



# **SENATE MEETING AGENDA**

**Tuesday, May 2, 2017**



## SENATE MEETING AGENDA

Tuesday, May 2, 2017

THE COMMONS - POD 250

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

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

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1. Call to Order/Establishment of Quorum
2. Approval of Agenda  
**Motion:** *That Senate approve the agenda for the May 2, 2017 meeting*
3. Announcements
- Pages 1-5 4. Minutes of Previous Meeting  
**Motion:** *That Senate approve the minutes of the April 4, 2017 meeting*
5. Matters Arising from the Minutes
6. Correspondence
- Pages 6-13 7. Reports
  - 7.1 Report of the President
    - 7.1.1 President's Update
- Pages 14-16 7.2 Achievement Report
  - 7.3 Report of the Secretary
    - 7.3.1 Update on Senate election and vacancies
    - 7.3.2 Reminder about the next Senate meeting: MONDAY, June 5 at 10:00 a.m.

## 7.4 Committee Reports

- Pages 17-40                    7.4.1 Report #W2017-3 from the Academic Standards Committee (ASC): M. Moshé
- Pages 17-22                    7.4.1.1 Chang School Certificate in Gerontology: Review
- Motion:** *That Senate approve the review of the Chang School Certificate in Gerontology*
- Pages 22-25                    7.4.1.2 Chang School Certificate in Gerontology: Course Additions/Course Deletions; Revision to Certificate Name
- Motion:** *That Senate approve the course additions, course deletions, and name change for the Chang School Certificate in Gerontology*
- Pages 25-30                    7.4.1.3 Chang School Certificate in Facility Management: Review
- Motion:** *That Senate approve the review of the Chang School Certificate in Facility Management*
- Pages 30-31                    7.4.1.4 Chang School Certificate in Facility Management: Implementation of Certificate Review Recommendations
- Motion:** *That Senate approve the implementation of review recommendations for the Chang School Certificate in Facility Management*
- Pages 31-32                    7.4.1.5 Chang School Certificate in Disaster and Emergency Management: Course Deletions; Course Additions
- Motion:** *That Senate approve the course additions and course deletions for the Chang School Certificate in Disaster and Emergency Management*
- Pages 32-33                    7.4.1.6 Chang School Certificate in Energy Management: Course Deletions; Course Additions
- Motion:** *That Senate approve the course additions and course deletions for the Chang School Certificate in Energy Management*
- Pages 33-39                    7.4.1.7 Chang School Certificate in Local Economic Development: Proposal
- Motion:** *That Senate approve the proposal for the Chang School Certificate in Local Economic Development*

Pages 39-40

7.4.1.8 For Information: Chang School Certificates – Revisions  
(March 2017; April 2017)

7.4.2 Report #W2017-3 from the Academic Governance and Policy  
Committee (AGPC): M. Moshé, Vice Chair of AGPC

7.4.2.1 Update regarding the *ad hoc* Academic Policy Review  
Committee (APRC)

7.4.2.2 Update regarding Recommendation #2 in the  
Ombudsperson's 2015-2016 Report on additional requirements to  
pass a course

7.4.3 Report #W2017-2 from the Curriculum Implementation  
Committee (CIC): M. Moshé

7.4.3.1 Update regarding timeline for the new omnibus curriculum  
policy (Policy 2)

8. Old Business
9. New Business as Circulated
10. Members' Business
11. Consent Agenda
12. Adjournment



**SENATE MINUTES OF MEETING**

**Tuesday, April 4, 2017**

**MEMBERS PRESENT:**

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

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

**Motion:** *That Senate approve the agenda for the April 4, 2017 meeting*

A. McWilliams moved; D. Mason seconded

**Motion Approved.**

3. Announcements - None

4. Minutes of Previous Meeting

**Motion:** *That Senate approve the minutes of the March 7, 2017 meeting*

D. Mason moved; K. Kumar seconded

**Motion Approved.**

5. Matters Arising from the Minutes

C. Evans provided a response to questions raised by K. Venkatakrisnan at the March 7, 2017 Senate meeting. Regarding the Sarwan Sahota Ryerson Distinguished Scholar Award, C. Evans reported that he had consulted with U. George, Interim Vice President Research & Innovation, and was informed that none of the criteria and procedures for the award have been modified. Regarding whether or not Associate Deans are applying for YSGS awards, C. Evans reported that he had consulted with J. Mactavish, Vice Provost & Dean of Graduate Studies. He read out some of the posted criteria and procedures for the awards in question, pointed out that the criteria and procedures were established before there were Associate Deans for Research at Ryerson, and stated that he felt the criteria and procedures were inclusive in spirit, and that Associate Deans are therefore eligible for the awards.

6. Correspondence - None

7. Reports

7.1 Report of the President

7.1.1 President's Update

President Lachemi introduced and welcomed S. Liss, Ryerson's newly-appointed Vice President Research & Innovation.

President Lachemi provided an update on discussions about Ryerson's interest in establishing a presence in Brampton/Peel Region. He stated that on March 15 the Minister for Advanced Education and Skills Development announced that Ryerson was being considered for that role, as a partner with Sheridan College, to achieve a number of goals. The next step is to wait for a "green light" to develop a more formal proposal, about which Senate will be further updated.

President Lachemi spoke of three objectives regarding his recent trip to India with Mayor John Tory: to strengthen Ryerson's brand in India, to increase student recruitment from India, and to build community-engagement and business-engagement there. He was happy to report that the trip was a success, including the opportunity to strengthen Ryerson's relationship with Toronto's Mayor and his team.

The President provided a brief update on the Strategic Mandate Agreement (SMA) process. He noted that there has been positive feedback from the Ryerson community, work is continuing on the first draft, and that negotiations with the government are expected to start soon.

The President was happy to report that the Sam the Record Man sign will be restored, and then installed on the building at 277 Victoria Street, hopefully by the end of summer.

The President was also happy to report that the Ryerson Image Centre (RIC) received a donation from the New York Times – over 25,000 press photographs of Canadian news, which will add to the RIC's excellent reputation, and be accessible to both the Ryerson community and the general public.

Finally, President Lachemi introduced another instalment in the series of videos shown at Senate meetings this year. This one featured Dana Lee, Associate Professor in the RTA School of Media, who received the 2017 President's Award for Teaching Excellence.

## 7.2 Achievement Report

### 7.3 Report of the Secretary

J. Turtle provided an update regarding the few vacant positions on Senate, and notified Senate of some complaints he's received regarding campaigning for one of the positions in the Senate elections held in March. He noted that, in accordance with the Election Procedures, the issue would be discussed at the next meeting of the Academic Governance and Policy Committee (AGPC), and that Senate will be updated further at the next meeting.

## 7.4 Committee Reports

### 7.4.1 Report #W2017-2 from the Academic Standards Committee (ASC): M. Moshé

#### 7.4.1.1 Periodic Program Review for Business Technology Management in the Ted Rogers School of Management

**Motion:** *That Senate approve the Periodic Program Review for Business Technology Management in the Ted Rogers School of Management*

M. Moshé moved; J. Tiessen seconded

**Motion Approved.**

#### 7.4.1.2 Variation in Graduation Requirement – BAsC Nutrition and Food

**Motion:** *That Senate approve the Variation in Graduation Requirements - BAsC Nutrition and Food*

M. Moshé moved; P. Santhararasa seconded

**Motion Approved.**

#### 7.4.1.3 Chang School Certificate in Accessibility Practices: Discontinuation

**Motion:** *That Senate approve the discontinuation of the Chang School Certificate in Accessibility Practices*

M. Moshé moved; M. Bountrogianni seconded

**Motion Approved.**

7.4.1.4 Chang School Certificate in Program and Portfolio Management: Discontinuation

**Motion:** *That Senate approve the discontinuation of the Chang School Certificate in Program and Portfolio Management*

M. Moshé moved; D. Mason seconded

**Motion Approved.**

7.4.1.5 Chang School Certificate in Magazine and Web Publishing: Discontinuation

**Motion:** *That Senate approve the discontinuation of the Chang School Certificate in Magazine and Web Publishing*

M. Moshé moved; E. Kam seconded

D. Checkland noted that the “academic home” for this certificate is the Chang School, despite his understanding that certificates are supposed to have a home in an academic department/school outside of the Chang School. He asked if there had been a policy change on this point. M. Bountrogianni, Dean of the Chang School, stated that it was her understanding that the creation of this certificate pre-dated this policy requirement.

**Motion Approved.**

7.4.1.6 Chang School Certificate in Architectural Preservation and Conservation: Discontinuation

**Motion:** *That Senate approve the discontinuation of the Chang School Certificate in Architectural Preservation and Conservation*

M. Moshé moved; A. McWilliams seconded

**Motion Approved.**

7.4.1.7 For Information: Chang School Certificates – Revisions (December 2016–January 2017)

7.4.1.8 For Information: Chang School Certificates – Revisions (February 2017)

8. Old Business - None

9. New Business as Circulated - None

10. Members’ Business

J. Rodriguez spoke to an incident that occurred at the Mattamy Athletic Centre (MAC) on March 22, as a result of a talk by a controversial speaker, organized by two groups of Ryerson students. She was very concerned that the speaker was allowed on campus. L. Pine also spoke to this issue, expressed her concern, and provided further details about the event. D. Mason also commented that he was disturbed to hear about the event, and D. Checkland recommended that the applicability of Ryerson’s statement on free speech be considered with respect to this event.



President Lachemi asked C. Evans to respond to these concerns. The Interim Provost stated that he and other stakeholders met to discuss the event, after hearing of it shortly before it was scheduled to take place, and decided to let it proceed. President Lachemi agreed to meet with L. Pine, J. Rodriguez, Ryerson Security, and others to discuss this issue further.

D. Mason inquired about a search committee for a senior administration position that was apparently disbanded by its Chair prior to completing its mandate. He questioned if the Chair of this committee had the authority to make this decision. President Lachemi asked the Interim Provost, who was Chair of the committee, to comment. C. Evans acknowledged that while such authority is not explicitly granted in the “AAA policy” (the Policy and Procedures Relating to Search Committees and Appointments in the Academic Administration), he felt that “decommissioning” the committee was the appropriate action in this case, and that such action was consistent with general principles and procedural elements in the AAA policy that needed to be respected. President Lachemi reminded Senate that the AAA policy is currently under review, that it will be brought to the Board of Governors for approval by the end of this academic year, and that a priority for the new Provost will be to re-establish the search committee after he takes office on July 1, 2017.

11. Consent Agenda - None

12. Adjournment – Meeting adjourned 6:14 p.m.

## Ryerson University President's Update to Senate May 2, 2017

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**CONGRATULATIONS** – Janice Fukakusa, Ryerson Board of Governors, was honoured with the 2017 Lifetime Achievement Award at the 4th Annual Ascend Canada Leadership Awards on April 4th, recognizing a breadth of outstanding career achievement, leadership and contributions to diversity and community – through dedication, excellence and initiative, volunteering and philanthropy, mentorship, and championing meaningful change.

### **RYERSON BENEFACTORS**

**Chris Bratty**, president of land development and investments for The Remington Group, is donating nearly 25,000 press photographs he purchased in 2008 from *The New York Times* representing Canadian news events and personalities from the 20th century, with the goal of repatriating the images and engaging students in the history of Canada. The extraordinary gift, to be known as the Rudolph P. Bratty Family Collection, will advance Ryerson's reputation as one of the world's leading institutions for the study and research of photographic history and culture. From September 13th to December 10th, 2017 an exhibition at the Ryerson Image Centre called *The Faraway Nearby* will introduce the new collection, supported by TD Bank Group and the Ontario Cultural Attractions Fund (OCAF); and *Spotlight Canada: Faces That Shaped a Nation*, will feature a panorama of portraits on the glass vista of the RIC west side.

**Joe Fresh** – On April 5th the Joe Fresh Centre for Fashion Innovation, in partnership with Ryerson, celebrated the completion of the first 18-month program cycle by the inaugural cohort of innovators: *Klothed* (Barry Fogarty, Paul Nykamp, Bhupinder Randhawa), a shopping and analytics platform for omni-channel apparel retailers; *Wear Your Label* (Kayley Reed), a clothing brand that partners with mental health organizations across North America and donates 10% of profits to these initiatives; *Formen* (Andrew Grella), a line of professional male skincare and cosmetics; *StyleID* (Sarah Juma), a mobile app that helps consumers identify products seen on screen, turning television into interactive marketing; and *Blanc de Noir* (Gonzalo de Cárdenas), with shoes and accessories designed around cities, with collections designed so far in Toronto and in Lima, Peru; and a third collection in progress inspired by the Bedouin people of North Africa. The goal of The Joe Fresh Centre for Fashion Innovation is to foster a 360-degree approach to mentorship that positions emerging entrepreneurs for real world success. The program is funded by a \$1 million grant from The Joe Fresh Fund.

### **APPOINTMENTS**

**Martin Regg Cohn**, political columnist for the Toronto Star and former foreign correspondent, has been appointed distinguished visiting professor in the Faculty of Arts. For eleven years, as chief of the Toronto Star's Middle East and Asia bureaus, foreign editor and world affairs columnist, he reported from more than 40 countries, ranging from Afghanistan to Yemen. His column in the Toronto Star is widely read and he is a sought-after speaker and commentator. His professional distinctions include five Citations of Merit from the National Newspaper Awards, four for international reporting and one for business reporting. He was honoured by Amnesty International Canada in 1998 for his coverage of Sudan; and The Asia Pacific Foundation of Canada recognized his achievements with a Media Fellowship for Indonesia in 1988-89, and the Japan Program award in 1993.

