SENATE MEETING AGENDA

Monday, December 5, 2017

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Tuesday, December 5, 2017

THE COMMONS - POD 250

4:30 p.m.   Light dinner is available

5:00 p.m.   Committee of the Whole discussion regarding examination scheduling issues. There will be a brief presentation, highlighting points in the documents included in the Academic Governance and Policy Committee (AGPC) report in this agenda, followed by a few questions for Senators to consider. Feedback from the discussion will be provided to the Academic Policy Review Committee (APRC).

5:45 p.m.   Senate Meeting starts

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1. Call to Order/Establishment of Quorum

2. Approval of the Agenda
   Motion: *That Senate approve the agenda for the December 5, 2017 meeting*

3. Announcements

Pages 1-7   4. Minutes of the Previous Meeting
   Motion: *That Senate approve the minutes of the November 7, 2017 meeting*

5. Matters Arising from the Minutes

6. Correspondence

7. Reports
Pages 8-15   7.1 Report of the President
   7.1.1 President's Update

Pages 16-20   7.2 Achievement Report

7.3 Report of the Secretary

Pages 45-82   7.4.3 Report #F2017-2 of the Curriculum Implementation Committee (CIC): M. Moshé

Pages 45-56   7.4.3.1 **Motion**: *That Senate receive for information the December 5, 2017 Curriculum Implementation Committee Report to Senate; and, That Senate request the Vice-Provost Academic to report semi-annually on whether and how each of the recommendations in the Report has been addressed.*

Pages 57-76   7.4.3.2 **Motion**: *That Senate approve the proposed Policy 2: Undergraduate Curriculum Structure.*

Pages 77-82   7.4.3.3 **Motion**: *That Senate approve the proposed Implementation Plan; and, That the Timeline contained in Appendix I of the Plan be accepted as a guideline, with milestones and any divergences reported and explained to Senate throughout the implementation process.*

Pages 83-107   7.5 Report #F2017-2 of the Yeates School of Graduate Studies (YSGS)

Pages 83-96   7.5.1 Periodic Program Review – Master of Journalism

Motion: *That Senate approve the Periodic Program Review – Master of Journalism as described in the Senate agenda.*

Pages 97-107   7.5.2 For Information: One year follow-up report to Periodic Program Review – Master of Nursing

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda
    11.1 Progress Indicators from the University Planning Office (UPO)
    http://www.ryerson.ca/senate/agenda/2017/Progress_Indicators_December_2017_Senate.pdf

Pages 108-111   11.2 Awards & Ceremonials Committee Convocation Report

11.3 Various course change forms
    http://www.ryerson.ca/senate/agenda/2017/Course_Change_Forms_December_2017.pdf
    ▪ **Faculty of Arts:**
    Economics; English; Geography & Environmental Studies; History; Languages, Literatures & Cultures; Philosophy; Politics & Public Administration; Psychology; Sociology

- **Faculty of Communication & Design:**
  Creative Industries; Fashion; Graphic Communications Management; Image Arts; Interior Design; Professional Communication; RTA School of Media; School of Performance

- **Faculty of Community Services:**
  Child & Youth Care; Disability Studies; Midwifery; Nutrition & Food; Urban & Regional Planning

- **Faculty of Engineering & Architectural Science:**
  Electrical & Computer Engineering

- **Faculty of Science:**
  Chemistry & Biology; Computer Science; Mathematics; Medical Physics; Physics; Undeclared Science

- **Ted Rogers School of Management:**
  Accounting & Finance; Entrepreneurship & Strategy; Finance; Finance Minor; Health Services Management; Hospitality & Tourism; Information Technology Management; Retail Management

12. Adjournment

SENATE MINUTES OF MEETING
Tuesday, November 7, 2017

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
J. Austin	C. Antonescu	E. Harley	B. Baum
M. Benarroch	I. Baitz	R. Hudyma	C. Davenport
M. Bountrogianni	S. Benda	E. Kam	L. Emberson
C. Hack	R. Botelho	K. Kumar	S. Faruqi
M. Lachemi	B. Ceh	V. Magness	E. Hysi
I. Mishkel	K. Church	D. Mason	F. Muto
M. Moshé	P. Danziger	A. McWilliams	T. Nowshin
S. Murphy	Y. Derbal	S. Rakhmayil	R. Rezaee
C. Shepstone	S. Dolgoy	N. Thomlinson	R. Syed
P. Stenton	H. Doshi	J. Tiessen	N. Ul Saqib
P. Sugiman	C. Dowling	K. Underwood	
	N. Eichenlaub	K. Venkatakrishnan	
	A. Ferworn		
			EX-OFFICIO
			A. Najibzadeh
			D. Lis
SENATE ASSOCIATES:			**ALUMNI:**
A. M. Brinsmead			J. Makuch
M. Zouri			C. Tam

REGRETS:		ABSENT:	
L. Barnoff	R. Ravindran	J. Friedman	
T. Burke	J. Winton	L. Pine	
R. Chumak-Horbatsch	J. Zboralski	V. Tanveer	
I. Coe	S. Zolfaghari		
M. Dionne			
T. Duever			
C. Falzon			
S. Liss			
J. Mactavish			
D. O'Neil Green			

1.   Call to Order/Establishment of Quorum

2.   Approval of the Agenda
      Motion: *That Senate approve the agenda for the November 7, 2017 meeting*

      The Chair suggested amending the agenda in order to add Item 7.6, to be discussed after
      the results of the election described in Item 7.4.3.3 are known. Item 7.6 will be:
      "**Motion***: That Senate approve the following three Senate members as representatives on
      the Chancellor search committee"*
      (A. McWilliams moved; D. Mason seconded.)
      Motion approved

3.   Announcements - None

4.   Minutes of the Previous Meeting
      Motion: *That Senate approve the minutes of the October 3, 2017 meeting*
      D. Mason moved; I. Baitz seconded
      Motion Approved.

