will be featured on a regularly circulating Bank of Canada note. A successful Nova Scotia businesswoman and an icon of the human rights and freedoms movement in Canada, Viola Desmond is known for defiantly refusing to leave a whites-only area of a movie theatre in 1946. Since 2009 the annual Viola Desmond Awards at Ryerson have recognized the contributions of students, staff and faculty while raising awareness of the many diverse and little-known stories of past and present Women of African descent in the building of Canada.

GTA Top Employer – For the third straight year, Ryerson has been selected as one of Greater Toronto's top employers, based on eight criteria: physical workplace; work atmosphere and social; health, financial, and family benefits; vacation and time-off; employee communications; performance management; training and skills development; and community involvement. Ryerson was particularly recognized for its workplace wellbeing services unit and a harmonized holistic approach to mental well-being; maternity and parental leave top-up payments and onsite daycare; campus amenities including a quiet room for meditation and religious observance, healthy and special diet cafeteria options; and state-of-the-art fitness facilities.

December 6 – Postsecondary institutions across Canada observed the 27th anniversary of the day in 1989 that fourteen women (13 of them engineering students) were gunned down at l'École Polytechnique de Montréal because they were women. Canada now marks December 6th as the National Day of Remembrance and Action on Violence Against Women to honour the lives lost and to renew a commitment to end violence against women. Each year, the Ryerson December 6th Memorial Committee hosts a program to engage the community in discussions

related to violence against women, gathering in the Quad at the December 6th Memorial Sculpture and Tree of Hope for a moment of silence and candlelight vigil, and having the opportunity to listen to remarks from advocates for change.

La Loche – In January 2016, a shooting at La Loche Community School in Saskatchewan claimed four lives and injured seven others. One year later a gesture of healing touched the community. Ryerson Board member, journalist and talk show co-host Marci Ien who had covered the news story, reached out to Ryerson and the Raptors with an idea. Inspired by the Raptors hat worn by a La Loche student in a *Globe & Mail* photograph, she asked Raptors General Manager Masai Ujiri for help. Together they travelled to La Loche where Ujiri spoke at a student assembly and went from class to class giving out t-shirts that read “La Loche Dreams Big.” At Ryerson, on January 13th we were delighted to welcome a group of students from La Loche Community School as part of a four-day visit to Toronto – hosting them for breakfast at the Launch Zone in the Student Learning Centre, where they participated in science demonstrations and learned about Ryerson’s interdisciplinary business incubators, and shot hoops with Rams student-athletes at the Mattamy Athletic Centre later in the day. The students appeared with Marci Ien on CTV’s *The Social*, attended Raptors games, and met with the Prime Minister. La Loche principal Greg Hatch expressed thanks for giving students a wider world view by seeing a university outside their own province. It was a privilege to offer Ryerson support and friendship.

Congratulations

- The Women's Executive Network (WGN) Canada's Top 100 Women for 2016 include:
 - Dr. Imogen Coe, Dean, Faculty of Science, and Dr. Linda Maxwell, Founder & Managing Director, Biomedical Zone (Sun Life Financial Trailblazers and Trendsetters category);
 - Christiane Germain (Doctor of Commerce *honoris causa* '12), Group Germain Hotels Co-Founder & Co-President (CIBC Entrepreneurs category);
 - Bailey Parnell (RTA School of Media '15), (Telus Future Leaders category);
 - Roberta Jamieson (Doctor of Laws *honoris causa* '03), President & CEO, Indspire (WGN Hall of Fame).
- Senator Ratna Omidvar, founder of Lifeline Syria, community activist and tireless advocate for immigrants and refugees, was named #11 on the list of “Toronto’s 50 Most Influential” in the November issue of Toronto Life magazine for leadership championing new Canadians.
- Order of Ontario recipients announced December 14, 2016 include Beverley Salmon (Doctor of Laws *honoris causa* '99) Toronto's first black female municipal councillor; and Margo Timmins (Social Work '86, Alumni Award of Distinction '15), celebrated voice of the internationally renowned Canadian alternative rock band Cowboy Junkies.
- John Smol (Doctor of Science *honoris causa* '16), Canada Research Chair in Environmental Change at Queen's University, received the 2016 Northern Science Award and Centenary Medal from Polar Knowledge Canada recognizing a lifetime of research in the Arctic.
- Edward Burtynsky (Image Arts '82, Doctor of Fine Arts *honoris causa* '07) was featured in the December 19/26 issue of *The New Yorker*, profiling three decades of “ambitious projects that double as tests of stamina,” with a focus on photographing and filming sweeping images of industrial projects and their effects on the environment.

- The Clinical Psychology program has earned a 6-year reaccreditation from the Canadian Psychological Association (CPA), with special thanks to everyone involved for contributions to the process and its well-earned and highly successful outcome.
- *Raise Up*, a photography series created by School of Fashion students Stephanie Rotz, Sydney Allen-Ash and Jacqueline Ashton won first place in the Fashion Photography category of the 20th annual Orange Label Project, run and supported by the United Nations Trust Fund to End Violence against Women, and the London College of Fashion.
- The Ryerson MBA student team won both 2nd place and the People's Choice Award in the Kraken Investment Competition sponsored by the *Which MBA?* division of *The Economist* Newspaper Group, for optimising a \$1 million, five-year Bitcoin-Ether portfolio. Teams in the competition included the Ivey Business School at Western University, Rutgers Business School, Johns Hopkins Carey Business School, and Tuck School of Business at Dartmouth.
- Nathaniel Brunt (BA Arts and Contemporary Studies '11; MA University of Kent '12; MA Communication and Culture '16) was named student winner for #Shaheed, an ongoing study of the war in the Kashmir Valley, by the US-based Alexia Foundation, an organization that promotes the power of photojournalism to give voice to social injustice.
- Mohammad Chaudhry (BSc Chemistry & Biology '16) was named US/Canada Region Winner in the Chemical & Pharmaceutical Sciences category at the Undergraduate Awards in Dublin for his paper *Simultaneous Point and Axial Chirality Generation through Intramolecular Buchwald Hartwig Cross-Coupling reaction*, among a record 5,514 undergraduate papers submitted by 244 institutions in 121 countries.
- Seyed Nourbakhsh (Chemical Engineering '13) won \$500,000 USD from the 43North startup competition to launch Formarum, an automatic swimming pool system, which had won early support from the Norman Esch Engineering, Innovation & Entrepreneurship Awards.
- Julianna Romanyk, 1st year Media Production, received the Barbara Turnbull Award given to a student with a disability who exemplifies the late Toronto Star reporter's qualities of tenacity, perseverance, and positivity.
- Tatyana Terzopoulos, Master's student in Communication and Culture, received a Canada Graduate Scholarship to Honour Nelson Mandela, a program recognizing research in national unity, democracy, freedom and human rights, leadership and children's health.
- Maayan Ziv (BA, RTA School of Media '12, MA Digital Media '15), was honoured at the 3rd Annual National Startup Canada Awards event with the Resilient Entrepreneur Award for AccessNow, a website and app that crowdsources accessibility worldwide.
- The 2016 Excellence Awards presented by the Canadian Bureau for International Education (CBIE) recognized Ryerson with the *Panorama Award for Outstanding International Education Program* (Glocal Links program run by International Student Support); the *Elizabeth Paterson Award for International Student Leadership in International Education* (Adela Zyfi, 3rd year biomedical science), and the *New World Award for Student Leadership in International Education* (Jordan D'Souza, 4th year business management).

- At the 2016 UPCEA Marketing Awards recognizing top marketing and creative work among more than 400 postsecondary institutions in North America, the Chang School won two gold, for its spring 2016 open house campaign and its #ChangChats Twitter chats; and two silver for the spring 2016 achievers radio campaign and the 2015-16 print catalogue.
- The 2016 Canadian FinTech Awards recognized Ryerson leadership with the *Academic Institution Most Supportive of FinTech Award* won by Zone Startup-Ryerson Futures, and the *Accelerator, Incubator or Entrepreneurial Network Award* won by the DMZ

Legal Innovation Zone – The Access to Justice challenge sponsored by the Ontario Ministry of the Attorney General in partnership with the Legal Innovation Zone ended in December. From 29 initial applicants, five finalists had been chosen for four months to work in the LIZ space with advisers, mentorship and resources to develop their businesses. The competition culminated in The Final Pitch in December. The winners are: 1st Place (\$25,000) ParDONE, an online platform that gives people with a criminal record a second chance at success by reducing the cost, time, and complication of the record suspension application; 2nd Place (\$15,000) Legally Inc., an app that uses chat bots to assist Canadians fighting traffic tickets; 3rd Place (\$10,000) Law Scout, a technology platform that reduces the cost of routine legal work for small business owners.

SHAD @ Ryerson – Beginning 2017, Ryerson will become a host campus for SHAD, a summer youth program for exceptional high school students at a pivotal point in their education. The program annually sends 700 high school students to Canadian universities for a one-month educational experience. In July 2017 the Faculty of Engineering and Architectural Science and the Ted Rogers School of Management will support the first cohort of 60 students. Sean Mullin, executive director of the Brookfield Institute for Innovation + Entrepreneurship, made the case for bringing SHAD to Ryerson on a shared mission advancing future-based skills development.

Big Sports Day – On November 29th, thirteen Rams hosted Toronto youth from underserved neighbourhoods to an afternoon of skills and team-building activities. An initiative in the Home Run Scholars program partnered by the Jays Care Foundation and Toronto Community Housing Corporation, Big Sports Days offer access to high-quality athletic facilities, positive role models, and the opportunity to experience a postsecondary campus. In addition, student-athletes will visit TCHC sites to participate in Home Run Scholars after-school programs, developing student leadership and community engagement by encouraging youth.

Ryerson Rams – At January 17th the season is shaping up strong, with three teams in the U Sports Top 10 for the week of January 11-17: Men's Basketball (#4), Women's Basketball (#7) and Men's Hockey (#7). The OUA standings and win-loss records are also impressive: in the OUA East Men's Basketball is #1 (11-0), Men's Volleyball #1 (7-3), Women Basketball #2 (9-2) and Women's Volleyball #2 (7-3), with Men's Hockey #1 in the OUA West (15-5).

from the President's Calendar

November 15, 2016: Ryerson hosted a visit from Dr. Karim Chelli, President, Canadian University Dubai, to discuss international academic exchanges and collaboration.

November 17, 2016: The Hon. Charles Sousa, Ontario Minister of Finance, was keynote speaker at “The Evolving Nature of Retirement,” sponsored by the National Institute on Ageing, Ted Rogers School of Management, Centre for Labour Management Relations, and Ryerson.

November 17, 2016: The Hon. Yasir Naqvi, Ontario Attorney General, was hosted by Ryerson on a visit to campus and a tour of the Legal Innovation Zone.

November 18, 2016: I was honoured to be invited to visit the BAPS Shri Swaminarayan Mandir in Toronto, a traditional Hindu temple celebrating its 10th anniversary in 2017.

November 21, 2016: I was pleased to deliver greetings to students attending the First Nations Technical Institute (FNTI) orientation on programs offered in partnership with Ryerson.

November 22, 2016: Ryerson hosted a meeting with The Rev. Dawn Leger, the new pastor at First Evangelical Lutheran Church on Bond Street, to discuss partnership and community.

November 23, 2016: I was very pleased to attend the Association of Fundraising Professionals 2016 awards lunch celebrating Valerie and Andy Pringle as Volunteers of the Year.

November 25, 2016: I attended a meeting with the Ministry of Advanced Education and Skills Development, the Ontario Centre for Workforce Innovation, and the Ontario Chamber of Commerce for a strategic discussion on partnering for the future.

November 30, 2016: It was a privilege to greet members at the Ryerson Alumni Association Annual General Meeting, a key constituency with a special relationship to the university.

December 1, 2016: I was honoured to host a lunch meeting with the Professor Emeritus group, valued colleagues and academic builders of Ryerson over a time of significant development.

December 2, 2016: I welcomed Dr. Mary Preece, the new president of Sheridan College, to campus; Brampton Mayor Linda Jeffrey joined us for a follow-up meeting December 21st.

December 5, 2016: Ryerson hosted an event at the DMZ with Laurie Robinson, Special Advisor on Aboriginal Issues to the Deputy Minister of Advanced Education and Skills Development and members of the Aboriginal Institutes Consortium.

December 8, 2016: I was pleased to offer welcome remarks at the launch of the Professional Canadian Arab Network for professional development, philanthropy, and mentorship.

December 9, 2016: Ryerson met with Deputy Minister Sheldon Levy, Advanced Education and Skills Development, and Assistant Deputy Minister Glenn Craney, on the funding formula.

December 14, 2016: Ryerson met with Friends of the Simon Wiesenthal Center in a dialogue on Holocaust Education Week and the way forward with understanding and inclusion.

December 14, 2016: Representatives from Cisco Canada were on campus for a meeting to discuss partnering on innovation support and advancing entrepreneurial initiatives.

December 15, 2016: I met with innovation and technology pioneer and visionary Don Tapscott to discuss the blockchain initiative.

December 16, 2016: Ryerson hosted a lunch for federal Minister of Science Kirsty Duncan to discuss national priorities and strategic development in science education and research.

December 19, 2016: Toronto city councillor Michael Thompson, Chair of Toronto's Economic Development and Culture Committee, Chair of Invest Toronto and a board member of Build Toronto was on campus for a meeting to discuss partnering on city-building initiatives.

December 19, 2016: I was pleased to attend the Roundtable on the Innovation Economy in Canada organized by Don Tapscott.

December 20, 2016: Ryerson met with Hillel Ontario and the Centre for Israel and Jewish Affairs, joined by Michael Levitt, MP York Centre.

January 9-10, 2017: I attended the Universities Canada Program for Presidents to share ideas with colleagues from other institutions and participate in discussions on challenges and opportunities in Canadian postsecondary education.

Report #W2017-1 of the Academic Governance and Policy Committee (AGPC)
January 31, 2017

1. Update from the *ad hoc* Academic policy Review Committee (APRC): M. Moshé

Respectfully submitted,

C. Evans, Chair, Interim Provost & Vice President Academic
On behalf of the Committee:

M. Moshé, Interim Vice Provost Academic
H. Lane Vetere, Vice Provost Students
C. Hack, Registrar
J. Turtle, Secretary of Senate
T. Duever, Dean, Faculty of Engineering & Architectural Science
E. Kam, Faculty of Arts, Director, Learning & Teaching Committee
C. Schryer, Chair, Communication & Design
A. McWilliams, Faculty, Science
K. Kumar, Faculty, Faculty of Engineering & Architectural Science
A.M. Brinsmead, Chang School Program Director
W. Fraser, Undergraduate Student Senator

ACADEMIC POLICY REVIEW COMMITTEE FALL 2016 REPORT January, 2017

The Academic Policy Review Committee (APRC), an ad hoc committee of the Academic Governance and Policy Committee, has as its mandate the review of five policies: *Policy 134: Undergraduate Academic Consideration and Appeals*; *Policy 135: Examination*; *Policy 145: Undergraduate Course Management*; *Policy 151: Course Management-Yeates School of Graduate Studies*; and *Policy 152: Graduate Student Academic Appeals*. The APRC's work continues the work done by those responsible for the 2013 Draft Policy Review Report.

During the Fall 2016 term, the Committee met five times. It was decided to begin with the policy and procedures for requesting academic consideration for missed work based on medical/compassionate grounds, including Ryerson's current medical certificate. Schools and Departments were invited to submit data on the number of medical notes submitted per term by students in their program, while stakeholder consultations took place through the following avenues:

- student focus groups conducted by the RSU and CESAR
- town halls for students (two), faculty (two) and staff (one)
- surveys and focus groups with faculty, students, and staff in each Faculty, conducted by APRC members who are Associate Deans
- consultation with the G. Raymond Chang School of Continuing Education
- consultations with Ryerson resource individuals (see Appendix 1 for list)
- feedback provided to the APRC's dedicated email address policyreview@ryerson.ca
- a survey of academic consideration policies at other Canadian universities, through online research and phone conversations with university representatives

Summary of Work and Findings

1. Academic Consideration on Medical Grounds: Ryerson's Medical Certificate

The 2013 Draft Policy Review Report recommended that "The existing medical certificate should be reviewed in terms of timing, content, and who makes decisions." Feedback from current community consultations confirmed the need to look at a wide range of issues regarding the policy and procedures for requesting academic consideration on medical grounds.

1.1 Problems with the Certificate's Format

The APRC's consultations highlighted a range of perceived problems with Ryerson's current medical certificate. These problems are related to the certificate's excessive length and detail, its lack of clarity in what is being requested of health care professionals (HCPs), the absence of information to students about the penalties associated with falsifying information, and a format that does not offer sufficient guidance concerning potential breaches of student privacy.

In terms of certificate length and degree of detail, feedback indicates that the form should be sufficiently clear and concise for an HCP to complete it in less than a minute. This is not the case currently. Because of the level of detail required, an HCP may also miss completing

information on the form, which could result in the program department asking the student to return to the clinic for more information. This increases the cost to the student.

Despite the certificate's length, there are clear gaps in what is currently being asked for, making it difficult for Ryerson decision makers, either in program departments or in the Registrar's Office, to decide whether academic consideration is warranted. The form does not specify who qualifies as a 'regulated health professional', and it does not ask for a clarification of the status of the current condition as acute versus chronic. Nor does it ask the HCP to rate the degree to which the condition impairs the student's ability to perform his/her academic obligations. Additionally, it does not require the HCP to base his/her assessment on objective evidence of illness. In response to the question, "If you are seeing the student after the date of the missed obligation, what evidence do you have that the student was too ill to meet his/her obligation?", HCPs often write 'patient history' or 'patient self-report', which is not necessarily all that useful for Ryerson decision-makers receiving the form.

Finally, the certificate does not include an explicit warning to the student about the consequences of falsifying information. In addition, allowing the HCP to provide a diagnosis and other information with the student's permission does not sufficiently guard against the sharing of personal health information. Ryerson's Privacy Commissioner recommends that collection of personal health information be avoided given the potential for breaches of the Personal Health Information Protection Act.

1.2 A Perception of Possible Abuse

Associated with these shortcomings is a widespread perception among faculty, staff and students that there is significant abuse of the current medical note system, with some students who are not sick obtaining medical notes to obtain an academic advantage or to manage their workload/exam schedule.

To examine this, the APRC invited program departments to provide us with the total number of medical notes processed during an academic term. We received responses from programs in all Faculties for the Fall 2014 term. The lowest rates of note submission relative to the total number of students enrolled are in FCAD and FCS, with percentages of less than 5%. The highest rate is in TRSM, with 17%. In an average term, most Ryerson programs process fewer than 50 medical notes. However, about 10 process 50 to 100 and a few process over 300.

One program department that processes approximately 200 medical notes per term provided the APRC with a detailed analysis and report on their medical note data for the 2015-2016 academic year. Their results found that 40 students, or 6% of their entire cohort, submitted at least four medical notes each during the period studied and were responsible for 50% of all medical notes submitted. The most notes submitted by an individual student was 17. Further analysis found that more difficult courses with typically high failure rates have higher absence rates than easier courses with low failure rates. When two difficult courses have their exams close together, the absence rate in both exams is typically higher than usual. There was also a strong correlation between frequent medical note submission and poor academic performance, suggesting that intervention is warranted in these cases. The report concluded that "there is clear evidence that some students take advantage of the medical note system to obtain academic advantage."

1.3 Other Canadian Universities: Findings

Most Canadian universities require students to submit a medical certificate to document medical/health reasons for academic consideration. The forms differ in terms of how much and what information the HCP is asked to document. For example, some universities' medical certificates (e.g., U of Windsor and Carleton) simply ask the health care provider to confirm that the student's condition is sufficiently serious to prevent them from attending school or completing academic work. The type of note used at a larger number of Ontario universities (e.g., U of T, York, McMaster, Waterloo, and Western) requires the HCP to select one of five categories (negligible to severe) that best describes how the student's academic functioning is incapacitated by their current illness, injury, or treatment.

There are additional ways in which the medical certificates at other universities differ from Ryerson's medical certificate.

- The HCP may be asked to confirm that they saw the student when they were sick/injured and to verify the illness/injury was severe enough to prevent attending school or completing academic requirements. Or the HCP may have the option to select that they cannot confirm the student's illness (e.g., Carleton) and that their assessment was based on the patient's report ("patient has completely recovered at this time.")
- The medical certificate may include a statement that the HCP's assessment is based on their physical examination and applicable documented history at the time of the illness/injury, not after the fact.
- Different forms may be used for compassionate versus medical grounds for missed evaluation.
- The medical certificate may include a statement about academic integrity and the consequences to the student of not being truthful or of falsifying information.
- The medical certificate may specify who is authorized to complete the form. (For example, the U of T's medical form must be completed only by a physician, surgeon, nurse practitioner, registered psychologist or dentist.)

1.4 Ryerson's Medical Certificate: Proposed Revision

Based on feedback from the consultations, the APRC has drafted a revised Ryerson Health Certificate, which is attached (Appendix 2). The form is interactive and accessible as per AODA requirements. The form has also been reviewed and approved by Ryerson's legal team.

2. Academic Consideration on Medical Grounds: Policy Issues

2.1 Documentation for Medical Grounds

Numerous concerns were raised during the consultation process about the policy of requiring a medical certificate to document medical grounds for academic consideration. These include the following.

First, the current policy allows students to submit the medical certificate three days after the missed evaluation. By the time students make their medical visit they often show no signs of illness and HCPs base their assessment on students' self-report of illness. In this respect, the current system is like a self-declaration system. More generally doctors aren't always able to 'verify' certain illnesses. Many illnesses have few or no objective signs, and thus many medical certificates have no real value as the doctor can only repeat what the patient says.

There are issues of equity as well. The current system privileges students who can pay for a medical note since HCPs normally charge patients between \$25 to \$30 to complete a medical certificate. The current system also privileges those with ready access to HCPs. Some students, especially international students, may not have a family physician. Moreover, students without ready access to an HCP can't always get an appointment when they are sick – even at Ryerson's Medical Centre.

Medical certificates result in a range of resource burdens. They are an administrative encumbrance for schools and departments as well as first-year offices that must process the notes. In addition, medical associations in some provinces (e.g. Ontario, Alberta, Nova Scotia and Newfoundland and Labrador) have criticized employers' and universities' requirement of 'sick notes'. They claim that the practice clogs medical offices with people who aren't sick or who are sick but don't need treatment and suggest that it represents a wasteful use of resources in the medical system. There are health-related concerns expressed by these medical associations as well. By being required to visit a physician's office when they are sick but don't require treatment, students expose vulnerable populations (the elderly and young) to illnesses.

2.1.1 Self-Declaration of Medical Illness

Experience at Other Universities

Given the various arguments cited above, some Canadian universities (i.e., Queen's, U of Alberta, U of Saskatchewan, Memorial, UBC, and McMaster) allow students, under certain conditions, to self-declare illness rather than obtain a medical certificate. Examples of these policies include the following:

- Queen's has had a 'no note' policy for many years. Students can submit a verification of illness (VOI) form to their instructors to request academic consideration. The self-declaration form is only for short-term minor illnesses. Medical conditions that last for more than three days require documentation. For final exams a medical certificate is required.
- Since 2010, the University of Alberta's policy has explicitly stated that a medical note cannot be required, under any circumstance, for students requesting academic consideration. Students can submit a statutory declaration form to their Faculty office or to the Registrar's Office. Students are required to swear that their statements are true, and they are made aware of the consequences of falsifying information.
- Memorial University adopted a self-declaration policy in 2014 after the Newfoundland and Labrador Medical Association issued guidelines to physicians to not write medical notes for illnesses shorter than five days. The University later revised their policy, in consultation with the NLMA, to require medical documentation for students seeking academic consideration to defer a final examination.
- The University of British Columbia began using a "self-declaration of illness or injury form" on a trial basis about four or five years ago to alleviate problems that are associated with "sick notes" and in recognition of the fact that, in many situations, students do not require the care of a health or counselling professional. Revisions have been made to the form over the years, and a revised version will come out in the spring of 2017. Students solemnly swear that their absence from class was a direct result of

their inability to attend due to personal illness or injury. The form is posted on the University's Health and Wellness website, and students are asked to use it.

The experience at universities that have instituted self-declaration policies provides some interesting lessons:

- A “no-note” policy was proposed at Carleton University, but not everyone was comfortable moving forward. Stakeholders wanted to find out more about what other universities were doing. The Director of Health Services was tasked with conducting an environmental scan and prepared a report for Senate. Self-declarations will be brought to Senate this year. As an initial step, the no-note policy will apply for mid-terms and classwork, but not for final exams. The Director of Health Services advises that significant education is needed to successfully implement self-declarations.
- When self-declarations were implemented at Queen’s University, there was concern about potential abuse, but this was not borne out by actual experience. No major differences were noted in the number of requests for academic consideration after self-declarations were implemented. The University’s Health Services has a letter that students can give to faculty, reminding them of Queen’s “no-note” policy and asking them to not request medical notes from students regarding minor short-term illness. The letter states: “Most short-term minor illnesses are self-limiting and often there is no need to seek medical help. Requiring notes becomes the motivation for seeking medical care that may otherwise be unnecessary. It is hoped that students will be considered fairly and given the benefit of the doubt when reasonable.”
- The University of British Columbia has found that some faculties have been slow to use the self-declaration form, but the University’s Health and Wellness unit has been “equally persistent in encouraging students to talk with their instructors, unit heads, and associate deans.” They have found that the form works well with minor colds and the flu but does not work for final exams or for lab exams. They have found that some students overuse the form, but faculty may choose to decline the form, if they feel it is appropriate. The Director of Health and Wellness noted that some faculty still require students to obtain a medical note for any absence due to illness or injury. The Health and Wellness unit has an ongoing campaign to ask instructors to use the form, and they have made “some very gradual headway.”
- The use of sworn self-declaration for the purposes of exam deferral was initiated at the University of Alberta by personnel associated with the University Health Centre. Despite the implementation of the ‘no medical note policy’, use of medical notes has continued to increase. Students seem not to know about the existence of the self-declaration option and many students continue to be sent by their professors to get a medical note because the professors are unaware that a self-declaration is acceptable. Often these medical notes are requested by professors after the students have recovered. It is speculated that the underlying reasons for the increase despite the new policy may be due to the way the policy is written and understood and the lack of education among professors and students about the statutory declaration form as well as what kind of information is needed. The recommendations by University of Alberta stakeholders for any other university contemplating self-declaration for exam deferral is that the policy be clearly written and that there be a comprehensive education campaign directed at faculty, staff and students.