**Leanne Nicolle**, idea generator and social innovator, has been named Executive in Residence, Inclusive Leadership at the Ted Rogers School of Management. Over an esteemed career in both the private and

public sectors, she has developed a focus on the rights and issues of young girls and women, and the role of sport as an agent of social change. She brought a social lens to her experience as president and executive director of the Canadian Olympic Foundation, as director of corporate development and youth engagement for Plan Canada including the “Because I am a Girl” campaign, and as a board member for the Canadian Association for the Advancement of Women and Sport. At the Ted Rogers School of Management she will be collaborating with students and faculty on areas of diversity and inclusion, and assist students in developing their professional networks.

**Leanne Betasamosake Simpson**, renowned indigenous scholar, writer and artist, has been appointed distinguished visiting professor in the Faculty of Arts. A faculty member at the Dechinta Centre for Research and Learning in Denendeh, Northwest Territories, and a conjunct faculty member at Trent University for the PhD program in Indigenous Studies, she is an active researcher awarded grants from the Social Sciences and Humanities Research Council, the Canadian Institutes of Health Research, and the Sustain Development Innovation Fund, among others. In 2015, her paper *Land as Pedagogy: Nishnaabeg intelligence and rebellious transformation* was awarded Most Thought-Provoking Article in a Peer Review Journal by the Native American Indigenous Studies Association, and she was named the inaugural RBC Charles Taylor Emerging Writer in 2014. A gifted vocalist, she has performed at arts and literary festivals across Canada. She earned her PhD from the University of Manitoba in 1999.

**The Chang School** – Continuing leadership in the design of programs and initiatives anticipating and responding to the needs of a unique and varied learning community include the following:

- *The Chang School Film Hub* – part of the Experiential Learning Exchange (ELX), the hub will incubate new talent by showcasing the knowledge and skill sets developed through the Certificate in Film Studies. Students who are enrolled in, or have recently completed, the certificate have the opportunity to apply for funding, access to equipment, and one-on-one consultation for their projects by submitting a short film proposal for consideration.
- *The Ryerson International University Foundation Program (IUFP)* – created in partnership with the Faculty of Arts to help prepare international students for postsecondary education in Canada, over an eight-month foundational year students will have access to mentorship and career planning, and community and cultural extracurricular activities; and will be guaranteed admission into a specific undergraduate degree program at Ryerson upon completion.
- *Certificate in Advanced Accounting* – Launching in Fall 2017, this six-course certificate offered in partnership with the Ted Rogers School of Accounting and Finance will help support adult learners pursuing a Chartered Professional Accountant (CPA) designation.

**e-Learning** – Ryerson has received new funding from eCampusOntario totalling nearly \$438,000, to support the development of five initiatives that will expand the university’s campus-wide e-learning strategy. The Office of E-Learning will manage the projects in collaboration with The Chang School and Ryerson University Library and Archives:

- an open, interactive textbook on creating compelling pop-up retail spaces, led by Hong Yu, director, Ted Rogers School of Retail Management, working with Ryerson’s Department of Geography and Environmental Studies, Seneca College, George Brown College and the Downtown Yonge Business Improvement Area (BIA).
- an online guide and virtual gaming simulation designed to help nursing students effectively assess maternal and newborn health, led by Jennifer Lapum, Daphne Cockwell School of Nursing, in collaboration with Daria Romaniuk, Oona St-Amant and Digital Education Strategies, Ryerson

University; Marg Verkuyl, Michelle Hughes and Behi Nikain, Centennial College; and Lorraine Betts and Paula Mastrilli, George Brown College.

- an online learning module, led by Nancy Purdy, Daphne Cockwell School of Nursing, that will teach nursing students patient safety and provide quality improvement (QI) methods and tools, in collaboration with Patrick Neumann, Department of Mechanical and Industrial Engineering, and Queen's University, Trent University, the Arthur Labatt School of Nursing at Western University, Centennial College School of Community Health Studies, and the Sally Horsfall Eaton School of Nursing at George Brown College.
- an interactive module, led by Kathryn Underwood, School of Early Childhood Studies, to support inclusion and consultation approaches for students in early childhood studies with a focus on supporting children and families with disabilities, in collaboration with the Faculty of Education, York University, and the College of Early Childhood Educators (Ontario).
- an open-source, interactive textbook based on the flipped classroom, designed to teach first year students how to write post-secondary argumentative essays, led by Paul Chafe and Aaron Tucker, Ryerson Department of English, with Stuart Murray, Department of English, Carleton University.

**Best Diversity Employer** – For the third straight year, Ryerson University has been named one of Canada's Best Diversity Employers. The annual competition recognizes Canadian employers that have exceptional workplace diversity and inclusiveness programs. The rankings, published in the March 28th edition of the Globe and Mail, feature diversity leaders by industry and region of Canada. Ryerson was cited for Access Ryerson, the campus-wide accessibility initiative that aims to identify and remove barriers to inclusion for persons with disabilities; its dedicated accessibility website, with resources including a "Smart Campus" app that provides real-time alerts about service disruptions on campus; and its participation in MindFest, an annual day of workshops and events on mental wellbeing in partnership with University of Toronto and OCAD. The university has also pioneered a Diversity Self-ID initiative as part of a commitment to transparency, the only report of its kind at a Canadian university.

## CONGRATULATIONS

**Janice Fukakusa**, Ryerson Board of Governors, was honoured with the 2017 Lifetime Achievement Award at the 4th Annual Ascend Canada Leadership Awards, recognizing personal dedication, outstanding career achievement, and contributions to diversity and leadership – through excellence and initiative, volunteering and philanthropy, mentorship, and championing meaningful change.

**Mary Ng**, formerly in the Ryerson president's office, won Markham-Thornhill for the Liberals on April 3rd, one of five by-elections that did not change the seat counts in the House of Commons, but reflect a generational shift and send four more women to Parliament, bringing the total to 92, or 27 per cent.

Three Ryerson journalists are on the shortlist for the Shaughnessy Cohen Prize for Political Writing: **Kamal Al-Solaylee** for *Brown: What Being Brown in the World Today Means (To Everyone)*; **Christie Blatchford** (Journalism '73) for *Life Sentence: Stories from Four Decades of Court Reporting – Or, How I Fell Out of Love with the Canadian Justice System (Especially Judges)*; and **James McLeod** (Journalism '08) for *Turmoil, as Usual: Politics in Newfoundland and Labrador and the Road to the 2015 Election*. The \$25,000 literary award was established in 2000 in honour of the late Windsor, Ontario MP Shaughnessy Cohen, and the winner will be announced in Ottawa on May 10th at the *Politics and the Pen* gala.

**Robert Burley**, Image Arts, is releasing *An Enduring Wilderness: Toronto's Natural Parklands* in early May, commissioned by the City of Toronto in time for Canada 150 and celebrated as part of the 2017 Scotiabank CONTACT Photography Festival. The photographs capture the Toronto shoreline, ravines, creeks, and forests, offering hope about the investment of urban dwellers in our natural landscape.

Ryerson School of Fashion alumni and Joe Fresh Centre innovators earned an unprecedented nine nominations for the 2017 Canadian Arts and Fashion Awards (CAFA); and four Ryerson/Joe Fresh designers were announced as winners at the Gala on April 7th:

- **Caitlin Cronenberg** (Fashion '06) won *The Image Maker Award*, presented to a Canadian fashion photographer or filmmaker who has made a significant impact within the Canadian fashion industry;
- **David Dixon** (Fashion '93) won *The Fashion Impact Award*, presented to a Canadian designer or brand that has made a significant social/philanthropic impact in the Canadian or international community;
- **Erdem** (Fashion '01) won *The International Canadian Designer of the Year Award*, presented to a designer whose international success has brought attention to Canadian talent on the world stage;
- **Daniel Christian Tang 3D** (Joe Fresh) won *The Swarovski Award for Emerging Talent (Accessories)*, presented to a designer emerging as a true creative force in Canadian fashion accessory design.

**Christine Leu**, architectural science and interior design, and co-founder with Alan Webb of the multidisciplinary arts and curation practice LeuWebb Projects, has been chosen the recipient of the Royal Architectural Institute of Canada's (RAIC) Allied Arts Medal for 2017.

**Hoa Nguyen**, English, author of *Violet Energy Ingots*, is among eight finalists – three for the prize recognizing the best books of poetry published in Canada, and five on the short-list for international works – for Canada's prestigious \$65,000 Griffin Poetry Prize. Winners will be announced June 8<sup>th</sup>.

**Marci Ien** (RTA '91, Alumni Award of Distinction '15), former host of "Canada AM," has officially been announced as a permanent co-host on "The Social" nominated for a 2017 Canadian Screen Award for engaging the community in frank and supportive conversations on news items, culture and lifestyle.

**Bruce McCuaig** (Urban and Regional Planning '84) is stepping down as President and CEO of Metrolinx after 6 1/2 highly successful and productive years advancing transportation solutions, to accept a new federal role in the Privy Council Office as Executive Adviser (Canada Infrastructure Bank).

**Curtis Oland** (Fashion '16) was featured in his first solo fashion show, *Visceral Architecture*, at Toronto Men's Fashion Week (TOM) on March 6 as the Emerging Menswear Designer (EMDA) and \$10,000 prize winner at the juried competition held at the TOM shows last fall.

**Carter Grant** (4th year Human Resources Management) was named the winner of the Great Canadian Sales Competition on March 9th at Google Canada headquarters in Toronto, earning the \$7,500 grand prize in the final round against four competitors (from an initial 2,000 applicants across Canada).

**Jacqueline McKay** and **Avneet Dhillon** are among eight aspiring journalists across the country who will join the CBC team for 16 weeks starting this Spring as recipients of 2017 Joan Donaldson CBC News Scholarships: 4th-year student Jacqueline McKay will head to Yellowknife, N.W.T. and masters of journalism student Avneet Dhillon will start her placement in St. John's. The scholarship is named after CBC journalist Joan Donaldson, who taught broadcast journalism at Ryerson from 1975 to 1985.

**Nehal Rao**, 2nd-yr industrial engineering, led the team that won Best Overall and the \$3,000 grand prize at HackPrinceton Spring 2017 for *Tracktive*, a virtual environment allowing users to DJ in mid-air without touching any components. The March 31st to April 2nd event included 500 students from universities such as Cornell, MIT, Princeton, Rutgers, Brown, Waterloo and the University of Toronto.

**Business Technology Management** (BTM) students won the inaugural Information Technology Association of Canada (ITAC) and IT World Canada National BTM Student Case Competition, earning the

\$5,000 first prize sponsored by Rogers for ‘Ultralytics,’ an innovative approach to achieving measurable business outcomes. Ryerson also won the preparatory blog competition that took place last fall, earning a \$1,000 prize sponsored by FDM Group.

**Enactus Ryerson** was named Central Canada regional champion in March, and will go on to the national exposition in May, as winners in two categories: the Scotiabank Youth Empowerment Challenge, for Project Sacred Valley where students partnered with the Kusi Kawsay school in the village of Pisac, Peru to develop a sustainable business growing organic products in the schools’ community garden; and the Scotiabank EcoLiving Green Challenge for Project Pura in Gujarat, India, where students worked with local waterpreneurs to manufacture and sell ceramic water filters to increase water sanitation and provide an entrepreneurship program to drive sustainable employment and growth.

**Rumie**, the DMZ-based digital education startup, has been chosen one of five winners of the Google Impact Challenge, receiving \$750,000 in funding plus technical support, in a competition for Canadian non-profits that seek to build a better world through technology. *Growing North*, the sustainable greenhouse initiative launched by Enactus Ryerson, was among the 10 finalists and received \$250,000.

**CANADA 150** – In conjunction with *We Are Canada*, a documentary series profiling millennial innovators for Canada’s 150 birthday, students from the Faculty of Communication and Design, Masters in Digital Media and the Transmedia Zone are collaborating with the CBC and White Pine Pictures to highlight the next generation of Canadian change-makers, by completing a series of digital videos for the program’s web content. Responses to an open call for young people doing innovative work in their communities came from across the country—Iqaluit to Victoria to Prince Edward Island—covering a broad spectrum of Canada’s diversity. Working in groups of three, the students created 18 video profiles, conducting interviews via Skype and working with their subjects to collect additional material. Led by professor Ramona Pringle, RTA School of Media, students had the opportunity to gain learning and experience on the production side, the editorial side, video editing, communication skills, and professionalism – as well as the social dimension that recognizes the respect and sensitivity involved in working with others to help them tell their story. [*This is the first story in a Ryerson Today series about Canada 150.*]

**Newcomers’ stories on radio** – On March 30th Ryerson’s campus community radio station The Scope (CJRU 1280 AM) extended an invitation to a *Lunch and Listen* event called “Coming to Canada,” featuring stories of Canadian immigrants, told by the immigrants themselves. Since last spring, CJRU has hosted radio workshops for Canadian newcomers, immigrants and refugees in partnership with CultureLink settlement services. The four-week courses cover the basics of radio production, from how to write and conduct interviews to how to record good sound. Participants also work in groups to produce radio documentaries, and collaborate on a live broadcast. Their show, *New Canadian Life*, airs Mondays and Wednesdays at 5pm. Project coordinators Jonathan Rodil (Business Management ’16) and Jacqueline Tucci (Journalism ’16) are engaged in providing a supportive opportunity for new voices to share their experiences and be more represented in community media, while acquiring the skills and Canadian experience to put on a resumé and show future employers.