5.   Matters Arising from the Minutes - None

6.   Correspondence - None

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

      President Lachemi congratulated Steven Murphy, Dean of the Ted Rogers School of
      Management (TRSM) on his new appointment as President Elect of the Ontario
      University of Technology (UOIT), due to start on March 1, 2018.

      The President reported that there were six Fall convocation ceremonies, which took place
      on October 10, 11 and 12. He provided some details on the number of graduates,
      reminded Senate that Honorary Doctorates were awarded to Helen Vari and Frank
      Iacobucci, noted that Ryerson now has approximately 189,000 alumni, and thanked all
      Senators who participated in the ceremonies. [NOTE: A full convocation report will be
      submitted for information in the December 5, 2017 Senate meeting agenda.]

      The President also thanked staff from University Advancement, and other staff, faculty
      and students who helped organize and welcome approximately 900 visitors to Ryerson's
      Alumni weekend on October 14 and 15, culminating in the Alumni dinner and
      Achievement Awards night, which had about 600 people at the Mattamy Athletic Centre
      (MAC). Videos were created to showcase the award winners; one of the videos was
      presented at this Senate meeting, and the others will be presented at subsequent meetings.

President Lachemi also noted that on November 28, 2017, at the MAC, the Economic Club of Canada will host an event – *The Economics of Equality: Advancing Women and Girls to Change the World — A Conversation with Former First Lady, Michelle Obama*.

He updated Senate that the search for a new Vice President, Administration and Operations is going well, and that he will keep Senate posted on the search committee's progress.

President Lachemi reported that Ryerson received approval of its law school proposal from the Ontario Universities Council on Quality Assurance ("the Quality Council"), and that we are now waiting to hear from the Federation of Law Societies of Canada. He thanked the team that has worked on the initiative to this point, including Anver Saloojee, Provost Benarroch, and many others.

The President announced that Ryerson has signed its Strategic Mandate Agreement 2 (SMA 2) with the provincial government, but that details cannot be released until all universities have signed their SMAs. He mentioned that there are ongoing concerns regarding funding for Masters-level enrollment, but that a process for discussing those concerns has been arranged.

Regarding Ryerson's response to the Truth and Reconciliation Commission recommendations, President Lachemi reminded Senate that a working group was formed in 2016, headed by Denise O'Neil Green, and that Senate will be updated as the University continues to work on its response.

7.2   Achievement Report

7.3   Report of the Secretary
The Secretary reported that the process for bringing council bylaws to Senate was discussed at the most recent meetings of the Academic Governance and Policy Committee (AGPC) and the Senate Priorities Committee (SPC), with the aim of streamlining that process. He also noted that, in general, Senators are encouraged to contact him in advance of a Senate meeting if they notice any errors in the agenda or in any of the agenda documents.

7.4 Committee Reports
7.4.1 Report #F2017-2 of the Academic Standards Committee (ASC):   M. Moshé

7.4.1.1 TRSM proposal to use CMN 279 (Introduction to Professional Communication) as the required Professional Communication course for all TRSM students

Motion: *That Senate approve the TRSM proposal to use CMN 279 (Introduction to Professional Communication) as the required Professional Communication course for all TRSM students, as described in the Senate agenda*

M. Moshé moved; S. Murphy seconded.
Motion Approved.

7.4.1.2   Urban and Regional Planning: Removal of PLG 700 (Contemporary Urban Issues)

Motion: *That Senate approve the Urban and Regional Planning proposal to remove PLG 700 (Contemporary Urban Issues) as described in the Senate agenda*

M. Moshé moved; D. Lis seconded.
Motion Approved.

7.4.1.3   Midwifery Education Program (MEP) proposal for changes to its admission
 requirements.

Motion: *That Senate approve the Midwifery Education Program proposal for changes to its admissions requirements as described in the Senate agenda*

M. Moshé moved; S. Liss seconded.
Motion Approved.

7.4.1.4   Computer Science proposal for a minor in Computer Science.

Motion: *That Senate approve the proposal for a Minor in Computer Science as described in the Senate agenda*

M. Moshé moved; D. Mason seconded.
Motion Approved.

7.4.1.5   School of Interior Design curriculum revisions

Motion revised to read: "*That Senate approve the proposal for curriculum revisions in the School of Interior Design as described in the Senate agenda, with the following correction: At page 27, the paragraph under "Phasing in-out of Curriculum" be deleted and replaced with: "The new curriculum will be implemented for new admissions starting in the Fall 2018. All other cohorts will complete the former version of the curriculum."*

M. Moshé moved and A. McWilliams seconded the revised motion.
Revised Motion Approved.

7.4.1.6   School of Creative Industries proposal for a minor in Communication Design

Motion: *That Senate approve the proposal for a Minor in Communication Design as described in the Senate agenda*

M. Moshé moved; A. McWilliams seconded

K. Church asked how the Faculty of Community Services, especially the School of Disabilities Studies, can potentially be involved in the minor, in terms of including some its courses in the minor and having its students take the minor.