Overall, this collective experience leads to two main conclusions. First, the transition to self-declarations has not led to reported increases in the number of self-declarations versus medical notes. Second, the experience at Carleton, Queen's University, and the University of Alberta suggests the importance of ensuring adequate preparation and education of stakeholders before any such system is instituted.

Ryerson Feedback on Self-Declarations

The APRC made a point of asking Ryerson stakeholders about the self-declaration option during its consultations. It is useful to quickly summarize the feedback we received both from students and from faculty members.

Most students who were interviewed supported self-declarations, although opinions varied widely in terms of how many self-declarations they thought should be allowed per term. (The number ranged from one to no limit, with the typical response being one to two self-declarations per semester.) Students also wondered whether there would be a limit on the number of self-declarations based on the reasons (e.g., medical; compassionate, etc.), and some thought self-declarations should not be used for final exams. A minority of students we consulted did not support self-declarations. In one Faculty, students who were interviewed were highly negative in their view of self-declarations, describing the idea as potentially damaging to their Faculty's reputation. Some students voiced a belief that self-declarations would lead to more abuse by some students.

Most faculty members who were part of the consultation process did not support adopting self-declarations. Opinions were often quite strong, with some arguing that it would lead to abuse by students. A minority thought self-declarations were a good idea or were at least not much different than our current system. If self-declarations were adopted, the majority who voiced an opinion said that only one per term should be allowed.

Self-Declarations: A Path Forward for Ryerson?

Where does this leave self-declarations as a policy option for Ryerson? The APRC supports the use of self-declarations, under certain conditions. However, based on findings of what has occurred at other universities who have gone this route, as well as the feedback we received, it is the APRC's view that any future move in this direction at Ryerson would need to be based on an extensive process of consultation and education directed exclusively at such a policy change. Further program-based quantitative analysis of the sort cited previously in this document may also shed further light on the issues involved in any such future move.

3. Outstanding Issues

There are other outstanding issues related to academic consideration which the Committee will continue dealing with in the months ahead. A sub-committee of the APRC has been working on defining other grounds for academic consideration (e.g., bereavement, personal distress or emergency; etc.) and identifying the documentation required for each. Also, stakeholder consultations reveal the need for clear and consistent procedures for processing requests for academic consideration. The APRC will be working on these topics in the Winter 2017 term.

APPENDIX 1 – Resource Individuals

Name	Title
Charmaine Hack	University Registrar
Rona Abramovitch	Senior Advisor, Community Engagement
Nora Farrell	Ombudsperson
John Paul Foxe	Director, Academic Integrity
Marc Emond	Acting Assistant Director, Academic Accommodations & Learning
Allan MacDonald	Director, Student Health & Wellness
Heather Driscoll	Director, Compliance and Policy Management and Privacy Officer
Miljana Horvat	Associate Dean, Graduate Studies, FEAS
Natalie Roach	Mental Health Coordinator, HR
Christina Halliday	Director, Student Learning Support Services
Denise O'Neil Green	Vice-Provost, EDI
Sarah Thompson	Clinical Coordinator, Centre for Student Development & Counselling
Robyn Parr	Assistant Registrar, Student Financial Services
Heather Lane-Vetere	Vice-Provost, Students

APPENDIX 2 – Ryerson University's Updated Student Health Certificate



STUDENT HEALTH CERTIFICATE

[The completed form must be submitted to the student's Program Department, or to the Chang School for Continuing Education students.]

A. TO BE COMPLETED BY THE STUDENT

STUDENT #: _____

I, _____, hereby authorize this regulated health professional to provide the following information to Ryerson University and, if required, to verify the information relating to my request for academic consideration. I understand that misrepresentation of facts may constitute academic misconduct and will be subject to the processes, penalties and consequences, as outlined in Ryerson's Policy 60: Academic Integrity. I understand that completion of this form does not guarantee that academic consideration will be granted. I understand that the University may require additional information from me or the regulated health professional to decide whether to grant academic consideration.

Signature of Student

Date (dd/mm/yyyy)

B. TO BE COMPLETED BY THE APPROPRIATE REGULATED HEALTH PROFESSIONAL

The University's health certificate is required as supporting documentation for academic consideration, such as deferral requests or appeals. You may be contacted by the University to verify the information you provide, but no additional information will be requested without the permission of the student. Please indicate below the effect of the illness, injury and/or treatment on the student's ability to learn, communicate, concentrate and participate in academic activities, as well as their decision making capacity.

The student has completely recovered at this time. Yes No The condition is chronic/ongoing. Yes No

Initial the most relevant category	Degree of Incapacitation on Academic Functioning
Serious	Significantly impaired in decision making capacity and/or ability to fulfill academic obligations (e.g., unable to complete an assignment, unable to write a test/examination, unable to attend classes).
Moderate	May be able to fulfill some academic obligations, but performance and/or decision making capacity is considerably affected e.g. unable to attend some classes, decreased concentration, assignments may be late.
Mild	Unlikely to have a significant effect on ability to fulfill academic obligations or on decision making capacity.

Date of onset of current condition (dd/mm/yyyy): _____

Date on which academic functioning is no longer impaired (dd/mm/yyyy): _____

Additional relevant information regarding the impact on the student's academic functioning and decision making capacity.

DO NOT disclose the diagnosis, or nature of the condition and/or treatment.

I certify that this assessment falls within my legislated scope of practice.

Business stamp, with address and telephone

Name of Regulated Health Professional
(Please print)

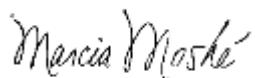
Date (dd/mm/yyyy)

Signature of Health Professional

Licensing Body and Registration Number

Note: Protection of Privacy: In accordance with Section 38(2) and 41(1) of the Freedom of Information and Protection of Privacy Act (FIPPA), the information on this form is collected under the authority of the Ryerson University Act, 1977 and is needed to process your request for academic consideration. All personal information that is collected will be used, stored, and destroyed in accordance with Ryerson's Information Protection and Access Policy (see <http://www.ryerson.ca/about/vpadminstration/assets/pdf/InformationProtectionAccessPolicy.pdf>). If you have questions about the collection, use and disclosure of this information by Ryerson please contact the Secretary of Senate, 350 Victoria St, Suite J0R-1227, Toronto ON M5B 2K3, 416-979-5011, lstewart@ryerson.ca.

Respectfully submitted,



Marcia Moshé, Co-chair, Interim Vice Provost, Academic

On behalf of the Committee:

Jacob Friedman, Co-chair	Chair, Mechanical & Industrial Engineering
Kathleen Kellett	Interim Associate Dean, Arts
Marcus dos Santos	Associate Dean, Faculty of Science
Liping Fang	Associate Dean, Faculty of Engineering & Architectural Science
Janice Waddell	Associate Dean, Faculty of Community Services
Jean Bruce	Associate Dean, Faculty of Communication & Design
Tina West	Interim Associate Dean, Ted Rogers School of Management (TRSM)
Allen Goss	Interim Associate Dean, TRSM
Anthony Bonato	Associate Dean, Yeates School of Graduate Studies (YSGS)
Muthana Zouri	Program Director, Chang School
Peter Danziger	President, Ryerson Faculty Association (RFA)
Victoria Morton	Vice President Education, Ryerson Student Union (RSU)
Stacey Brookes	Member at Large, Continuing Education Students Association of Ryerson (CESAR)
Angela Allen	Student Rights Coordinator (CESAR)
Saira Chhibber	Student Issues & Advocacy Coordinator (RSU)
John Turtle	Secretary of Senate (non-voting)
Jona Zyfi	Senate Policy & Appeals Administrator (non-voting)

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2017-1; January 2017

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

- **Chang School Certificate in Advanced Accounting**

A) CERTIFICATE IN ADVANCED ACCOUNTING

Certificate Goals and Ryerson Mission

The goal of the proposed Certificate in Advanced Accounting is to provide adult learners with a program designed primarily to support their pursuit of the Chartered Professional Accountants (CPA) designation. The courses that comprise the proposed advanced certificate correspond directly to CPA preparatory curriculum requirements. Upon completion of the CPA preparatory courses, students may apply to the CPA PEP program or to the proposed Ryerson professional Masters Diploma in Accounting (recognized by CPA and may be used towards PEP requirements). These are graduate level programs that lead to accreditation from the CPA if all requirements are successfully completed. Therefore, the proposed certificate in Advanced Accounting serves as an integral step on the pathway to CPA accreditation.

Students working towards completing the CPA preparatory courses can do so by taking individual courses either through Ryerson or from the CPA. However, there are advantages in including the courses as part of a certificate. The certificate provides:

- a credential before receiving the CPA designation
- early registration privileges
- access to OSAP funding, if qualified
- access to support services at the Chang School for internationally educated professionals, including assistance with determining the best pathway to achieve their professional goal, and
- other supports that the University offers (such as academic advising, career planning).

The proposed certificate aligns with Ryerson's core mission of serving societal need by providing career-related and professional education. It builds on existing curriculum offered by the Ted Rogers School of Management. The goals of the certificate in Advanced Accounting include providing:

- technical skills in managerial accounting, finance, taxation, and using accounting information systems
- knowledge of the law around taxation and other accounting finance practices and decision-making
- knowledge of professional standards in the field of accounting finance
- skill development in analyzing, identifying and ranking issues; evaluating alternatives; and making appropriate recommendations that are feasible, ethical, professionally sound and that address user need
- practice in critical thinking, problem solving, and written communication skills at a level appropriate for a graduating student
- an understanding of the ways in which diversity affects international accounting standards

Target Audience

There are three groups of students who will benefit from this certificate:

1. Internationally Educated Professionals (IEP)

Many IEP accounting students took advantage of the Ontario Bridging Participant Assistance Program (OBPAP) bursary, which was available between 2010 and 2013. Since the bursary is no longer available, IEP accounting students need to find other sources of funding, most of which require that students be enrolled in a structured program such as a certificate. Many IEPs require higher than foundational level courses in accounting that are not included in the existing foundational Accounting-Finance Certificate, as IEPs often have at least an undergraduate degree in Accounting or Business Administration. The proposed advanced certificate will allow IEPs to complete all the advanced

Accounting courses equivalent to CPA's Preparatory Courses; the advanced certificate can be completed at a lower cost than the CPA Preparatory Courses completed directly with CPA; and enrollment in the certificate will make students eligible to apply for OSAP support.

2. Other Professionals

The introduction of a Certificate in Advanced Accounting will allow other working professionals to pursue the Chartered Professional Accountant (CPA) designation more readily through access to OSAP, increased availability of advanced accounting courses, and early registration privileges. In addition, the proposed certificate will appeal to the approximately 30 students who graduate annually from the existing Chang Certificate in Accounting-Finance.

3. Undergraduates at TRSBM

Undergraduate students pursuing a minor in Accounting through the Ted Rogers School of Business Management will benefit through the increased access to upper-level courses. Students taking the minor in Accounting will also need a pathway if they decide to continue on and receive certification from the CPA after graduation.

Curriculum Structure and Learning Outcomes

This certificate will consist of six required upper-level courses of 39 hours each. The courses are also accessed by undergraduates pursuing a minor in Accounting or Finance through the Ted Rogers School of Business Management. The courses are not applicable to the School of Accounting and Finance (SAF) major. The CPA accepts both C/ACC and SAF courses offered by Ryerson towards completion of the required preparatory courses. The courses included in the Advanced Accounting Certificate are offered through the Chang School at least once per year.

Course/Curriculum	Learning Outcomes
CACC 703 Advanced Financial Accounting This course is designed for students pursuing a professional accounting designation, and covers the more complex aspects of financial accounting. The course includes coverage of Long Term Intercorporate Investments, Consolidations, Foreign Currency Translations and Reporting of Foreign Operations in accordance with International Financial Reporting Standards (IFRS). Accounting Standards for Private Enterprises (ASPE) relating to course topics will also be reviewed. A case analysis approach is emphasized.	<ul style="list-style-type: none"> -Explain the technical aspects and relevance of each major topic covered in the course and to create/construct, report and disclose these issues in the financial statements -Use professional judgment to analyze assigned cases, identify and rank issues using case facts, evaluate alternatives, make appropriate recommendations that are feasible, ethical, professionally sound and that address user needs -Use a critical perspective to discuss the underlying concepts, theories, issues and controversies of each major topic covered in the course -Compare/contrast the International Financial Reporting Standards (IFRS) in Part 1 of the CICA Handbook with Canadian Private Enterprise GAAP included in Part 2 of the Handbook for each major topic covered -Demonstrate critical thinking, problem solving, and written communication skills at a level appropriate for a graduating student
CACC 742 Canadian Business Taxation I A detailed examination of the federal income tax law concerning income of individuals from employment, business and property. The implementation of the law and its effects, and issues in tax planning and other practical matters are explored, as well as legal interpretations of the law, through examination of a wide variety of practical problems and cases. Related rules in the Goods and Services Tax Act are also examined.	<ul style="list-style-type: none"> -Explain the theoretical concepts behind the specific provisions of the law as it relates to the different types of corporations in Canada -Apply the law in practical problems and case settings using situations involving owner-managed corporations vs public corporations, -Interpret the law taking into account the specific wording of the provisions, judicial decisions and the position of the Canada Revenue Agency (CRA), as it relates to estate and tax planning involving corporations and

	<ul style="list-style-type: none"> -Introduce basic tax planning concepts using corporations, trusts and partnerships through case analysis and discussions.
CACC 842 Canadian Business Taxation II A further examination of the federal income tax law, dealing with its implementation and effects on both large and small corporations, their shareholders, and their business and financial decisions. Practical tax planning issues are explored, as well as interpretations of the law, in a wide variety of problems and cases. Taxation of partnerships, trusts, and the Goods and Services Tax are also examined.	<ul style="list-style-type: none"> -Utilize the underlying concepts and technical aspects for success in your professional exams and make you a more valuable resource to any employer. -Explain the theoretical concepts behind the specific provisions of the law, -Apply the law in practical problems and case settings. -Interpret the law taking into account the specific wording of the provisions, judicial decisions and the Canada Revenue Agency's (CRA) position -Develop basic tax planning concepts through problem application
CACC 801 Intermediate Cost and Management Accounting This course will provide a comprehensive study of costing for decision making, planning and performance evaluation. Emphasis will be placed on cost allocation methods, capital budgeting and transfer pricing.	<ul style="list-style-type: none"> -Build upon the Managerial Accounting knowledge you have acquired in previous management accounting courses -Explain in a clear and understandable fashion conceptual and practical material of Intermediate Managerial Accounting -Understand the wide application of Managerial Accounting Principles to various business problems and be prepared for writing, among others, the CPA exams -Apply the extension of basic concepts to new situations
CLAW 603 Advanced Business Law This course begins with an examination of the law governing business relationships and forms of business organizations, including the legal requirements for the formation of the corporation and partnership. Special contractual relationships affecting business are studied followed by an examination of the law pertaining to secured transactions and bankruptcy procedures. The course also surveys the law of real property, including the leasehold interest and mortgages. Relevant statutes and selected cases are examined.	Students will understand the selected legal issues commonly involved in business decision-making. The issues studied arise in the following areas of law: real and personal property, secured finance, negotiable instruments, bankruptcy, agency and different forms of business organizations. Students should also be able to critically analyze the impact of those laws with respect to the operation of a business in Canada.
CITM 696 Accounting Information Systems Most people are affected by computer-based systems. The students will be involved in the management of computing resources and information such that business problems can be dealt with effectively. This course will focus on the use of information and computing resources in the business community. This will enable students to create their own business information systems or participate with others in the analysis and design of solutions for corporate business problems.	<ul style="list-style-type: none"> -Understand the business activities performed in the major business cycles and the flow of accounting data and information -Explain the use of IT to improve the efficiency and effectiveness of business activities -Recognize the role of e-business and explain its impact on AIS -Analyze the utilization of tools used to design and improve business process and integrate technology, such as REA diagrams, data flow diagrams, and flowcharting -Understand fundamental concepts of data base technology and data modeling and explain their effect on AIS -Describe the key concepts of Enterprise Risk Management and list Internal control objectives and the effect of IT on those objectives, as well as specific controls used to achieve those objectives -Describe the collection and processing of data related to business activities -Examine the development, implementation and maintenance of AIS -Describe in details major business processes and understand the impact of AIS on those processes

Prerequisite Table

Required Courses	Prerequisite
CACC 703 Advanced Financial Accounting	CACC 504*, CACC 514*
CACC 742 Taxation I	CACC 514*, CACC 522*
CACC 842 Taxation II	CACC 742
CACC 801 Intermediate cost and management Accounting	CACC 414*
CLAW 603 Advanced Business Law	CLAW 122*
CITM 696 Accounting Information Systems	CITM 102*

* included in the Chang Accounting-Finance Certificate

Development Plan, Delivery Mode, Academic Home and Coordinator

All of the courses are currently offered by the Ted Rogers School of Management through The G. Raymond Chang School of Continuing Education. The certificate courses will be offered in the evenings to suit the needs of working professionals. Courses will be offered in downtown Toronto on the Ryerson campus. The academic home for the Certificate in Advanced Accounting is the School of Accounting and Finance in the Ted Rogers School of Management. The Academic Coordinator for the Certificate in Advanced Accounting will be provided by the School of Accounting and Finance.

Admission Criteria

Eligible applicants must have completed the prerequisites for the courses in the Advanced Accounting certificate, or equivalent. The prerequisites are the required courses in the Accounting-Finance Certificate (CACC 110, CACC 410, CACC 414, CACC 514, CFIN 300, CFIN 401), as well as four electives (CACC 504, CACC 522, CITM 102, and CLAW 122). Students may use equivalent courses as assessed by the academic coordinator.

Library Resources

No additional library resources are required.

Societal Need

A healthy uptake is expected based on the existing foundational Certificate in Accounting-Finance, which attracts approximately 250 new certificate registrants every year.

Individuals with a Chartered Professional Accountant (CPA) designation have many job options available. Jobs span a range of professional to executive level jobs and are often portable (can work internationally). Individuals are employed by a variety sectors but the majority work in Professional, Scientific and Technical Services, Financial and Insurance, and Public Administration. Sample job titles for individuals with the CPA designation include Chief Accountant, Financial Auditor, Income Tax Expert, Industrial Accountant and Internal Auditor. Employment outcomes are favourable for Auditors and Accountants with the CPA designation. When compared to Bookkeepers and Accounting Clerks, more (74%) tend to be employed full-time and have lower unemployment rates (3.1%). In Ontario, Financial Auditors and Accountants also enjoy higher than average salaries.

Comparator Certificate Programs

Although many post-secondary institutions offer courses and programs recognized by the CPA towards completion of the preparatory component of the path to the CPA-PEP, they fluctuate extensively in duration, cost and modes of study. Often they are integrated with one or more undergraduate options (e.g., in several institutions such as Wilfrid Laurier University and Guelph University, it is a part of the CPA stream within a degree program, or available after graduation in a one-term format). Most examined stand-alone options require seven courses or more for a certificate, which is comparable to the

Advanced Accounting certificate being proposed. Bridging programs targeting specifically international accounting professionals are rare in Ontario – only two exist in Toronto: York University, the main competitor; and University of Toronto, which is specific to business executives rather than accounting professionals *per se*. Several universities offer post-graduate programs recognized by the CPA towards completion of their accreditation level CPA-PEP program. These programs are not comparable to the proposed Certificate in Advanced Accounting.

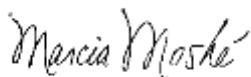
Financial Viability

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 Chang School Certificate in Advanced Accounting*

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

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**Curriculum Implementation Committee
UPDATE TO SENATE
January 31, 2017**

The purpose of this update is to apprise the AGPC of the work the Curriculum Implementation Committee (CIC) has undertaken since its reactivation in Spring 2016 and to give committee members an opportunity to provide feedback as the Committee continues its deliberations. Since its reactivation, the CIC has completed a concentrations policy and moved forward with three other items: (1) a draft of the principles and goals governing Ryerson's undergraduate curriculum structure, attached; (2) an assessment of the open elective pilot running since 2013; and (3) an examination of a variety of issues related to the pilot and its potential extension to all undergraduate programs.

The first part of this update summarizes the CIC's work so far, including a provisional recommendation the Committee is making at this juncture. The second part deals with its plan of further work to be submitted to Senate by the June 2017 Senate meeting.

1. Summary of Fall 2016 Work

1.1 Concentrations

The proposed concentrations policy passed at the November 2016 meeting of Senate. The policy provides an explicit definition of concentrations and sets constraints concerning courses that can be used to comprise a concentration. For example, professional required courses and courses counting towards a minor may not be included in a concentration, and restrictions such as grade variations on individual courses or a minimum CGPA requirement are not permitted.

1.2 Principles and Goals

The CIC has drafted a set of principles and goals, attached in Appendix A, that it envisions as underlying Ryerson's undergraduate curriculum structure. These principles and goals are not new. They are based on the ideas appearing in a range of documents, from the 1977 Ryerson University Act to Ryerson's current academic plan *Our Time to Lead*. The attempt of the document attached here is to synthesize and condense the ideas into a usable, up to date form.

1.3 Assessment of the Open Elective Pilot

Five undergraduate programs launched in Fall 2013 – Biomedical Sciences, Creative Industries, Financial Mathematics, Mathematics and its Applications, and Professional Communication – were approved by Senate in 2012 to be part of the open elective pilot. Students in these programs have had the professionally related elective component of their curriculum replaced by an open elective component. When the pilot began, a range of Ryerson courses were identified by schools and departments to serve in this new capacity. Students in the inaugural cohorts of the earliest of these programs are now reaching graduation. The time is therefore appropriate to assess how well open electives have served the functions that were initially envisioned for them when they were proposed by the Curriculum Renewal Committee (CRC) in 2012. In the words of the CRC's May 2012 White Paper:

Open electives provide choices related either to personal interest and exploration or to a student's own particular career path. Thus, open electives are intended to be the main 'choice category' – the part of the curriculum in which students can choose to gain additional depth in their core discipline, to pursue a minor or to develop other interests.

The CIC has undertaken this assessment by compiling data on open elective offerings and by conducting a range of consultations. The results of these efforts are described below.

1.3.1 Compilation of Data on Open Electives

Since the first list of 696 open electives appeared in the Ryerson undergraduate calendar in 2013-14, the number has gradually risen as new courses have been added by schools and departments. In Fall 2016 there were 992 open electives in the Ryerson undergraduate calendar. A majority – 682 out of 992 – have some sort of requisite attached: either prerequisite, corequisite or antirequisite, leaving 310 without them.

Each term a subset of this 992 total are offered by schools and departments across the University. In the most recent academic year, for example, 412 were offered in Fall 2016 and 408 in Winter 2017. The distribution of these offerings by Faculty is shown in Figure 1. In a typical term, Arts offers somewhat over a third of the total and TRSM a fifth, with FOS and FCAD at slightly lower proportions, FCS at a tenth and FEAS at one percent.

Figure 1
Open Elective Offerings by Faculty

Faculty	Fall 2016	Winter 2017
Faculty of Arts	160 (39%)	147 (36%)
TRSM	83 (20%)	81 (20%)
FCAD	61 (15%)	66 (16%)
FCS	35 (8%)	35 (9%)
FEAS	3 (1%)	2 (1%)
FOS	70 (17%)	77 (19%)
Total	412	408

It is also useful to look at the distribution by Faculty of those open electives offered in a typical term without prerequisites, corequisites and antirequisites, as this list will be particularly important for many students. For this subset of open elective offerings, Arts' proportion rises to close to half, with FCS, TRSM and FCAD at about a sixth each and FOS and FEAS each below a tenth. The data, available only for Fall 2016, are shown in Figure 2 below.

Several conclusions can be drawn from these data. First, while the total of 992 open electives appears large, a far smaller range of open electives are available in any term, especially when counting just courses without prerequisites, corequisites or antirequisites. Second, these data do not fully capture the constraints that students face when trying to enrol in courses where a limited number of seats are available to those from outside the course's program. Third, Arts dominates the distribution, especially in the case of courses without requisites. It would be useful to find ways to increase the diversity of the open electives list by raising the proportions offered by other Faculties.

Figure 2
Open Elective Offerings without Requisites by Faculty

Faculty	Fall 2016
Faculty of Arts	77 (46%)
TRSM	24 (14%)
FCAD	23 (14%)
FCS	26 (16%)
FEAS	3 (2%)
FOS	13 (8%)
Total	166

These issues will become more significant if and when open electives are extended to all undergraduate programs. If this step is taken, ways will need to be found to increase the number and diversity of open electives offered while also enhancing student access in those courses that are offered. Generating specific proposals for accomplishing these goals will feature prominently in the Committee's final report at the end of the academic year. In the meantime, more data will be collected in the months ahead, including the following:

- Data will be obtained from students in open elective pilot programs who apply to graduate as to which courses were taken as open electives, how many apply for a minor and which minor they select.
- The Chang School will identify those courses on the Open Electives Table that are also offered through the Chang School.