**Hire Immigrants** – On March 22nd Starbucks announced plans to hire 10,000 refugees around the world, including 1,000 in Canada over five years. In reaffirming its values of diversity and inclusion as a vital part of economic well-being, the company credited the role played by Canada in accepting refugees and offering a first opportunity for a new life in Canada. Starbucks is working with Hire Immigrants, part of the Magnet network founded at Ryerson, to recruit and train refugee employees all across the country. The Hon. Ratna Omidvar, Senator for Ontario, will advise the initiative as Founder and Distinguished Visiting Professor at the Global Diversity Exchange (GDX), including helping develop an international community of employers supporting and advancing immigrant talent.

**GOVERNMENT**

**Ontario Cultural Attractions Fund (OCAF)** – The Hon. Eleanor McMahon, Minister of Tourism, Culture and Sport, was at the Ryerson Image Centre on March 28th to announce that Ontario is providing over \$2.8 million to forty-five arts and culture organizations this spring and summer to market and promote events and bring visitors to communities across the province. On April 28th the RIC is launching the Scotiabank CONTACT Photography Festival and will host exhibits supported with an investment of \$180,000 from OCAF and \$235,000 from Ontario’s Celebrate Program. In recognition of Canada 150, the Festival will offer a series of explorations that focus on the nation’s shifting landscape and inhabitants, and challenging our perceptions of history and definitions of photography. *“Every year thousands of people come out to celebrate the launch of the Festival, and this year we are pleased to have it at Ryerson University. There will be many exhibitions to see, Lake Devo will be tented, and there will be a significant student presence and a night for all to celebrate photography and our great cultural community. Ryerson will also serve as a festival hub to help guide our audience of over 1 million visitors and our over 180,000 tourists from around the world.”* [Darcy Killeen, Executive Director, CONTACT]

**National Housing Fund** – The Hon. Jean-Yves Duclos, Minister of Families, Children and Social Development, was on campus April 5th to announce a new \$5 billion National Housing Fund as part of the forthcoming National Housing Strategy. The focus will be supporting the most vulnerable Canadians, including people struggling with mental health, addictions and domestic abuse, seniors, persons with disabilities and veterans, with \$20 million to be allocated to the fund this year. The national strategy will include \$3 billion dedicated towards strengthening the relationship between provinces and territories, targeted funding for northern communities and Indigenous communities, and increased funding to prevent and reduce homelessness. Ontario Housing Minister Chris Ballard and Mayor John Tory also attended the announcement and reaffirmed the need for collaboration among all levels of government, referring to the waitlist for social housing in Toronto and the backlog in community housing repairs.

**Ryerson Rams Year in Review** – Our student-athletes continue to grow in competitive strength and blue-and-gold distinction, with another year of outstanding results. For the first time in Ryerson history, women’s volleyball hosted the U Sports national championship at the Mattamy Athletic Centre. Four out of eight teams (men’s and women’s basketball, men’s hockey and men’s soccer) were ranked nationally in 2016-17, women’s and men’s volleyball teams made the OUA semi-finals, and women’s basketball and men’s hockey made the quarter-finals. Four Rams were named U Sports first-team All-Canadians, with two U Sports second-team All-Canadians; twenty Rams were named OUA first-team all-stars, with three OUA second-team all-stars, and eight chosen for OUA all-rookie teams. At the OUA championships in fencing, Ryerson won four individual medals: two gold and two bronze, and a bronze medal in men’s team epee; in figure skating, one silver and one bronze medal in individual events, and a silver medal in team synchro; and a bronze medal was won in wrestling. Team and individual achievements included:

**Team medals**

Gold medal – OUA men’s basketball Wilson Cup (second year in a row)

Silver medal – U Sports men’s basketball (first national medal)

**U Sports Major Awards**

Rookie of the Year: Robert Boskovic (men’s soccer)

Dr. Randy Gregg Award (athletics, academics, community): Aaron Armstrong (men’s hockey)

**Ontario University Athletics (OUA) Major Awards**

Joy Bellinger Award (athletics, academics, community): Nicole DiDomenico (women’s basketball)

Randy Gregg Award of Merit (athletics, academics, community): Aaron Armstrong (men’s hockey)

Most Valuable Player (MVP): Raheem Rose (men’s soccer)

Rookie of the Year: Robert Boskovic (men's soccer)

Coach of the Year: Filip Prostran (men's soccer)

Special thanks, congratulations and a standing ovation are extended to all of our student-athletes, to director of athletics Ivan Joseph, and the entire Athletics team – for this amazing year, and for the extraordinary development of a program that invests not only sports and recreation, but all of our activities, with pride and dedication, aiming high, working together, and community engagement.

***from the President's Calendar***

*March 22-24, 2017:* Ryerson was part of Mayor John Tory's trade mission to India and Sri Lanka, where I delivered greetings at the 3rd anniversary celebration of Zone Startups India, and joined Mayor Tory in ringing the opening bell at the Bombay Stock Exchange.

*March 27, 2017:* I was pleased to have a meeting with students from Ryerson Women in Leadership about their goals and initiatives.

*March 27, 2017:* Ryerson met with Peter Gilgan (Doctor of Laws *honoris causa* '16) and Brad Carr, Mattamy Corporation, to discuss future opportunities for partnership.

*March 27, 2017:* Our annual Ryerson Awards Night was a wonderful celebration honouring staff and faculty achievements in teaching, research, administration, service and leadership, and recognizing the teamwork and values that inspire continued university development and distinction.

*March 28, 2017:* Ryerson met with David McKay, president and CEO, Royal Bank of Canada to discuss common areas of interest.

*March 28, 2017/April 11, 2017:* We have met with Brampton Mayor Linda Jeffrey and colleagues on the preliminary planning following the Ministry's announcement on major capital expansion.

*March 29, 2017:* I was very pleased to attend the Student Experience Awards Ceremony recognizing university-wide student achievement, including the annual Dennis Mock leadership awards.

*March 29, 2017:* I was very proud to host a lunch for Enactus Ryerson as part of their community outreach in the Enactus Haiti Auction, an initiative to help with Hurricane Matthew relief.

*March 29, 2017:* Ryerson met with the Ministry of Advanced Education and Skills Development regarding the initiatives on major capital expansion in Milton and Brampton.

*March 29, 2017:* I was pleased to welcome George Yabu and Glenn Pushelberg (Doctor of Laws *honoris causa* '03) for a conversation with colleagues from the Ryerson School of Interior Design.

*March 29, 2017:* A highlight at the end of the academic year is the opportunity to thank our talented and engaged Rams at the president's reception for graduating athletes, and to wish them well.

*March 30, 2017:* Ryerson colleagues gathered to thank Usha George for her leadership and service as interim vice-president research and innovation.

*March 31, 2017:* Ray Tanguay, automotive advisor to the governments of Canada and Ontario, was on campus with ministry colleagues for a DMZ tour and discussion of the Ryerson innovation ecosystem.

*March 31, 2017:* I met with members of the Ryerson Reproductive Justice Collective, and members of the Ryerson senior team, to continue an open and supportive discussion about their concerns.

*March 31, 2017:* It was a privilege to welcome students and members of the Ryerson community to our multi-faith dinner celebrating the diversity of our university and campus groups.



*April 4, 2017:* A session on leadership for inclusion: strengthening our intercultural competency engaged the executive group in building greater understanding and teamwork in serving our communities.

*April 6, 2017:* I met with Dr. Celia Ross, president of Algoma University, about the major capital expansion initiative in the initial stages of planning for Brampton.

*April 7, 2017:* Ryerson was pleased to welcome Dr. Karim Chelli, President, Canadian University Dubai, on a return visit to Ryerson and Canada to discuss international academic exchanges and collaboration.

*April 7, 2017:* A delegation from the Shanghai Second Polytechnic University was on campus to tour the DMZ and discuss Ryerson innovation using emerging technologies.

*April 7, 2017:* I was pleased to sit down for a lunch meeting with Grant Buchanan, distinguished visiting scholar for the RTA School of Media in FCAD and the TRSM Law and Business program – and, later in the day, with Diane Francis, distinguished visiting professor in the Ted Rogers School of Management.

*April 10, 2017:* I joined with the presidents of Simon Fraser University, and the University of Ontario Institute of Technology, and our vice-presidents of research and innovation and strategic planning colleagues, in a meeting with Iain Stewart, president of the National Research Council (NRC).

*April 11, 2017:* Ryerson held a meeting with Professor Stan Newman, chair of the World Cities World Class (WC2) University Network and vice-president (international) City University, London, to connect with our WC2 working group as Ryerson prepares to host the 2018 WC2 conference.

*April 12, 2017:* It was a privilege for Ryerson to welcome guests to campus for the Citizenship Ceremony taking place in the Sears Atrium – we are proud to serve on such a valued and special occasion.

*April 13, 2017:* I delivered welcome remarks at the National Institute on Ageing event held on campus for Canada's public pension plans.

*April 13, 2017:* Ryerson was invited to meet with government colleagues in the ministries of advanced education and skills development and community safety and correctional services, and the OPP to discuss creative innovation in designing an academic program and research in cyber security.

*April 13, 2017:* It was an amazing feeling to deliver congratulations on the occasion of the 7th anniversary of the DMZ, an evolution in learning and entrepreneurial innovation pioneered by Ryerson and given outstanding shape by student talent and ideas and the support of partners and mentors.

## RYERSON ACHIEVEMENT REPORT

*A sampling of appearances in the media by members of the Ryerson community for the April 2017 meeting of the Ryerson Board of Governors and May 2017 meeting of the Ryerson Senate.*

**President Mohamed Lachemi** spoke to Construction Canada about the design for Ryerson's new Centre for Urban Innovation.

**President Mohamed Lachemi** spoke to APN News about startup accelerators in India. India.com reported on the launch of the "Gateway91" startup accelerator program in India, launched in the presence of Mayor John Tory and **President Lachemi**, along with a Canadian business delegation. CP24 also reported on the delegation's tour of India and Sri Lanka.

CTV News reported on Ryerson's announcement that the iconic Sam the Record Man sign will be restored and placed on display at Yonge-Dundas Square this summer. The Toronto Star quoted **President Lachemi** on the matter. Similar coverage aired on Global News and CityNews, quoting **Jennifer Grass**, Assistant Vice-President, University Relations.

The Toronto Star, National Post, and Globe and Mail reported on a new study on housing in Toronto titled "In High Demand" released by Ryerson University's City Building Institute. Similar coverage appeared in CBC News, quoting **Cherise Burda**, CBC Radio, CTV News Toronto, CHCH Hamilton, CityNews, Mortgage Broker News, Newstalk 1010, AM 980, and CFRA Ottawa.

Apparel Magazine and Fashion Network reported that the Joe Fresh Centre for Fashion Innovation, in partnership with Ryerson, celebrated the completion of cycle one innovators. The coverage quoted **Charles Falzon**, Dean, FCAD

The Toronto Star quoted **Ann Cavoukian**, Privacy and Big Data Institute, in an article on the RCMP admitting to using identifier technology to track cellphones. She also spoke to CBC's Metro Morning about the issue.

**Cherise Burda**, City Building Institute, spoke to the National Post about urban sprawl and congestion. She also spoke to the Toronto Star about a vacancy tax on unoccupied homes and rentals.

**Margaret Yap**, TRSM, spoke to CBC News about the sharing economy.

Metro News featured student entrepreneur **Maayan Ziv** in an article about CBC's "We Are Canada".

Digital Engineering featured the Ryerson Hyperloop Team and the SpaceX Hyperloop competition.

CP24 reported on the NHL Alumni Panel on the business of hockey attended by TRSM students at the Mattamy Athletic Centre.

University Affairs quoted **John Hannah**, Student Affairs, and **Brandon Smith**, Residence Life and Education, in an article on helicopter parenting.

**Abdullah Snobar**, DMZ, spoke to CBC Radio's Spark about the federal budget and funding for innovation.

Canadian Jewish News featured an exhibition at the Paul H. Cocker Gallery at Ryerson, quoting **Alexandra Berceanu**, Archive Specialist, Architectural Science.

**Sean Mullin**, Brookfield Institute, spoke to CBC Radio's Metro Morning and the CBC News Network about artificial intelligence, automation, and the jobs of the future. He also spoke to CTV News in reaction to the federal budget.

**Steven Murphy**, Dean, Ted Rogers School of Management, contributed a piece to the Globe and Mail on the topic of how business can catalyze social change.

**Anver Saloojee**, Politics and Public Administration, spoke to the Toronto Star about anti-apartheid hero Ahmed Kathrada.

Canadian Architect reported that architect **Christine Leu**, who teaches courses in architecture and interior design at Ryerson, received the Royal Architectural Institute of Canada's Allied Arts Medal.

Travel and Tour World reported that **Eleanor McMahon**, Minister of Tourism, Culture and Sport, announced support for cultural tourism across the province at the Ryerson Image Centre, which will host exhibits for the Scotiabank CONTACT Photography Festival.

**Marie Bountrogianni**, Dean of the Chang School, spoke to CH Hamilton's Morning Live about the value of continuing education. She also spoke to Global News about Canada's new 18-month parental leave, and contributed a piece to Huffington Post Canada about learnings from "Hidden Figures".

**Creig Lamb**, Brookfield Institute, co-author of the new report called Future-Proof: Preparing young Canadians for the future of work, appeared on CBC Radio's Here and Now discussing the report.

Ryerson research on the Scarborough subway was used in Global News, CityNews, CTV News, and CP24 coverage of the issue.

CBC's The National reported on the Great Canadian Sales Competition, featuring Ryerson student **Carter Grant**. He spoke to CBC News about making careers in sales appealing to young Canadians.

**Abdullah Snobar**, DMZ, spoke to Canadian Immigrant about diversity in tech. He also commented in the Waterloo Region Record about funding for innovation.