M. Moshé responded that all programs can add courses from the new minor to their list of electives. J. Nadler confirmed that his department is interested in including courses from other programs. President Lachemi encouraged those in charge of the minor to bring any suggested changes back to Senate.

Motion approved.

7.4.2   Report #F2017-2 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

7.4.2.1   Academic Policy Review Committee (APRC) update: M. Moshé provided an update on the committee's work, including the launch of a pilot program in TRSM for an online Academic Consideration Request (ACR) system, which is planned to be expanded to perhaps one more Faculty in Winter 2018, before being rolled out to the rest of the University. The committee plans to bring feedback on the exam policy (#135) to Senate soon, as well as a report from the Registrar on exam scheduling.

7.4.2.2 Update on the Review of [Ryerson's Freedom of Speech statement](#)

Provost Benarroch provided a brief update on the committee's meetings so far. V. Magness referred to the last sentence of the current Statement on Freedom of Speech, which reads: "The university may act when speech on campus is used in a way that is itself unlawful or prevents the lawful exercise of free speech by others." She inquired as to how the university decides what type of speech constitutes a threat to" the lawful exercise of free speech by others." President Lachemi responded that the committee will discuss this issue as part of its process, including consultation with the Ryerson community, and report back to Senate.

7.4.2.3 Update on Review of [Senate Bylaws](#)

Provost Benarroch reported that the composition of a committee will be discussed at the next AGPC meeting, and that further information will be brought to the next Senate meeting.

7.4.2.4   Notice that the FLD grade designation will be implemented for Fall 2017 as per Policy 46 ("the GPA policy"): C. Hack noted that the details of this move are provided in the agenda document related to this item, and briefly highlighted that this is a grade category already included in policy, but not previously implemented. She noted that students in the past have not been disadvantaged by the lack of the grade's use, but that using it from now on will clarify that a failure in a Pass/Fail course does not affect a student's GPA.

7.4.3 Report #F2017-1 of the Senate Priorities Committee: M. Lachemi

7.4.3.1 Notice from the Awards and Ceremonials Committee (AWCC) that Spring convocation ceremonies are moving to the Mattamy Athletic Centre (MAC), starting in June 2018. The move will allow students to invite more guests, and will likely reduce the total number of ceremonies, as well as the length of each one.

7.4.3.2 Recommendation from the Awards and Ceremonials Committee (AWCC) to add an alumni representative to the AWCC membership

Motion: *That Senate approve the recommendation from the Awards and Ceremonials Committee (AWCC) to add an alumni representative to the AWCC membership*

Provost Benarroch moved and A. McWilliams seconded.
Motion Approved.

7.4.3.3 Election of Senate representatives to the Chancellor search committee. See SPC report in the agenda package for details.

The President noted that A. McWilliams (faculty representative) and M. Bountrogianni (*ex officio* representative) were already listed in the agenda as the sole nominees in their categories, and that there are two nominees in the student representative category: R. Rezaee and D. Lis. The President asked if there were any additional nominations from the floor; none were received. Ballots were distributed to Senators to cast their vote for one of the two student nominees.

Results of the vote for a student Senator representative on the Chancellor Search Committee:
45 ballots cast
1 invalid vote
29 votes for D. Lis
15 votes for R. Rezaee
D. Lis elected

7.4.4 Report #F2017-1 of the Curriculum Implementation Committee (CIC): M. Moshé
The Committee is providing **three** Notices of Motion for items to be considered at the December 5, 2017 meeting of Senate. Supporting documentation is provided in the November 7 agenda for Senators to consider prior to the December meeting. M. Moshé stated that two information sessions have been scheduled to discuss these motions prior to the December Senate meeting.
Discussion ensued regarding the logistics of implementing the curriculum structure changes. It was suggested that the issues be raised at the upcoming information sessions and/or at the December Senate meeting when the motions will be brought for approval.

7.4.4.1 **Notice of Motion:** That Senate receive for information the December 5, 2017 Curriculum Implementation Committee Report to Senate; and, That Senate request the Vice-Provost Academic to report semi-annually on whether and how each of the recommendations in the Report has been addressed.

7.4.4.2 **Notice of Motion:** That Senate approve the proposed Policy 2: Undergraduate Curriculum Structure.

7.4.4.3 **Notice of Motion**: That Senate approve the proposed Implementation Plan; and, That the Timeline contained in Appendix I of the Plan be accepted as a guideline, with

milestones and any divergences reported and explained to Senate throughout the implementation process.

7.5   Report #F2017-1 of the Yeates School of Graduate Studies (YSGS)

7.5.1 New program proposal for the Master of Health Administration (Community Care)

Motion: *That Senate approve the new program proposal for the Master of Health Administration (Community Care) program as described in the Senate agenda.*

J. Tiessen moved; V. Magness seconded

Discussion ensued regarding funding of the new program, as well as potential overlap between the new program and existing programs, especially Disability Studies. President Lachemi clarified his earlier comments about the status of funding for graduate programs at Ryerson – that there is not a shortfall, but that the University is working with the provincial government on the exact number of funded Masters slots. J. J. Tiessen stated that the Faculty of Community Services was consulted as part of the new program's development, and that further discussion on the evolution of the program with interested parties is welcome.