1.3.2 Consultations with Ryerson Stakeholders

During the Fall 2016 term, the CIC conducted the following consultations with Ryerson stakeholders who have had experience with the open elective pilot:

- two focus groups of students in the five pilot programs
- an online survey of students in the five pilot programs, and of students in three programs in the RTA School of Media that have adopted open electives (Media Production, Sports Media, and New Media)
- interviews with Chairs/Directors/staff of pilot programs
- meetings with relevant units in the Registrar's Office, including Curriculum Management, University Scheduling, Student Records and Operations Support
- meetings with Chairs/Directors, Program Directors, and Deans of all Faculties
- a meeting with Chang School Program Directors

In summarizing the wealth of feedback the Committee received, it is useful to look first at the comments made by faculty and staff and then the comments made by students.

Summary of Feedback from Faculty and Staff

Overall, faculty and staff were supportive of making open electives a permanent part of their programs. However, several concerns were raised. One concern was that students who have participated in the open elective pilot could take all lower level courses to fulfill their open elective requirements. In addition, the lack of classification between lower and upper level elective courses has meant that early-year students have sometimes enrolled in senior open elective courses that do not have prerequisites, without realizing their level of difficulty. For both these reasons, as well as the fact that Ryerson course numbers do not reflect the difficulty

of the course, it was suggested that the open elective table be divided into upper and lower level courses. Students would then be required to take a minimum number of upper level courses to meet their overall open elective requirements.

Concerns were raised about student access. It was noted that scheduling constraints and seat availability have been issues for students choosing open electives from outside their program. In addition, physical space issues and faculty workload constraints limit the extent to which schools/departments can increase the number of seats in and sections of current open electives. Mention was also made of the limitations that prerequisites for open elective courses may impose. One possible solution may be to offer more open electives online, which would be particularly useful for students in part-time programs and programs with off-campus practice components.

It was continually stressed that advising students on the selection of open electives is essential. There were questions about how this advisement can best be handled for open electives, especially when programs attempt to meet the advisement needs of students from across the university who are thinking of choosing open electives from among the program's courses.

Finally, attention was given to the process whereby courses are added to the open elective table. It was suggested that it would be useful if advance notice were given of open electives to be added to the table so that decisions could be made by programs about possible exclusions of their own students from courses deemed to be too close to core courses.

Summary of Feedback from Student Consultations

The Committee was particularly interested in feedback from students. Overall, most students who were consulted had a very positive view of open electives and noted a range of benefits associated with this new category of courses, including the flexibility and choice they offer as well as the chance to explore beyond their disciplines. Transfer students were also quite positive about open electives since many of the courses they completed in another program or at another university were credited as open electives. Here are some students' comments about open electives.

“[These courses] satisfied both my academic curiosity and ability to pursue interests beyond my major.”

“Open electives are a great way to broaden knowledge, fulfill a minor, or satisfy curiosity in subjects that I wouldn't have been able to take through my own program. I think every program at Ryerson University should be given the opportunity to choose an open elective—it helps shape us as well-rounded individuals!”

“I think open electives are a great opportunity to explore areas that interest you but don't necessarily apply to your field of study. They've made my overall experience of University more positive.”

“Taking other subjects outside of your faculty is healthy, being able to cross-reference with different classes is good, different skill sets are gained and it becomes useful in applying this to other courses.”

“As a transfer student, a lot of the courses taken in the other university were credited as open electives so that was very helpful.”

Students concurred that they should have the option of selecting core electives as open electives as well as from outside the core of their program. As one student commented: “Having both options is fair; taking open electives outside of your department only is not really what you paid for versus being able to take open electives from both in and outside the faculty.”

Still, students expressed a range of concerns about the process of choosing and enrolling in their open electives. Most used the undergraduate calendar to choose possible courses from the open electives table and found the calendar helpful in this regard. But many wanted more information than provided by the calendar’s course descriptions. Many found the process of selecting open electives more difficult than expected. Often they found the courses they were interested in were not being offered in the relevant semester, were offered at times that did not fit their schedule or were already full. And sometimes the courses they were most interested in taking were not on the open elective table at all. Several students found they were dropped from a course but were not notified. If they were informed only at the start of classes, the selection of open elective courses they could then choose from was limited and they ended up choosing a course that did not interest them. Several also highlighted the fact that courses without prerequisites might nonetheless be intended for upper year students. First-year students who registered in these courses were informed only at the first class that the course was intended for senior year students, by which time it was hard to find another open elective that suited them. Some said there were too many choices in the table. In the words of one student, “If there was a list of recommended PR courses to take for a certain program, it would really help.”

About half of the students who were surveyed did not seek any academic advising when selecting open electives. Those who did seek advice did so mainly from staff and faculty in their own programs. Opinion was split as to the value of advising provided by schools and departments, with some students suggesting they wanted more advising than they received. There seemed to be little awareness of course directives or minors, with many students finding out too late about minors to earn one. Some students noted the fact that it was possible to do all introductory courses to satisfy the open elective requirement, which may have positive ramifications for their CGPA.

Finally, students had a range of recommendations for improving the open elective category:

- Add more courses, both in number and in range and diversity.
- Provide clearer and more detailed course descriptions.
- Provide students in particular programs with a list of suggested courses.
- Expand the number of online open electives offered.
- Improve the quality of academic advising and the awareness of advising resources, especially for first-year students so they know how to plan for curricular pathways such as minors.
- Make RAMSS simpler and more user-friendly.
- Inform students before the course intentions period which open electives are offered in each semester and year and when they will be offered next. Not knowing beforehand when open electives will be offered makes planning difficult.
- Do not publicize courses that are not offered or will never be offered.

- Provide more open electives slots in programs' curricula to ensure students can earn a minor and take the prerequisite courses.

1.3.3 Recommendation

Based on its deliberations so far and the feedback it has received, the CIC is in a position to recommend that the university move towards adopting the open elective component across all undergraduate programs. The Committee notes that overall the response to the open elective pilot from students, faculty and staff has been favourable. More generally, across the university there seems to be a widespread view that this component more adequately reflects the goals of flexibility and choice as noted in the goals and principles outlined in Appendix A than the professionally related category currently incorporated in most undergraduate programs.

2. Agenda for Winter 2017 Deliberations

2.1 Outstanding Tasks

1. Continue assessing the open elective pilot through an analysis of the statistics that will become available for the first time as students in the inaugural year of the earliest programs apply for graduation.
2. In conjunction with the University Planning Office, work on possible systemic solutions (e.g. financial incentives) to improve access to open electives and to increase the number and diversity of open elective courses.
3. Continue work on an omnibus curriculum policy to be presented to Senate by its June 2017 meeting. This ongoing task involves:
 - Identifying and reviewing all policies that are being replaced by omnibus curriculum policy.
 - Adding a section that provides definitions of curricular terms
 - Completing a consolidation of all existing Liberal Studies policies, along with a new governance structure.
4. Provide recommendations on a range of issue relating to open electives and their possible extension to all programs. The topics the Committee will be discussing in this regard include (but are not limited to) the following:
 - Developing a potential implementation plan for programs moving from professionally related electives to open electives.
 - Exploring the advantages and disadvantages of an OE table versus an open university-electives system where students can select any course for which they have the prerequisite, except for courses excluded by schools/departments as open electives.
 - Specifying the extent to which students can use liberal studies courses to fulfill their open elective requirements.
 - Exploring ways of increasing access to open electives by asking schools and departments to add courses not currently on the open electives table, especially courses that are part of minors and those that serve as prerequisites for courses that already appear on the table.

- Outlining a possible classification of open electives as lower level or upper level and the potential imposition of a minimum number courses that students must take at the upper level to complete their open elective requirements.
- Considering the impact of the GPA adjustment form to limit the extent to which students can replace upper level with lower level courses to raise their CGPA.
- Exploring the possibility of informing students which term and/or year open elective courses are likely to be offered, and whether it is possible to provide students with more detailed course frameworks to give them more information about course learning outcomes and topics of discussion.
- Looking at ways to improve academic advising through possible use of new resources as well as additional training to ensure that academic advisors, both faculty and staff, are knowledgeable not just about their own program's curriculum but about minors, open electives and the way students select them.
- Suggesting a method for overseeing the addition of courses as open electives in a way that makes it possible for programs to assess whether program-specific exclusions need to be added to the undergraduate calendar.
- Analyzing whether it is possible for schools and departments to establish meaningful prerequisites for all courses on the open electives list and considering removing courses that are never or rarely offered.

Respectfully submitted,



Chair, Curriculum Implementation Committee

Curriculum Implementation Committee Members

Jacob Friedman, Faculty of Engineering and Architectural Science, Mechanical and Industrial Engineering

Charmaine Hack, Registrar

Linda Koechli, G. Raymond Chang School of Continuing Education

Marcia Moshé, Chair and Interim Vice Provost Academic

Catherine Schryer, Faculty of Communication and Design, Professional Communication

Neil Thomlinson, Faculty of Arts, Politics and Public Administration

John Turtle, Secretary of Senate

Janice Waddell, Associate Dean, Faculty of Community Services

Tina West, Interim Associate Dean Academic, TRSM

Stephen Wylie, Faculty of Science, Department of Chemistry and Biology

APPENDIX A
Ryerson University
Undergraduate Program Curriculum Structure

DRAFT

Policy Goals

The overarching goals of Ryerson's undergraduate programs and their curriculum structure are built into its legislated objects, its mission and aims, and its Undergraduate Degree Level Expectations (UDLEs). The curriculum policy of the University will reflect those overarching goals, while taking account of how this framework has been evolving in keeping with broader trends in post-secondary education and Canadian society.

Ryerson's Objectives

The "objects" of the University are outlined in Article 3 of *The Ryerson Act* (1977):

- 1) the advancement of learning, and the intellectual, social, moral, cultural, spiritual, and physical development of the University's students and employees, and the betterment of society;
- 2) the advancement of applied knowledge and research in response to existing and emerging societal needs and in support of the cultural, economic, social, and technological development of Ontario; and
- 3) the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.

Ryerson's Mission

Ryerson is known for its mission to provide career-relevant education and must ensure sufficient rigour and depth to serve this mission. The "Mission and Aims" of the University are formally set out in Senate Policy #103, which has also been approved by the Board of Governors.

The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields. As a leading centre for applied education, Ryerson is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity and its commitment to accessibility, lifelong learning, and involvement in the broader community.

Undergraduate Degree Level Expectations (UDLEs)

The Undergraduate Degree Level Expectations (UDLEs), established by the Ontario Council of Academic Vice-Presidents (OCAV) and endorsed by the Council of Ontario Universities (COU), are part of Ryerson's Institutional Quality Assurance Process (IQAP) and establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis.

Based on these overarching goals, the following are the basic principles that underlie Ryerson's curriculum policy.

DRAFT

Basic Principles

Alignment with UDLEs

The curriculum should ensure that students meet the educational objectives laid out in the Undergraduate Degree Level Expectations (Appendix A).

Breadth and Depth of Knowledge

Ryerson's goal is to produce graduates who are well rounded, both intellectually and in other ways, with a breadth as well as a depth of knowledge, learning to think critically and communicate clearly, both orally and in writing, while gaining transferable skills and the ability to work effectively with others to solve complex problems and contribute to the betterment of the community.¹

Program Quality and Currency

The university is committed to strengthening and nurturing existing programs, ensuring above all else, that they remain high quality and current. Program revisions should respond to external developments in professions, scholarly fields, and society at large, as well as taking account of interdisciplinary links with other subjects and relevant international perspectives.

Provision of Multiple Curricular Opportunities

While it is recognized that there are sometimes constraints on curriculum (such as external accreditation requirements), students should be provided with, and encouraged and supported to take advantage of, multiple curricular opportunities in order to meet their own educational goals.

Inclusion of Diverse Perspectives

Ryerson will continue to make post-secondary education more inclusive. The curriculum in each program should take account of diverse perspectives, especially those of groups whose perspectives have historically been unrecognized in Canadian society, not only to ensure the inclusion of all students in the educational process but as a means to enrich the curriculum.

Dealing with Emerging Trends

Ryerson students should be encouraged to play an active role in their learning to give them the skills required to deal with emerging trends as they build careers, enter various professions or launch their own ventures.²

¹ As noted Policy 103, Ryerson aims to "provide its students an educational experience of high quality, fostering in them knowledge and skills, critical enquiry, ethical standards, creativity, commitment to lifelong learning, a capacity to make an early and sustained contribution to their chosen field and to be effective problem solvers."

² As noted in Policy 103, "Ryerson's programs should reflect excellence and commitment to teaching that encourages students to play an active part in their learning; a curriculum of core courses and electives which offers the breadth and depth required to appreciate society's broader issues and problems, and the understanding and knowledge necessary for professional leadership; academic programs which combine theory and practice, directly connected to their professional fields, that anticipate and respond to emerging trends and future societal need; interdisciplinary studies and international perspectives; and activities and support systems that enhance success and well-being of the whole student."

YEATES SCHOOL OF GRADUATE STUDIES (YSGS) REPORT TO SENATE
January 31, 2017

For Senate Approval:

New Professional Masters Diploma

Proposal for Professional Masters Diploma (PMDip) in Management of Technology and Innovation

The following program was reviewed by the Program and Planning Committee (PPC) on December 19, 2016 and forwarded to YSGS Council on January 12, 2017 where it was recommended for approval by Senate.

The full proposal package has been sent to the G. Raymond Chang School of Continuing Education for information.

Motion: That Senate approve the PMDip in Management of Technology and Innovation Program and forward to Quality Council for approval.

Periodic Program Reviews (PPR)

PPR for Masters of Nursing Program

The Masters of Nursing program was reviewed by the Program and Planning Committee (PPC) on October 24, 2016 and forwarded to YSGS Council on January 12, 2017 where it was recommended for approval by Senate.

Motion: That Senate approve the Periodic Program Review of the Masters of Nursing Program.

PPR for Masters of Documentary Media Program

The Masters of Documentary Media program was reviewed by the Program and Planning Committee (PPC) on October 24, 2016 and forwarded to YSGS Council on January 12, 2017 where it was recommended for approval by Senate.

Motion: That Senate approve the Periodic Program Review of the Masters of Documentary Media Program.

PPR for Aerospace Engineering Graduate Programs

The Aerospace Engineering Graduate program was reviewed by the Program and Planning Committee (PPC) on November 23, 2016 and forwarded to YSGS Council on January 12, 2017 where it was recommended for approval by Senate.

Motion: That Senate approve the Periodic Program Review of the Aerospace Engineering Programs.

For Senate Information:

Curriculum Modifications (Minor)

1. On January 12, 2017 YSGS Council approved the removal of BE8002 Seminar as a requirements for MEng students in the Biomedical Engineering program.
2. At the October 2015 Senate meeting, the following Professional Masters Diplomas (PMDips) were approved. Subsequent to that meeting, the titles of the diplomas have been slightly changed as follows:

Canadian Business for International Students and New Canadians has changed to Canadian Business

Chartered Financial Accountant has changed to Accounting

Certified Financial Analyst has changed to Financial Analysis

Finance and Social Innovation has changed to Finance for Social Innovation

Submitted by:



Jennifer Mactavish, Vice-Provost and Dean
Chair, Yeates School of Graduate Studies Council

RYERSON UNIVERSITY –

Name of Program	Management of Technology and Innovation
Degree Designation	Professional Master's Diploma
Designated Academic Unit	MBA
Faculty Affiliated with Program	Ted Rogers School of Management
Date for commencement of Program	Fall 2017
Admissions Requirements	Candidates must have relevant business experience in the management of Information Technology. Additionally, candidates must have evidence of a four-year university degree or equivalent, from a recognized post-secondary institution. The admission grade point average (GPA) will be the same as MBA program, a minimum of 3.0.
Planned Intake	Steady state of 25
Number of Courses in Program	4 Courses and 1 Capstone
Approval from Graduate Program Council	
Approval from Faculty Council	
Approval from YSGS Council	January 12, 2017
Approval from Senate	



**Proposal for a
Professional Master's Diploma
in the
Management of Technology and Innovation**

January 12, 2017

Prepared by
Ron Babin, Associate Professor, Ted Rogers School of Management
Kim Bates, Associate Professor, Ted Rogers School of Management

The authors would like to acknowledge the generous support of these colleagues:

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Kelly MacKay, Associate Dean, Research and Graduate Programs, Ted Rogers School of Management
Jennifer Mactavish, Vice Provost & Dean, Yeates School of Graduate Studies
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EXECUTIVE SUMMARY

This proposal outlines Ryerson's Professional Master's Diploma in the Management of Technology and Innovation to be offered through the graduate program at the Ted Rogers School of Management (TRSM).

This Diploma is designed to help executives who are responsible for information technology to improve their Executive Leadership skills and Technology & Innovation Management skills. A particular target group for this program will be Chief Information Officers (CIOs). Various programs exist to help pre-CIO or early-career CIOs, but current CIOs require a higher level of knowledge to continue to expand their capabilities and grow their careers. In particular, this program should help current CIOs develop a higher capability in managing innovative technology as executive leaders within their organizations.

Digital technologies continue to provide disruptive innovation in our organizations and in our society. This Diploma program will help develop leadership skills for those who are responsible for these technologies. From an initial market survey and competitive assessment there appears to be strong demand for this type of program, especially at the graduate level from an accredited University in Toronto.

The Diploma will consist of three established MBA courses from the Management of Technology and Innovation (MTI) curriculum, one new courses on Leadership and a capstone project. The MBA courses deal with strategy, innovation and global technology trends. It is anticipated that a cohort of 15 to 25 people will begin each September and graduate the following August. No new faculty members will be required, and no special facilities or labs are needed. This Diploma will create a linkage directly with industry CIO leaders in Toronto and in Canada, to provide guest lecturers and capstone project advisors.

1. BASIC INFORMATION

a. PROGRAM GENERAL INFORMATION

The proposed name of the program is the Professional Master's Diploma in the Management of Technology and Innovation (PM Diploma in MTI). The target audience for the program is Chief Information Officers (CIOs).

The Chief Information Officers Association of Canada (CIOCan) represents IT Executives and CIOs in Canada. CIOCan is a self-managed, not-for-profit community of IT leaders whose mission is to facilitate peer-to-peer networking, sharing of best practices and executive development, and to drive advocacy on issues facing IT Executives/CIOs. CIOCan has approached Ryerson University with a request to develop professional education for its members.

This program will be housed within the Ted Rogers MBA at the Ted Rogers School of Management (TRSM). The program governance structure will include the Director, MBA Programs and the TRSM Graduate Program Council. Faculty involved in the development of this Diploma include Ron Babin, Associate Professor, Information Technology Management and Kim Bates, Associate Professor, Ted Rogers School of Management.

The PM Diploma in MTI is a Type III stand-alone diploma program.

b. PROGRAM OVERVIEW

i) Learning Outcomes

The purpose of the PM Diploma MTI is to prepare graduates to provide organizational and societal leadership in the management of technology and innovation. The PM Diploma MTI will support Ryerson University's mission by reinforcing our collective commitment to excellence in applied education that addresses Canada's societal needs.

ii) Program Rationale

The purpose of this program is to equip CIOs with a set of skills, models and frameworks, to manage the ongoing competitive deployment of information technology, within specific business sectors and within society. The role and impact of technology in society is changing rapidly. For example, daily we see the impact of Uber on the regulated taxi and public transit industry. The banking industry is preparing for the disruptive changes that will come from financial technology (fin-tech) such as electronic wallets (e.g. Google Wallet), mobile payment systems (e.g. Apple Pay) and digital currency (e.g. BitCoin). Established companies such as Kodak and Black's Photography have been eliminated by ubiquitous digital smart-phone cameras. Traditional retailers such as Sears and Target are challenged by electronic retailers such as Amazon and eBay. Traditional IT service companies such as IBM and HP compete with new cloud service providers such as Microsoft Azure and Amazon Web Services. These technology changes are introduced by innovative entrepreneurs and managed by organizational CIOs.

For communities such as Toronto, Vancouver and other large Canadian cities, and for businesses', survival and prosperity requires constant innovation and implementation of technology capabilities. Examples abound, from electronic health services and government services to competitive reshaping of business through IT. Successful implementation creates a lower cost, more flexible society. A failed IT implementation, or a missed IT opportunity, creates a high cost, slow to respond, inflexible society.

For example, the Presto electronic fare card used on the GO and TTC public transit systems has allowed Toronto and Ontario to keep pace with population growth and transit congestion, similar to others such as London's Oyster electronic fare card and Tokyo's PASMO electronic fare card.

A CIO must constantly understand and deploy technologies that will improve society and maintain organizational efficiencies required to stay competitive. For this reason, the CIO Association of Canada has strongly supported the development of this Diploma program at Ryerson.

The program is designed to provide mid-career IT executives the knowledge and skills needed to progress to a higher executive level within their organizations or within their industries. The program will help Canadian organizations to become and remain competitive through the use of technology. Several studies have identified the need for Canadian organizations to improve the level of efficiency, by using technology strategically, in order to remain competitive and sustained the standard of living that we enjoy.

The PM Diploma MTI objectives will be achieved with a mixture of leading academic content supported by research, along with industry research and examples from leading edge practitioners. This will require a constant review and refresh of curriculum content, based on evolving new technologies and applications.

A final purpose of the PM Diploma MTI is to create a recognized body of knowledge for CIOs that could be used for certification. CIOCan has created a relationship with the European CIO Association (EuroCIO), which has established a set of CIO certification programs through working with several European universities (examples are listed in the footnote1 below). It is the desire of CIOCan to emulate the EuroCIO program in Canada, working with Ryerson University.

iii) Student Demand

A survey was conducted in December 2015 of CIOCan members to gauge interest in the proposed PM Diploma. A total of 73 respondents participated, with 53 fully completed surveys. Below is a summary analysis of the responses:

QUESTION CATEGORY	RESPONSES
Regarding level of interest	<ul style="list-style-type: none"> - 77% are interested (very or somewhat) in a PM Diploma in MTI - 65% are likely (very or somewhat) to enroll in a Ryerson PM Diploma in MTI - 65% would be interested in having their employees enroll in the program
Mode of delivery for courses	<ul style="list-style-type: none"> - Online – 74% of top 3 choices; with 54% support of 50:50 online/in-class - Evenings and weekends - 60% of top 3 choices - Block of three days each month – 60% of top 3 choices
Demographics (location of respondent)	<ul style="list-style-type: none"> - Toronto – 38% - Vancouver – 25% - Winnipeg – 13% - Calgary – 11% - Edmonton – 11%

¹ Examples include: The Technical University of Munich and the St. Gallen Business School, Bocconi Business School Milano and the Politecnico Milano, Nyenrode Business School (business content), together with Delft University of Technology (computer content).

Although the long list of CIO professional education offerings in both Canada and the U.S. appears to identify a highly competitive market, it also points to a market with high demand and with a large need for ongoing CIO professional development. Ryerson's location in the core Canadian business market provides an excellent platform for capturing a large portion of this education market. In addition, Ryerson's growing reputation as a technology innovator, through the Digital Media Zone creates both an attractive profile for the program and research source to provide leading edge concepts for the program. For example, Ryerson evaluates technology trends at the RC4 Research Centre where issues such as Cloud and Context Aware Computing are explored. Ryerson also has an ongoing evaluation of privacy and security issues through the Privacy and Cyber Crime Institute. Finally, with TRSM as an accredited² and practical business faculty, Ryerson has an excellent opportunity to create a successful PM Diploma in MTI.

iv) Graduate Diploma Level Expectations (GDLEs)

Successful graduates of the PM Diploma MTI will be able to do the following:

1. Apply business technology leadership through implementation of a balanced governance structure.
2. Establish and execute a strategy that will anticipate and integrate disruptive and innovative business technologies into organizational capabilities.
3. Align business technology acquisition and deployment with organizational goals, and to enable organizational capabilities.
4. Develop plans to manage people, technology based projects and budgets to deliver cost effective organizational capabilities.
5. Develop plans that anticipate and manage societal impact of technology based innovation.

The learning outcomes for the PM Diploma MTI encompass the Ontario graduate degree level expectations. The following two tables identify the learning outcomes for each course mapped to GDLEs along with the teaching methods and assignments and assessments for each course outlining how the five learning objectives for the PM Diploma will be delivered across the five courses. Table 4 also maps GDLEs to program learning outcomes. Detailed course outlines are provided in the appendices.