The Toronto Star reported on Starbucks' plan to hire 1,000 refugees in Canada, and that the company will work with Hire Immigrants, a Ryerson agency; quoting **Senator Ratna Omidvar**, who founded the Global Diversity Exchange at Ryerson.

Metro News reported that the finalists for the \$25,000 Shaughnessy Cohen literary award include **Kamal Al-Solaylee**, Journalism, for "Brown: What Being Brown in the World Today Means (To Everyone)."

Huffington Post Canada featured Ryerson among five Canadian universities to watch.

The Toronto Star and the Globe and Mail reported that Toronto filmmaker Barry Avrich donated the original masters of his films, plus thousands of hours of interview footage and related archival materials, to Ryerson's Faculty of Communication & Design. The articles quoted Dean **Charles Falzon**.

Canadian Lawyer Magazine reported that Ryerson's Legal Innovation Zone and Legal X are viewed as attractive centres of technology innovation that may also be appealing to firms outside Canada.

The Globe and Mail featured Ryerson MBA alumni **Matt Lindzon and Zach Fiksel** and their success operating food trucks.

**Chris Evans**, Interim Provost and Vice President Academic, spoke to CP24 about Pi Day and the Science Open House at Ryerson. CTV also reported on the event, featuring an interview with **Imogen Coe**, Dean, Faculty of Science.

Sportsnet reported on the Ryerson Rams men's basketball team taking on the Carleton Ravens in the national championship. TSN also reported on Ryerson's hope to make history by garnering its first national university title, quoting Coach **Roy Rana**. Similar coverage appeared in the Hamilton Spectator.

Aperture Magazine featured the Power to the People exhibit at the Ryerson Image Centre.

Diversity in the Workplace and Pride Toronto reported that Ryerson presented four awards and a bursary to five women at its 9th annual Viola Desmond Day awards ceremony.

Academica Group reported that Ryerson has created a new research chair in the study and advancement of democracy, made possible by a \$2-million donation from the Jarislowsky Foundation.

*Prepared by Marketing and Communications*

**REPORT OF ACADEMIC STANDARDS COMMITTEE****Report #W2017-5; May 2017****In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:**

- **Chang School Certificate in Gerontology: Review**
- **Chang School Certificate in Gerontology: Course Additions/Course Deletions; Revision to Certificate Name**
- **Chang School Certificate in Facility Management: Review**
- **Chang School Certificate in Facility Management: Implementation of Program Review Recommendations**
- **Chang School Certificate in Disaster and Emergency Management: Course Deletions; Course Additions**
- **Chang School Certificate in Energy Management: Course Deletions; Course Additions**
- **Chang School Certificate in Local Economic Development: Proposal**
- **For Information: Chang School Certificates – Revisions (March 2017; April 2017)**

**A. CHANG SCHOOL CERTIFICATE IN GERONTOLOGY: REVIEW****Introduction**

Canada, like many other countries, is experiencing a growing aging population. However, there are significant concerns that Canada is not prepared to adequately manage its aging demographic and the health and social care needs they will have. At the same time, the shifting demographic opens up many new opportunities for working with the aging population, not only in health and social services, but also in numerous other businesses and industries, including travel, real estate, financial planning, and technological development. The Certificate in Gerontology at the Chang School plays an important role in helping prepare students across numerous disciplines and professions for working with Canada's aging demographic because it promotes continuing education in the field and emphasizes interprofessional and interdisciplinary approaches.

Ryerson began offering courses in gerontology in 1979, which eventually became more formalized into the current Certificate in Gerontology. The Certificate last underwent a review in 2010. Since that time, there have been numerous changes in direction in the field of gerontology, including:

- Emphasis placed on aging-in-place;
- Technological applications for healthy aging; and
- Increased emphasis on health human resources in the field.

**Certificate Goal & Objectives**

This Certificate aligns with Ryerson University's mission in advancing knowledge and research to address a major societal need<sup>1</sup> in Ontario and Canada – our aging population. The Certificate will prepare a diverse spectrum of professionals to address the unique needs of older adults to promote healthy aging while recognizing the assets of older adults that are ready to be mobilized appropriately. The impact of translating this knowledge will not only benefit the older adult population but will transcend across the lifecourse, influencing children, youth and adults who live and work with this growing population.

This Certificate reflects the values of the Chang School's<sup>2</sup> innovative programming, by integrating dynamic and current curriculum, experienced instructors and fostering connectedness with relevant

<sup>1</sup> Ryerson University. Accountability Gateway. Ryerson University Mission. Available from: <http://www.ryerson.ca/about/accountability/mission/>

<sup>2</sup> Chang School. Academic Plan 2014-19. Empowering Adults to Reach their Life and Career Goals. Available from: [http://www.ryerson.ca/content/dam/provost/pdfs/Chang\\_Academic\\_Plan\\_2015\\_Nov4\\_FINAL\\_SinglePages.pdf](http://www.ryerson.ca/content/dam/provost/pdfs/Chang_Academic_Plan_2015_Nov4_FINAL_SinglePages.pdf)

community partners who are committed to advancing scholarly, research and creative opportunities to promote the health and well-being of older adults. Specifically, the first goal in the Chang School's Strategic plan is to "Continue to develop a student-centric environment that engages and supports students and alumni". The proposed revisions to the Certificate will continue to engage students in the development of experiential learning opportunities to "enhance their continuing education learning experience" in the rapidly growing area of gerontology studies.

### **Certificate Learning Outcomes**

The Certificate learning outcomes are as follows:

- To comprehend the social, psychological, and biological theories that are applied within the field of gerontology, examining both normal and abnormal age-related changes that occur throughout the lifespan and their impact on practice;
- To examine normal and abnormal age-related changes in social, psychological, and biological functioning and evaluate the implications of these changes on the individual's ability to interact with their social and physical environments;
- To identify key changes in social roles, social supports, and policies that occur with aging within the areas of work and retirement, social and familial relationships, housing and environmental design, transportation and healthcare, and the law;
- To recognize the diversity in aging as it relates to ethnicity, culture, gender, and sexuality and its impact on Canadian demography;
- To analyze the current spectrum of cognitive variations associated with aging within the areas of intelligence, problem solving, learning and memory, personality, and mental health;
- To identify and define both the quantitative and qualitative research methods and the significance of research ethics applied within the field of gerontology;
- To identify how research contributes to the knowledge within the field of gerontology and apply the appropriate steps to enable data assembly and data analysis;
- To systematically interpret and critique research findings within the field and determine their implications for the practice of gerontology, and to examine the future trends in gerontology.

### **Certificate Structure**

The Certificate requires the completion of four required courses and two electives.

<b>Required Courses (4)</b>
CINT901: Gerontology—Critical Issues and Future Trends
CVGE140: Aging and the Individual
CVGE141: Aging and Society
CVGE205: Understanding Research
<b>Elective Courses (2)</b>
CGER298: Ability, Disability and Aging
CHSM307: Principles of Long Term Care Service Delivery
CINT904: Health Promotion and Community Development
CPSY402: Adult Development
CPSY802: Death, Dying and Bereavement
CSOC606: Work and Families in the 21st Century
CVGE271: Consent, Capacity and Decision Making
CVGE297: Aging and Interpersonal Skills

### **Governance**

The academic home for this interdisciplinary Gerontology Certificate remains within The Chang School. Although the Certificate lacks an academic home in a specific Ryerson school or Faculty, it has benefited from faculty leadership through participation in the Curriculum Steering Committee. The diverse committee representation and academic expertise across schools and faculties reflect the interdisciplinary nature of the field of Gerontology.

### **Admission Criteria**

It is recommended that applicants have OSSD with six Grade 12 U or M credits, or equivalent, or mature student status required.

Certificate Requirements: The successful completion of six single-term courses or their equivalent, with a cumulative grade point average of 1.67 or higher, is required for Certificate completion. Certificate requirements must be completed within six years from the time of first admission into the Certificate program.

### **Comparator Certificates and Programs**

There are at least four Gerontology based certificates offered at universities in Ontario and four programs at other universities in Canada. There are many programs offered through community colleges as well. Gerontology Certificates have sharply declined in the U.S. This pattern is relevant to Canada as well.

The Chang School/Ryerson University program is available fully online. When courses are offered by in-class and online format, the online format is favoured by continuing education students. Most of the competitor programs are also offered totally or partially online.

Certificate duration ranges from 4-10 courses, which puts the Chang School program (6 courses) in the mid-range. The trend towards shorter certificates may help boost enrollment of students unable to make the longer time commitment.

Most programs are interdisciplinary with a focus in social work, research, psychology, sociology or nursing. Some programs have a niche focus in dementia studies or palliative care. Many university-based programs are based in gerontology-focused research institutes, schools of Nursing and Social Work or departments of Gerontology. Some offer a range of programs from minors, bachelor, masters and PhD programs. Ryerson has recently created the National Institute of Ageing, which has a financial and healthcare focus.

### **Delivery and Evaluation Modes**

All required courses for the Certificate are available online and offered numerous times each year; electives represent a mix of online and classroom-based courses with varying schedules.

Certificate courses feature multiple modes of evaluation typically involving writing assignments combined with some form of testing/examination. Writing assignments vary from regular, short online postings designed to engage students with course concepts and discussion with fellow classmates to more formal academic papers and projects. Many courses feature group work activities, sometimes involving peer teaching/peer grading. Some courses feature mid-term tests and final exams to test learning and application of fundamental course concepts. The course assignments reflect the overall goals and learning objectives of the Certificate, with a particular emphasis on critical thinking and the practical application of course ideas and concepts.

### **Certificate Survey Results**

Surveys consistently show that some of the top factors for enrolling in the Certificate include “learning a new skill,” “updating my existing skills,” and factors related to employment—getting a job, advancing in a career, or pursuing a new career. Common reasons for enrolment include upgrading current qualifications and applying their learning to their jobs and/or career planning. The survey results indicate that graduates are planning to enter careers in the field of aging after graduation; such careers included nursing, long term care, palliative care, dietetics, footwear, advocacy, behavioural therapy and consulting in the aging field.

One of the leading factors in choosing Ryerson is the availability of specific certificates and courses, as well as the availability of distance education. This makes the Certificate more appealing than programs

in other institutions (including McMaster University, University of Toronto, York University, George Brown College, and Humber College).

Students are generally satisfied with the format of the Certificate. For instance, respondents overwhelmingly agreed that the number of courses in the certificate is “just right.” However, feedback will continue to be monitored to assess a move to a four-course model for this Certificate, aligning with other Certificates in the Chang School.

Survey respondents gave positive responses to the variety of courses offered, quality of curriculum and the quality of course materials. Strong satisfaction was also demonstrated about Certificate instructors and their subject matter expertise, availability/responsiveness and course management skills.

### **Staffing**

Instructors for the Certificate in Gerontology are drawn from a diverse spectrum of backgrounds, representing the interdisciplinary nature of the field of aging. The instructors have extensive experience—both research and applied—in the field, and are strong educators both in the creation of curriculum and its delivery.

### **Program Advisory Council**

Members of the Program Advisory Council represent stakeholders from the fields of education, practice, policy and industry in the field of aging.

### **Library Resources**

The Library is confident that our collections and services will be more than sufficient to support the proposed course changes to the Certificate program in Gerontology.

### **Societal Need**

Canada is facing a significant demographic shift, but the resources needed to respond to the challenges and opportunities of this shift are not necessarily in place. The Certificate in Gerontology can fill an important gap both with respect to the overall lack of educational opportunities in this field, and as an access to point to the many varied and satisfying careers available in this field.

A 2014 Education Advisory Board (EAB) report<sup>3</sup> pointed out the striking paradox of the shrinking number of Gerontology programs despite a growing senior population and expanding demand for services. In the United States, there was a sharp decline in Gerontology programs at all levels: Master’s, Bachelor’s, Associate’s and Certificates. From 2000-2009 there was an overall loss of 83 programs and 19 of these were Certificates.

In Canada, the trend is similar. In 2010, Mount Royal University changed the name of its Gerontology Studies Certificate to the Studies in Ageing Certificate. The consensus was that the new name better reflected the Mount Royal program and would broaden the appeal for the program. However, in 2013 the program was suspended due to limited enrolment and low revenue generation.

Through conversations with industry thought leaders and gerontology program directors the EAB put forward three primary reasons for the sharp decline in Gerontology programs. These reasons are:

- Brand perception challenges with younger students;
- No compelling career advancement value proposition as many jobs working with seniors (e.g., home health aides) do not require a bachelor’s or master’s credential to practice, which creates little incentive to enter into long and costly degree programs; and
- Learning outcomes are not aligned with seniors’ one-stop needs such as small businesses that

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<sup>3</sup> Second Careers in Aging Services, Industry Futures Series, The Education Advisory Board, 2014



serve seniors: local fitness centers, self-employed financial planners or interior designers, or nutritionists running a small practice. These are professions people often elect later in their career, not right after college.

### **Enrolment and Graduation**

The Gerontology Certificate displayed growth in enrolment from the academic year 2010-11 to 2015-16 with 98 students registered for 2015-16. From 2007/08 – 2015/16 a total of 454 students registered for the Certificate; for the same time period, only 89 students graduated. On average, the time students take to complete the Certificate has ranged from 1.5 to 3.7 years.

Despite moderate growth in enrolment since 2007, there has been a decline in enrolments of CNED (Continuing education) and part-time students in two of the required courses (CVGE 140 and CVGE 141) over the last few terms. CVGE 205 showed a very noticeable decline since 2013-14. CVGE 205 is a research oriented course and given that the Gerontology Certificate is not at the post-graduate level, it is unlikely that research competencies are relevant to target learners at this level.