Motion Approved.

7.6 **Motion**: *That Senate approve the following three Senate members as representatives on the Chancellor search committee:*
Student Representative: D. Lis
Faculty Representative: A. McWilliams
Ex-officio Representatives: M. Bountrogianni

M. Benarroch moved; E. Kam seconded
Motion Approved.

8.   Old Business - None

9.   New Business as Circulated - None

10.   Members' Business - None

11.   Consent Agenda
11.1   Course changes from Faculty of Arts:
(see http://www.ryerson.ca/senate/agenda/2017/Course_Change_Forms_Nov2017.pdf)
English; Arts & Contemporary Studies; Criminology; and Geography & Environmental Studies

12.   Adjournment
       The meeting adjourned at 6.32 p.m.

Ryerson University
President's Update to Senate
December 5, 2017

RETIREMENTS – with appreciation and thanks

Janice Winton, vice-president, administration and finance, is retiring in January after 26 years at Ryerson: appointed executive director financial services in 1991, chief financial officer in 2012, serving as interim and appointed vice-president in 2015. From food to recycling, bikes to tech and more, Janice champions teamwork, city-building, and a 'people first culture' of inclusion and blue-and-gold pride.

Joanne Dallaire (Doctor of Laws *honoris causa* '11) retiring Ryerson Elder, joined the university in 2005 with the Aboriginal Education Council in the Office of Aboriginal Initiatives, and as traditional counsellor in Aboriginal Student Services, dedicated to respect for Indigenous people, their culture, concerns and contributions – and will continue her connection to Ryerson as a valued mentor and ceremonial leader.

Paul Stenton, deputy provost and vice-provost, university planning office, is retiring after 18 years at Ryerson guiding the university's enrolment and program growth planning, academic budget planning, strategic analysis and data management, and adapting to funding formulas and government policies – and will continue to serve on external committees and as special advisor to the president and provost.

APPOINTMENTS

Steven Murphy, dean of the Ted Rogers School of Management, has been named the new president and vice-chancellor of the University of Ontario Institute of Technology (UOIT) effective March 1, 2018. Over his term at Ryerson he championed diversity and city-building and grew the reputation of TRSM with the MBA program ranked among the Top Ten programs in Canada by *Canadian Business* and the top 100 worldwide by *The Economist*. The TRSM co-op model and Dean's Council engaged sector experts in the integral elements of an innovative business education. We are proud to wish him every success.

Anthony Bonato, mathematics, has been named the Ryerson Fellow at Massey College for 2017-18, the sixth Ryerson fellow and the first from the faculty of science. Author of more than 100 research articles and two books (with a third upcoming) on network science, and an international speaker and research collaborator, the fellowship will advance his work in an exceptional environment and provide a unique interdisciplinary experience for seven graduate students working on their theses.

Denise Campbell joined Ryerson as executive director of community safety effective November 20th, bringing 26 years of leadership experience, most recently at Cape Breton University as the manager of safety, security and risk including emergency management and employee training, and formerly in progressively senior roles over 19 years with Toronto Police Services. Denise earned a bachelor of arts from York University and has completed numerous risk management certifications.

DISTINGUISHED VISITORS

Angeline Tetteh-Wayoe has been appointed distinguished broadcaster-in-residence for a one-year term. The radio producer and host of *Weekend Morning* on CBC Radio 2 brings to Ryerson experience across many areas of audio production, a top-rated career as a producer and radio host in Alberta, a breadth of roles including host, DJ, and voice-acting roles culminating with the launch of her show in September 2016. At Ryerson she will be a mentor and professional resource for students as they test and expand their creativity and vision in navigating and initiating changes in the field.

Sarada Peri, senior speechwriter to President Barack Obama during his second term, member of the 2012 and 2016 Democratic National Convention speechwriting teams and a former principal at the West Wing Writers speechwriting-to-strategy firm visited Ryerson in October as a distinguished visiting fellow to lead a workshop on *Breakthrough Messaging* hosted by the Ryerson Leadership Lab. At a time when the media landscape makes it challenging to be heard, her message was to be authentic and honest, and remember that "storytelling is really important — and maybe more important than ever."

Taien Ng-Chan, co-founder of the Hamilton Perambulatory Unit artists' collective, has been appointed the Faculty of Community Service's first artist-in-residence. Taien's work melds cinema, cartography, poetry, found and digital art to interrogate urban life, for example in a synesthesia map of the Hamilton Farmer's Market through its smells; and a Windsor diorama where digital images appear at the wave of a hand. At Ryerson, in *The Trajectory of Things*, the community is invited to share memories of objects that no longer have any practical use or economic value—but still have memory value and poetic worth.

CONGRATULATIONS

2017 Canada's Walk of Fame includes Ryerson stars Viola Desmond (philanthropy and humanities); Ted Rogers, doctor of laws *honoris causa* '04 (business and entrepreneurship), and David Suzuki, doctor of science *honoris causa* '07 (science and technology); along with Eric McCormack (Theatre '85) hosting the documentary *Beyond Famous: Canada's Walk of Fame* to be aired December 3rd.