Table 1: LEARNING OUTCOMES, TEACHING METHODS, ASSIGNMENTS AND ASSESSMENT

INTENDED LEARNING OUTCOMES - by course	TEACHING METHODS - by course	ASSIGNMENTS & ASSESSMENT - by course
<p>MT8212 – Innovation and Organization Theory</p> <ul style="list-style-type: none"> • Apply analytical skills, critical thinking and problem solving abilities, and • Apply management skills, in the context of managing innovation in organizations. <p>Addresses GDLEs:</p> <ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/Autonomy 5. Level of Communication Skills 6. Awareness of Limits of Knowledge 	<ul style="list-style-type: none"> • Lectures • Case analysis • Self- reflection 	<ul style="list-style-type: none"> • Case analysis • Self- reflection • Case based examination
<p>MT8213 – Technology and Organization Strategy</p> <ul style="list-style-type: none"> • Describe in detail the Market Position-based, Resource-based and Entrepreneurial views of strategy • Think theoretically and strategically about business and technology and the concept of strategic fit • Present a detailed analysis of the internal and external environments of a firm. • Describe and identify various sources of competitive advantage. • Apply critical thinking and problem solving techniques to prepare and present written and oral reports that summarize all findings, conclusions, and recommendations bearing on a strategic issue from a business case. • Describe specific approaches to strategic alignment • Demonstrate the links between the effective management and use of technology and business success, through application to teaching case studies • Recognize the limitations of the strategic views presented • Apply personal critical reflection regarding academic theory <p>Addresses GDLEs:</p> <ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/Autonomy 5. Level of Communication Skills 6. Awareness of Limits of Knowledge 	<ul style="list-style-type: none"> • Lectures • Readings • Case Analysis • Industry analysis research paper 	<ul style="list-style-type: none"> • Case analysis and presentation • Industry analysis research paper

<p>MT8216 - Global Markets and Technology Trends</p> <ul style="list-style-type: none"> • Apply key concepts to personal work related scenarios and in-class teaching cases about markets, innovation and competitive advantage, with an emphasis on information and communications technologies (ICT) • Explain the technological and competitive landscape of key market trends, segments and players (including hardware, software, infrastructure, value added services) using frameworks presented in class • Review and assess alternative commercialization paths for a new technology • Review and assess ways to compete in the high-tech marketplace, and managing factors that hinder or promote the diffusion of a new technology • Apply Global Technology Trends concepts to analyze selected global technology markets • Apply critical reading and research skills <p>Addresses GDLEs</p> <ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/Autonomy 5. Level of Communication Skills 6. Awareness of Limits of Knowledge 	<ul style="list-style-type: none"> • Lectures • Team case analysis and presentations • Guest lectures from industry practitioners • Case analysis • Role playing 	<ul style="list-style-type: none"> • Written case analysis • Team case analysis and presentations • Case based examination
<p>MT8xxx – Executive Leadership for CIOs</p> <ul style="list-style-type: none"> • Analyse the value of management leadership theories for explaining effective leader behaviour. • Review and assess personal strengths and weaknesses and create an action plan for how to maintain and develop leadership skills and abilities. • Develop and assess plans to leverage leadership abilities to manage strategic change, diversity, coach and develop followers, and navigate the challenges of executive leadership. <p>Addresses GDLEs:</p> <ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/Autonomy 5. Level of Communication Skills 6. Awareness of Limits of Knowledge 	<ul style="list-style-type: none"> • Lectures • Roundtable discussions • Role playing / simulation 	<ul style="list-style-type: none"> • Leadership Assessment • Final exam of concept and application to case scenarios
<p>MT8xxx – Capstone Project</p> <ul style="list-style-type: none"> • Apply and integrate the theoretical and practice models from taught courses to address a specific MTI problem in 	<ul style="list-style-type: none"> • Supervisor direction and support (Ryerson faculty) • CIO coach (Industry 	<ul style="list-style-type: none"> • Applied research project report focused on a workplace situation

<p>the participant's workplace</p> <ul style="list-style-type: none">• Prepare a management report with actionable recommendations based on application of models and frameworks.• Present recommendations to senior management.• Self-reflection that critically assesses the research project as an observer-participant. <p>Addresses GDLEs:</p> <ol style="list-style-type: none">1. Depth and Breadth of Knowledge2. Research and Scholarship3. Level of Application of Knowledge4. Professional Capacity/Autonomy5. Level of Communication Skills6. Awareness of Limits of Knowledge	mentor)	<ul style="list-style-type: none">• Self-reflection that evaluates strengths and weaknesses of the research project
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Table 2: MAPPING PM DIPLOMA MTI LEARNING OUTCOMES TO COURSES

PM Diploma MTI – Intended Learning Outcomes	COURSES WHERE INTENDED LEARNING OUTCOMES ARE SUPPORTED				
	MT8212 Innovation and Organization Theory	MT8213 Technology and Organization Strategy	MT8216 Global Markets and Technology Trends	MT8xxx Executive Leadership for CIOs	MT8xxx Capstone Project
1 - Apply business technology leadership through implementation of a balanced governance structure.		<ul style="list-style-type: none"> Case analysis and presentation Industry analysis research paper 		<ul style="list-style-type: none"> Leadership Assessment Final exam of concept and application to case scenarios 	<ul style="list-style-type: none"> Applied research project report focused on a work-place situation Self-reflection that evaluates strengths and weaknesses of the research project
2 - Establish and execute strategies that anticipate and integrate disruptive and innovative business technologies Addresses GDLEs: 1. Depth and Breadth of Knowledge 5. Level of Communication Skills	<ul style="list-style-type: none"> Case analysis Self- reflection Case based examination 	<ul style="list-style-type: none"> Case analysis and presentation Industry analysis Research paper 	<ul style="list-style-type: none"> Written case analysis Team case analysis and presentations Case based examination 	<ul style="list-style-type: none"> Leadership Assessment Final exam of concept and application to case scenarios 	<ul style="list-style-type: none"> Applied research project report focused on a work-place situation Self-reflection that evaluates strengths and weaknesses of the research project
3 - Align business technology acquisition and deployment with organizational goals Addresses GDLE: 6. Awareness of Limits of Knowledge	<ul style="list-style-type: none"> Case analysis Self- reflection Case based examination 	<ul style="list-style-type: none"> Case analysis and presentation Industry analysis Research paper 	<ul style="list-style-type: none"> Written case analysis Team case analysis and presentations Case based examination 	<ul style="list-style-type: none"> Leadership Assessment Final exam of concept and application to case scenarios 	<ul style="list-style-type: none"> Applied research project report focused on a work-place situation Self-reflection that evaluates strengths and weaknesses of the research project
4 - Develop plans to manage people, technology based projects and				<ul style="list-style-type: none"> Leadership Assessment Final exam of concept and 	<ul style="list-style-type: none"> Applied research project report focused on a work-place

<p>budgets, cost effectively</p> <p>Addresses GDLEs:</p> <p>2. Research and Scholarship</p> <p>3. Level of Application of Knowledge</p>				<p>application to case scenarios</p>	<p>situation</p> <p>Self-reflection that evaluates strengths and weaknesses of the research project</p>
<p>5 - Develop plans that anticipate and manage societal impact of technology based innovation</p> <p>Addresses GDLEs:</p> <p>2. Research and Scholarship</p> <p>3. Level of Application of Knowledge</p> <p>4. Professional Capacity/Autonomy</p>	<ul style="list-style-type: none"> • Case analysis • Self- reflection • Case based examination 	<ul style="list-style-type: none"> • Case analysis and presentation • Industry analysis • Research paper 	<ul style="list-style-type: none"> • Written case analysis • Team case analysis and presentations • Case based examination 	<ul style="list-style-type: none"> • Leadership Assessment Final exam of concept and application to case scenarios 	<ul style="list-style-type: none"> • Applied research project report focused on a work-place situation <p>Self-reflection that evaluates strengths and weaknesses of the research project</p>

v) Societal Need

The intended audience for the PM Diploma MTI will be mid-career CIOs and executives responsible for IT leadership in Canadian organizations. Although each sector or industry has specific requirements, an overarching consideration is the need to use information technology to both create efficiencies (i.e. lower costs) and create competitive advantage within an organization. Indeed, some industries are completely changed by disruptive and innovative information technologies, as demonstrated by Apple, Netflix, Uber, Amazon and many others.

In Toronto, several markets can be targeted, for example:

- The financial services industry, including banks, insurance companies, credits unions and wealth management firms
- The health services industry, including hospitals, clinics and related organizations
- The public sector, with specific focus on the Ontario Government and related agencies, boards and crown corporations. Additionally, the education sector, including school boards, colleges and universities would be targeted. Finally, municipal governments would be targeted as well.
- The professional services industry, with specific focus on legal and accounting firms
- The technology industry, including telecom organizations and technology product and services organizations
- The retail industry, including grocery, drug, convenience, fashion and hard-goods retailers, and the supply chain organizations that support retailers

For communities such as Toronto, Vancouver and other large Canadian cities, and for businesses, survival and prosperity requires constant innovation and implementation of technology capabilities.

Examples abound, from electronic health services and government services to competitive reshaping of business through IT. Successful implementation creates a lower cost, more flexible society. A failed IT implementation, or a missed IT opportunity, creates a high cost, slow to respond, inflexible society. For example, the Presto electronic fare card used on the GO and TTC public transit systems has allowed Toronto and Ontario to keep pace with population growth and transit congestion, similar to others such as London's Oyster electronic fare card and Tokyo's PASMO electronic fare card.

A CIO must constantly understand and deploy technologies that will improve society and maintain organizational efficiencies required to stay competitive. For this reason, the CIO Association of Canada has strongly supported the development of this Diploma program at Ryerson.

The program is designed to provide mid-career IT executives the knowledge and skills needed to progress to a higher executive level within their organizations or within their industries. The program will help Canadian organizations to become and remain competitive through the use of technology. Several studies have identified the need for Canadian organizations to improve the level of efficiency, by using technology strategically, in order to remain competitive and sustained the standard of living that we enjoy.

vi) Comparison to Other Programs

A scan of comparable programs in the Canadian and U.S. markets was completed in November 2015. The full report is presented in Appendix C, below is a summary.

The proposed Professional Masters Diploma MTI at Ryerson University is a unique offering poised for success in the Canadian market. Currently, there are four similar programs at universities in Canada. The University of Ottawa, Simon Fraser University and the University of Toronto each offer a certificate program through Continuing Education, not at the graduate level. Laurier University offers a Master's of Science (MSc) in Technology Management, for executives. None of these are equivalent to the proposed Professional Masters Diploma. These programs are relatively new to the market and only a handful of students have completed each program. In addition to University programs, several private sector programs are available. One notable private program, Leaders Beyond, was initiated at TRSM in 2006, and severed ties with TRSM in 2011.

In contrast to Canada, many professional development programs for CIOs are offered in the US at leading universities such as Harvard, Columbia and Carnegie-Mellon, and a very large number of private sector programs also exist.

The proposed PM Diploma is a solid addition to the Canadian market given:

- The downtown Toronto location of Ryerson and TRSM
- The target market of senior IT professionals
- The relevant content, derived from the MBA MTI program
- The opportunity to receive a graduate level Professional Master's Diploma from a highly respected University in a part-time format

The debut of the University of Ottawa CIO program in fall 2015 is an indication of the interest in the market, with the U of O offering focused on the federal government market. A rapid program launch of the Ryerson PM Diploma is important to ensure the success of this program.

The Ryerson University affiliation with the CIOCan is an important element of the PM Diploma offering. Graduates of the program will benefit from access to both the Ryerson University faculty and the CIOCan Association.

c. CURRICULUM OVERVIEW

The PM Diploma in MTI would be offered as a one-year program, beginning in September and concluding in August of the following year. Applicants would enter into the program as a cohort, with a goal of 25 participants per year. Two courses would be offered in the Fall semester (September to December) and two in the Winter semester (January to April). The Spring/Summer semester would be reserved for the capstone portion of the PM Diploma.

d. CURRICULUM STRUCTURE

Three of the PM Diploma courses would be drawn from existing MBA Management of Technology and Innovation (MTI) curriculum, and re-developed for an executive CIO audience. The courses would continue to meet the Yeates School of Graduate Studies requirements, as well as AACSB requirements. The five courses that make up the PM Diploma MTI are as follows:

1. MT8212 Innovation and Organization Theory
2. MT8213 Technology and Organization Strategy
3. MT8216 Global Markets and Technology Trends
4. MT8xxx Executive Leadership for CIOs
5. MT8xxx Capstone Project

The summary table below depicts the program schedule of delivery:

Table 3: PROGRAM COURSES

SEMESTER	COURSE
Fall	1. MT8212 Innovation and Organization Theory 2. MT8213 Technology and Organization Strategy
Winter	3. MT8216 Global Markets and Technology Trends 4. MT8xxx Executive Leadership for CIOs
Spring/Summer	5. MT8xxx Capstone Project

e. PROGRAM'S RELATIONSHIP WITH OTHER RYERSON PROGRAMS

This diploma will strengthen the MBA program in the following ways. First, diploma participants will acquire MBA credits that could be used if they choose to apply to Ryerson's MBA program. Second the diploma courses could be offered as electives to mature MBA students, who can augment the PM Diploma class.

This Diploma may intersect with other Ryerson programs and activities such as the Digital Media Zone, and other innovative Zone projects, since these areas create innovative new business models using digital capabilities.

f. PROVOST AUTHORITY TO PROCEED



Office of the Provost and Vice President Academic

December 2, 2016

Dr. Ron Babin
Director of Corporate and Executive Education
Associate Professor, School of Information Technology Management
Ted Rogers School of Management

**Re: Proposed Professional Master's Diploma in
CIOs in the Management of Technology and Innovation**

Dear Dr. Babin,

This letter authorizes you and your colleagues to proceed with the development of a full proposal for a Professional Master's Diploma in CIOs in the Management of Technology and Innovation. In developing this proposal, your reference point is Senate Policy #112 *Development of New Graduate and Undergraduate Programs*.

The expansion of our roster of Professional Master's Diplomas is an important step in Ryerson's continuing academic evolution. The Canadian Business diploma complements well the existing graduate offerings within the Ted Rogers School of Management at Ryerson.

This is an important initiative for Ryerson, and I offer you every encouragement in bringing it to the implementation stage. If you have questions or concerns about developing the proposal, please contact the Interim Vice Provost Academic. I will arrange for periodic updates, as I am most interested in seeing this venture move forward smoothly as rapidly as is reasonably possible.

Please extend my thanks and congratulations to the Program Committee for the excellent work to date.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Christopher Evans".

Christopher Evans
Interim Provost and Vice President Academic

cc. Marcia Moshé, Interim Vice Provost Academic
Jennifer Mactavish, Vice Provost and Dean, Yeates School of Graduate Studies
Steven Murphy, Dean, Ted Rogers School of Management
Paul Stenton, Deputy Provost and Vice Provost University Planning

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2. PROGRAM DETAILS

a. ALIGNMENT WITH INSTITUTION'S PLANS

i) Consistency with Ryerson's Missions and Academic Plan

The PM Diploma directly addresses Ryerson's core mission: "To serve societal need by providing career-related and professional education, and scholarly creative and research activities."³

The mission of Ryerson University "responds to the demand for highly skilled, creative and critical thinkers who can frame increasingly interconnected, complex problems and determine effective solutions." Finally, "We bring to life our motto: With Mind and Skill" by combining foundational discipline knowledge with real-world experiential learning.

The PM Diploma will focus on enabling senior IT executives, CIOs, to further develop their managerial and technology innovation leadership skills. This will be done through an engagement of real-life practices and theory in the IT industry. The capstone project requires program participants to apply these skills to a current technology leadership problem or situation.

This PM Diploma is also consistent with the priorities in Ryerson's Academic Plan.

Priority 1: "Enable Greater Student Engagement & Success through Exceptional Experience"

Throughout the program students will be engaged to apply the discipline knowledge learned in class to real life problems in business and industry. Several guest speakers and adjunct faculty members will bring current and exceptional problems into the classroom for students to understand, analyze and resolve. Finally, during the capstone project students will apply theoretical knowledge to address a real-life challenge within their industry, with the guidance of a faculty member and industry advisor.

Priority 2: "Increase SRC Excellence, Intensity and Impact"

This diploma program will create an ongoing opportunity for practical SRC, to resolve emerging information technology issues in society. Program participants will be employed in the IT industry and will be expected to present real time industry problems, which can be addressed through a combination of faculty based research as well as student Capstone activity. In addition to Diploma participants, there may be an opportunity for additional MBA Major Research Papers (MRP) projects which will have a significant impact for both the MBA program and the Diploma participants.

Priority 3: "Foster an Innovation Ecosystem"

Innovation is at the core of this program, and is embedded in each of the four courses. Additionally, IT leaders must understand how technology innovation can create disruptive competitive advantage within their industry, so interaction between different disciplines, using creative and entrepreneurial thinking, will be a cornerstone of this Diploma.

Priority 4: "Expand Community Engagement and City Building"

³ Our Time to Lead, Academic Plan 2014-2019, Executive Summary. Ryerson Office of the Provost and Vice President Academic, p6.

The primary audience for this Diploma will be drawn from the Toronto business community, as well as the not-for-profit and government community within the GTA. Because the diploma is designed to address current and real world technology problems, there will be a strong engagement with technology leaders within Toronto. This may be focused on particular industries, such as the financial services industry, the health services industry or the retail industry.

ii) Consistency with Department/School Academic Plan

TRSM's Academic Plan (2014-2019) sets goals to expand our graduate program offerings, specifically Goal 13: Develop Professional Master's Diplomas (PM Diplomas). The intent is to be responsive to market needs, grow our reach in industry and build greater MBA brand awareness.

iii) Graduate Degree Level Expectations

Table 4 shows the relationship between the Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes, with a focus on what is expected of students upon completion of the program.

Table 4: GRADUATE DIPLOMA LEVEL EXPECTATIONS AND LEARNING OUTCOMES

GRADUATE DIPLOMA LEVEL EXPECTATIONS AND THE CURRICULUM		PROGRAM LEARNING OUTCOMES
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	This GDLE will be demonstrated in Program Learning Outcome 2 - Establish and execute strategies that anticipate and integrate disruptive and innovative business technologies. By examining current and potential disruptive business technologies, participants will develop a systematic understanding of knowledge and awareness of issues at the forefront of their area of professional practice.
2. Research and Scholarship	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: <ul style="list-style-type: none"> The development and support of a sustained argument in written form; or Originality in the application of knowledge. 	This GDLE will be demonstrated through program learning objectives 4) Develop plans to manage people, technology based projects and budgets to deliver cost effective organizational capabilities; and 5) Develop plans that anticipate and manage societal impact of technology based innovation. The program capstone is a project (MT8xxx) which requires participants to apply the concepts from the program to a business problem in their professional environment, and to develop a sustained written argument drawing on current and advanced research.

3. Level of Application of Knowledge	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Program Learning Objective - Same as GDLE #2 above.</p> <p>The program capstone is a project (MT8xxx) which requires participants to apply the concepts from the program to a business problem in their professional environment, and to develop a sustained written argument drawing on current and advanced research.</p>
4. Professional Capacity/Autonomy	<p>The qualities and transferable skills necessary for employment requiring:</p> <p>The exercise of initiative and of personal responsibility and accountability; and</p> <p>Decision-making in complex situations; and</p> <p>The intellectual independence required for continuing professional development;</p> <p>The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>This GDLE will be demonstrated through program learning objective 5) Develop plans that anticipate and manage societal impact of technology based innovation.</p>
5. Level of Communication Skills	<p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p>This GDLE will be demonstrated through program learning objective 2) Align business technology acquisition and deployment with organizational goals, and to enable organizational capabilities.</p> <p>By preparing cases reports and presentations on complex disruption examples, participants will develop their ability to communicate ideas, issues and conclusions clearly.</p>

6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	This GDLE will be demonstrated through program learning objective 3) Align business technology acquisition and deployment with organizational goals, and to enable organizational capabilities. Participants will be required throughout the program to look beyond technology to understand the impact and interaction with other disciplines.
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iv) Degree Nomenclature

The degree nomenclature is appropriate.

b. ADMISSION REQUIREMENTS

i) Admission Requirements and Learning Outcomes

Candidates must have relevant business experience in the management of Information Technology. Additionally, candidates must have evidence of a four-year university degree or equivalent, from a recognized post-secondary institution. The admission grade point average (GPA) will be the same as MBA program, a minimum of 3.0.

Participants may be registered in only one Professional Master's Diploma program at any one time. Participants pursuing the PM Diploma MTI must formally undertake the Admissions Application Process. Upon acceptance into the program, the candidate must then formally register in the diploma program prior to registration in any course within this diploma.

Participants would be accepted into the program based on the following criteria.

- Senior IT Executive with greater than five years in a CIO role or equivalent, such as Chief Digital officer, Vice President eCommerce, etc.. A member of CIO Canada, or an eligible member, would qualify as a Senior IT Executive.
- Non-Canadian CIOs (CIOs who work and reside outside of Canada) who are eligible for program entry and willing to attend classes in Toronto.

An admissions committee will review and recommend candidates.

Current MBA students may enroll in some of the PM Diploma courses as electives. This potential is a cautious opportunity: the PM Diploma must be perceived and delivered as an executive program for those with substantial management experience.

Finally, this program may be appropriate for executives who are moving from one career to another,

require a refresh of skills to prepare them for the next position and are not able to dedicate themselves to a full-time MBA. Up to 2 course credits from this PM Diploma may be applied towards a Ryerson MBA.

ii) Admission Requirements and Student Achievement

The program requirements facilitate student achievement by ensuring that professionals with relevant work experience will take the program, and that students meet high standards for academic achievement. Both aspects are important.

iii) Calendar Admission Overview

The admission requirements will appear as follows in the calendar:

1. Completion of a four-year bachelor's degree in business, technology, finance or related disciplines from a recognized institution.
2. A minimum grade point average (GPA) or equivalent of 3.00/4.33 in the last two years of study.
3. A comprehensive resume with a minimum of five years of full-time post-graduate work experience.
4. Two letters of recommendation from academic or professional references.
5. 500-word statement of interest.
6. An English language proficiency score is required for all applicants who have degrees from institutions in which English is not the language of instruction or examination. The minimum score requirement for the Ryerson MBA program is: TOEFL: 100, IELTS: 7.5, MELAB: 90, PTE 68, which will also be the requirement for the PM Diploma.

iv) Alternative Requirements

At present there are no alternate admission requirements. All admission decisions are recommended by Director, MBA Programs and approved by the Dean of YSGS.

c. PROGRAM STRUCTURE

i) Program Structure and Graduate Degree Level Expectations

Table 5 on the next page identifies how the program structure meets the program's learning outcomes and Graduate Degree Level Expectations (GDLEs). For convenience, the program learning outcomes are repeated below.

1. Business Technology Leadership - Apply business technology leadership through implementation of a balanced governance structure.
2. Strategies for Disruptive Innovation - Establish and execute a strategy that will anticipate and integrate disruptive and innovative business technologies into organizational capabilities.

3. Align Business Technology and Organization Goals - Align business technology acquisition and deployment with organizational goals, and to enable organizational capabilities.
4. Manage Projects - Develop plans to manage people, technology based projects and budgets to deliver cost effective organizational capabilities.
5. Manage Societal Impact - Develop plans that anticipate and manage societal impact of technology based innovation.

Table 5: GRADUATE DIPLOMA LEVEL EXPECTATIONS AND LEARNING OUTCOMES

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

ii) Program Length and Time to Completion

The PM Diploma in MTI would be offered as a one-year program, beginning in September and concluding in August of the following year. Applicants would enter into the program as a cohort, with a goal of 25 participants per year. Two courses would be offered in the Fall semester (September to

December) and two in the Winter semester (January to April). The Spring/Summer semester would be reserved for the capstone portion of the PM Diploma.

d. PROGRAM CONTENT

i) Current State of Discipline

The curriculum will rely on established theoretical frameworks for the discipline as well as current developments. Guest lectures and current industry case studies will be used to provide perspective on the current state of the discipline. Invited speakers from research firms such as IDC and Gartner can provide perspectives on future trends.

ii) Unique and Innovative Features

A unique feature of this program is the interaction with CIO mentors from industry who will provide a practical perspective, in collaboration with the faculty member, during the final Capstone project. The program participants will benefit from both an academic supervisor and a professional guide. In addition, the delivery of this graduate program in an executive format (i.e. one weekend per month) will be a unique feature.

iii) Professional Licensing/Accreditation

There are no professional licensing/accreditation requirements that are associated with this program.

iv) Major Research Requirements

This Professional Master's Diploma is not a research-focused graduate program. However, all participants must complete a capstone project which allows each student to apply theoretical concepts discussed in class to a practical issue or problem in their workplace.

v) Graduate Level Course Requirements

All five courses (100%) of this Professional Master's Diploma are graduate level courses and will follow the Yeates School of Graduate Studies Grading scale.

e. MODE OF DELIVERY

i) Planned Modes of Delivery

Preliminary discussions with CIOCan suggest that an executive education format could be adopted for the PM Diploma. Recognizing that most participants would be employed in a full time career, and some may commute from outside of Toronto, courses would be delivered in two to three full days, on a weekend (Thursday/Friday/Saturday). Up to eight weekend sessions could be conducted between early September and the end of April, approximately one per month.

CIOCan, in collaboration with TRSM, is conducting further research with its members to identify preferred course delivery options. We will explore the possibility of delivering up to 50% of the course content (e.g. four of the eight sessions) through electronic/distance education, i.e. this program could be delivered as a hybrid.

ii) Mode of Delivery and Graduate Degree Level Expectations (GDLEs)

The course assessments will ensure that learners have achieved the Program Learning Outcomes. The Ted Rogers School of Management (TRSM) Graduate Council, in considering other inputs,

teaching evaluations submitted by the Graduate Program Director and learners, will decide annually whether it is necessary to augment the diploma's course content for currency with respect to professional changes and best practices. Table 1 outlines courses, modes of delivery and assessment with the courses mapped to GDLEs. For example, MT8212 – Innovation and Organization Theory addresses all six GDLEs. The material is presented through lectures, case analysis and self- reflection. The students are assessed through case analysis, self- reflection and a case based examination.

f. ASSESSMENT OF TEACHING AND LEARNING

i) Intended Teaching Methods

The proposed methods of student evaluation in the MTI courses include assignments, case study reports, and examinations. These assessment tools will be developed to provide evidence of participants' level of success in achieving the relevant program learning outcomes and graduate degree level expectations. As such, the instructor will create transparent marking rubrics that provide detailed criteria for evaluation of specific program learning outcomes and graduate degree level expectations. The course outline will identify which program learning outcomes and graduate degree level expectations students will have opportunities to achieve through the MTI course.

ii) Graduate Degree Level Expectations (GDLEs) and Assessment of Student Achievement

To ensure that the graduate degree level expectations and program learning outcomes continue to be addressed as the diploma program goes forward, we will:

- Require that applicable graduate degree level expectations and program learning outcomes are listed on each course outline and linked to course objectives.
- Request course instructors to undertake an annual review to ensure that the stated graduate degree level expectations and program learning outcomes are being met within their course(s).
- Engage PM Diploma faculty members in an annual review of the extent to which program courses provide opportunities for students to achieve the relevant graduate degree level expectations and program learning outcomes and identify any areas that need to be addressed.
- Provide results of the aforementioned review to the Graduate Program Council

iii) Intended Plans to Document Student Performance and GDLEs

All course outlines contain course management policies. Further, Program Administrators in the home program, MBA Programs, maintain records of student performance for the purposes of regular periodic program reviews and accreditation by AACSB. Assurances of Learning Goals for this program will be designed to be consistent with the GDLEs.