CINT 901 is an interdisciplinary studies course and may be part of more than one Certificate program. Enrolment in the course comes predominantly from full-time degree students. This suggests proposing changes to combine CGE140 and CVGE141 into one course to build further upon the concepts introduced in CINT901. CVGE205 is likewise being revised to have a greater focus on how to critically appraise research for use in practice and policy change, rather than a focus on primary research generation.

Low enrolment or declining enrolment in elective courses suggest that new electives that are more relevant to the interprofessional and interdisciplinary nature of the Certificate should be proposed.

Overall analysis of course enrolment patterns in Gerontology courses shows that CNED and part-time degree students predominantly enroll in courses offered by distance education. The pattern can be attributed to an overall preference for distance format or possibly a lack of the alternative face-to-face format on offer.

### **Development Plan**

1. Revise the Certificate goals and learning objectives to be more actionable and relevant to employment opportunities.
2. Reduce overlap between required courses.
3. Ensure that course content meets industry/employer needs and produces well-trained graduates in multidisciplinary settings.
4. Adopt a new name for the Certificate that is more readily apparent and which better represents the learning outcomes.
5. Incorporate equity, diversity and inclusion principles in all Certificate courses.

### **Additional Future Directions**

1. Certificate Requirements - student and graduate feedback and completion rates will be monitored to assess maintaining the Certificate with six required courses or move to a model of four courses.
2. Practicum Partnerships - the Certificate has recently entered into a partnership with Baycrest and George Brown College through a funded project to offer cross-listed courses and practicum opportunities. There are also plans for offering virtual practicum placements. These potential opportunities will be explored as the partnership and funding opportunities are finalized. We will also include the Certificate as part of current placement and practicum partnerships between Ryerson and Long Term Care Facilities and institutions.
3. Degree credit courses - there is an opportunity to consider converting the Certificate-credit courses to degree credit courses in the Interdisciplinary Studies area. In addition, we will consider proposing a degree-credit version of CVGE 142 Aging: Individual and Societal Aspects, as a liberal studies course.

This may provide an opportunity for consideration of a new “Academic Home” within the Faculty of Community Services.

### Financial Viability

The Financial Team at The Chang School reviewed the financial status of the proposed review and confirmed viability.

### Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Gerontology: Review*

## B. CHANG SCHOOL CERTIFICATE IN GERONTOLOGY: COURSE ADDITIONS/COURSE DELETIONS; REVISION TO CERTIFICATE NAME

The proposed changes are based on the recommendations from the Gerontology Certificate review. The changes are expected to improve retention and graduation rates within the Certificate and prepare graduates who are uniquely trained to work with this fastest growing demographic across a diverse spectrum of professions.

The revised Certificate in Gerontology focuses on applied learning and understanding through the overarching goals of empowerment, capacity building, and mobilization. The learning outcomes within these goals represent a mix of introductory material on the changing demographic but focus mostly on interprofessional and interdisciplinary skill-building and application of key course concepts. They also reflect important aspects of working in the field of gerontology, including ethical and legal issues, issues of equity, diversity and inclusion, and the specialized needs of vulnerable groups, caregivers and the importance of intergenerational collaboration.

### 1. Certificate Structure

The Certificate will retain its structure of four required courses and two electives. However, three of the four required courses will be redeveloped to ensure that the course content matches the new goals and learning outcomes of the Certificate. Many of the elective offerings have also been changed, removing those electives with low enrolment or with prerequisite courses, and adding electives drawn mainly from the Chang School Interdisciplinary Studies program. Two new elective courses are proposed; one will introduce a practicum/research project and the other focuses on applications for technology in aging.

### Current and Revised Certificate Structure

CURRENT CERTIFICATE STRUCTURE	REVISED CERTIFICATE STRUCTURE
<b>Required (Four)</b>	<b>Required (Four)</b>
CINT901: Gerontology: Critical Issues & Future Trends CVGE140: Aging and the Individual CVGE141: Aging and Society CVGE205: Understanding Research	CINT901: Gerontology: Critical Issues & Future Trends CVGE142: Aging: Individual & Societal Aspects CVGE143: Ethical and Legal Considerations in Aging CVGE205 (Revised): Evidence for Practice & Policy
<b>Electives (Choice of Two)</b>	<b>Electives (Choice of Two)</b>
CGER298: Ability, Disability & Aging CVGE271: Consent, Capacity & Decision-Making CVGE297: Aging and Interpersonal Skills CHSM307: Principles of Long Term Care Service Delivery CINT904: Health Promotion & Community Development CPSY402: Adult Development (PRQ: CPSY102 or CPSY105) CPSY802: Death, Dying & Bereavement (PRQ: CPSY102 or CPSY105) CSOC606: Work & Families in the 21st Century	CHSM307: Principles of Long Term Care Service Delivery CINT904: Health Promotion & Community Development CVGE144 (Proposed): Technology & Aging CVGE145(Proposed): Practicum/Project Course CINT555: Special Topics in Interdisciplinary Studies CINT900: Program Planning & Evaluation Strategies CINT905: Conflict Resolution in Community Services CINT907: Team Work for Community Services CVNU360: Advanced Leadership & Management (Nursing only) CVIN150: Advancing the Patient Experience

**Rationale for Redevelopment of Existing Required Courses**

<b>EXISTING COURSES</b>	<b>REQUIRED</b>	<b>RATIONALE FOR REDEVELOPMENT</b>
<b>CVGE140</b> Aging and the Individual  <i>Proposed Revised Name:</i> <b>CVGE142:</b> <b>Aging: Individual &amp; Societal Aspects</b>		This course will be redeveloped to integrate content from the existing CVGE140 course, "Aging and the Individual" with CVGE141, "Aging and Society." The resulting course will build on the introductory survey course, CINT901: "Current Issues and Future Trends in Gerontology," and it will be designed as an 'advanced topics' course to focus on capacity-building in topics related to both individual and societal aging. This will provide skill-building aspects and reduce overlap between the existing courses.
<b>CVGE205</b> Understanding Research  <i>Proposed Revised Name:</i> <b>CVGE205:</b> <b>Evidence for Practice and Policy</b>		This course, currently titled "Understanding Research," currently focuses on primary research methods. The course will be redeveloped to have a more applied focus on the critical evaluation of evidence and knowledge mobilization to help students identify quality sources of evidence, appreciate evidence from diverse sources (both quantitative and qualitative), and learn how use evidence to improve practice and policy. This course will be key to achieving our mobilization goals for the Certificate.
<b>CVGE271</b> Consent, Capacity and Decision Making  <i>Proposed Revised Name:</i> <b>CVGE143:</b> <b>Ethical and Legal Considerations in Aging</b>		This course, currently titled "Consent, Capacity and Decision Making," will be redeveloped to incorporate content from CGER298, "Aging and Disability" and CVGE297, "Aging and Interpersonal Skills," to create a foundational course that focuses on understanding and managing key legal issues when working with aging populations in Canada. This course relates to the Certificate goals of empowerment and capacity-building and will include a special focus on issues related to the rights of older adults, informed consent, advance care planning, mental capacity, dementia, disability, and caregiving. The course will be pivotal to providing a legal framework of which all persons working with older adults should be aware.

**New Elective Courses**

<b>NEW ELECTIVE COURSES</b>	<b>RATIONALE FOR INTRODUCTION OF NEW ELECTIVE COURSE</b>
<b>CVGE144</b> Aging and Technology	This course will focus on the application of technology for improving the health and social outcomes of aging populations, from health care applications through social engagement and aging-in-place. This course will relate to the capacity-building and mobilization goals of the Certificate.
<b>CVGE145*</b> Practicum/ Project Course	Through this course students will complete a practicum placement in a field related to gerontology or complete a research project in the field. This course will provide further 'hands-on' application of the knowledge and skills learned throughout the Certificate and will relate to the mobilization goal of the Certificate. As detailed in Section 1.2.6, a partnership is being negotiated with Baycrest and George Brown College to facilitate placements, both physical and virtual.

\*A practicum/project course will help support hands-on interdisciplinary and interprofessional learning and may be helpful to link graduates with future employment. Successful completion of the four required courses is a pre-requisite to enroll in the practicum/project elective course.

**Revised Elective Offerings**

<b>REVISED ELECTIVE OFFERINGS</b>	<b>RATIONALE FOR INCLUSION OF ELECTIVE OFFERINGS</b>
<b>CINT555:</b> Special Topics in Interdisciplinary Studies	These Interdisciplinary Studies courses provide knowledge and skills relevant to the study of gerontology and they provide the interprofessional and interdisciplinary training that is central to the Certificate.
<b>CINT900:</b> Program Planning & Evaluation Strategies	

<b>CINT904:</b> Health Promotion & Community Development	
<b>CINT905:</b> Conflict Resolution	
<b>CINT907:</b> Team Work for Community Services	
<b>CHSM307:</b> Principles of Long Term Care Delivery	This course is important for providing capacity building in the long term care sector in which many students will work or will look for careers.
<b>CVNU360:</b> Nursing: Advanced Leadership & Management (Nursing students only)	This course provides capacity building in leadership and management for nursing students, which will be helpful for seeking leadership positions in gerontological careers.
<b>CVIN150:</b> Advancing the Patient Experience	This course explores strategies to enhance the patient experience in the health care setting. Students will focus on developing and implementing patient experience projects and patient experience measurement and reporting tools.

### Course Removals

The courses in the following table are recommended for removal for the following reasons:

- In their current forms, they do not meet the new Goals and Learning Objectives; and
- These courses have typically had low enrolment or were rarely offered which presented a challenge to the students in completing the Certificate within reasonable time frame.

<b>COURSE REMOVAL</b>	<b>JUSTIFICATION FOR REMOVAL</b>
<b>CVGE141:</b> Aging and Society	Foundational content from this course will be integrated into the redevelopment of CVGE140, to reduce overlap between the courses and permit the inclusion of the required course CVGE143.
<b>CGER298:</b> Ability, Disability and Aging	Content from this course will be integrated into the required course CVGE143 such that these foundational issues—particularly relevant to equity, diversity and inclusion—will form part of the required learning for the Certificate.
<b>CVGE297:</b> Aging and Interpersonal Skills	Foundational course content will be integrated into the required course CVGE143 such that these foundational issues will form part of the required learning for the Certificate.
<b>CPSY402:</b> Adult Development and <b>CPSY802:</b> Death, Dying and Bereavement	These courses are recommended for removal so that they may be replaced with other courses more directly relevant to the Certificate and its subject matter. The courses also have pre-requisites that make it difficult for Certificate students to enroll in the courses.
<b>CSOC606:</b> Work and Families in the 21 <sup>st</sup> Century	This course is recommended for removal to include other elective courses more relevant to the Certificate and its refined goals and learning objectives.

### 2. Certificate Name

A change to the Certificate name is proposed because the term “gerontology” is not readily recognizable to all. The new name “**Certificate in Aging and Gerontology**” is proposed to make clear the relevance to aging, and it better represents the learning outcomes of the program.

### 3. Transitioning Current Students

All students enrolled in the current Certificate will be able to be integrated into the offerings of the revised Certificate either through taking the new required courses or directives. Students will be contacted regarding the Certificate changes, pending approval, and will be recommended course offerings based on their existing course completion. One to one course delivery of the current courses will be provided to those students if needed.

**Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Gerontology: Course Additions/Course Deletions; Revision to Certificate Name*

**C. CHANG SCHOOL CERTIFICATE IN FACILITY MANAGEMENT: REVIEW****1. Certificate Goals and Objectives**

The Certificate in Facility Management prepares adult students for careers in the Facility Management field and supports Ryerson's mission through lecture and class assignments to provide both theory and application to prepare students for what is currently a quasi-professional field. Facility managers are the stewards of the space their organizations occupy and get involved in issues ranging from technical to environmental to human resource to space and leasing and even real estate strategy to provide productive, safe, comfortable work environments for their organization's employees. The certificate combines facility management specific courses that focus on the core responsibilities with electives from other business and technical disciplines to augment the core competencies that are important to a successful career.

**2. Admissions Criteria**

The current admission criteria recommends an undergraduate degree or mature student status with related professional experience and education.

**3. Curriculum Structure**

The successful completion of eight courses, with a cumulative grade point average of 1.67 or higher, is required for the certificate.

**Required Courses**

- CDFM 102 **Facility Management:** Facility Management Fundamentals
- CDFM 103 **Facility Management:** Project Planning, Design, and Management
- CDFM 104 **Facility Management:** Building Operations and Maintenance

**Electives – Group A (select one)**

- CCMN 114 **Communication:** Short Management Reports \*
- CCMN 314 **Communication:** Professional Presentations

**Electives – Group B (select four)**

- CACC 100 **Accounting:** Introductory Financial Accounting \*
- CDFM 105 **Facility Management:** Space Planning and Management
- CDFM 203 **Facility Management:** Real Estate Planning and Development
- CDID 501 **Lighting Design:** Lighting Fundamentals
- CDID 504 **Lighting Design:** Lighting Energy Management
- CGMS 200 **Global Management:** Introduction to Global Management \*
- CGMS 401 **Global Management:** Operations Management \*
- CKAR 500 **Architecture:** Sustainable Buildings
- CKPM 202 **Project Management:** Fundamentals of Project Management \*
- CMHR 405 **Human Resources:** Organizational Behaviour and Interpersonal Skills \*
- CMKT 504 **Marketing:** Effective Persuasion
- COHS 208 **Occupational Health:** Occupational Health and Safety Law \*
- COHS 718 **Occupational Health:** Systems Management I \*

\* These courses are available in a distance education format.