Mohammad Al Zaibak, Ryerson Board of Governors, has been named the recipient of the 2018 Toronto Region Builder Award, recognizing leadership in business, philanthropy and community building, and making the Toronto region a better place to live, work and do business, today and for the future.

The Rt. Hon. Chief Justice Beverley McLachlin (Doctor of Laws *honoris causa* '10) has been distinguished with the G. Arthur Martin Criminal Justice Medal, a lifetime achievement award recognizing "one of the most influential exponents and interpreters of the Canadian Charter of Rights and Freedoms."

Liping Fang, mechanical and industrial engineering, has been elevated to Fellow of the international Institute of Electrical and Electronics Engineers (IEEE) for contributions to multiple participant-multiple objective decision-making and decision support systems, effective January 1, 2018.

Canada Research Chairs newly appointed at Ryerson are Seth Dworkin, mechanical engineering, Chair in High Performance Computing and Sustainable Energy; and Dae Kun Hwang, chemical engineering, Chair in Microarchitecture for Advanced Polymeric Materials.

Shiri Pasternak, criminology, is the winner of the 2017 Canadian Studies Network-Réseau d'études canadiennes Book Prize awarded for outstanding scholarship advancing knowledge and understanding of Canada – for *Grounded Authority: The Algonquins of Barriere Lake Against the State*.

Michelle Chaisson, senior legal counsel and assistant secretary of the Board of Governors, was selected by Lexpert as a Rising Star, an award that honours leadership, professional expertise and business acumen, adaptability to change, contribution to success and effectiveness as a team player.

Zanele Muholi , MFA Documentary Media '10, Outstanding International Alumni Award '16, co-founder of the Forum for the Empowerment of Women, has been honoured with the Chevalier de l'Ordre des Arts et des Lettres, France's premier cultural award.

Jacqueline Au, 4th year Fashion, is the recipient of the 2017 Barbara Turnbull Award, named after the Toronto Star reporter who was shot at the age of 18 leaving her quadriplegic, and became an activist for people with disabilities, known for her perseverance and positivity, and love for design and style.

Carter Li, CEO and co-founder of Clean Energy Zone startup SWTCH, was awarded the 2017 Lieutenant Governor's Visionaries Prize in Scientific and Technological Innovation for fighting climate change; and Zone Learning's 2017 Joseph and Antoinette Sorbara Entrepreneurial Award.

Alexander Williams, security and emergency services, received a Community Member Award from the Toronto Police Services Board for his contribution to community safety in foiling an attempted robbery, with coworkers and team members Denis Chu, Lance Campbell, and John Haylow.

Rams men's soccer won the OUA bronze medal in their fifth straight appearance at the OUA Final Four championship, closing out the season with a 3-0 victory over the McMaster Marauders, and following up the silver medal won in the OUA Final Four in 2013.

Viviplan won 1st place ($65,000) and *Fortuna.ai* earned 2nd place ($35,000) as winners in the 2017 DMZ-BMO Fintech Accelerator program launched in May to support the development of emerging Canadian fintech companies with a four-month incubation and mentorship experience.

Ulula won $30,000 as "Best Social Enterprise" for an ethical consumption platform; and *Eatonomy* won $15,000 as "Best Startup Enterprise" for a food distribution app – at Innovate TO150 joining Ryerson, York University, OCAD, and the City of Toronto in celebrating Toronto's social entrepreneurs.

AWARDS EVENTS – Beginning each year in late fall, Ryerson programs celebrate student achievement; the donors and partners that support learning and ideas; and the dedicated faculty and staff advancing Ryerson excellence and creative progress. On a related note, the American Concrete Institute has let me know that I have been awarded the ACI Wason Medal for Materials Research for a co-authored paper, to be presented at the ACI Spring 2018 Concrete Convention and Exposition in Salt Lake City next spring. It is a privilege to be inspired by our students in building distinction and teamwork for Ryerson.

PhD IN URBAN HEALTH – The Daphne Cockwell School of Nursing is presenting a letter of intent to propose a new PhD program in urban health, including requesting input from the community. The Ryerson PhD in Urban Health will be the only doctoral degree granting program that solely focuses on urban health within a Canadian context, located within the most diverse, urbanized city in Canada. Research has shown that urban growth has an impact on the health of populations, leading to complex social and economic challenges such as homelessness, food insecurity, air quality and a reduction in healthy behaviours, and resulting in a rising demand for health and social care. The proposed program responds to the need to prepare qualified professionals across a range of disciplines to study the impact of urbanization and collaboratively evaluate and generate effective comprehensive solutions. The new PhD program will build on the DCSN's existing MN program and other graduate programs in FCS, supported by the expertise of the Urban Health Research Chair and the Tier I CIHR Canada Research Chair in Intervention Design in the DCSN, as well as the John C. Eaton Chair in Social Innovation and Entrepreneurship in the School of Child and Youth Care in FCS. The PhD in Urban Health will be housed in the Daphne Cockwell School of Nursing (DCSN), with an anticipated start date of Fall 2019.