Assignments in courses will be designed to ensure consistency with the GDLEs. The program will also conduct regular surveys of graduates and employers that will be aimed at ensuring consistency.

iv) Promotion and Graduation Requirements

Students must pass all courses to earn the Diploma. There is no promotion within the Diploma. Students must maintain the academic standing as defined in the policies of the Yeates School of Graduate Studies.

g. RESOURCES**i) Existing Resources**

This PM Diploma will be supported by the MBA office at TRSM, which has a dedicated manager for PM Diploma programs. No special lecture, studio or lab facilities will be required. Courses will be delivered in existing MBA class rooms.

ii) Graduate Research Support

Faculty in the Ted Rogers School of Management represent a focused array of academic and professional qualifications within the subject field and research interests. See also the CVs in Appendix D. Considered collectively, our scholarly, research, and creative (SRC) activities capture a spectrum of issues and topics. The faculty members supporting this proposal regularly supervise graduate student research within TRSM, primarily in the MBA Programs, but more recently in the Master of Science in Management program.

The courses will be taught by tenured faculty members from the Ted Rogers School of Management (TRSM), with support from qualified industry practitioners. The program will be delivered in evening or weekend sessions, and courses will be cross-listed as electives within the MBA curriculum. Further, the school is accredited by the AACSB (Association for the Advancement of Collegiate Schools of Business). This designation is shared with most top tier business schools in North America, but has been earned by only approximately 5% of business schools globally.

iii) Library Resources

The Ryerson Library has provided a report analyzing the adequacy of our collections to support the program's curriculum requirements, which is attached below.


Library Submission re
TRSM LOI Chief Infor

iv) Faculty

No new faculty members will be required. Several faculty members have been identified with the academic background and expertise to be able to provide the necessary guidance and leadership to make the proposed program a success. These are listed in the Table 6 below. CVs are provided in the appendices. All are tenured faculty members of TRSM and the Yeates School. Speakers from industry will provide guest lectures and will support the student capstone at the final semester of the program as industry coaches and mentors.

In addition to the named faculty members below, the PM Diploma program can draw on other faculty members. With 23 faculty members the Ted Rogers School (TRS) of Information Technology Management (ITM) is the largest Information Systems (IS) business school in Canada and one of the largest in North America and globally. The Ted Rogers School of Management is Canada's largest business school with over 100 full time faculty members. The TRS department of Strategy &

Entrepreneurship has 11 faculty members and the TRS department of Human Resource Management and Organizational Behaviour has 15 faculty members.

Table 6: FACULTY

FACULTY MEMBER	HOME UNIT	RELEVANT AREA(S) OF EXPERTISE
Dr Kim Bates	Ted Rogers School of Management – Strategy & Entrepreneurship	<ul style="list-style-type: none"> • Management of Innovation
Dr Ron Babin	Ted Rogers School of IT Management	<ul style="list-style-type: none"> • Global Technology Trends • Technology Strategy
Dr Ken Grant	Ted Rogers School of Management - Strategy & Entrepreneurship	<ul style="list-style-type: none"> • Strategy • Leadership
Dr Catherine Middleton	Ted Rogers School of IT Management	<ul style="list-style-type: none"> • Communications strategy • Technology policy • Organizational strategy
Dr Kristyn Scott	Ted Rogers School of Management – Human Resource Management and Organizational Behaviour	<ul style="list-style-type: none"> • Leadership Development
Dr Ozgur Turetken	Ted Rogers School of IT Management	<ul style="list-style-type: none"> • IT Strategy • Technology Innovation
Dr Phil Walsh	Ted Rogers School of Management – Strategy & Entrepreneurship	<ul style="list-style-type: none"> • Strategy • Leadership

v) Projected Enrolment

Anticipated enrollment at steady state is 20 to 25 persons per cohort. Initial start-up levels in the first two years will be approximately 15 to 20 persons.

vi) Tuition

Tuition fees for this five course program will be approximately \$9600.

vii) Student Financial Assistance

Student financial assistance is not foreseen, since program participants are expected to be employed in some capacity in an IT leadership role.

h. QUALITY AND OTHER INDICATORS**i) Faculty**

Seven full time, tenured members of TRSM have been identified as the faculty for this program (see Appendix D for full CVs). Each member has an extensive and current scholarly record. Collectively they have supervised over 200 graduate students and have published over 80 refereed conference proceedings, over 70 refereed journal papers, and more than 10 books.

Each of the five faculty members hold a doctoral degree. Six of the seven members are regular teachers in the TRSM graduate program and have supervised hundreds of capstone and MRP projects. Three of the faculty members have been awarded the Yeates School of Graduate Studies Award within the last three years. Two members have a combination of over 50 years of IT industry experience, and several industry certifications. One member holds a Canada Research Chair in Communications Policy. All seven have been highly rated by peers and students for their teaching quality.

ii) Intellectual Quality of Student Experience

Faculty research is current and ongoing, which will provide program participants with a high level of intellectual quality. Each faculty member has an established research program. Below are examples of relevant and current research of the five identified faculty members, detailed CVs provide more information.

- How do CIOs become CEOs? (Grant & Babin)
- Just Do It: Timing of Innovation Adoption (Bates)
- When Mobile is the Norm: Researching Mobile Information Systems and Mobility as Post-Adoption Phenomena (Middleton)
- Mobile Media and Next Generation Broadband: Policy and Markets (Middleton)
- How did we get here? Examining the ontology of gender bias in leadership (Scott)
- Leading in 3D - Practices for Supporting (DX) Integration Through Outsourcing (Babin)
- Socially Responsible Outsourcing (Babin)
- The Dynamics of the Canadian IT Market, Cloud Adoption Rates and the Status of the Channel (Babin)
- Knowledge Management – Discipline, Devotion or Distraction (Grant)

APPENDIX A – COURSE DESCRIPTIONS

MT8212 SAMPLE FROM WINTER 2016

INNOVATION AND ORGANIZATION THEORY

Contact Information

Professor: Catherine Middleton

Office: TRS 3-094

Office Hours: by appointment

E-mail: catherine.middleton@ryerson.ca

Phone: (416) 979-5000 ext. 7923

Class Times and Location

Course Description

This course prepares students to manage in turbulent, high technology environments. Students are introduced to theories of innovation, and learn how various ways of organizing and managing people and work can foster or stifle innovation. Students will apply models of innovation and diffusion to analyze industry trends and identify and assess strategic options for individual firms operating in environments of rapid technological change.

Course Objectives

The goals of this course are to develop students' analytical skills, foster critical thinking and problem solving abilities, and hone management skills, in the context of managing innovation in organizations. Students will use information technologies to support their skill development.

Method of Evaluation

Your final grade is based upon your performance in the following course requirements:

Component	Weight	Due
Weekly reflection assignments	10%	Weekly, Mondays following class
Case studies (2 @ 15%)	30%	February 9, March 30
Term paper	40%	TBD
Integrative activity	20%	February 24 - 28

Any change to this evaluation scheme will be discussed in class prior to implementation.

Tentative Class Schedule

Week	Topic	Notes
1	Innovation and Organizations: Key concepts and linkages	Reflection #1 (January 20)
2	Where Does Innovation Come From?	Reflection #2 (January 27)
3	Theories of Technology Innovation: Technology Cycles, Dominant Designs and Standards Timing of Entry Core Competencies/Rigidities	Reflection #3 (February 3)
4	Organizing for Innovation (1): Bureaucracy and Scientific Management	Case 1 February 9 Reflection #4 (February 10)
5	Organizing for Innovation (2): Human Relations Theory	Reflection #5 (February 17)
6	Study Break – NO CLASS	
7	Integrative Week	
8	Fostering an Environment for Innovation Culture	Reflection #6 (March 10)

9	Barriers to Innovation: Organizational Mindsets	Reflection #7 (March 17)
10	Alternatives to Theories of Innovation (1): Politics	Reflection #8 (March 24)
11	Self-organizing for Innovation	Case 2 March 30 Reflection #9 (March 31)
12	Alternatives to Theories of Innovation (2): Change Management	Reflection #10 (April 7)
13	Critical Perspectives on Innovation Course Wrap-Up	
14	Exams – Week 1	
15	Exams – Week 2	

Teaching Method

This course will incorporate the outcomes-based action learning methodology.

Reading List

Grey, C. (2013). *A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Organizations*. Sage.

Harvard Business School Press Custom Package (download)

Additional readings and links to audio and video content will be provided in Blackboard

MT8213, SAMPLE FROM FALL 2016

TECHNOLOGY AND ORGANIZATION STRATEGY

Contact Information

Professor: Kenneth A. Grant

Office Hours: TRS 3-087 on Days of class, 5-6pm

E-mail: kagrant@ryerson.ca

Phone: x4157

Class Times and Location

Tuesdays 6.30-9.30pm

Course Description

This course examines how strategic leaders transform and position their organizations to exploit technological change for competitive advantage. It provides an understanding of the issues surrounding the formulation and implementation of technology-based strategies, and the framework for managing in a technology-based economy.

This course sets the general field of business strategy within the context of the technology-focused enterprise. It begins by introducing the basic concepts of "strategy" and considers several commonly used theoretical approaches. Several alternative "schools" of strategic thought will be discussed and their relevance to the technology-focussed enterprise considered. The concepts of industry and company analysis, achieving sustainable competitive advantage, and strategic alignment will be presented and techniques for their assessment and improvement demonstrated.

A combination of theory and case-based study will provide the student with contrasting views of the field

Course Objectives

Upon completion of the module, students will be able to:

Describe in detail the Market Position-based, Resource-based and Entrepreneurial views of strategy

Think theoretically and strategically about business and technology and the concept of strategic fit

Present a detailed analysis of the internal and external environments of a firm.

Describe and identify various sources of competitive advantage.

Apply critical thinking and problem solving techniques to prepare and present written and oral reports that summarize all findings, conclusions, and recommendations bearing on a strategic issue from a business case.

Describe specific approaches to strategic alignment

Demonstrate the links between the effective management and use of technology and business success

Recognize the limitations of the strategic views presented

Apply critical reflection on academic theory and on your own work and views

Reading List

The course uses a main text:

"Contemporary Strategy Analysis", 9th edition, Robert Grant Wiley, 2016

(Note: This is the cheaper version without cases. Also this is the NEW 9th edition, Do not buy the 8th edition second hand.) You can also buy an electronic version.

You also require a copy of the *Course Case Package*, available from the bookstore.

In addition, it is strongly recommended that students buy this book – it will prove invaluable throughout the MBA/MScM Program:

"Turning Numbers into Knowledge: Mastering the Art of Problem Solving", 2nd edition, Jonathan G. Koomey, 2008.

Finally, students may also find this book to be of interest (it will be discussed during the course):

"Strategy Safari: A Guided Tour Through The Wilds of Strategic Management", Mintzberg, Ahlstrand & Lampel, Free Press, June 2005 Trade Paperback

Additional readings and cases may be provided during the course in print and also using D2L, and will frequently take the form of electronic links.

The grade for this module is composed of the mark received for each of the following components:

Method	Percent/Weight
First Case Presentation*	4%
Group Cases, Base analysis 7 @ 4% each*	28%
Group Case Presentations 2 @ 5% each*	10%
Presentation Evaluation, 1@ 3%*	3%
Integrative Case	20%
Industry Analysis Research Paper -- Part 1	10%
Industry Analysis Research Paper – Final	20%
Class contribution	5%
<i>Total</i>	<i>100%</i>

*Note: Depending on class size, an additional case may be needed. If so these mark allocations may be adjusted slightly.

Students will receive feedback on their academic work by the end of fourth week of the session.

Note: The allocation of the marks between cases may change depending on the final enrolment in the class. Any needed changes will be discussed in class.

Reminder: Satisfactory performance in a Master's program requires completion of all courses taken for credit in the graduate program with a grade of at least B- in each course. Any grade below B – will be deemed Unsatisfactory and graded as an F.

In addition, for the Final Research Paper, if it does not meet this minimum standard of B-, it will be returned to the student for rework and, if not resubmitted to an adequate standard within a set time limit, the student will fail the course, regardless of their total mark from other work.

Tentative Class Schedule

In each week there are assigned readings, review notes, casework and other preparatory work, which will be presented in D2L as Weekly Guidance".

SCHEDULE PROVIDED SEPARATELY

For exam and other significant dates visit:

<http://ryerson.ca/graduate/currentstudents/calendarsanddates/importantdates.html>

Teaching Method

This module will incorporate the following teaching/learning methods:

Pre-class readings from weekly Study Guidance, assigned texts and papers.

Pre-class video viewing

Presentation of key learning concepts and discussion/application to student work experience or current business examples

In class discussion of assigned course materials and homework readings

Research report (term paper)

Submission and class discussion of eight written cases (groupwork)

Case Presentations

MT8216 - SAMPLE

Global Markets and Technological Trends

Contact Information

Professor: Dr Ron Babin

Office: TRS 3-091

Office Hours: Thursday 2pm to 4:30pm

E-mail: rbabin@ryerson.ca

Phone: 416 979 5000 x 2448

Class Times and Location

Thursday 9 am to noon

Course Description

This course explores emerging issues (technologies, trends, geopolitical policies etc.) with an emphasis on their potential impact on global enterprise practices. The course also focuses on developing planning models to incorporate environmental scanning and technology forecasting as components of effective strategic planning models.

Course Objectives

Further develop and apply key concepts about markets, innovation and competitive advantage, with an emphasis on information and communications technologies (ICT)

Understand the technological and competitive landscape

Examine alternative commercialization paths for a new technology

Examine ways to compete in the high-tech marketplace, and managing factors that hinder or promote the diffusion of a new technology

Apply these concepts to analyze selected global technology markets

Develop an understanding of key market trends, segments and players (including hardware, software, infrastructure, value added services)

Enhance critical reading and research skills

Method of Evaluation

Your final grade is based upon your performance in the following course requirements:

Component	Weight	Due
Team presentation and competitive analysis report - See Industry and Company Competitive Analysis Evaluation Framework at end of this document	10% Written	Every second class
	5% Presentation	
Case discussion in class and four written reports	15%	Every second class
Integrative Week	20%	End of week 5
Individual Report - see Report Evaluation Framework at end of this document	25%	End of week 9
Exam	25%	TBD

Any change to this evaluation scheme will be discussed in class prior to implementation.

Four cases will be discussed in class. The first case is worth 3%, the following three are worth 4% each for a total of 15%. A two page case assessment is due one week after the class discussion. Cases are available through the Ryerson library or at the following websites.

“Implementing Sustainable IT: The Case of Intel.” Curry, Edward; Donnellan, Brian. Journal of Information Technology Teaching Cases 4.1 (May 2014): 41-48.

“Oracle vs. Salesforce.com”, Wagonfeld, Allison; Yoffie, David (June 2005), Available at Harvard Business Review cases (HBR.org).

“Building Innovation into the Outsourcing Relationship” Babin, Ron; Schuster, Cheryl. Available at Harvard Business Review cases (HBR.org). Original publication: Journal of Information Technology Teaching Cases 2.2 (Sep 2012): 98-103.

“GE and the Industrial Internet” Lakhani, Iansiti, Herman, Available at Available at Harvard Business Review cases (HBR.org) reference 9-614-032. (June 2, 2014)

Note: the topics covered in this course are revised annually, to ensure that students are learning the current key Information Technology Trends and Issues.

Class Schedule

Class / Week	Topic	Companies for team analysis and presentation	Case Discussion
	Overview & Introduction		
	Global ICT markets		“Implementing Sustainable IT: The case of Intel.”
	Hardware markets	Apple, Dell	
	Software markets		Oracle vs. Salesforce.com
	Software markets	Oracle, Microsoft	
	<i>Study Week – No classes</i>		
	<i>Integrative Week</i>		
	Outsourcing		
	Cloud Sourcing		Building Innovation into the Outsourcing Relationship
	Socially Responsible Outsourcing	Accenture, IBM	Prison Sourcing
	The Global Internet Economy – The Internet of Things	(Individual research report due)	GE and the Industrial Internet
	The Global Internet Economy – Managing innovation	Facebook, Google	
	Course Summary	Team 5 – Internet of Things	
	Final Exam		

Teaching Method

In class lectures, case studies, industry speakers, online (D2L) discussion forums

Reading List

1. Measuring the Digital Economy, a New Perspective (OECD publication 2014)
2. OECD Internet Economy Outlook 2015

See reading list in D2L course shell.

MT8XXX – EXECUTIVE LEADERSHIP FOR CIOS

Contact Information

Professor: Dr. Kristyn Scott
Office: TRS 3-078
Office Hours: by appointment
E-mail: kristyn.scott@ryerson.ca
Phone: 416 979 5000 x2482

Class Times and Location

Calendar Description

This course provides advanced leadership skills for IT executives by pairing leadership theory with practical techniques and both individual and group-level interpersonal skills for leaders. Through an application of current leadership theory to practice, students will gain a better understanding of how leaders shape organizational experiences and outcomes, with a particular focus on the challenges faced by those in executive leadership roles.

Course Overview

This course is designed to allow you to develop your leadership abilities through the introduction of leadership theories and the application of these theories to organizational change efforts, individual and team development, managing a diverse population, facilitation and negotiation, and leadership ethics. Starting with an examination of your strengths and weaknesses as a leader, you will learn how to leverage and develop your skills and abilities through the application of theory, case analysis, and experiential exercises.

Teaching Methods

This course will integrate formal lectures with practical exercises, roundtable and small group discussions, guest speakers, and cases.

Course Objectives

On completion of the course, students are expected to be able to:

Analyse the value of the leadership theories for explaining effective leader behaviour.

Develop insight into personal strengths and weaknesses and create an action plan for how to maintain and develop leadership skills and abilities.

Leverage leadership abilities to manage strategic change, diversity, coach and develop followers, and navigate the challenges of executive leadership.

Course Readings

TBD

Method of Evaluation:

Students will produce a 20-page paper analyzing their strengths and weaknesses as a leader and creating an action plan for improvement, based on the course material. The basis for the paper will be a 360-degree feedback assessment. Students will be provided with the Multifactor Leadership Questionnaire (MLQ) to distribute to three subordinates, three peers, and one superior. Scores on the MLQ will be analyzed and form the foundation of the paper. Students will be introduced to the Self-Reflection Assignment in the first class.

MT8XXX Capstone Course

Contact Information

Professor:

Office Hours:

E-mail:

Phone:

Class Times and Location

Course Description

The Capstone Project will consist of a paper completed by each participant on a topic relevant to their workplace and aligned with the PM Diploma MTI. It will be graded on a Pass / Fail basis, and will build on topics discussed in the taught courses and will demonstrate written English proficiency. The Capstone Project will be completed after coursework and will be created as a course taught by a single instructor.

While topics of special interest will be presented throughout the semester, the main thrust of the capstone will be completion of the final diploma project intended to address specific issues/problems in the management of technology and innovation in the workplace. The topic will be identified at the participant's organization or one of a number of organizations agreeing to participate in this Ryerson diploma initiative.

Projects may present an insightful assessment of the current situation at the assigned organization, a description and definition of specific problems (e.g., investigate a new technology introduction) surrounding the operational management, organization, operation and/or effectiveness of technology within an organization, an analysis of competitors and various approaches and alternatives to improve/remediate the situation, meaningful and realistic recommendations for improvement, an implementation plan and conclusions. Alternatively, they may describe major changes in the subject organization's technology and innovation environment, provide thoughtful and detailed analysis, suggest how things might have been done better (if applicable), make recommendations regarding future events, and offer conclusions.

Final Capstone Project reports are expected to be approximately 50 pages double spaced.

Course Objectives

Participants will demonstrate their understanding of key concepts in the Management of Technology and Innovation, including recognition of problems/opportunities, risk assessment, competitive analysis, implementation issues, technical and financial feasibility. The Capstone Project will result in a report suitable for presentation to an organization's senior executives.

APPENDIX B – SYNOPSIS OF COURSES, MAJOR TOPICS OF STUDY AND METHODS OF EVALUATION

Synopsis of Course and Major Topics of Study	TEACHING METHODS - by course	ASSIGNMENTS & ASSESSMENT - by course
<p>MT8212 – Innovation and Organization Theory</p> <ul style="list-style-type: none"> • Apply analytical skills, critical thinking and problem solving abilities, and • Apply management skills, in the context of managing innovation in organizations. 	<ul style="list-style-type: none"> • Lectures • Case analysis • Self- reflection 	<ul style="list-style-type: none"> • Case analysis • Self- reflection • Case based examination
<p>MT8213 – Technology and Organization Strategy</p> <ul style="list-style-type: none"> • Describe in detail the Market Position-based, Resource-based and Entrepreneurial views of strategy • Think theoretically and strategically about business and technology and the concept of strategic fit • Present a detailed analysis of the internal and external environments of a firm. • Describe and identify various sources of competitive advantage. • Apply critical thinking and problem solving techniques to prepare and present written and oral reports that summarize all findings, conclusions, and recommendations bearing on a strategic issue from a business case. • Describe specific approaches to strategic alignment • Demonstrate the links between the effective management and use of technology and business success, through application to teaching case studies • Recognize the limitations of the strategic views presented • Apply personal critical reflection regarding academic theory 	<ul style="list-style-type: none"> • Lectures • Readings • Case Analysis • Industry analysis research paper 	<ul style="list-style-type: none"> • Case analysis and presentation • Industry analysis research paper
<p>MT8216 - Global Markets and Technology Trends</p> <ul style="list-style-type: none"> • Apply key concepts to personal work related scenarios and in-class teaching cases about markets, innovation and competitive advantage, with an emphasis on information and communications technologies (ICT) • Explain the technological and competitive landscape of key market trends, segments and players (including hardware, software, infrastructure, value added services) using frameworks presented in class 	<ul style="list-style-type: none"> • Lectures • Team case analysis and presentations • Guest lectures from industry practitioners • Case analysis • Role playing 	<ul style="list-style-type: none"> • Written case analysis • Team case analysis and presentations • Case based examination

<ul style="list-style-type: none"> • Review and assess alternative commercialization paths for a new technology • Review and assess ways to compete in the high-tech marketplace, and managing factors that hinder or promote the diffusion of a new technology • Apply Global Technology Trends concepts to analyze selected global technology markets • Apply critical reading and research skills 		
<p>MT8xxx –Executive Leadership for CIOs</p> <ul style="list-style-type: none"> • Analyse the value of management leadership theories for explaining effective leader behaviour. • Review and assess personal strengths and weaknesses and create an action plan for how to maintain and develop leadership skills and abilities. • Develop and assess plans to leverage leadership abilities to manage strategic change, diversity, coach and develop followers, and navigate the challenges of executive leadership. 	<ul style="list-style-type: none"> • Lectures • Roundtable discussions • Role playing / simulation 	<ul style="list-style-type: none"> • Leadership Assessment • Final exam of concept and application to case scenarios
<p>MT8xxx – Capstone Project</p> <ul style="list-style-type: none"> • Apply and integrate the theoretical and practice models from taught courses to address a specific MTI problem in the participant's workplace • Prepare a management report with actionable recommendations based on application of models and frameworks. • Present recommendations to senior management. • Self-reflection that critically assesses the research project as an observer-participant. 	<ul style="list-style-type: none"> • Supervisor direction and support (Ryerson faculty) • CIO coach (Industry mentor) 	<ul style="list-style-type: none"> • Applied research project report focused on a workplace situation • Self-reflection that evaluates strengths and weaknesses of the research project

APPENDIX C – COMPARABLE PROGRAMS

Canadian University Programs - Summary

University	Program	Approach	Length	Cost	Degree/Certification
University of Ottawa (Pilot Program)	CIO Institute of Professional Development	In-Residence	One Year	TBC	University of Ottawa Certificate of Professional Development
Simon Fraser University	CIOCAN Leadership Development Program	Mix of In-Residence and Online	September to Fall	\$3,900	Certificate
University of Toronto (Fall 2015)	Strategic Management of Enterprise IT	In-Residence	Approximately 2-3 Semesters	\$2,400	Certificate
Queen's University	IT Management	In-Residence	5-day Immersion	\$9,900	Certificate
York University	Masters of Arts in Information Systems & Technology	In-Residence		\$1843.56 Per Semester	Masters of Arts

A. University of Ottawa: CIO Institute of Professional Development.⁶

The CIO Institute of Professional Development program is a leadership development program for the next generation of Chief Information Officers. The uOttawa CIO Institute is launching a one year pilot program in January 2016. Those accepted into the program should expect to invest about 10 days of their time over the course of the year to complete the program. Enrolment will be limited and based on recommendations and sponsorship by federal governments and agencies. Participants will be granted a University of Ottawa Certificate of Professional Development. The program will⁶:

- Prepare CIOs for leadership responsibilities
- Help CIOs create organizational value
- Position the CIO as a dynamic strategic leader

The central objective of this new learning program is to help prepare emerging CIOs for leadership responsibilities. The CIO Institute of Professional Development caters to the learning needs of⁶:

- CIOs in small to mid-sized government departments and agencies
- Deputy CIOs
- Emerging leaders with business acumen and CIO potential

The program will be delivered in small group settings via intensive and interactive courses, action learning circles, coaching, networking and keynote addresses. The program will be offered in state-of-the-art executive facilities at the University of Ottawa's prestigious Desmarais Building.