**4. Industry Analysis & Competition****i. Marketing Activities**

The marketing has been on a small scale with minimal expenditure. A key change was to the titles and descriptions of all current core courses in the CDFM series. Titles were changed to be more descriptive and descriptions of the courses rewritten to better describe the content so students could understand what the learnings would be in a way that matched real-world responsibilities. In addition, a program web page was created to enhance exposure and provide more information, including searchable information.

Additional social media initiatives (such as twitter and LinkedIn) as well as additional emails to currently enrolled students were undertaken to advertise the upcoming courses each term. Attendance at one Facility Management conferences in Toronto and small ads in an FM magazine were also implemented in the last year. The conference was not considered a success due to the low turnout of the conference and not recommended for this upcoming year.

## **ii. Data on the number of Certificate registrants and graduates**

Certificate statistics show a notable increase in new certificate enrollments between 2013 and 2015. In 2015-16 academic year (AY) the number of new certificate registrants remained above the 2009-2013 levels; however, a decrease in new registrations was observable. From 2009-10 to 2015-16, 36 students graduated with the certificate and 40 discontinued the certificate. The completion span for the Facilities Management Certificate is somewhat long at nearly four years' average, however, considering the requirements of eight courses, it averages out to approximately two courses per year. Enrolment is expected to increase for the next five academic years, based on linear estimates, according to enrollment trends from the 2011-2012 to 2015-2016 academic years.

## **5. Summary of Student and Alumni Surveys**

### **i. Student Survey 2014**

In the 2014 student survey, only two respondents were Facilities Management registrants. The sample is too small to quantify the results; however, free-text comments are useful to assess some aspects of the certificate. The course availability might be considered good as the student was able to complete the program quickly. The satisfaction with the program was high as was their propensity to recommend the School and enroll in more courses.

### **ii. Survey of Facilities Management Certificate Registrants**

Considering the very small Facilities Management certificate students' sample in our institutional surveys, a custom short survey was conducted in mid-November 2016 to find out more about current students' satisfaction with the program, perceptions of quality and the structure. Thirty-seven (37) current certificate registrants were invited to complete an online questionnaire from which only four (4) provided feedback. The following is the summary of findings:

- The main reasons for enrolling in the program were predominately career-related.
- The program met students' expectations mostly (50%) or somewhat (50%).
- Respondents felt the program was too long (i.e., eight courses required for graduation). This is in contrast to over three quarters of general Chang School certificate population that finds the program length "*just right*".

### **iii. Alumni Survey 2016**

Only one Facilities Management graduate completed the Chang School Alumni Survey 2016. The answers should be considered as indicative only. The respondent noted getting a job and career advancement as the main reasons for enrolling in the certificate program and noted that these goals were mostly met. One comment suggested the need for a diverse teaching body. Overall satisfaction with the program was high.

### **iv. Survey of Facilities Management Program Alumni**

In view of the low response rate in The Chang School Alumni Survey 2016, an additional survey was carried out in January 2017 to obtain more sufficient feedback. Thirty program alumni who have graduated between 2012 and 2016 were invited to complete a short online questionnaire. The responses from eight (8) graduates were received. The following is the summary of findings:

- The main reasons for enrollment included work-related goals such as promotion, professional growth, skills upgrading, career change, and CFM exam writing.
- When asked whether the program had met their objectives, all except one respondent said 'yes'.
- When asked to provide suggestions for program improvements, several students recommended obtaining the IFMA (International Facility Managers Association) recognition, joining the

program with the IFMA certificate, updating admission requirements to include HVAC (heating, ventilation, and air conditioning) certification, and expanding the curriculum to include more courses directly related to facilities.

## **6. Industry Requirements**

### **i. Industry Overview**

Facility managers are the stewards of the space their organizations occupy and get involved in issues ranging from technical to environmental to human resource to space and leasing and even real estate strategy to provide productive, safe, comfortable work environments for their organization's employees. People in the industry can have many different titles and roles, from specialists in leasing, engineering, energy, environment, ergonomics, and finance, to head of the facility management (FM) department, with such titles as Office Manager, Facility Manager, Asset Manager, Property Manager, Director of Facilities, and Vice President of Facilities.

Facility Management (FM) is more than just a technical role. It requires management and business skills to be a steward of what is often the second largest expense behind personnel at most organizations. Facilities management is a hidden career with few direct career paths from high school into the industry. As a result, many people in FM come from other related jobs or careers, whether it's administrative, architectural, engineering, or technical.

The industry is large and relatively stable, with jobs in small companies and large multi-national conglomerates. It covers all types of facilities in both the public and private sectors. A facility manager could work for the federal or provincial government, municipalities, school boards, universities, colleges, hospitals, and courthouses. Private sector work could include legal firms, manufacturers, high-tech companies, charities, hotels and resorts, insurance companies, and retail companies.

### **ii. Industry Development**

Facility Management as a profession has been developing for the last 30 years, however it is not yet a fully recognized profession and has no legislative or oversight bodies, only voluntary associations to represent the profession. In addition, the industry is fragmented by title and facility type. While the fundamental roles and responsibilities are similar across facility types, the practitioners see themselves as unique from their peers, often with different titles and represented by different associations.

The emergence of a dominant association (IFMA, with 24,000 members internationally) has not coalesced the profession and with entrenched competing associations, it is unlikely that it will. Educational opportunities and a clear career path into Facility Management from high school is limited not just in Canada; however, in the UK and USA, there are an increasing number of post-secondary educational opportunities.

### **iii. Comparator Certificates/Programs and Competitive Assessment**

Facility Management is generally under-served in the education market in Canada with only one degree program available at Conestoga College – Architecture – Project and Facility Management (Bachelor of Applied Technology). There are several related programs aimed at either a specialist sector or a more technical role within the profession:

- University of Toronto – Facility Management Certificate
- Humber College – Property Management Certificate focusing on residential and institutional buildings
- BCIT – Operations Management (Facilities Management Option) Certificate
- Seneca College – Building Environmental Systems Facility Manager Certificate

Since the Ryerson Facility Management Certificate is a continuing education program with only in-class courses as its core offering, the competition for the program is within the GTA catchment area. For general Facility Management continuing education programs, the certificates from the University of

Toronto and Seneca are the most relevant competition. Currently, the Ryerson program requires 8 credits, Seneca requires 8 credits and the U of T program requires three.

Designations are also available from FM related associations, often through distance or in-class learning. These are focused on providing a designation rather than providing practical working knowledge.

### 7. Goals and Learning Outcomes

Following completion of the Certificate, graduates will have acquired functional competencies/learning outcomes for each of the goals and learning outcomes below:

<b>Goal 1 – Overall Facilities Management responsibilities and functions</b>	Provide an understanding of the facilities management disciplines and functions required to provide a coordinated approach to managing facilities, including finance, human resources, procurement and strategies needed.
<p><b>Learning Outcomes</b></p> <p>Discover the scope, responsibilities and core competencies of FM.</p> <p>Understand how FM fits into your organization and how to work with other corporate services.</p> <p>Learn about the full variety of functional areas involved in FM and how they support your organization.</p> <p>Know how to interact and interface with a variety of related professions necessary to deliver FM services.</p> <p>Learn how to develop and deliver services for your organization to support their strategic mission.</p> <p>Learn how to initiate and develop strategic plans.</p> <p>Understand how to manage staff and suppliers for efficiency and to achieve results.</p> <p>Know how to manage FM finances and budgets.</p> <p>Discover how to apply business principles to delivery of FM services.</p> <p>Understand your role as a steward of your organization’s largest asset.</p> <p>How to design efficient and effective organizations to deliver FM services</p> <p>Understand how to develop job descriptions and job postings.</p> <p>Find out how to recruit, select and train FM staff to create and retain a high-performance team.</p> <p>Discover the best techniques for managing and leading your staff to achieve results.</p> <p>Find out how to effectively procure service providers and manage their performance.</p>	
<b>Goal 2 – Development, Leasing and Occupancy Management</b>	Provide knowledge and practical understanding of how to plan and manage space for their organizations occupancy requirements.
<p><b>Learning Outcomes</b></p> <p>Understand how to conduct a planning, needs assessment, market analysis and site selection process for your organization.</p> <p>Understand the current real estate market, how to get information and how to use it for your assessment and selection process.</p> <p>Learn about dealing with brokers, lease documentation and process as well as the negotiation process.</p> <p>Discover how to procure and manage professionals involved in project management, design and construction.</p> <p>Discover how to develop leasing requirements as well as conduct analysis and eventual selection of a site.</p> <p>Understand the leasing process and how to work with brokers and other real estate professionals.</p> <p>Learn how to review and understand key lease clauses and legal issues related to leasing from or leasing to others.</p> <p>Find out how to set up an effective lease administration system and process.</p> <p>Understand the most recent approaches and concepts in space planning and overall workplace strategy.</p> <p>Discover tools, techniques and software used to manage space and provide analysis, reporting and decision making.</p> <p>Learn how to understand and plan office accommodation requirements including space, furniture, technology, ergonomics and accessibility.</p> <p>Find out how to develop and implement space planning and office allocation policies and procedures.</p>	
<b>Goal 3 - Management of moves, renovations and lifecycle</b>	Provide the skills and knowledge necessary to manage facilities related projects such as moves and relocations, fit up and renovations and infrastructure renewal and capital projects.
<p><b>Learning Outcomes</b></p> <p>Learn the methods for managing projects including feasibility studies, budgeting, stages of project planning, design and execution.</p> <p>Understand the fundamentals of managing projects within the FM role.</p> <p>Find out about regulatory and legal issues, corporate culture, contracting, performance and accountability when managing projects.</p>	



<p>Discover how to apply project management methods to a wide range of projects you will encounter in FM.  Learn how to manage office moves, relocations and minor renovations.  Learn about tools, techniques and software you can use to track and manage your assets.  Find out how to establish the condition of your assets from a variety of sources including inspections and analysis of maintenance activities.  Discover how to use lifecycle costing to make decisions about repairing or replacing assets.  Learn how to create your capital replacement plan.</p>	
<p><b>Goal 4 – Building Operations and Maintenance</b></p>	<p>Provide an understanding of the technical and operational aspects of a facility including how to understand issues, diagnose and develop plans to correct or improve systems efficiency through expert resources.</p>
<p><b>Learning Outcomes</b></p> <p>Learn about the main building systems and how they interact together to provide a working environment for your organization.  Understand the impacts of architecture, design and building codes on the facility.  Discover how managing a building involves occupational health and safety as well as environmental and accessibility issues.  Find out about building services such as security, cleaning, pest control, grounds and maintenance.  Discover the general risks involved in managing facilities that you need to manage as well as your legal responsibility and due-diligence.  Find out about the laws and regulations that govern buildings, including operations and construction and how various industry standards apply.  Learn how to conduct risk assessments, how to prioritize and approaches to avoiding, mitigating or managing risks in facilities management.  Learn how sustainability impacts your responsibilities and how you manage and operate buildings.  Know about the range of sustainability issues you need to manage.  Find out about the latest techniques, technologies, processes, products and systems available to improve the sustainability of your facilities.  Discover how to justify and sell your sustainability initiatives to your senior managers and get approval for the resources you need.  Learn how to develop plans and communications for your occupants to gain buy-in and participation in sustainability initiatives.</p>	

## 8. Development Plan

Revisions to the current Certificate will include the following:

- i. Maintain the existing core CDFM courses to minimize change while enhancing the program.
- ii. Provide a strong and in-depth curriculum that can give the program a competitive advantage.
- iii. Represent a well-reputable alternative educational offering that does not replicate other training courses offered by the competitors.
- iv. Develop two (2) new full certificate credit courses; redevelop a current full certificate credit course CDFM 203 Real Estate Planning and Development to a half credit course CDFM 114 Real Estate Planning and Development; and develop four (4) additional half certificate credit courses.
- vi. Initiate a plan to enable a shift towards distance learning starting within 3 years of the new program launch with the intent of being fully distance-learning capable within 5 years of the new program launch.
- v. In the future, explore and evaluate the possible offering of courses and topics from other programs that would be interested in this field. This could be in the form of adding more courses to address industry requirements for various specializations.

## 9. Academic Management and Governance

The academic home for the program is The G. Raymond Chang School of Continuing Education and within the School, the Communication and Design program area, which provides continuing support and advice to the program. At The Chang School, the program is overseen by its Program Director together with the Academic Coordinator managing the academic aspects of the program.

The program includes an external Advisory Committee made up of stakeholders from the wider community. The Academic Coordinator will be inviting new members to join i.e. a graduate student

member; members of other sectors where the program is already, or will be of significant relevance. The external Advisory Committee will provide input on the relevance of the program’s goals and course content to the wider community it serves.

**10. Financial Viability**

The financial team at The Chang School reviewed the financial status of the proposed review and confirmed viability.

**Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Facility Management: Review*

**D. CHANG SCHOOL CERTIFICATE IN FACILITY MANAGEMENT: IMPLEMENTATION OF PROGRAM REVIEW RECOMMENDATIONS**

The Curriculum Committee of the Facility Management Certificate has undertaken a thorough review of this certificate and is now requesting the approval to implement the recommendations that follow.

**1. Change the certificate name from Certificate in Facility Management to Facility and Property Management Certificate.**

A change in the certificate name is recommended to reflect the changes and broader range of sectors and building types.

**2. Change the admission criteria as follows:**

**Current:** It is recommended that applicants have the following:  
Undergraduate degree, or mature student status with related professional experience and education.

**Proposed:** It is recommended that applicants have the following:  
Successful completion of a minimum 2-year postsecondary program, or mature student status with related professional experience and education.