INTERNATIONALIZATION STRATEGY – A discussion paper has been released by AVP international Anver Saloojee as a step toward articulating and gathering input on the university's first internationalization strategy. Three town halls were held in November to share information and elicit responses, and an invitation has been issued to the community to provide feedback online until December 8, 2017. The initiative is based on fostering a sense of global citizenship with a more cohesive strategic vision, built on a breadth of existing and prospective strengths. Five themes are proposed for internationalization at Ryerson: global learning; research collaboration; projects and capacity building; international student recruitment and support; and innovation, incubation and entrepreneurship, complemented by three cross-cutting themes: strategic partnerships; reputation and profile-building; and coordination of

institutional activity. Significant factors moving forward include financial support, the role of technology, data management, communication and networking, including sharing Ryerson achievements more broadly. Prominent in the discussion are the linkages in over 20 countries established by the DMZ and Ryerson Futures Inc., a key differentiator in the vision of Ryerson as a global innovation university. The strategy has the benefit of existing support for participation in international opportunities, including the Ryerson International Work Experience Fund (RIWEF), International Conference and Research Support Fund (ICRSF), Ryerson International Experiential Learning Incentives Fund (RIELIF), and the Ryerson International Exchange Opportunity Scholarship (RIEOS), serving as a foundation to expand and increase the capacity for significantly greater impact – with students at the centre.

GOVERNMENT

The new ***Magnet Export Business Portal*** was announced November 6th at Ryerson by The Hon. Michael Chan, Minister of International Trade. The first of its kind in Canada, and a key component of Ontario's Global Trade Strategy, the web portal will be a centralized trade hub bringing together export programs and services onto one platform. Magnet was co-founded by Ryerson in partnership with the Ontario Chamber of Commerce, and is powered by an intelligent networking platform incubated by the DMZ.

The ***Ontario Economic Summit*** entitled *Opportunity – Inclusion – Transformation: Driving Ontario's Economic Agenda* held November 8-10th joined sectors in discussing the changing economic landscape. With disruptive technologies and business models across all industries challenging the status quo and reshaping the workforce, panels and presentations explored issues such as inclusive economic growth; innovation in energy and transportation; intellectual property and patent reform; and mental wellness. Among the strategies offering potential for growth and success were expanding the emphasis on diverse regional economies; leveraging deep learning and artificial intelligence; and partnering to ensure the next generation has the skills and competencies for innovation, adaptability and planning for the future.

ADA LOVELACE DAY – On October 20th Ryerson partnered with The Fields Institute for Research in Mathematical Sciences in hosting the first Ada Lovelace Day in Toronto. The event joined an annual international celebration day named for a 19th century scientist to recognize and support women working in science, technology, engineering and math (STEM) and to provide role models encouraging more girls to pursue STEM disciplines and careers. The event featured a keynote talk, *The Mathematics of Genomes,* delivered by Professor Lila Kari, School of Computer Science, University of Waterloo, and a panel discussion, *Equity, Diversity And Inclusion In Mathematics – Present and Future ,* with Kathleen Miao, 4th year Financial Mathematics, Ryerson University; Almut Burchard, Professor of Mathematics, University of Toronto; Sheila Embleton, Distinguished Research Professor of Linguistics, York University; and Anthony Bonato, Professor of Mathematics, Ryerson University.

ARCH SCI & FRANK LLOYD WRIGHT – On October 19th the Frank Lloyd Wright Revival Initiative announced that Ryerson had been selected from over 30 competing bids to update Frank Lloyd Wright's Banff Pavilion drawings. A team of seven, including architects and engineers with specialties in historical restoration, environmental systems and controls, architectural modeling, building performance and project management will be led by architectural science professor Yew-Thong Leong, founder of the Ryerson program in architectural preservation and conservation, and a current member of the National Roundtable on Heritage Education. The Banff Pavilion was designed by Frank Lloyd Wright and Francis Conroy Sullivan, Wright's only Canadian student, in 1911 and demolished in 1939. The Ryerson team will be doing a complete literature review on the building, conducting primary and secondary research, and engaging students, faculty, scholars and the broader community in the project. The Frank Lloyd Wright Revival Initiative, founded by filmmaker Michael Miner in 2016, is dedicated to the architect's legacy.

CENTRE FOR FOOD INNOVATION AND NUTRITION DISCOVERY – On October 12th the Hon. Kirsty Duncan, Minister of Science, announced new infrastructure funds from the Canada Foundation for Innovation, including $1.89 million for a project led by Dérick Rousseau (chemistry, director of The Rousseau Labs: the Food Research Laboratory and the Soft Matter Research and Technology (SMaRT) Lab) and Nick Bellissimo (nutrition, director of the Nutrition Discovery Labs: Food Intake Regulation and Satiety Testing Lab, Nutrition and Exercise Testing (NExT) Lab, and Biomarker Analysis and Discovery Lab). The CFI-funded project brings together researchers from Ryerson, George Brown College, the University of Guelph, University of Toronto, and Agriculture and Agri-Food Canada with the goal of improving popular foods for greater satiety while maintaining customer satisfaction and working with partners on novel, industry-ready foods to create economic growth in Canada's agri-food sector. The investment advances Ryerson's Centre for Urban Innovation, under construction on campus.