The CIO Institute of Professional Development is focused on enhancing leadership skills in four primary areas⁶:

- Leveraging influence at the executive table
- Leading a team and managing talent
- Building and sustaining client relationships
- Leading change and innovation

Mixed with these core skills are the overarching themes of:

- Understanding business integration
- Developing strategic thinking
- Driving continuous innovation

Participants will be exposed to material and topics in a variety of areas, including⁶:

- Communication
- Performance management
- Risk analysis and management
- Sourcing and delivery methods
- Financial management
- Partnerships
- Industry trends and best practices
- Leveraging systems
- Opportunity assessments

B. Simon Fraser University: CIOCAN Leadership Development Program:

This program is offered by Simon Fraser University, Beedie School of Business, in partnership with the CIO Association of Canada. The program is designed for the direct reports of CIO members and interested CIOs⁴. This program has been designed in partnership with the CIO Association of Canada, as an opportunity for its Associate Members to take their careers to the next level. Applicants are selected by the CIOCAN Vancouver Chapter Board of Directors. Up to 20 students are accepted each year.

SFU suggests the program has been designed to accommodate the schedules of working professionals. A mix of online and face-to-face delivery, the current program schedule is as follows⁴:

- Duration: Online discussion starts September 8, 2015; three full days in-class in October 2015; online Capstone Session on February 13, 2016
- Timing: October 22-24, 2015, three full in-class days, 8:30 a.m. to 5:00 p.m., with additional events on the first two evenings, and pre- and post-course online assignments
- Workload: Up to five hours per work for course readings and discussion prior to October 22, as well as execution of and reflection on an individual Change Project between October 2015 and February 2016.

Program Flow⁴:



Course Descriptions:

- Pre-Program Work: September 8, 2015

The program kicks off with a guided online discussion based on selected pre-readings facilitated by instructors. At the same time, students will get to know their program peers and start building relationships that allow for effective networking in Vancouver.

- IT Manager to Business Leader: October 22, 2015

Focusing on leadership development and aspects of people management, this seminar provides value in creating an opportunity to connect more deeply with cohort peers, as well as allow time for reflection, goal setting and increased awareness.

- Project Management and Building Business Cases: October 22, 2015

The management of single projects and the alignment of entire project portfolios are critical CIO competencies and involve the ability to manage people, to prioritize and track activities, and to communicate effectively both within the IT team and across the organization. The ability to build compelling business cases helps the CIO articulate the thought processes, models, and research informing project definition, selection and execution in the language of business, enabling clear communication with other stakeholders.

- The Role of Outsourcing: Build, Buy, or Partner: October 23, 2015

CIOs will invariably find themselves in positions where the need to make outsourcing decisions: among technologies, among vendors, and even among associated technological approaches. This seminar will outline the most important considerations when making these production decisions, and define some best practices for outsourcing success, with both a local and global perspective.

- Aligning Business and IT Strategies: October 23, 2015

Information is a strategic asset. The ability to apply the right information with the right technology to the right place in the business can make a critical difference to the predictability and potential success of the business. A CIO with the wisdom to see the relationship between core business strategies and the strategic value that Information Technologies provide is in a position to help create competitive advantage for the firm.

- Corporate Strategy and Implementation: October 24, 2015

Contributing to corporate strategy means understanding how to create unique value and competitive advantages for an organization. The ability to outline to the management team which IT activities and investments help create value enables a CIO to support strategy implementation. Guest speakers share their secrets of success for becoming a true business partner.

- Case Study Analysis and Closing Reception: October 24, 2015

A case study analysis integrates the learning to date into a comprehensive experience across sessions. In preparation for the Capstone Session, students will also create individual change projects highlighting their transformation from an IT Manager to a Business Leader.

- Online Capstone Session: February 13, 2016

The Capstone Session closes the program and is facilitated by an instructor. Students will reflect on their accomplishments as an organizational change agent in your organization to date, share the lessons learned and define next steps.

Program Cost:

The tuition for the CIOCAN Leadership Development Program is \$3,900 (plus GST) and covers all learning materials and meals as well as Associate membership. Reduced fees are available for those who are already members⁴.

Acceptance to the program includes Associate membership to the CIO Association of Canada for 2015/2016. If there is no local chapter in the area, membership is granted for the National association⁴.

C. University of Toronto School of Continuing Studies: Strategic Management of Enterprise IT

The Strategic Management of Enterprise IT helps students to develop an integrated approach to strategic management of enterprise IT; students acquire skills and knowledge that prepare them for globally recognized certification. The certificate program will help students to develop a holistic and integrated approach to governance and management of enterprise IT.

Conceived for senior and mid-level business and IT managers, the content is aligned broadly with the five domains of the CGEIT (Certified in the Governance of Enterprise IT) certification offered by ISACA²²:

1. Framework for the governance of enterprise IT
2. Strategic management
3. Benefits realization
4. Risk optimization
5. Resource optimization

Students will learn to align business strategy and IT with the mission and goals of the enterprise, and how to optimize business benefits through effective investment, sourcing, deployment and performance measurement. They will explore IT risk-management frameworks that can prevent or mitigate business losses.

The program will help students to learn how to:

- Apply concepts of effective IT governance and enterprise IT management
- Develop and apply principles of strategic and operational governance and management
- Align business strategy and IT with the mission of the enterprise
- Leverage your IT strategic plan to deliver more business value
- Develop an IT balanced scorecard

The Certificate in Strategic Management of Enterprise IT was launched in fall 2015.

Curriculum²²:

- Required Course(s)
 - [Foundations of Strategic Management of Enterprise IT](#)
 - [Enterprise IT Risk Management & Internal Controls](#)
 - [Enterprise IT Investment & Resource Management](#)

All three classes are offered in-class at the St. George campus at a cost of about \$795 each.

D. Queen's University: IT Management

Queen's IT Management Program is an intensive 5-day immersion in information technology. The Program demonstrates how to integrate the IT function across the organization to transform business models, reduce costs, drive real business value and create competitive advantage. At the end of the Program, students will know how to:

- Use IT to transform business models
- Improve customer service and streamline supplier relationships
- Reduce costs and improve information management through new technologies
- Build on legacy systems while prioritizing and planning for future IT investments
- Prioritize projects in terms of business objectives and expected results

The program is designed for managers and executives who are involved in IT decisions and investments and costs \$9,900 CAD.

After the program, Queen's Executive Education offers several ways for students to continue your learning, including program updates and access to Smith faculty. Students will also have the opportunity to attend alumni educational and networking events.

E. York University: Masters of Arts in Information Systems & Technology (MAIST)¹²

While not directly comparable to the Ryerson PM Diploma in MTI offering, it is worth reviewing the York University Masters of Arts in Information Systems & Technology program.

The program is designed to appeal to working professionals in the Information Technology (IT) field as well as students progressing directly from undergraduate study who are interested in furthering their understanding of the application of research-based knowledge in IT. The program will be offered in both part-time and full-time formats in order to accommodate the needs of both groups¹².

The program in Information Systems and Technology belongs to a broad, multidisciplinary field that studies how technology can best be integrated and customized to meet the information needs of users, thereby facilitating creativity and productivity in a variety of sectors. It occupies a middle ground between programs offered by computer science departments, on the one hand, and business schools, on the other. Information systems and technology is interested in both existing and evolving technologies: it explores the application of technology to any field, from business to the sciences to the arts and humanities.

The Master of Arts in Information Systems and Technology will provide graduates with the capacity to¹²:

- Critically analyze information technologies and services currently used in a variety of sectors
- Analyze, design, build, and manage information systems using contemporary tools
- Customize and optimize the implementation of information systems and services
- Contribute to organizational change through an advanced, comprehensive and theoretical grounding in Information Systems and Technology

The program will prepare graduates for employment in a broad range of sectors: not-for-profit; public, including health and education; and private, including business, industry, and information technology. Specific jobs may include IT manager, project leader, system and application architect, systems or database administrator, or business systems analysis.

Admission Requirements

To be considered for admission, candidates must have completed an Honours undergraduate degree program, in information technology or a related field, from a recognized post secondary institution, with a minimum grade point average of B+ in the last two years of study. Related disciplines may include but are not limited to library science, health informatics, or computer science and engineering¹².

Applicants with an Honours Bachelor's degree in an area other than those listed above may be considered for admission if they have at least five years work experience at a senior level in the field of information technology¹².

Degree Requirements¹²

The offerings from the MAIST core provide students with the advanced technical knowledge required of IT professionals in a variety of sectors. Thus courses address such areas as database management, information systems, information retrieval, requirements engineering, information technology integration, human-computer interaction, and web systems and services.

Students must successfully complete the following required courses:

- Research Methods in Information Technology
- Systems Analysis and Design
- Business Process Management Service Oriented Architecture
- Systems Requirements Management
- Service Oriented Computing
- Software Product Lines
- Information Systems Architecture
- Advanced Web Mining
- Advanced Information Retrieval Systems
- Advanced Information Management
- Health Information Systems
- Information Technology and Organizational Strategy
- Designing and Building e-Business Applications
- Application and Design of Metaheuristics
- Advanced Topics in Information Technology

Up to six credits of elective courses from other units may be taken in place of credits from the MAIST core, where appropriate to support students' research or career specializations, and with permission of their supervisors and the Graduate Program Director. Students may choose from the following list or suggest suitable alternatives:

- Disability in an Age of Information Technology
- Advanced Communication Technology
- Real-time Systems Theory
- Data Mining
- Special Topics: High-Performance Computer Networks
- Science, Technology and Society
- Cultural Studies of Technology for Education
- Issues in Digital Technology in Education
- Digital Literacy and Social Media
- Gender, Equity, New Technologies & Education
- Digital Games and Learning
- The Wired World: Technology and Contemporary Philosophy
- Ordinary Differential Equations
- Applied Statistics I
- Advanced Numerical Methods
- Mathematical Modeling

Two courses provide particular flexibility within the degree:

- Advanced Topics in Information Technology (ITEC 6970)

This course might include such subjects as Medical Informatics, Security Issues in Business Systems, Web Services, IT Auditing, Groupware Systems, IT Governance, and

IT Management. Offerings will depend on the availability of faculty members and their interests.

- Directed Readings (ITEC 6002)

With the permission of the Graduate Program Director, students may also count Directed Readings towards the credits required for the degree. Topics will depend on student and instructor interests but will not cover the same material as other MAIST courses offered in the same year.

Independent Research Projects:

- Thesis

Full time students must select the thesis option. It is an intensive research study undertaken independently or in conjunction with the supervisor's research activities. The thesis will go beyond merely describing an issue to include independent critical analysis and to make a contribution to the field. The length of the thesis is contingent on the nature of the research project and will be determined in conjunction with the supervisor.

Part-time students have three options to complete the degree: Thesis option, Major Research Project option and Course Work option.

- Major Research Project

The Major Research Project (MRP) provides an opportunity for students to demonstrate their ability to integrate concepts and techniques acquired through course work and to complete an independent research project that addresses a real-world information systems technology issue. Students will be expected to produce a paper of approximately 50-60 pages in length. The MRP will be evaluated on a pass/fail basis by the student's supervisor and one other faculty member within the program.

The program admits students only once per year, to begin September 1.

Non University programs

C. Leaders Beyond

Leaders Beyond offers education for IT professionals to become leaders in the technological transformation, growth and success of business and public sector organizations. Their students learn critical skills and gain new knowledge to bridge the gap from IT professional to business leader. They believe they take their students beyond the traditional scope of IT

to assume a leadership role, provide measurable business value and contribute directly to the overall success of their organization²⁵.

Experience the real-world advantages of learning from accomplished [business leaders](#) using a highly interactive, case study-based [approach](#):

- Learn critical skills to address real-life business challenges
- Gain the ability to understand, collaborate and engage with anyone at any level of the organization
- Make a measurable, immediate impact on business outcomes

Leaders Beyond was founded, and is managed by professionals experienced at transforming IT professionals into business leaders. Their set of university-level education programs helps IT professionals take their place at the strategic core of the organization central to business transformation and growth. Leaders Beyond offers five educational programs in Toronto at a fee of approximately \$6,000 to \$6,500 for each session.

Emerging IT Leader Program

The Emerging IT Leader Program helps IT managers accelerate career success while avoiding common pitfalls. This intensive 5-day program is delivered by an outstanding faculty of real world executives and IT leaders. Highlights include²⁵:

- Helping students to think and act like an IT leader
- Gaining new insights into the practical challenges of IT leadership, and the business executive view of IT
- Developing collaboration and engagement skills for IT and business environments
- Building skills to make effective decisions
- Learning to understand and manage customer perceptions and needs
- Establishing and manage expectations and deliver on them with real business outcomes

The program is delivered over 5 days within 2 modules. Module 1 is 4 days and Module 2 is a 1-day Advanced Integration Workshop held 30 days later.

Program attendees include:

- Mid-level IT managers
- IT professionals being groomed for a management role in IT
- IT professionals or mid-level managers who interact with senior LOB managers
- IT professionals or managers responsible for the business value of IT solutions

IT Executive Leader Program

The IT Executive Leader Program prepares senior IT managers and directors for a move to the next level of leadership. CIOs and other technology leaders succeed through focused knowledge and vision. Taking the next step to become a trusted part of the executive team requires another level of business insight and expertise. This 8-day program (delivered in two 4-day modules) taps into the knowledge and experience of top business practitioners who share their insights and expertise to accelerate the careers of technology leaders, preparing them for a move up the corporate executive ladder.

Students will learn:

- How to establish their role as a corporate leader and innovator in the organization's executive team
- Gain insight into key business drivers and metrics that yield successful results
- How to succeed within the politics of the senior executive team
- Techniques to lead IT staff to engage and collaborate with business stakeholders.
- Techniques for effective decision-making and risk mitigation at the executive level of the business

The 8-day program is delivered over two 4-day modules, approximately one month apart. Graduates complete a final exam to receive a Certificate of Completion²⁵.

Program attendees include:

- IT executives and managers with at least 5 years' experience in a senior management role
- CIOs who wish to upgrade their skills and effectiveness
- Aspiring IT leaders who wish to take the next step in their career development

Advanced IT Executive Effectiveness Program

The Advanced IT Executive Effectiveness Program prepares IT executives to grow into a business executive role. Students will position themselves firmly to take on a senior business executive role, beyond the technology career path. This is an intensive 4-day program taught by senior business executives that will help students learn new approaches and gain understanding that will take them beyond technology alignment to true executive leadership attributes and perspectives. A 4-day program, graduates complete a final exam to receive a Certificate of Completion. Student's will²⁵:

- Gain knowledge and insights that can only come from seasoned business leaders
- Learn what it takes to move from IT leadership to senior corporate leadership
- Participate in thought-provoking interactive discussions and highly-relevant case studies

- Gain the tools to confidently enter the realm of corporate management, and make an immediate impact on business outcomes

Attendees include experienced executives and CIOs who wish to grow beyond IT into a business executive role

IT Business Partnership Program

The IT Business Partnership Program provides tools for IT managers and business partners to collaboratively address business challenges. This 2-day in-house program, with a final exam to receive a Certificate of Completion, provides insights and expertise that enable effective collaboration between business partners for maximum results. Areas of focus include:

- Learning to work better together to resolve business challenges
- Gaining deeper insights into the benefits and methods of alignment to business goals
- Learning techniques to enhance teamwork among business partners

Program attendees include:

- IT executives, managers and key team members
- Line of business stakeholders
- Key outsourced vendor staff

IT Sales Effectiveness Program

The IT Sales Effectiveness Program prepares sales and marketing professionals to develop and sustain business outcome-focused relationships with IT leaders. Successful sales and marketing practitioners recognize that selling effectively to IT decision-makers requires a special understanding of the day-to-day challenges and critical success factors in the IT environment. This 2-day program is delivered by successful, experienced IT leaders and provides the knowledge and techniques required for initiating and developing senior IT business relationships in private and public sector organizations. All students must complete a final exam to receive a Certificate of Completion. Areas of focus include²⁵:

- Gaining knowledge and expertise to develop and sustain productive business relationships with IT decision-makers
- Learning techniques to develop ongoing revenue streams selling to IT prospects
- Gaining a deep understanding of the day-to-day challenges and critical success factors for IT leaders

Attendees are sales and marketing practitioners and management whose role is to initiate and develop senior IT business relationships in private or public sector organizations.

Participants will typically be focused on developing ongoing revenue streams from the prospects and clients for which they are responsible²⁵.

US University Programs – Summary

University	Program	Approach	Length	Cost	Degree/Certification
Columbia University	Executive Masters in Technology Management	Mix of In-Residence and Online	16 months	\$73,440	Executive Master's Degree
Georgetown University	Masters of Professional Studies in Technology Management	In-Residence	Two Years (or Less)	\$32,490	Master's Degree
Santa Clara University	Information Technology Leadership Program	In-Residence	One Year	\$956/ unit	Certificate
George Mason University	Masters in Technology Management	In-Residence	16 Months	\$49,608	Masters in Technology Management also awards CIO Certificate
Carnegie Mellon	CIO Certification	In-Residence	2 Years (or Less)	\$24,000	CIO Certificate
National Defense University	CIO Certification OR MS CIO Concentration	Mix of In-Residence and Online	Multi-week	\$2,400	CIO Certificate
Syracuse University	MS in Information Management for Executives	Mix of In-Residence and Online	1 to 2 Years	\$25,000 per Year	Master's Degree
University of Maryland	CIO Certification Program	Mix of In-Residence and Online	12 Months	\$27,000	CIO Certificate

APPENDIX D – FACULTY CVs

Removed for Senate

APPENDIX E – LETTERS OF SUPPORT



Office of the Dean

Letter of Support: Professional Master's Diploma in the Management of Technology and Innovation for Chief Information Officers

November 1, 2016

To whom it may concern;

I am writing to express my unqualified support for the Professional Master's Diploma in the Management of Technology and Innovation (MTI) for Chief Information Officers (CIOs). The CIO Association of Canada has asked the Ted Rogers School of Management to collaborate in helping current and future CIOs develop a higher capability in managing innovative technology as executive leaders within their organizations. This program underscores Ryerson's commitment to a professional community of CIOs that has worked closely with our undergraduate ITM and MBA/MTI programs over the last decade.

This program envisions two sets of goals for CIOs as they relate to knowledge and skill development: Executive Leadership and Technology & Innovation Management. These skills are essential for CIOs as they position their organizations to prepare for disruptive innovation that comes from emerging technologies. The knowledge and skills associated with these goals are needed in all organizations and Ryerson's Ted Rogers School of Management is well positioned to address the needs of CIOs in Financial Services, Government, Retail, Distribution, Health Care and many other industries. The program courses, which are from the established MBA/MTI curriculum, will guide graduates to lead their organizations through digital transformation, and to understand the societal impact of innovative new technologies.

Finally, this Professional Master's Diploma will reinforce our growing and successful MBA program by attracting senior technology leaders from industry as participants and mentors.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven Murphy".

Steven Murphy, PhD
Dean
Ted Rogers School of Management
Ryerson University



55 Dundas St. West, 9th Floor
350 Victoria Street
Toronto, Ontario, Canada M5B 2K3

ryerson.ca/tedrogersschool



Periodic Program Review

Nursing
Faculty of Community Services

FINAL ASSESSMENT REPORT (FAR)

January 17, 2017

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EXECUTIVE SUMMARY

With combined strengths in research, advanced practice, and teaching, the Daphne Cockwell School of Nursing offers a Master of Nursing program that prepares graduates to pursue advanced practice and leadership roles across all health care sectors, helping to shape the future of our health system. The MN program is designed to ensure that graduates have an advanced level of skill and knowledge necessary to contribute to the further development of nursing science and to facilitate the utilization of best practice knowledge across the healthcare spectrum. Underpinned by values relating to social justice, accountability, advocacy and partnership, the program provides nursing education to graduate students who wish to achieve an advanced level of skill and knowledge in evidence-informed practice, education, policy and leadership. Our Master of Nursing program offers students three options:

Option 1 (Course Stream). Students enroll in full or part-time studies. They choose a Field of Study (Leadership in Health Care Policy and Education or Health and Illness of Individuals and Communities) based on their particular practice and research interests. The Master of Nursing course stream curriculum covers theory, research and practice, while providing a solid and balanced advanced nursing education.

Option 2 (Thesis Stream). Students enroll in full-time studies. This is a research-intensive program for students pursuing careers in advanced nursing research and evidence-based practice. Students choose a Field of Study based on their particular research interests. Graduates from Option 2 go on to complete doctoral studies (Appendix 1-12), take faculty positions in academic institutions, or work in research institutes or other research environments.

Option 3 (Combined MN/PHCNP). Students enroll in full or part-time studies. Students earn a Master of Nursing degree and a PHCNP Certificate. Upon graduate they are eligible to write the College of Nurses of Ontario's NP-Primary Health Care exam.

Together, our faculty and students create a community of learning that is a hub for community building with vibrant, interactive classroom and practice settings that help students connect and develop relations to expand their personal and professional networks. Our graduate program fosters connections with leading health care organizations and Toronto's diverse neighbourhoods. This allows the program to offer students rich, rewarding opportunities for practice, education, and research. Our program options are values-driven, emphasizing social justice, accountability and advocacy and partnership as core values in health care leadership.

Analysis of the Periodic Program Review self-study report shows the following as key strengths of our program:

- Strong number of applications each year since the program's inception
- Academically strong applicant pool.
- Flexibility of time to completion as both part-time and full-time options.
- Strong links with practice partners who seek out our students for placements and our graduates for employment opportunities.
- Excellent faculty who are recognized by students as providing supportive learning environments and mentorship.
- Faculty with diverse and strong programs of research that actively engage students and graduates with their scholarly endeavours.

The Periodic Program Review process has enabled us to create a development plan that builds upon our program's strengths, and to respond to areas identified as weaknesses through capitalizing on opportunities envisioned through the new Academic Plan of the University as well as Faculty and School aspirations for the next 3-5 years. The priority areas of action identified in this plan are:

- Ensure the ongoing currency, depth and relevance of curriculum to advanced practice nursing and the evolving health care system
- Increase the number of students enrolled in Option 2 (thesis stream)
- Explore opportunities for international outreach, collaboration and/or partnerships with other nursing and health science schools, institutions, and professional associations to enhance student learning and faculty SRC
- Enhance graduate faculty capacity related to doctoral education with a goal to establishing a PhD program
- Develop a MN alumni association
- Improve upon the flexibility of course offerings by increasing the number of electives and/or utilize new e-learning opportunities to incorporate in curricula

PEER REVIEW

The Peer Response Team for the Periodic Review of the Master of Nursing (MN) program consisted of Dr. Elizabeth Peter (University of Toronto), Dr. Janet Landeen (McMaster University), and Nina-Marie Lister (Ryerson University). The PRT site visit was conducted on April 19 and 20, 2016. The PRT report was communicated to the Associate Dean, YSGS on May 13, 2016, and the response to the report from MN was communicated on July 12, 2016.

The PRT cited several strengths in their report. They also stated that the review process was well planned and executed, from the comprehensive, reflective and forthright Self-Study Report to the well-organized site visit and that there was a consistently high level of faculty, student, and staff engagement. The PRT found that students, alumni, faculty, staff, and administrative personnel all were open and consistent in sharing their perspectives about the program. The process was positive in all regards, making this PRT experience positive, and intellectually enriching. Overall, the PRT found that the MN program to be well developed and implemented and that the areas for improvement that were identified are intended to assist a strong program in achieving greater accomplishments.

As mandated by Ryerson Senate Policy 126, what follows is the YSGS-level response to both the PRT report, and the response to the report by Nursing. Summarized below are program strengths, weaknesses, and opportunities that were noted by the PRT. Also outlined are the PRT recommendations and YSGS and Nursing Program responses, divided into two broad categories: academic and administrative/financial as well as the implementation plan.

STRENGTHS, WEAKNESSES AND OPPORTUNITIES

Strengths

- People are the core strength of the DCSN (MN). This was consistently articulated by the alumni and at all levels during the review. The high quality of the faculty, staff, program director, program administrator, along with the alumni and current students was noted in all aspects of the program and is evident directly from recruitment via open houses, current student advocates, and “bedside peers” who recommend Ryerson.
- The ethno-cultural and demographic diversity of the student body is a significant asset; it leads to rich experiences for all students, and will be ultimately and significantly reflected in the next generation of nursing leaders.
- The new Ryerson library and student learning centre are significant assets to the program’s growth in scholarship. The current plan for additional space is also important to the program’s continued success. As the program moves into the new facility, it will be important to ensure dedicated research space for students.
- The program’s commitments are well-aligned with and reflective of the Ryerson University Academic Plan, and specifically, its core values around diversity, equity and inclusion, and the priorities that relate to these values.

Weaknesses

- Teaching loads are heavier at Ryerson University than in some other competitor universities in the region. This has the effect of limiting the faculty in increasing their SRC at a faster rate. In turn, this can further limit the ability of the school in developing a PhD program with the supervisory capacity needed to support it well.
- There were no significant weaknesses identified.