- 3. i.** Change the number of required courses from eight to six one-term courses; and  
**ii.** Delete existing non-Facility Management specific elective courses and add specialty courses related to FM instead, to address the need for specialty facility types such as commercial buildings and retail/shopping centres.

<b>CURRENT CERTIFICATE</b> Students are required to successfully complete eight courses.	<b>PROPOSED CERTIFICATE</b> Students are required to complete six, 39-hour courses, or the equivalent.
<p><b>Required Courses</b> CDFM 102 Facility Management: Facility Management Fundamentals CDFM 103 Facility Management: Project Planning, Design, and Management CDFM 104 Facility Management: Building Operations and Maintenance <i>Electives – Group A (select one)</i> CCMN 114 Communication: Short Management Reports CCMN 314 Communication: Professional Presentations <b>Electives – Group B (select four)</b> <i>Many of these electives have prerequisites which must be met by the student unless waived by the subject coordinator. Students may be allowed to substitute other appropriate elective courses with permission of</i></p>	<p><b>Full Credit Courses (39 hours each)</b> These full credit courses are common to most professional requirements and form the core of the program courses. CDFM 102 - Facility and Property Management: Facility Management Fundamentals CDFM 106 - Facility and Property Management: Leadership, Strategy, Business &amp; Finance for Facility and Property Managers CDFM 103 - Facility and Property Management: Project Planning, Design, and Management CDFM 104 - Facility and Property Management: Building Operations and Maintenance CDFM 105 - Facility and Property Management: Space Planning and Workplace Strategy CDFM 107 - Facility and Property Management:</p>

<p><i>the academic coordinator.</i>                  CACC 100 Accounting: Introductory Financial Accounting                  CDFM 105 Facility Management: Space Planning and Management                  CDFM 203 Facility Management: Real Estate Planning and Development                  CDID 501 Lighting Design: Lighting Fundamentals                  CDID 504 Lighting Design: Lighting Energy Management                  CGMS 200 Global Management: Introduction to Global Management                  CGMS 401 Global Management: Operations Management                  CKAR 500 Architecture: Sustainable Buildings                  CKPM 202 Project Management: Fundamentals of Project Management                  CMHR 405 Human Resources: Organizational Behaviour and Interpersonal Skills                  CMKT 504 Marketing: Effective Persuasion                  COHS 208 Occupational Health: Occupational Health and Safety Law                  COHS 718 Occupational Health: Systems Management I</p>	<p>Recruiting and Managing employees and procuring contractors</p> <p><b>Half Credit courses (19.5 hours each)</b>                  These half credit-courses provide specialized knowledge and expertise to Facility Managers for a variety of specific role requirements or specialized facility types. Whether students have these responsibilities currently or not, these areas of expertise will enhance their overall ability to manage Facilities in the future.</p> <p>Two 19.5-hour courses may be completed as the equivalent of one 39 hour course.</p> <p>CDFM 110 - Facility and Property Management: Leasing &amp; Lease Administration                  CDFM 111 - Facility and Property Management: Capital and Asset Management                  CDFM 112 - Facility and Property Management: Risk, OH&amp;S, Regulations and the Law                  CDFM 113 - Facility and Property Management: Sustainability in Facilities                  CDFM 114 - Facility and Property Management: Real Estate Planning and Development</p>
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**Certificate Transition Plan:**

For existing certificate registrants, the number of credits required to achieve the certificate will continue to be 8 full credits. Since no existing core CDFM course is being removed from the certificate, students may continue to use all their earned credits as well as continue to take the courses previously offered. Students can apply for a substitution if they wish to take a newly introduced course to complete their certificate requirements.

**Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Facility Management: Implementation of Program Review Recommendations*

**E. CHANG SCHOOL CERTIFICATE IN DISASTER & EMERGENCY MANAGEMENT: COURSE DELETIONS; COURSE ADDITIONS**

Five courses in the Certificate in Disaster & Emergency Management are being deleted and five new degree credit courses are being added, effective Fall 2017. They will also be listed as Open Electives on the Open Electives Table.

<b>COURSE DELETIONS (Certificate Credit)</b>	<b>COURSE ADDITIONS (Certificate Credit and Degree Credit)</b>
CKDM 100: Principles and Practices of Emergency Management	CSCI 230: Emergency Management Practice
CKDM 120: Emergency Operations and Incident Management	CSCI 232: Incident and Operations Management
CKDM 130: Critical Analysis of Operations	CSCI 234: Analysis of Critical Incidents
CKDM 140: Emergency Management Planning	CSCI 241: Planning for Emergency Management
CKDM 150: Risk Management	CSCI 243: Continuity and Risk Management

**Rationale**

The five CKDM certificate credit courses are being replaced by degree credit courses. Senate Policy 76 states that Ryerson's certificate program curricula are to be developed such that their academic quality is not only comparable to that of degree programs, but, whenever academically appropriate, certificate courses should be part of Ryerson's programs or deemed equivalent to degree programs in order to provide students with maximum accessibility and internal degree credit transfer.

**Current and Revised Certificate**

<b>CURRENT REQUIRED COURSES</b>	<b>REVISED REQUIRED COURSES</b>
CKDM 120 Emergency Operations and Incident Management CKDM 130 Critical Analysis of Operations CKDM 140 Emergency Management Planning CKDM 150 Risk Management CKDM 160 Emerging Issues	CSCI 232 Incident and Operations Management CSCI 234 Analysis of Critical Incidents CSCI 241 Planning for Emergency Management CSCI 243 Continuity and Risk Management CKDM 160 Emerging Issues
<b>CURRENT ELECTIVES (SELECT ONE)</b>	<b>REVISED ELECTIVES (SELECT ONE)</b>
CDCM 125 Disaster and Emergency Incident Communications CKDM 100 Principles and Practices of Emergency Management CKDM 105 Project Management in Disaster Recovery CKDM 110 Law of Disaster and Emergency Management CKDM 115 Intl Policies and Disaster Coordination	CDCM 125 Disaster and Emergency Incident Communications CSCI 230 Emergency Management Practice CKDM 105 Project management in Disaster Recovery CKDM 110 Law of Disaster and Emergency Management CKDM 115 Int'l Policies and Disaster Coordination

**Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Disaster and Emergency Management: Course Deletions; Course Additions*

**E. Certificate in Energy Management and Innovation: Course Deletions; Course Additions**

Five courses in the Certificate in Energy Management are being deleted and five new degree credit courses are being added, effective Fall 2017. They will also be listed as Open Electives on the Open Electives Table.

<b>COURSE DELETIONS (Certificate Credit)</b>	<b>COURSE ADDITIONS (Certificate Credit and Degree Credit)</b>
CKEI100: Energy Innovation and Entrepreneurship (required course)	CTEC241: Energy Innovation
CKEI110: Energy Conservation: Emerging Trends (required course)	CTEC269: Trends in Energy Conservation
CKEI120: Energy and the Public Policy Debate (required course)	CTEC282: Public Policy in Energy
CKEI130: Introduction to Smart Grid (required course)	CTEC264: Trends in Smart Grid
CKPM202: Fundamentals of Project Management (elective)	CTEC210: Fundamentals in Project Management

**Rationale**

The four CKEI and one CKPM certificate credit courses are being replaced by degree credit courses. Senate Policy 76 states that Ryerson's certificate program curricula are to be developed such that their academic quality is not only comparable to that of degree programs, but, whenever academically

appropriate, certificate courses should be part of Ryerson's programs or deemed equivalent to degree programs in order to provide students with maximum accessibility and internal degree credit transfer.

### Current and Revised Certificate

CURRENT REQUIRED COURSES	REVISED REQUIRED COURSES
CKEI 100 Energy Innovation and Entrepreneurship CKEI 110 Energy Conservation: Emerging Trends CKEI 120 Energy and the Public Policy Debate in Canada CKEI 130 An Introduction to Smart Grid	CTEC241 Energy Innovation CTEC269 Trends in Energy Conservation CTEC282 Public Policy in Energy CTEC264 Trends in Smart Grid
CURRENT ELECTIVES (SELECT TWO)	REVISED ELECTIVES (SELECT TWO)
CECN 510 Environmental Economics CKEI 140 Current Topics in Energy Management and Innovation CKES 190 Renewable Energy and Green Technology CKPM 202 Fundamentals of Project Management CKSS 100 Fundamentals in Sustainability I	CECN 510 Environmental Economics CKEI 140 Current Topics in energy Management and Innovation CKES 190 Renewable Energy and Green Technology CTEC 210 Fundamentals in Project Management CKSS 100 Fundamentals in Sustainability I

### Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Energy Management and Innovation: Course Deletions; Course Additions*

## F) CHANG SCHOOL CERTIFICATE IN LOCAL ECONOMIC DEVELOPMENT: PROPOSAL

### 1.0 Introduction

Local Economic Development (LED) describes the process in which local governments engage to enhance economic prosperity and quality of life. LED is an area of enterprise with a long history in Canada. It continues to be an avenue to promote local or regional development. LED involves a number of stakeholders—government, non-government, community and private sector organizations—focused on a variety of outcomes such as new business start-ups, greater sectoral diversification, job creation, increased productivity, sustainable growth, improved quality of life among others.

For the purpose of this proposal, LED refers to the process in which the local government, or some agency, authority or organization on behalf of the local government, engages to enhance a community's capacity to effect economic progress in both a quantitative and qualitative manner.

### 1.1. Certificate Goals and Ryerson's Mission

Consistent with the University's Mission and the Chang School's academic plan, the overarching goal of the Certificate is to successfully prepare graduates in the workforce with the knowledge and competence to address the current and emerging area of local economic development.

Ryerson University is in a unique position to take a leadership role in providing the target audience with a relevant and high-quality foundational program in the area of LED. The proposed program is aligned to current competencies and foundational knowledge areas represented both by the Economic Developers Association of Canada (EDAC) and the International Economic Development Council (IEDC) who aim to enhance professional competence and advance economic development as a profession.

#### 1.1.1 Equity, Diversity and Inclusion

The proposal in LED meets the objectives of Ryerson University's Office in Equity, Diversity and Inclusion (EDI).

- Equity:* To promote the creation of opportunities and removal of barriers that may inhibit a student's continuing education, the proposed Certificate in LED provides a normal and fast track option to promote access for students to best meet their schedules. At only four courses, students are able to

obtain a Certificate acknowledging their investment in continuing studies while also having the opportunity to apply for credits to support their Ec.D certification through EDAC.

*b) Diversity:* To demonstrate respect for diversity in knowledge, worldviews and experiences, the Certificate appeals to a diverse audience across life/career stages and disciplines. Furthermore, through the research-based certificate credit courses, students have the opportunity to contribute their personal and professional experiences with self-directed research projects that will address their objectives and that are related to community engagement, leadership and development. Students are also encouraged to apply learnings to specific issue related to learner's current community or organizational practice, which may include historical and under-represented or marginalized groups, including Aboriginal peoples, ethnic minorities and low-income communities or neighbourhoods.

*c) Inclusion:* Given the University's commitment to valuing equitable, intentional and ongoing engagement of diversity, the Certificate's Program Advisory Council and Subject Matter Experts demonstrate diversity across professional experiences in local economic development as well as working with diverse communities and populations. The commitment to inclusion will be further fostered in the hiring and training of instructors to foster a welcoming, supportive and respectful learning environment.

### **1.1.2. Approval for certification by EDAC**

The proposed Certificate is an extremely valid proposition for both employers and students, given the recent approval for certification by EDAC. Upon successful completion of the Ryerson LED Certificate, graduates may apply to receive 20 points towards the 45 points required for their EDAC Accreditation. EDAC's approval is a critical component for the success of the Certificate as The Chang's School's environmental scan indicated that certification by EDAC is a growing requirement for job opportunities in LED, both provincially and nationally.

Research into the trends impacting employment in this field reveal that the target groups for this Certificate, such as municipalities and government agencies, are experiencing financial challenges with their LED budgets, which is driving the need for their employees to be LED certified. As well, a growing number of certified LED professionals are fast approaching retirement age, thus creating employment opportunities for younger certified professionals, in both private and public sectors, within the next five years.

Approval for certification by EDAC is also highly relevant and significant to the Certificate's success as the core mission of EDAC is to nationally advance economic development as a profession and to enhance professional competency within the field. Professional accreditation by EDAC provides certified LED professionals with further professional development opportunities such as a Master's degree in LED, seminars/courses, an annual national conference as well as access to a national economic development network and a host of other valued resources. An additional opportunity for certification with the International Economic Development Council (IEDC), has also been recently identified by the PAC, which will only serve to further reinforce the Certificate as a valid proposition for both students and employers.

### **1.2 Target Audience**

The Certificate is targeted to a combination of introductory/entry-level, experienced and advanced professionals in local economic development, including:

- Current undergraduate students in Urban and Regional Planning;
- Recent (within last year) graduates of Urban and Regional Planning;
- Students from other faculties in Ryerson including Business Management and Administration, Public Administration, Economics and Marketing and Communications;
- Individuals looking to change career focus to local economic development;
- Practitioners working in government and community agencies and municipalities who would like to improve their education, skills and career opportunities; and

- Municipal politicians, NGOs and residential as well as commercial realtors, across all municipalities nationally.

### 1.3 Certificate Structure

The Certificate will consist of four required courses (2 degree credit; 2 certificate credit):

Course	Title	Description	Hours	Prerequisite*
CPL 745	Local Economic Development	Degree Credit	39 hrs	None
CPL 845	Economic Development and Business Improvement	Degree Credit	39 hrs	CPL 745
CVUP 155	LED Applied Research Project	Certificate Credit	30 hrs	CPL 745
CVUP 160	Capstone Project in LED	Certificate Credit	30 hrs	CPL 845

\* Existing pre-requisites for PLE 745 and PLE 845 will be removed from the calendar.