LUCY MOLNAR WING LECTURE SERIES – On November 2nd the Faculty of Communication and Design launched a new lecture series honouring the late Lucy Molnar, an advocate for film and photography in Canada, welcoming Kelly Reichardt, independent filmmaker and director of *Meek's Cutoff (2010), Wendy and Lucy* (2008), *Old Joy* (2005) and *River of Grass (2004).* The films, produced outside the Hollywood system on budgets never exceeding $2 million, have won critical acclaim at film festivals and attracted talent including Michelle Williams, Jesse Eisenberg, Dakota Fanning, Laura Dern and Kristen Stewart – and are renowned for an approach described by *The Guardian* newspaper as "wonderfully at odds with our expectations of the medium." In an onstage Q&A, the director played scenes from her films and discussed soundscape and effects, the use of music, her commitment to historical accuracy and how low-budget conditions contribute to a greater sense of collaboration and camaraderie.

CHANG @ OERu – The Chang School of Continuing Education is the first teaching institution from Ontario to join the OERu, an international network dedicated to providing more affordable education using open educational resources (OER). From October 17th to 19th international delegates were in Toronto for the 27th Annual International Council for Open and Distance Education (ICDE) World Conference, this year entitled *Online Learning: Teaching in The Digital Age – Rethinking Teaching & Learning.* Established in 2009, the OER Foundation received funding from UNESCO in 2011 to establish a global network (now including educational institutions on five continents) with a focus on students excluded from opportunity and the development of open source processes, technology and learning materials leading to sustainable education futures. Joining OERu advances a key priority for Ontario, with the province providing funding in support of expanding OER production and reuse, administered by eCampusOntario, a partner in the OERu network – and Ryerson participating in a number of these funded projects.

TRSM @ REGENT PARK – In November the Microbusiness Mentorship pilot program brought together two TRSM students and six aspiring entrepreneurs with the goal of expanding the supports needed to grow and establish emerging businesses in Regent Park. The program was spearheaded by TRSM community engagement coordinator Jessica Griffiths in partnership with Haris Blentic, director of employment services at the Dixon Hall Employment Services Centre, and Courtney Sweet, coordinator of community partnerships for The Daniels Corporation. The program combines technical training with one-on-one counseling, with students structuring the sessions to respond to the needs of the group.

STUDENT REFERENDUM – A vote held November 6-9th approved a fee of $5.00 per semester in fall and winter terms, for a total fee of $10.00 per academic year, to be split evenly between the Sexual Assault Survivor Support Line and the Good Food Centre. The fee will be paid by all students enrolled in full-time degree programs starting in September 2018, and adjusted annually for inflation. Founded in 2011, the RSU Sexual Assault Survivor Support Line (SASSL) is a peer-to-peer support service for Ryerson students.

The Good Food Centre (GFC), opened in 1992, was the first campus food bank in Canada to operate a Community Food Centre model while teaching the community about food challenges facing students.

STUDENT DIVERSITY SELF-ID SURVEY – The office of the vice-president, equity and community inclusion is introducing the university's first Student Diversity Self-IDsurvey to better identify barriers to inclusion and guide policy and initiatives to remove them; to identify what groups have access to higher education and specific programs and tailor programming for the needs of distinct student populations; to better understand the representation of equity groups in undergraduate and graduate student population and in specific programs; and to inform decision-making overall. The survey will look at equity groups such as racialized people, Aboriginal Peoples, persons with disabilities, 2SLGBTQ+ people, and women, and all information collected will remain confidential, with only aggregate data reported. For most questions students can indicate how they choose to identify in addition to selecting from the groups listed. Participants may also select a "prefer not to answer" option for each question.

SOCIAL JUSTICE WEEK – From October 23rd to 27th the seventh annual Ryerson program offered a broad perspective on social justice and concrete ideas for change. Eighteen events ranging from roundtables, panel discussions, lunch & learn workshops and lectures welcomed thought leaders, activists, changemakers and participants to consider the themes of Indigenous culture and solidarity, home and belonging, disrupting the school-to-prison pipeline, and building skills to turn passion into action for social change, with a commemorative art installation for Missing and Murdered Indigenous Women organized by Walking With Our Sisters –Toronto. Special guest speakers included Michif artist Christi Belcourt (cofounder, Onaman Collective) discussing decolonization and the need to expand our political imagination; book launches by distinguished visiting professor Leanne Betasamosake Simpson, introducing *As We Have Always Done*, about Indigenous political resurgence rooted in writing, and Shiri Pasternak (criminology) introducing *Grounded Authority: The Algonquins of Barriere Lake Against the State.* The 2017 Mandela Lecture, *Black Be/longing: At the crossroads of art, culture, and human rights* was delivered by contemporary writer and revolutionary thinker M. NourbeSe Philip drawing from her forthcoming book *Blank* in exploring how race, politics, and art intersect in a "multicultural nation." Ryerson Elder Joanne Dallaire opened the *SJW Rally: Music & Words on the Street*, an annual highlight celebrating the art and music of Canada's marginalized communities. Social Justice Week is led by Kiké Roach, the Unifor Sam Gindin Chair in Social Justice and Democracy.

TRANS AWARENESS MONTH – On November 1st, Ryerson held its first-ever trans pride flag raising ceremony, opening a month-long calendar of events to celebrate, honour and raise the visibility of the trans community on campus. Organized by Positive Space at Ryerson, a series of panels and workshops covered topics including identifying barriers to the support of trans students, faculty and staff; making Ryerson a safer campus for trans people and their allies; developing a university-wide teaching strategy to foster transgender pedagogy inside and outside the lecture hall; trans inclusion in design and fashion, and trans inclusion in sport. Special guest Harrison Browne of the National Women's Hockey League, the first openly transgender athlete in North American professional hockey, delivered a keynote address followed by a panel of trans athletes, sport administrators, allies and community advocates. The month ends with a screening of *Lady Valor: The Kristin Beck Story* with former U.S. Navy SEAL Christopher Beck now Kristin Beck on hand for a Q&A. On November 20th the trans flag flew at half-mast to mark Trans Day of Remembrance, honouring and mourning lives lost to transphobic and transmisogynistic violence.