Opportunities

- A PhD program can be viewed as an opportunity. The thesis stream is an asset in research training, and it can cultivate interest, talent, and skills to 'seed' a nascent PhD program. Faculty scholarship shows strong potential and is growing.
- Faculty initiatives including FCS-shared elective courses and inter-professional learning are assets that could help to diversify course offerings in a cost-effective but socially-beneficial and educationally enriching way.
- The DSCN MN's location in a downtown, urban-focused university is a significant advantage as the urban population is growing and its demographics are shifting to include a majority of foreign-born citizens. The MN Program is well positioned to be a leader in next-generation urban health, with its teaching strengths focused around issues of diversity, equity, inclusion, and grounded in strategies of community engagement to serve a changing urban niche, including program opportunities in urban aboriginal health.
- Many students in the DCSN MN program reflect ethno-culturally diverse backgrounds and these students will increasingly move into positions of nursing leadership, advanced practice, etc. This is an opportunity for the program to contribute to training and leadership development for the future of nursing—fostering diversity in leadership as much as in front-line healthcare delivery. It also ties tightly into the Ryerson University Academic Plan core values and Priorities, for example, Priority 4: *Expand Community Engagement and City-Building*—through experiential learning, diverse and inclusive communities, and positive social, organizational change.
- The emphases on diversity, equity and inclusion could lead to the development of a potential timely niche on urban aboriginal health. (see e.g. Recommendations #21, 22, & 23 of the *Truth and Reconciliation Commission* that relate specifically to improved nursing practices and education that will require leadership in nursing.) The MN program has the possibility of assisting urban aboriginal nurses in ladder to leadership positions given their established strengths in social justice through areas of focus in diversity, equity and inclusion.

SUMMARY OF THE PEER REVIEWER TEAM (PRT) RECOMMENDATIONS

Academic Recommendations

- Proceed with the development of a PhD program with caution. The investment in PhD students may compromise the strength and focus on the MN, which could lose ground to the energy required to launch the PhD. In addition, given the unevenness of leadership of SRC within the faculty, it will be necessary to determine who has a sufficient level of scholarship and research to supervise students and who does not. Note that lessons learned from research-intensive schools is that PhD students do not necessarily translate into increased scholarly productivity, and supervision is not evenly shared by faculty.
- Increase IPE opportunities including shorter workshops and elective courses. Consider possible faculty-wide or cross-platform courses, such as statistics and research methods.
- The plan to increase thesis stream applicants should continue to be a recruitment focus.

Administrative and Financial Recommendations

- Teaching loads should be carefully considered, and revised to support intentions to launch a PhD program and the time required by faculty to supervise effectively. Consider incentivising the supervision of PhD students.
- The program requires additional administrative support (e.g. +0.5) given the complexity of registration, the growing student numbers, and the complexity and diversity of the student body in terms of demographics, family obligations, work scheduling, front-line counselling, etc.
- The MN Program's operating budget should be re-evaluated to be allocated on a per-student basis to provide for the resources required to support student learning and engagement.
- Supports for preceptors should be formalized, including (status only) adjunct faculty appointments or similar.
- Connections and supports to alumni should be strengthened to have a fully developed alumni program, which in turn could lend significant community-professional, peer and financial support to the MN program in practice.

YSGS AND MN RESPONSES WITH IMPLEMENTATION PLAN

Academic Recommendations

PRT Recommendation	MN Response	MN Implementation Plan	YSGS Response
Proceed with the development of a PhD program with caution.	The DCSN will carefully consider the feedback provided by the PRT in moving forward with an PhD program which includes building on the strengths of the MN program and determining the strategies moving forward to strengthen faculty supervisions of graduate students and opportunities to support faculty and resources to building the capacity for a PhD.	MN Graduate Program Director, by Fall 2017.	YSGS supports the programming aspirations of Nursing. Spaces for PhD expansion are dependent on Ryerson's renewed Strategic Mandate Agreement (SMA) coming in 2018. We look forward to discussing aspirational programming in the next SMA round with Nursing and FCS.
Increase IPE opportunities including shorter workshops and elective courses. Consider possible faculty-wide or cross-platform courses, such as statistics and research methods.	The newly appointed Associate Dean, Graduate Studies and Special Projects, in FCS has as a priority to focus on increasing IPE graduate electives. The DCSN will look to other FCS schools regarding the development of IPE courses that meet the needs of nursing students. – Possibility of creating a centre for professional development in which 2 to 3 hour workshops can be offered for a fee; development of professional graduate programs or certificates.	MN Graduate Program Director, by Fall 2017.	YSGS supports the PRT recommendation and program response. We encourage Nursing students to take suitable electives outside of the program, where space is available.
The plan to increase thesis stream applicants should continue to be a recruitment focus.	The MN program will continue with this focus as it also helps with movement toward a PhD program.	MN Graduate Program Director, by Fall 2017.	YSGS supports the PRT recommendation and program response.

Administrative and Financial Recommendations

PRT Recommendation	MN Response	MN Implementation Plan	YSGS Response
Teaching loads should be carefully considered, and revised to support intentions to launch a PhD program and the time required by faculty to supervise effectively. Consider incentivising the supervision of PhD students.	The new RFA collective agreement has provisions that will allow the DCSN to move from a teaching load of 3 + 2 to a 2 + 2. In reviewing our workload provisions the DCSN will look to include incentives to supervise graduate students and support work of the graduate program. Develop creative modes for delivering courses such as collaborative teaching.	MN Graduate Program Director, by Fall 2017.	Teaching loads are governed by the RFA Collective Agreement, and assigned by the Faculty Dean in conjunction with the School Director. YSGS does not support incentives for graduate supervision, as we view this as part of faculty responsibilities.
The program requires additional administrative support (e.g. +0.5) given the complexity of registration, the growing student numbers, and the complexity and diversity of the student body in terms of demographics, family obligations, work scheduling, front-line counselling, etc.	The program strongly supports that additional resources regarding administration is essential and is committed to working with the Director, DCSN and Dean, FCS in looking at allocation of resources for graduate program given the student complement.	MN Graduate Program Director, by Fall 2017.	The Program Administrator for Nursing reports to Nursing and FCS. We encourage discussion between the program and FCS regarding its staffing needs.
The MN Program's operating budget should be re-evaluated to be allocated on a per-student basis to provide for the resources required	The operating budget is the same amount as other graduate programs with considerably lower enrolment numbers in FCS; so the MN program will advocate for funding that is more closely associated with student	MN Graduate Program Director, by Fall 2017.	The MN operating budget is managed by FCS in conjunction with the Provost. Note that with the decentralization of graduate education at Ryerson, the funding model for MN is tied to students, and is part of a

to support student learning and engagement.	numbers related to both steady state FTEs and yearly enrollments.		base budget allocation within FCS. We support ways for Nursing to work with FCS to enhance its budget.
Supports for preceptors should be formalized, including (status only) adjunct faculty appointments or similar.	The MN program will work with YSGS to provide process for preceptors to have a formalized association with the university.	MN Graduate Program Director, by Fall 2017.	YSGS supports the PRT recommendation and looks forward to working with the program to have the role of preceptor formalized within Ryerson.
Connections and supports to alumni should be strengthened to have a fully developed alumni program.	MN program agrees this is an area for improvement and will work with university advancement and the current Nursing Alumni (made up mostly of undergraduate grads) to develop a robust MN alumni group. For example engage alumni as visiting lecturer and/or preceptor; have alumni event for graduate nurses.	MN Graduate Program Director, by Fall 2017.	YSGS encourages strengthening graduate alumni ties and communication for Nursing and all of our graduate programs. Alumni events with graduated MN students are one effective way to foster this engagement.

In conclusion, from the Self-Study Report and the associated data to the Site Visit and meetings with stakeholders, the PRT found that the MN Program demonstrates excellence in nursing education at the graduate level.

The PRT recommendations and MN's responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



Periodic Program Review

Documentary Media
School of Image Arts
Faculty of Communication and Design

FINAL ASSESSMENT REPORT (FAR)

January 17, 2017

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EXECUTIVE SUMMARY

The School of Image Arts offers a **Masters of Fine Arts in Documentary Media**. The field involves the history, theory and practice of documentary media forms in photographic, film/video and digital media applications. Innovative in approach, this studio-based program offers students the possibility of working across media. Exploring a range of non-fiction subject matter, students work toward the Master's Project (MRP), which may take any number of forms. Core academic courses in the history and theory of documentary take place in the first two semesters, establishing a common frame of reference for production courses and the MRP. Given the School's renown in both film and photography, studio practices in the school have evolved from the tradition of analogue into a digital media environment, yet the school retains its facilities in historic analogue processes, ensuring the viability of both traditional and innovative hybrid approaches and practices. Multiplatform, interactive and/or web applications often complement or expand projects produced for the screen, publication and/or exhibition.

The Learning Outcomes in the Master in Fine Arts in Documentary Media Program all point to the student's development, completion, and public presentation of a Master's Project (MRP), which is under the creative control of the student. The MRP is based on a non-fiction idea conceived by the student, which is "work-shopped" and developed over time in relation to the core curriculum. Projects are developed and critiqued throughout the two years in the context of production classes, project development seminars, and the Master Class Seminar. In the context of classes and critiques students receive formal and ongoing feedback from professors, supervisors, advisors, and peers. After final preparations in the spring course in year one, students carry out fieldwork during the 2½-month summer period. In year two, editing and refinement take place in the Master's Project Production courses, culminating in the graduate exhibition called the DocNow Festival, where works are presented in public galleries, publications, websites, and/or screenings.

A "Project Paper" accompanies the project. An Oral Examination completes program requirements (more commonly known in MFA programs as a "critique"). The defense of the project takes place before a faculty examination committee comprised of the project Supervisor, Secondary Advisor, and the GPD or designate as Chair, in either June or August.

DM PROGRAM IDENTIFIED STRENGTHS, WEAKNESSES AND OPPORTUNITIES

Strengths

The DM interdisciplinary curriculum was developed and is taught by award winning and highly productive faculty with extensive professional backgrounds and scholarly accomplishments. The curriculum is timely, given the present global interest in non-fiction and documentary across a spectrum of fields in an increasingly interconnected media landscape. The program is well conceived, introducing students to a wide variety of subjects and approaches in documentary practice and history, presented over a six-semester period.

The first year establishes a strong foundation through core courses that provide a balance of practice and theory, supporting visual arts practice as a form of knowledge. Offering many opportunities for developing theoretical knowledge in the field, the program is academically rigorous while allowing students a great deal of freedom in developing their artistic projects. Taught by scholars and artists with national and international exhibition, screening, conference and publication records, the curriculum exposes students to a multitude of approaches, technologies and theories. The MRP Milestone project, culminating in a public presentation, introduces an experiential and collaborative learning opportunity, providing many real-world lessons in project development and refinement, exhibition/screening presentation, and the practical application of fundraising and marketing campaign strategies.

The MRP Project Paper draws upon students' subject research, methodology and the documentary relevance of the project and affords students the opportunity to articulate and contextualize their work within a cultural, historical, and theoretical framework. The Oral Examination provides a context for reflection on the MFA learning experience as a whole. A range of electives and the Master Class Seminar, which brings professionals, industry experts, and practitioners into the school, complements the core courses. Faculty-led courses are also supplemented by lectures and workshops with guest experts and digital resources such as Lynda.com to support a variety of production techniques and strategies.

Set within the culturally vibrant and diverse urban environment of Toronto, with its museums, galleries, festivals, and many cultural resources, the program provides students with two dedicated Graduate labs, 24-hour school/grad lab access, and an excellent selection of professional equipment, labs, and facilities. Long-term loans of specialized equipment are made for the MRP fieldwork, and excellent digital and hard copy collections of films, photo books, archives, and Special Collections are available through the Ryerson library. The program also cultivates a strong peer-to-peer learning experience. Enriching these resources are the Documentary Media Research Centre (DMRC) located in IMA 120, a newly established research centre and seminar space, hosting and initiating conferences (such as Critical Topography, May 2015 and Visible Evidence, August 2015), and a guest lecture program. The DMRC Faculty are engaged in producing, writing and organizing events and conference opportunities for faculty, researchers, post-graduates, and fellows. Another unique resource in the school is the Ryerson Image Centre (RIC), a world-class exhibition centre hosting lectures, visiting artists, curators, and conferences. The collections in the RIC are available to graduate student researchers and the resource centre supports a full

spectrum of research activities. The Faculty of Communication & Design (FCAD) also provides extensive facilities for students, including 3D printing facilities, a virtual reality lab, the Digital Media Zone, and sound recording and mixing studios.

Weaknesses

The biggest gap in student satisfaction in the program has focused on two related areas: First, there has been a perception that students should be acquiring “job skills” or “training” that will directly translate into a job as an outcome of the MFA degree. Along these lines students have asked for more “production-based workshops.” The second issue is based on a perception that the program places too much emphasis on “theory” or academic courses in history and theory, with an emphasis on critical reading and writing, taking away from the project development and production. There is also a sense that focus on the project comes too late in first year, especially due to the fact that the four-course load in winter of first year is quite heavy. There are questions about a lack of flexibility in the course structure and the fact that students would like to be able to take both film and photography, but must choose between the two.

Additionally, students have expressed the need for more focus to be placed on industry skills and practices (producing, pitching, production skills). Although DM does not advertise that they are a “documentary film,” program, DM realize the need to better communicate the identity, values, and mission of the program. The fact that Documentary Media offers a two-year, interdisciplinary, fine arts degree means that the focus is not on film industry jobs or training students to be professional filmmakers or photographers. Rather, the program offers students an opportunity to develop research skills and a self-directed creative practice through mentorship and by providing critical feedback, and helping them develop resources and find the tools they need. The need to effectively communicate the value of the program and “why theory matters” is important as is the need to find ways to eliminate areas of repetition and overlap in the curriculum, while seeking out collaborations with professional and industry-based organizations such as HotDocs to better satisfy students’ desire to learn about industry practices. DM identifies the need to address the real challenges of trying to complete a professionally-made film in two years, especially if one does not have a production background. Many graduate students would like an opportunity to get some teaching experience during their two years in the program. Thus, ways to offer TA and GA opportunities—since many students plan to teach in future, must be found.

The program is also working to develop more effective incremental milestones for the MRP project and paper in the second year. Milestones are not sufficiently integrated into the curriculum. Timing of the oral examination and paper (summer) is also separated from the principal concluding activities of the MFA, which are the spring film/exhibition events, thus the examination can focus more on the paper than the project. Finally, some students have expressed frustration about having to organize the thesis presentation/exhibition in the framework of a course. For some students, the DocNow presentation takes time away from their individual project work and they would prefer that those students most interested should undertake the organization of the festival, perhaps even earning credit for it.

Opportunities

DM examined the SWOT and especially the “Weaknesses” as potential opportunities for improving the program and better meeting learning objectives. Those “Opportunities” became the basis for DM short-term goals. DM currently is adopting many of the improvements identified such as adjusting the exam towards a critique immediately after the launch of the public presentations, which will provide students with more immediate feedback on projects. DM is also rewriting our progress reports to incorporate clearer steps toward completion of the Project Paper. Faculty shared research with students in the beginning of the year in order to show new students what they each do in their own practices. Most importantly, clear and timely communication has become a priority. Some of the weaknesses identified have been eliminated in the new curriculum, which is now in full effect.

SUMMARY OF THE PEER REVIEWER TEAM RECOMMENDATIONS WITH RESPONSES FROM DOCUMENTARY MEDIA (DM) AND YSGS

The Peer Response Team for the Periodic Review of the Master of Fine Arts in Documentary Media (DM) program was conducted on February 29 and March 1, 2016. The PRT comprised of Dr. Carol Payne, Associate Professor, Art History, School for Studies in Art and Culture, Carleton University; Dr. Angelica Fenner, Associate Professor, German and Cinema Studies, University of Toronto; and Dr. Paul Moore, Associate Professor, Sociology, Ryerson University. The PRT report was communicated to the Associate Dean, YSGS on April 11, 2016, and the response to the report from DM was communicated on May 11, 2016.

The PRT cited several strengths in their report, stating that they were impressed by the program and the innovative work done in DM. In particular, the PRT noted that both faculty and students in the program were highly engaged, were impressed overall by the program, and commended faculty for the innovative work they are doing. The PRT report includes several recommendations, which are discussed below.

As mandated by Ryerson Senate Policy 126, what follows is the YSGS-level response to both the PRT report, and the response to the report of DM. Summarized below are the recommendations and responses, divided into two broad categories: academic and administrative/financial.

Academic Recommendations

i. Curriculum

The PRT communicated that they were impressed with how proactive the program has been in refining curriculum. But as with any program, more can be done. They recommend that greater attention be paid to the sequencing of courses throughout the program. In addition, they suggest the development of more independent work and coursework directly focused toward research projects in the second year of the program. While a relatively minor point, there is little allowance for electives and out of program choices, which would be important for any students interested in proceeding to PhD programs, but we recognize this is difficult within the intensive two-year MFA program.

DM: The Documentary Media Graduate Program Director will work with faculty to find means for students to develop individual research agendas.

YSGS: YSGS supports enhancing curriculum in the program that encourages SRC activities for students, especially those activities that encourage independent work. YSGS will work with Documentary Media to consider options for this enhancement.

Administrative and Financial Recommendations

i. Promotion of the Program

The PRT recommends that Ryerson promote the program more extensively. With HotDocs, TIFF and the Ryerson Image Centre, Toronto is emerging as an international hub of documentary activity. Within that milieu, the Documentary Media program should be better known.

DM: The DM GPD will work with IMA Chair, FCAD Dean and YSGS to better coordinate promotion efforts. We are also planning an “Open House” with involvement from MFA students to be pitched to 3rd and 4th year undergrads in area schools.

YSGS: YSGS provides marketing support for all graduate programming at Ryerson, and will continue to collaborate with DM, FCAD, and CGCE in this regard. YSGS supports the proposed Open House as described in the DM response.

ii. Research Travel Funding for Students

The ambitious projects undertaken by Documentary Media students require more funding than is presently offered. A key gap we have identified is the lack of funds necessary for research, production and screening or exhibiting travel. We think this will be relatively easy to address. Since the Yeates School of Graduate Studies and other offices across campus have conference and research funds available to students for academic conference travel, we recommend that the criteria for these awards be extended to include costs for research fieldwork, production, and travel for screening or exhibiting creative works.

DM: The GPD will work with FCAD Dean, YSGS and David Begg at International Office to urge shift in criteria to include research and production travel, etc.

YSGS: YSGS provides limited travel funding for graduate students, as does the RSU and President’s office. Given budget constraints, priority is to dissemination costs, rather than to production or research costs.

iii. Increased Scholarship Funding

Compared to MFA programs in Ontario and across Canada, Documentary Media students receive relatively limited scholarship funding. Enhancing financial support will not only enable students’ work but also help to recruit the best students.

DM: The GPD will work with IMA Chair, YSGS, FCAD, & Advancement officers to develop more scholarships.

YSGS: Scholarships are linked to student enrollment, and are provided through centrally mandated funding, and through external agencies such as Tri-Council. YSGS

encourage DM to have their students apply for external scholarships, and will work with all stakeholders to address internal scholarship funding. YSGS supports efforts to enhance endowed scholarships within DM and FCAD.

iv. GA and RA Positions

The Peer Review Team was surprised to learn how few GA-ships were available to Documentary Media students, and how little the MFA students were integrated into the delivery of the undergrad studio and studies curriculum in the School of the Image Arts. As in scholarship and research funding, GA-ships are important for student support and are a routine part of an admissions package at most graduate programs. But GA-ships also provide students with crucial teaching experience while fostering mentoring skill, technique and research relationships between faculty and graduate studies, as well as between undergraduate and graduate students. The PRT recognizes that increasing the number of GA-ships will require greater harmonization between undergraduate programs and the MFA in Documentary Media, but think that this would be greatly beneficial to all.

The PRT also strongly recommend an increase in RA-ships in Documentary Media. This will not only address the limited funding available to students but will also provide much needed research support, particularly to faculty engaged with the DMRC and others with external research-creation grants. Further, the engagement in faculty research will enrich these students' own research experience, skills and technique.

DM: The GPD will work with IMA Chair, school, faculty and FCAD Dean to develop more GA positions.

YSGS: YSGS supports the PRT recommendation and program response. GAs provide valuable learning and teaching opportunities for graduate students.

v. Further Faculty Hiring in Documentary Media

As noted above, with retirements expected in the next couple of years, it is crucial that the SIA be allocated new faculty lines that will be integral to the MFA in DocMedia. We agree with the Self Study that attention to diversity in faculty should be a concern in future tenure- track hiring.

DM: The GPD will work with other school GPDs, IMA Chair, DHC and Dean to advocate for hires.

YSGS: New hires are allotted by the Provost and Faculty Dean's. YSGS supports the principles of EDI for hiring of all faculty and staff at Ryerson.

vi. Funding for DMRC, possibly a Research Chair

Related to the above point about faculty support and renewal, we urge Ryerson to offer more support to the DMRC. In the brief period of its existence, this research centre

has been highly successful in SSHRCC-supported research and conference initiatives, all of which enhance the program's and the university's reputation. Indeed, there is potential for a strong Canada Research Chair application linked to the DMRC. Should a research chair not be pursued, we still recommend enhanced structural funding for the DMRC, and also that the research centre integrate its work more concertedly with the curriculum and student activities in DocMedia.

DM: The GPD will work with IMA Chair, and FCAD Associate Dean and Dean, and DMRC to develop proposals for funding a research chair or distinguished visiting professor for DMRC.

YSGS: YSGS supports the PRT recommendation and program response.

vii. Studio Space

Studio space was an issue mentioned repeatedly by some of the students with whom we spoke. They expressed the desire to engage their projects in a sustained way that would not involve packing up for other occupants of the same space. The two designated studio spaces are currently each shared by all of the students in a given class and, in addition, they periodically serve as classrooms. Considering the type of in depth studio work these students are undertaking, adequate studio space is crucial. While we recognize what a difficult problem space is to solve on an urban campus, we recommend that this concern be addressed.

DM: The GPD will work with IMA Chair, faculty and operations manager to develop solutions to meet curricular needs in this area.

YSGS: Given the production aspect of the DM program, YSGS encourages the further development of such studio spaces.

viii. Faculty Workload

The Peer Review Team was also struck by the heavy workload undertaken by faculty members. The labour intensive nature of thesis/final project supervision is particularly onerous for relatively few faculty. We feel that this issue, especially pertaining to supervision, needs to be solved. However, we also note that faculty, who are admirably devoted to their students, are resistant to cutting back on time devoted to student advising.

DM: The GPD will work with IMA Chair, and FCAD Associate Dean and Dean to develop proposals for workload solutions for the school.

YSGS: Faculty workload is mandated by the RFA Collective agreement, and teaching assignment is directed by the Faculty Dean in conjunction with the School Director.

IMPLEMENTATION PLAN

Academic Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
i. Develop curriculum allowing for more independent work.	The GPD will work with faculty and curriculum committee to find means for students to develop individual research agendas.	Graduate Program Director, DM	January 2017
Administrative and Financial Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
i. There should be better overall promotion of the program by the university.	The GPD will work with IMA Chair, FCAD Dean and YSGS to better coordinate promotion efforts. We are also planning an "Open House" with involvement from MFA students to be pitched to 3rd and 4th year undergrads in area schools.	Graduate Program Director, DM	Fall 2016 Review in June 2018
ii. Enhance research travel funds for graduate student research and project development.	The GPD will work with FCAD Dean, YSGS and David Begg at International Office to urge shift in criteria to include research and production travel, etc.	Graduate Program Director, DM	Fall 2016 Review in June 2018
iii. Increase scholarship funding.	The GPD will work with IMA Chair, YSGS, FCAD, & Advancement officers to develop more scholarships.	Graduate Program Director, DM	Fall 2017 to Winter 2018 with Review in June 2018
iv. Provide funding for GA and RA Positions for Ryerson's only	The GPD will work with IMA Chair, school faculty and FCAD Dean	Graduate Program	Fall 2016 with Review in June

	MFA – a field in which this is the terminal degree.	to develop more GA positions.	Director, DM	2017
v.	Consider further faculty hires that better reflect the ethnic and cultural diversity of our students.	The GPD will work with other school GPD, IMA Chair, DHC and Dean to advocate for hires.	Graduate Program Director, DM	January 2017 with Review in June 2018.
vi.	Provide funding for the faculty-run Documentary Media Research Centre.	The GPD will work with IMA Chair, and FCAD Associate Dean and Dean and DMRC to develop proposals for funding a research chair or distinguished visiting professor for DMRC.	Graduate Program Director, DM	January 2017 with Review in June 2018.
vii.	Enhance or create studio spaces, allowing for better access to resources.	The GPD will work with IMA Chair, faculty and operations manager to develop solutions to meet curricular needs in this area.	Graduate Program Director, DM	Fall 2016 with Review June 2017.
viii.	Adjust faculty workload and provide recognition/credit for graduate supervisions.	The GPD will work with IMA Chair, and FCAD Associate Dean and Dean to develop proposals for workload solutions for the school. <i>*Pending ratification of a new 2+2 workload the question of supervisory compensation is resolved.</i>	Graduate Program Director, DM	Fall 2017 with Review in June 2018



Periodic Program Review

Aerospace Engineering
Department of Aerospace Engineering
Faculty of Engineering and Architectural Science

FINAL ASSESSMENT REPORT (FAR)

January 17, 2017

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EXECUTIVE SUMMARY

In the area of graduate studies, the program is comparable to equivalent programs in terms of enrollment. The program has been able to maintain student support in spite of changes in overall research funding. However, action is needed to encourage enrollment from domestic sources and to maintain the present level of funding. It was also recognized that a significant effort will need to be made by the department and faculty to maintain current levels of application. It was also determined that the new Professional Master's Diploma (PMDip) program in Aerospace Design management has significantly enhanced graduate student numbers. Nevertheless, the program is new and will require efforts to maintain enrollment.

The research program spans all traditional disciplines in Aerospace Engineering and has added the newer fields of avionics, flight automation, and advanced materials. The program has recently achieved a measure of success when it obtained three Canada Research Chairs (CRCs). Publication rates in scholarly journals and conferences have been consistent. Research funding has been cyclic, following trends in economic growth and government sponsored funding. A recommendation is made to enhance grant application success through sharing of writing techniques and mentoring. One trend observed in Aerospace research is the movement away from government sponsored funding programs towards grants based on collaborative relationships. A key recommendation is to formulate a collaborative grant application strategy based on small groups of researchers dedicated to a single project or facility. Such groups should seek out industrial collaborators to allow application for industrially focused programs.