#### 1.3.1 Delivery Mode

The program will offer a combination of normal and fast track course deliveries. The normal offering for a total of 1 year includes 1 course a semester (Fall, Winter, Spring, Summer). The fast track could be intensive courses with durations of 2 months in total. This includes 2 weeks classroom time for degree credit courses (CPL 745; CPL 845) and 6 weeks for the completion of Certificate credit courses (CVUP155; CVUP160). For both offerings, industry guest lecturers will be invited to the face-to-face time, thus adding value to the course for learning, discussion and networking opportunities.

#### 1.3.2 Course Calendar Descriptions

##### **CPL 745 – Local Economic Development**

This course introduces learners to the basics of local economic development. The course provides a historical overview of the profession and roles EDPs play in the local economy. The second phase of the course focuses on the spectrum of LED activities of EDPs: strategic planning, LED marketing, economic impact analysis and KPIs, foreign direct investment and strategic alliances, business retention and expansion, investment readiness, and tourism development, among other topics.

##### **CPL 845 - Economic Development and Business Improvement**

This course builds on the foundation laid in CPL 745 by adding specialized topics and techniques that are often employed by economic developers, including entrepreneurship ecosystems, municipal finance and budgeting, workforce development, local politicians and their role in LED, planners and EDPs relationship, business improvement areas and their role in LED, and communications and public relations for EDPs.

##### **CVUP 155 - LED Applied Research Project**

This course is an applied research paper focused on core LED topics learned in CPL 745. A key outcome of a municipal LED case study will be an analysis of how community members can be engaged and mobilized on an issue or initiative for community benefit and how community leadership can be activated and supported in that endeavour.

##### **CVUP 160 - Capstone Project in LED**

This course is a capstone project that builds on the topics learned in CPL 745 and 845. Groups of students will be formed. Students will be provided a LED project that reflects a specific challenge in a community. Examples of possible projects include the development of a presentation based on analysis of a set of real life scenarios or the analysis of a community issue.

### 1.4 Certificate Learning Outcomes

<p><b>GOAL 1.</b> Provide basic fundamentals and practical knowledge on current best practices and innovative approaches within the field of Local Economic Development.</p>
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**LEARNING OUTCOMES**

- Understand the working relationship between economic development practitioners and other professionals, the marketing tools used to retain and attract businesses, promoting tourism and conventions and networking function vis-à-vis the private sector, the utilities sector, and working relationships with other levels of government and agencies.
- Describe the basic fundamentals of LED, the difficulties and shortcomings of the profession and the viable solutions, which have been offered to try to address these concerns.
- Identify the components of marketing strategies
- Critique the principles of attracting and retaining business.
- Apply marketing principles to produce a comprehensive a marketing brochure
- Appraise the effectiveness and efficiency of a community project.
- Analyze and evaluate public and private LED governance models.
- Compare and evaluate local tourism strategies and downtown revitalization plans
- Review of a LED program, identify gaps in the process and evaluate alternative approaches.
- Articulate professional and personal learning objectives while exploring opportunities for projects that will address their objectives and that are related to community engagement, leadership and development.

**GOAL 2.** Provide an understanding of: the principles and practice of entrepreneurship ecosystems, incubators and accelerators; the concepts and practices of workforce development; the role of politicians and urban planners within the field of Local Economic Development; the roles of LED professionals in communications and public relations.

**LEARNING OUTCOMES**

- Understand the constructive partnerships in the community.
- Recognize the networking opportunities between politicians and urban planners.
- Discover how government, private sector organizations, NGOs and learning institutions in this field operate in practice, including, the structural, organizational and jurisdictional relationships among various levels of the profession.
- Distinguish the various types of the entrepreneurship ecosystems.
- Reflect on praxis, the relevance and application of conceptual and theoretical knowledge and information found in the literature and expounded in the classroom.
- Practice how to respond to public and media relations challenges through case studies.
- Develop a business succession plan for the community, as applicable.

**GOAL 3.** Provide opportunities for skills development in creativity and innovation, critical thinking and problem solving, collaboration, flexibility to be able to respond to current LED challenges.

**LEARNING OUTCOMES**

- Work collaboratively with other specialist to develop policies and program strategies.
- Use a variety of methodologies and approaches to problem solve
- Evaluate, analyze and create new concepts, policies and program strategies in LED.
- Conduct individual and group research and field paper that will result in a more profound understanding of a specific LED issues.
- Evaluate and analyze an actual case study.
- Create new policies and concepts.
- Prepare effective written and oral communication presentations for internal and external stakeholders.
- Demonstrate the ability to arrange and conduct interviews for data gathering purposes and evaluate the acquired data.
- Contribute to individual and group learning on the subject matter of the course by providing constructive observations, commentary and reflections on their colleagues' contribution and work in the course.
- Through dialogue and exchange in-group sessions, demonstrate progressively enhanced skills in listening and engaging in constructive and mutually respectful discussion, debate and cogent discussions.

**1.5 Curriculum Development**

The principles of EDI will be integrated throughout the development of course materials. Based on the preliminary scan completed by the Chang School, a focus on Aboriginal community development was deemed a critical component to foster a comprehensive perspective on local economic development. Currently, Aboriginal community development topics are proposed as part of the two degree credit courses. However, more in depth consultation is planned with Aboriginal faculty at Ryerson as well as representatives from the community to better immerse key principles of Aboriginal leanings and



experiences. It is also expected the immersion of Aboriginal community development will also be a potential focus for the self-directed individual and research Certificate credit courses.

So far, the LED program has entered into a partnership with the Ontario First Nations Economic Developers Association to jointly deliver course materials focusing on Aboriginal-focused policies that address economic challenges facing Aboriginal communities. In addition, and in collaboration with Dr. Wayne Caldwell, Canada's leading authority on Rural Community Economic Development, course material is being developed with around developing prosperity a stable and declining population, with best practices in economic development and planning for rural communities.

## **2.0 Academic Management**

The academic home for the Certificate in Local Economic Development is the School of Urban and Regional Planning. Faculty and School Council approved the certificate on October 17, 2016. The Chang School will offer and assume administrative responsibility of offering the Certificate. The Standing Curriculum Committee and The Program Advisory Council shall meet annually and may meet more often at the call of the Chair. The Academic Coordinator for the Certificate will present a report that will include course registrations, Certificate registrations, and Certificate completion rates or any other business relevant to the state of the Certificate.

### **2.1 Admission Policy**

It is recommended that applicants have the following:

- OSSD with six Grade 12 U or M credits (including English), with a minimum average of 60 percent, or equivalent
- Mature students with a College Diploma, undergraduate degree or a combination of work and life experience.

### **2.2 Evaluation Modes**

All Certificate courses require at least three evaluation components with no individual component worth more than 40% of the overall grade. Student evaluation for the LED Certificate will take the form of research and report writing (all four courses), in class examinations (CPL745; CPL845), and oral presentations (CVUP155; CVUP160). CPL745 and CPL845 (degree credit) each have 4 assessments; 3 assignments are worth 20% each and the exam 40%. CVUP155 and CVUP160 (Certificate credit) have various assessment milestones during the process.

In order to successfully finish the LED Certificate program, students are required to undertake the following:

1. The independent capstone research paper may be related to the work of the City of Toronto, offering placement opportunities that will be invigilated and formalized.
2. The group capstone project is an experiential project where the students apply the knowledge and theory they have learned throughout the certificate program in a real-world setting to examine a specific LED idea or problem. With the guidance of a faculty mentor, students will produce a substantial paper that reflects a deep understanding of the topic. Case studies and program evaluations tend to be the most popular forms of capstone projects for students.

## **3.0 Certificate Resources**

### **3.1 Library Support for the Certificate in Local Economic Development**

The Ryerson Library collections and services will be more than sufficient for the needs of students and faculty in support of the proposed certificate in Local Economic Development. Students of the certificate program may find the resources/research guides that support the degree programs in Economics and Management Science and Urban & Regional Planning useful.

**3.2 Staffing**

In addition to the Academic Coordinator's responsibilities, the following human resources are required for the successful implementation of the Certificate in LED:

- Program Coordinator
- Instructors
- Program Director

**4.0 Societal Need****4.1 Enrolment**

It is expected that the first and second intakes will primarily consist of approximately 15 students (3<sup>rd</sup> and 4<sup>th</sup> years) from the School of Urban and Regional Planning, combined with an estimated 10 students (mature students and career changers) from The Chang School

**4.2 Employment Overview**

Using the websites of EDAC (Economic Developers Association of Canada) and EDCO (Economic Developers Council of Ontario), the following are current job offerings, in LED, many of which require a Certificate in Economic Development or eligibility for certification:

- Chief Executive Officer (Chamber of Commerce)
- Director, Economic Development and Tourism
- Director, Creative Economy
- Director, Community Development and Innovation
- Director, Business Development
- Manager, Economic Development and Planning
- Manager, Economic Diversification Department
- Tourism Manager
- Program Administrator
- Program Coordinator – Planning and Economic Development Department
- Marine Economic Development Coordinator
- Economic Development Officer
- Economic Development and Communications Officer
- Economic Development Analyst
- Economic Development Specialist
- Community Economic Developer

Further online research into job opportunities was conducted using various search engines and career/job sites and some public sector organization career sites. The findings showed jobs primarily in the public sector (approximately 80%) and in the private or not for profit sectors, including:

- NGOs
- BIAs across the country
- Federal, provincial and municipal governments
- Ontario Public Service
- Universities and colleges
- Site selector positions
- Community Resource Centres
- Economic Development consulting companies
- Financial Institutions
- Real Estate organizations
- Immigration services agencies
- Social enterprise development agencies (aboriginal communities)
- City co-ops/municipal economic development corporations

The Certificate in Local Economic Development will provide all students with the ability to develop/acquire technical skills and to build the competencies required for job positions in Economic Development:

- Have an in-depth knowledge of the economic development process.
- Understand Governance as it relates to the LED structure.
- Understand and execute operations inclusive of mentoring, creating partnerships and creating alliances through networking.
- Hone communication skills pertaining to presentations, media relations and communications planning.
- Understand how to conduct tactical and strategic municipal planning and build strategies.
- Understand how to create and present marketing/sales plans.
- Have a good understanding of financial statements, budgets, and be able to access and analyze risks, and know how to create a business plan.

### 4.3 Sector Survey and Analysis: Trends impacting employment in LED

Given that the baby boomer generation is currently fast approaching retirement age, within the next five years, positions in economic development are increasing both within the private and public sectors, provincially and nationally. Most significantly, the environmental scan conducted by The Chang School, reflects that there are multiple job opportunities in the field of economic development. At the time of the scan, approximately 60% of the jobs were in Ontario. Also, around 25% of the positions required candidates to have their Economic Development credentials.

### 5.0 Comparator Certificate Programs

There are a limited number of programs that offer education in the field of Economic Development. Of specific relevance, in late 1971, the founders of EDAC decided that a course in Industrial Development should be made available to all Canadian Economic Developers. This course would be both academic and practical in nature, thus enabling developers to broaden their horizons. The University of Waterloo was chosen in 1972 to pilot Year One of this Economic Development program and this program remains the only viable competitor in Ontario to Ryerson's proposed Certificate in Economic Development. The Certificate in Economic Development was introduced in 1985 and the Masters program in 1988. Today, both programs constitute a joint venture between the University of Waterloo and EDAC.

To offer such a program to a broader group of Canadians, in 1987, EDAC entered into an agreement with the Association des commissaires industriel du Quebec (A.C.I.Q) to provide a French Language Economic Development program at the University of Quebec in Montreal. EDAC was then able to offer educational programs in both official languages.

Since 2012, the Economic Developers Association of Alberta has partnered with the University of Calgary to combine courses in Community Economic Development, offered by EDA, with business and management training, provided by the University of Calgary. These programs, combined with field experience, aim to provide a deeper understanding of processes and operations within economic development which pertains to Canada. They also provide the students with the knowledge and training to write the certificate exam for the Ec.D professional designation from EDAC.

### 6.0 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 Local Economic Development: Proposal*

### G) For Information: CHANG SCHOOL CERTIFICATES – REVISIONS

#### March 2017


- Certificate in Accounting-Finance: Elective Course Deletions (CACC 507; CACC 607)
- Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition: Course Deletion (CFNP200); Course Addition (CFNP350)
- Certificate in Advanced Nursing Leadership and Management: Course Deletion (CMHR 638)

#### April 2017

- Certificate in Advanced Nursing Leadership and Management: Course Deletion (CKPM 202); Course Addition (CTEC 210)
- Certificate in Community Engagement, Leadership and Development: Course Deletion (CKPM 202); Course Addition (CTEC 210)
- Certificate in Design Management: Course Deletion (CKPM 202); Course Addition (CTEC 210)
- Certificate in Health Studies: Course Deletion (CKPM 202); Course Addition (CTEC 210)
- Certificate in Project Management for Technical Professionals: Course Deletion (CKPM 202); Course Addition (CTEC 210)

vi. Certificate in Sustainability Management and Enterprise Process Excellence: Course Deletion (CKAR 610)

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

Annette Bailey, Faculty of Community Services, Nursing

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

Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering

Vadim Bostan, Faculty of Science, Chemistry & Biology

Yi Feng, Ted Rogers School of Management, Finance and Accounting

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

Jay Wolofsky, Library

Linda Koechli, Chang School of Continuing Education

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