The Departmental Strategic Planning Committee was tasked to consider future trends in aerospace education and research, and how the department can best position itself to take advantage. One of the concerns addressed was the increase in the number of programs offering Aerospace education. The committee recommended the department pursue the creation of a Bachelor of Technology program with Centennial College, and maintaining the PMDip program. They also recommended involvement with the Downsview Aerospace hub to encourage collaboration with academic and industrial partners. The committee also recommended that the department pursue a cabin interiors research program to take advantage of recent trends within local manufacturers. With the cabin interiors initiative as a driving force, it is recommended that an 'Aerospace zone' be established using the Ryerson model. An Aerospace zone can be the driving force to make Ryerson Aerospace a key player in local Aerospace R&D.

PEER REVIEW

The Peer Review Team (PRT) for the Periodic Review of the Graduate Programs in Aerospace Engineering (Aerospace) consisted of Dr. Chris Damaren (University of Toronto), Dr. Il-Yong Kim (Queen's University) and Dr. Lawrence Kolasa (Ryerson University). The PRT site visit was conducted on April 12 and 13, 2016. The PRT report was communicated to the Associate Dean, YSGS on May 3, 2016, and the response to the report from Aerospace was communicated on October 18, 2016. (Note: the delay in the program-level response was in part owing to the fact that the Aerospace Graduate Program Council did not meet until the Fall term.)

The PRT cited several strengths of Aerospace in their report, citing the high level of dedication of the faculty to the training of graduate students. The PRT highlighted strong connections with the program and the aerospace industry, and referenced RIADI as a successful vehicle for these connections.

As mandated by Ryerson Senate Policy 126, what follows is the YSGS-level response to both the PRT report, and the response to the report by Aerospace Engineering. Summarized below are program strengths, weaknesses, and opportunities that were noted by the PRT. Also outlined are the PRT recommendations and YSGS and Aerospace Program responses, divided into two broad categories: academic and administrative/financial as well as the implementation plan.

STRENGTHS, WEAKNESSES AND OPPORTUNITIES

Strengths

An obvious strength of the department is its current dedicated academic staff consisting of 17 faculty members. They are clearly dedicated to the training of graduate students via their flourishing research programs. Overall, faculty members are productive in terms of journal papers, HQP training, and industrial research projects.

A major strength of the department's graduate program is the connection with aerospace industry. The RIADI program is a great success and ensures that the department maintains close ties with the local aerospace industry. The creation of the PMDip reveals that the department is nimble and able to respond to the needs of industry in terms of the skills required of graduate students.

There is currently a high degree of mobility between the various graduate programs. It is typical for MEng students to transfer into the research stream degrees, namely the MSc. The current average time to completion for the PhD (4.1 years) which is excellent.

The Ryerson Library is doing a good job of supporting research in aerospace engineering. Many of the key resources that are required are available to faculty and students while those that are not can be accessed by a vigorous interlibrary loans program.

Weaknesses

The Peer Review Committee heard many times that the University's quota policy on domestic graduate students was hindering the growth of the department's graduate programs. This policy requires the department to admit a prescribed number of domestic students before they can begin to admit international students. The Peer Review Committee understands that the quota for domestic students is implemented for valid reasons. It is clear, however, that the downside of the rule is significant. Recruiting strong PhD students is essential for high-quality research, and the current system often keeps professors from admitting promising international students who would make excellent research contribution.

The lack of a systematic approach for funding graduate students seems somewhat problematic. There is little consistency from one student to the next in terms of the total funding package provided. Also, the sources of the funding seemed to be somewhat patchwork in nature.

A major issue at the moment is a lack of space for research and suitable study spaces for graduate students.

The proportion of faculty members holding an NSERC Discovery Grant is not as high as it should be for a research intensive department. The Discovery Grant is an essential funding source; if a faculty member does not secure the grant for multiple years, it would be hard to do any research. There should be more active assistance and support in the department level to help professors to succeed in the Discovery Grant competition. Multiple faculty members in the aerospace program feel aerospace engineering proposals suffer from disadvantages in the Discovery Grant review process.

Opportunities

The DAIR initiative which would see the creation of an aerospace research hub at Downsview Park represents an excellent opportunity for the department to increase its already excellent ties with local industry.

The next accreditation visit from the Canadian Engineering Accreditation Board (CEAB) represents an excellent opportunity for the department to lobby for an increase in the number of faculty members.

SUMMARY OF THE PEER REVIEWER TEAM (PRT) RECOMMENDATIONS

Academic Recommendations

- The department should implement a formal procedure whereby all M.A.Sc. students are evaluated for direct transfer to the Ph.D. program and the most promising ones offered admission.
- Faculty should try to incorporate some material into the beginning stages of their courses to support student skills in mathematics and computer programming.

Administrative and Financial Recommendations

- The faculty should be encouraged to pursue a collaborative approach to obtaining large research grants.
- The department should more actively support faculty members' Discovery Grant applications.
- The department should work with FEAS and its Dean to develop a Faculty-wide recruitment campaign for graduate students. The individual and departmental efforts to help recruit students are laudable, but it must be recognized that greater resources are necessary.
- The department should more aggressively attract scholarship students. Better financial support would help, but better research environment (including lab space) would be also important. The department should develop effective marketing and promotion strategies, and the first target should current undergraduate students at Ryerson.
- If students are to be wooed to Ryerson University to the Aerospace program, then the experience of current students must be a priority as they are one of the best "sales persons" for the program. In that vein, if a significant fraction of these students do not even have a desk (let alone an office), then this is a shame. The Dean and Provost should work tirelessly to address these modest space concerns.
- The department should be proactive in attempts to increase the size of its female faculty complement.
- The University should loosen its quota policy on domestic enrollments so that a department like Aerospace Engineering can fully reach its potential in graduate student training. This will ensure that opportunities to admit high quality international students are not missed. Instead of mechanically implementing the domestic quota rule, a more flexible and effective approach should be developed.

YSGS AND AEROSPACE RESPONSES WITH IMPLEMENTATION PLAN

Academic Recommendations

PRT Recommendation	Aerospace Response	Aerospace Implementation Plan and Lead	YSGS Response
The department should implement a formal procedure whereby all M.A.Sc. students are evaluated for direct transfer to the Ph.D. program and the most promising ones offered admission.	The Aerospace Program agrees that our M.A.Sc. students are an important source of potential Ph.D. students and will consider this recommendation carefully. However, any transfer procedure that we might develop should not seriously diminish the integrity or vitality of our M.A.Sc. program, and must function within YSGS guidelines. Currently these options are left to the individual students and their supervisors to explore and push forward on a case-by-case basis.	The Aerospace Graduate Program Council will be asked to discuss these issues and make a recommendation by the Fall 2017.	YSGS supports the program response. Our preference is that direct transfers be considered on a case-by-case basis rather than via a formal policy or procedure. Further, consideration should be given as to how transfers affect targets.
Faculty should try to incorporate some material into the beginning stages of their courses to support student skills in mathematics and computer programming.	The Aerospace Program agrees that mathematical and computer programming skills are important. We will discuss these recommendations with our faculty and our Graduate Program Council. We will also investigate the possibility of creating some mathematical programming workshops to help introduce new graduate students to the programming skills that they will need to be successful in our program. We will also investigate other departments and faculties resources to see if our students could benefit from any of their course offerings.	The Aerospace Graduate Program Council will be asked to discuss these issues with the Chair of the Aerospace Department and make a recommendation by the Fall 2017.	We suggest that Aerospace review its offerings through the lens of the adequacy of its mathematics and computer science training. As referenced in the program response, the Aerospace Department Council and the Aerospace GPC can provide valuable feedback on this initiative. One approach to this matter is to revise admission criteria so students have sufficient background to succeed in the program.

Administrative and Financial Recommendations

PRT Recommendation	Aerospace Response	Aerospace Implementation Plan and Lead	YSGS Response
The faculty should be encouraged to pursue a collaborative approach to obtaining large research grants.	The Aerospace Program agrees that collaborative research should be pursued and we will investigate all possible avenues for collaboration. The program will create an Aerospace Research Council that will be mandated to work with OVPRI and industry to pursue all possible collaborations.	The Chair of Aerospace Graduate Program Council will construct the Aerospace Research Council by the Fall 2017.	We support this initiative, and encourage Aerospace to work with FEAS and OVPRI on enhancing its grant success.
The department should more actively support faculty members' Discovery Grant applications.	The Aerospace Program agrees that more active support of faculty member's Discovery Grant applications is needed and the form of this support will be developed through further discussions within the department and the Graduate Program Council.	The Aerospace Graduate Program Council will be asked to discuss these issues with the Chair of the Aerospace Department by the Fall 2017.	YSGS supports the program response.
The department should work with FEAS and its Dean to develop a Faculty-wide recruitment campaign for graduate students. The individual and departmental efforts to help recruit students are laudable, but it must be recognized that greater resources are necessary.	The Aerospace Program agrees that a Faculty-wide recruitment campaign for graduate students is needed and we will pursue this idea with the Dean, and Associate Deans, of FEAS.	The Aerospace Graduate Program Council will seek to participate in all recruiting initiatives that are developed by FEAS, Fall 2017.	YSGS works with Aerospace and FEAS to promote its graduate programming. Recruitment efforts are supported at all levels, and are especially effective with the local engagement of faculty through their research and professional networks.
The department should more aggressively attract scholarship students. Better	The Aerospace Program agrees that we should more aggressively attract students who	The Aerospace Graduate Program Council will discuss these issues and	YSGS supports the program response.

<p>financial support would help, but better research environment (including lab space) would be also important. The department should develop effective marketing and promotion strategies, and the first target should current undergraduate students at Ryerson.</p>	<p>would arrive with their own externally funded scholarships. We will investigate all possible opportunities to increase the lab space for our students and will pursue marketing and promotion strategies with the Dean, and Associate Deans, of FEAS. We agree that our current undergraduate students are our most obvious targets, but we are also concerned that this pool of potential students is finite. Thus we would prefer to make sure that any strategies that we develop will be capable of attracting scholarship students from both inside and outside our undergraduate program.</p>	<p>participate in all marketing and promotional strategies that are developed by FEAS, Fall 2017.</p>	
<p>If students are to be wooed to Ryerson University to the Aerospace program, then the experience of current students must be a priority as they are one of the best “sales persons” for the program. In that vein, if a significant fraction of these students do not even have a desk (let alone an office), then this is a shame. The Dean and Provost should work tirelessly to address these modest space concerns.</p>	<p>The Aerospace Program agrees that the ideal, and most productive environment would be for every student to have a desk. We recognize that our graduate student space is deficient and will promote and pursue the expansion of this space with the Dean, and Associate Deans, of FEAS.</p>	<p>The Aerospace Graduate Program Council will seek more research space from the department and FEAS, Fall 2017.</p>	<p>We recognize that space is a concern not just in Aerospace but across campus. We encourage Aerospace to work with the Dean and Associate Dean of FEAS to address its space needs.</p>

<p>The department should be proactive in attempts to increase the size of its female faculty complement.</p>	<p>The Aerospace Program agrees that the size of its female faculty complement should be increased. We support the Ryerson values that were stated in the recent Academic Plan: Our Time to Lead. "The university values and respects diversity of knowledge, worldviews and experiences that come from membership in different groups, and the contribution that diversity makes to the learning, teaching, research and work environment." We will pursue this goal with every hiring opportunity that we are given.</p>	<p>The Department Hiring Committee will be tasked to address these concerns with every new hiring opportunity, Fall 2017.</p>	<p>YSGS supports the values of EDI as articulated in Ryerson's academic plan.</p>
<p>The University should loosen its quota policy on domestic enrollments so that a department like Aerospace Engineering can fully reach its potential in graduate student training. This will ensure that opportunities to admit high quality international students are not missed. Instead of mechanically implementing the domestic quota rule, a more flexible and effective approach should be developed.</p>	<p>The Aerospace Program agrees that reaching our full potential in graduate student training is important. We will pursue all avenues to admit highly qualified students, both domestic and international. We will continue to work with the Deans and Associate Deans of FEAS and YSGS to make this happen.</p>	<p>The Aerospace Graduate Program Council will seek to pursue these concerns with FEAS and the YSGS, Fall 2017.</p>	<p>As was discussed at the site visit PRT exit interview, the province provides no funding for international students. YSGS recognizes that this puts Aerospace and our other programs at a competitive disadvantage in the graduate education sector. YSGS provides support to international doctoral students in FEAS via the RISS program. We encourage a broad discussion across the various levels of university governance on strategies for funding high quality international graduate students.</p>



Office of the Vice Provost Academic

Academic Misconduct Data SUMMARY

September 1, 2015 to August 31, 2016

(with comparative data provided in tables for September 1, 2014 – August 31, 2015)

**Office of the Vice Provost Academic****Academic Integrity Office - Data Report: September 1, 2015 – August 31, 2016
(with comparative data provided in tables for September 1, 2014 – August 31, 2015)*****I. Reporting Suspicions of Academic Misconduct***

The total number of suspicions of academic misconduct reported to the Academic Integrity Office (AIO) between September 1, 2015 and August 31, 2016 was 774.

Suspicious of Academic Misconduct	
September 1, 2014 – August 31, 2015	719
September 1, 2015 – August 31, 2016	774

Of the total number of reported suspicions of academic misconduct (774), the majority, 541 (69.90%) fell into the category of plagiarism.

Largest Category of Suspicious of Academic Misconduct (Plagiarism)	
September 1, 2014 – August 31, 2015	532 (73.99%)
September 1, 2015 – August 31, 2016	541 (69.90%)

Of the total number of reported suspicions of academic misconduct (774), 670 (86.56%) involved undergraduate students, 84 (10.85%) involved continuing education students registered either in a Certificate or Non-Certificate program in The G. Raymond Chang School, and 20 (2.58%) involved graduate students.

	Undergraduate Students	Continuing Education Students	Graduate Students
Sept.1, 2014 – Aug. 31, 2015	667 (92.77%)	25 (3.48%)	27 (3.76%)
Sept.1, 2015 – Aug. 31, 2016	670 (86.56%)	84 (10.85%)	20 (2.58%)

Pursuant to Policy 60: *Academic Integrity*, instructors or Chairs/Directors requested a “Facilitated Discussion” with a representative from the Academic Integrity Office (AIO) in 500 (64.60%) of the total reported suspicions to provide the student(s) with an opportunity to respond. Instructors or Chairs/Directors opted for a “Non-Facilitated Discussion” with the student(s) in the remaining 274 (35.40%) of all reported suspicions.

	Facilitated Discussions(FD)	Non-Facilitated Discussions(NFD)
Sept. 1, 2014 – Aug. 31, 2015	527 (73.30%)	192 (26.70%)
Sept. 1, 2015 – Aug. 31, 2016	500 (64.40%)	274 (35.40%)

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

Of the total number of suspicions of academic misconduct (774), 581 (75.06%) resulted in a finding or “charge” of academic misconduct, and in 193 (24.94%) of total cases, there was no finding or “charge.”

	Findings (Charges) of Academic Misconduct	No Finding (Charges) of Academic Misconduct
Sept. 1, 2014 – Aug. 31, 2015	475 (66.06%)	244 (33.94%)
Sept. 1, 2015 – Aug. 31, 2016	581 (75.06%)	193 (24.94%)

Of the total number of findings or “charges” of academic misconduct (581), in 343 (59.04%) cases the student received a “zero” (0) mark and in 176 (30.29%) cases the student received a grade reduction for the academic work at issue - the minimum penalty 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 (other than “Zero” (0))
Sept. 1, 2014 – Aug. 31, 2015	252 (53.05%)	145 (30.53%)
Sept. 1, 2015 – Aug. 31, 2016	343 (59.04%)	176 (30.29%)

The Academic Integrity Council (AIC) heard a total of 54 hearings consisting of 21 (30.43%) penalty hearings and 33 (47.83%) academic misconduct appeal hearings. As a result of progressive discipline, 15 (21.74%) warnings were sent in lieu of penalty hearings.

	Appeal Hearings	Penalty Hearings	Warnings
Sept. 1, 2014 – Aug. 31, 2015	45 (59.21%)	31 (40.79%)	N/A
Sept. 1, 2015 – Aug. 31, 2016	33 (47.83%)	21 (30.43%)	15 (21.74%)

Of the 33 academic misconduct appeal hearings heard by the AIC, 19 (57.58%) appeals were denied and 7 (21.21%) appeals were granted. It should be noted that in this time period, 5 cases (15.15%) of academic misconduct appeal cases were withdrawn. There are currently 2 cases still in progress.

	Appeal Hearings		
	Granted	Denied	Withdrawn
Sept. 1, 2014 – Aug. 31, 2015	15 (33.33%)	22 (48.89%)	8 (17.77%)
Sept. 1, 2015 – Aug. 31, 2016	7 (21.21%)	19 (57.58%)	5 (15.15%)

Of the 21 penalty hearings, 18 (100.00%) of the penalty recommendations were upheld and 0 of the penalty recommendations were overturned by the AIC. There are currently 3 cases still in progress.

	Penalty Hearings	
	Upheld	Overturned
Sept. 1, 2014 – Aug. 31, 2015	29 (93.55%)	2 (6.45%)
Sept. 1, 2015 – Aug. 31, 2016	18 (100.00%)	0 (0.00%)

University-Based Centre Five-year Periodic Review

Ryerson Centre for Immigration and Settlement

Background

The Ryerson Centre for Immigration and Settlement (RCIS) was founded in 2011 in response to external and internal needs. The rapidly shifting landscapes of immigration policies and settlement programs in Canada, combined with the defunding of the CERIS-the Ontario Metropolis Centre, had created a vacuum. Meanwhile, the need for a collective intellectual 'home' for Ryerson faculty members, who were based in different departments but whose research interests coalesced around immigration and settlement, and of graduate students in the interdisciplinary Master's in Immigration and Settlement Studies and the immigration stream of the Policy Studies PhD program, offered an opportunity for setting up a research centre.

The Faculty of Arts and Faculty of Community Services jointly funded it as a university-based centre, subject to a review at the end of five years. The following report constitutes this review.

Mandate

According to Ryerson University Senate Policy 144-Policy a University-based Research Centre must demonstrate that it has:

- facilitated SRC activities by procuring research funds; publishing peer-reviewed articles monographs, and reports; and organized conferences and seminars
- offered specialized courses or other educational opportunities and contributed to program development
- enabled strategic alliances between the university and other sectors, and
- provided services to the university, a sector or a field including policy development and advocacy

A research centre must also demonstrate administrative and academic accountability, academic integrity, sector responsiveness and fiscal responsibility.

The performance of RCIS in the last five years is discussed within this framework.

Achievements

RCIS has clearly demonstrated its strengths as a university research centre in the following ways (Please see attached table based on data extracted from annual reports):

- RCIS inaugural and interim directors and its affiliates procured more than \$2.7 million in external funding as Principal Investigators, and are Co-Investigators in several other major projects totaling more than \$3.3 million in research funds. Scholars affiliated with RCIS published more than 200 books, articles and research reports, and made numerous presentations in academic and public forums. The RCIS website has hosted 27 open access Working Papers Series. It organized a three-day conference in 2013 featuring more than 80

panels and about 300 delegates from five continents, and co-hosted several others. It has organized about 50 seminars, and its members have been in the news 85 times.

- RCIS has hired eleven graduate students as Coordinators or Research Project Managers and 26 as Research Assistants, providing valuable learning opportunities as well as financial support to these students. In addition, many more students have benefitted from authoring or co-authoring Working Papers or other publication with affiliated faculty members, and presenting their work at seminars and conferences.
- RCIS has forged new relationships not only with Ryerson-based research centres but also with many external organizations, and sustained these relationships through joint conferences, research projects, or hosting visitors. These alliances include other universities, government agencies, the settlement sector and other NGOs. RCIS is represented at the Research Partnership Table of Immigration Refugees Citizenship, Canada, and the Ontario government's Syrian Refugee Resettlement Secretariat Academic Advisory Group. Its members regularly participate in research projects housed at other universities, and many NGOs participate in or facilitate research projects led by its affiliates
- RCIS has clearly raised the profile of Ryerson University through its frequent presence in the media and other forums. Its directors and many of its affiliates are invited by the media to address emerging issues related to immigration and settlement. Its reputation has also helped to attract graduate students to the ISS and the immigration stream of the Policy Studies PhD programs.
- The Advisory Committee of the RCIS includes community and government stakeholders, as well as students and faculty. This committee maintains oversight of the centre's functions, helping to ensure that its work is academically sound, administratively efficient, fiscally responsible, and that it remains responsiveness to the sector. An annual report of the centre is submitted to the VPRI each year and also made available on its website for public scrutiny. This report includes a financial statement, which helps to maintain financial transparency.
- In addition to the above, RCIS has facilitated the development of strong networks among professors from different faculties and departments, students from different programs, and government and non-governmental agencies. These networks enable ongoing relationships. For example, the Partnership Development Project 'Settlement trajectories of immigrant families' created a network of faculty, students and settlement agencies. Members of this network continue to work together on publications, have developed other research projects, and are working towards a conference to be held early next year. The book Immigrant Experiences in North America, edited by Bauder and Shields - inaugural and interim directors of RCIS - is a product of a similar network.

Challenges

Any organization, including a university-based research centre, needs secure access to resources in order to maintain and build upon its achievements. RCIS has encountered challenges in the following areas:

The inaugural director of RCIS established a strong base for the centre by setting up processes to develop and disseminate knowledge products. An interim director was appointed for a year

during his sabbatical and another interim director has been appointed since his return. While both have successfully maintained the core functions of the centre, the short-term nature of their appointments does not encourage a high level of commitment to long-term plans.

RCIS does not have a visible or welcoming space that encourages students, faculty, and visitors to hold meetings, work together on projects, or engage in informal networking. The lack of such a space makes it very difficult to promote its shared ownership. This sense of shared ownership is critically important for RCIS to create a community that can weather changes in its leadership. Furthermore, it is difficult to showcase and publicize its work in an ongoing way without an appropriate physical presence.

The financial structures of research funding agencies and of Ryerson University have not allowed RCIS to become financially self-sufficient, nor are they likely to do so in the short to medium term. SSHRC, the most likely source of funding for research projects in this field does not permit overhead charges. Even in the case of research contracts where such charges are permitted, the OVPRI, Faculties, Departments/Schools, and Principal Investigators share the overhead. Ryerson structures do not permit leaders of research centres to directly solicit donations without the support of Offices of Advancement at the Faculty and University levels, which may have different priorities. The funds raised for RCIS in the last few years have come through negotiations with university administrators, surplus from a conference, and the director's personal projects and grants, none of which are consistently dependable sources. It would therefore be naïve to expect the RCIS to become financially independent in the next few years.

Yet another challenge is that RCIS affiliates do not necessarily send in all the information it needs for compiling its annual report. It is therefore unable to record the full range of research and dissemination activities undertaken by its affiliates.

Future directions

RCIS was established in response to evident external and needs. In the last five years these needs have multiplied and created more opportunities. The new federal government's different priorities have resulted in policy shifts and programmatic changes, which will require study. Research councils and other agencies are increasingly funding large-scale projects, which will need strong networks. Ryerson has positioned itself as a 'city-builder' in Toronto and is poised to propel new international initiatives. The research, dissemination, and networking focus of RCIS is well matched to all of the above. New graduate programs, students and faculty have been added as Ryerson becomes a 'comprehensive' university. RCIS can provide an interdisciplinary hub where these students and faculty can find supportive peers and mentors.

Our recommendation for RCIS is to continue to

- develop and seek funding for research projects which will involve many of its student and faculty affiliates, government and non-government agencies, and other universities
- publish books, refereed articles, reports, working papers, and policy briefs
- organize and host conferences, symposia and seminars

- disseminate its work through its website, conference presentations, consultations and media
- facilitate the maintenance of a research community focused on immigration and settlement through networking platforms and events

We would like to recommend that it scale up and fine-tune this work by:

- seeking partners in other parts of Ontario, Canada, and internationally, to work on joint research projects, publications and conference organization
- promoting its 'visibility' within Ryerson by recruiting more affiliates, procuring a suitable space, and obtaining secure funding for its core activities
- developing specific five-year strategic plans and detailed annual work plans
- exploring options for collecting comprehensive information about research activities from its affiliates
- communicating more frequently with its affiliates through an electronic newsletter, to share news or solicit interest in upcoming projects

To enable RCIS to do this we would like to ask the VPRI to:

- formally approve the continuation of RCIS for another five years
- commit core funding for the course release time and stipend for its director, a student coordinator, and an operating budget for the next five years
- allow a reasonable portion of research overheads to be allocated to the centre for strategic investments in developing research proposals and partnerships
- allocate a suitable space to the centre

Report submitted by:

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November 11, 2016

Data extracted from Annual Reports

	2011-12	2012-13	2013-14	2014-15	2015-16
New external research funds <u>in \$</u>		*202,806		**171000	*2,514,500 **3,169,884
Affiliates	31	37	46	49	48
External Partnerships for projects/events/research		22	15	15	17
Publication	28	30	26	57	62
Conference hosting /co-hosting		<u>3</u>	3	1	<u>1</u> scheduled
Media representations	6	19	18	24	18
Brownbag seminars	10	13	8	7	8
Book launches / events	2			1	
Visitors / visiting fellows	1	6	1	2	
Student coordinators ± research assistants	1	3	3+9	2+8	2+9
RCIS Working Papers		<u>9</u>	<u>7</u>	<u>6</u>	<u>4</u>
Policy Briefs/Reports			2	1	1

* RCIS director or affiliate is Principal Investigator

** RCIS director and/or affiliates are Co-Investigators