MIND + ACTION – On October 18-19th a symposium entitled *The Many Gods of Canada: Secularism, Religion and Public Policy* brought together leading thinkers for illuminating discussion and debate on Indigenous spirituality and what Canadians can learn from it; religion in a diverse Canada; secularism and faith in Canadian public life; religion and public space; balancing freedom of religion, gender equity and LGBTQ2 rights; and balancing free speech and freedom from hate. Guest speakers, panelists and

moderators included: Chief Richard Atleo (Umeek), University of Victoria; Lori Beaman, Canada Research Chair in Religious Diversity and Social Change , University of Ottawa; Joyce Smith, Ryerson School of Journalism; Rabbi Elyse Goldstein, Rabbi of City Shul and the first woman president of the Toronto Board of Rabbis; Kimberly Murray, Ontario Assistant Deputy Attorney General for Indigenous Justice; Mark Freiman, former president of the Canadian Jewish Congress; Toronto City Councillor Kristyn Wong-Tam, and Ryerson distinguished visiting professors Haroon Siddiqui, Alok Mukherjee, John Ralston Saul and Jim Turk. Students were engaged in the discussion with the 2017 Mind and Action Symposium essay contest, inviting submissions on one of two themes: *What are the challenges, riches and best approaches to living in a multi-religious, secular society*? <u>or</u> *Can religious diversity and secularism co-exist?* Special thanks to Myer Siemiatycki and Anver Saloojee for key contributions to the event. The Symposium was jointly organized by the Office of the Provost and the Faculty of Arts.

REMEMBRANCE DAY – On November 10th, the Ryerson community joined in reflection and tribute honouring those who have given their lives for our freedom. The annual Remembrance Day ceremony took place in the Quad with remarks from university provost and vice-president academic Michael Benarroch, the laying of a wreath and a reading of John McCrae's poem *In Flanders Fields*. Participants were invited to pin their poppies to a decorative second wreath in respect and commemoration.

THE MAC TURNS 5 – On November 8th Ryerson celebrated the fifth anniversary of the Mattamy Athletic Centre. Special guests included former Ryerson president Sheldon Levy and Ryerson benefactor Peter Gilgan, who unveiled the men's basketball 2016-2017 OUA championship banner. Shuttered in 1999, Maple Leaf Gardens reopened as Ryerson's Mattamy Athletic Centre in 2012, revitalizing a building central to the history of Toronto and Canada. Inspired by Ryerson students, who saw the promise of a community centre and home for the Rams, and in 2009 voted 75% for a fee to support MLG renewal, Loblaw Companies Limited (who bought the building in 2004) and Ryerson forged a unique collaboration to share the space. The Government of Canada was next to partner with support from the Infrastructure Stimulus Fund, and the extraordinary generosity of Peter Gilgan, founder and CEO of Mattamy Homes, brought the project to brilliant life. Over the past five years, the MAC has been the venue for national championships, the 2015 Pan Am Games and the 2017 Invictus Games, the youth mentorship program *Rams Care @ the MAC* – and has earned a number of honours. The MAC's "name-a-seat" program offers the opportunity to share the experience and be a part of history – past, present and future.

from the **President's Calendar**

October 16, 2017: I was introduced to Greg Spearn, executive vice-president of the Port Credit West Village Partnership, by TRSM professor Ron Babin for a discussion on collaborative innovation.

October 23/30, 2017: On a regular basis I am hosting informal small lunches with faculty members, and groups of students, to hear their views and share ideas on the role of today's Ryerson and its future.

October 24, 2017: It was a pleasure to meet Ryerson scholars from the African Leaders of Tomorrow program, which grants scholarships for master's studies in public policy, administration and finance.

October 26, 2017: AVP university relations Jennifer Grass joined me in meeting with Alex Wood and Jordan McLeod, Ontario Ministry of Environment and Climate Change, to discuss the provincial campus retrofit program and opportunities for Ryerson.

October 26, 2017: It was an honour to greet Premier Kathleen Wynne as our special guest in the MBA speaker series organized by distinguished counsel in residence Ralph Lean.

October 26/27, 2017: Denise O'Neil Green, vice president equity and community inclusion, joined me in a teleconference on Indigenous Institutes with Minister of Advanced Education and Skills Development Deb Matthews, and a teleconference with Phil Fontaine (doctor of laws *honoris causa* '11).

October 30, 2017: I was very pleased to meet with Janice Fukakusa, chair of the Board of Governors, for a tour of the state-of-the-art Ryerson English as an Additional Language (REAL) Institute.

October 31, 2017: I met with Dr. Brendan Carr, president and CEO of the William Osler Health System, and vice chair of the board Neil Davis, with the Hon. Bill Davis joining us for the discussion.

November 1, 2017: The ScaleUP Ventures Leadership Council Summit was hosted by the DMZ Sandbox with Nadir Mohamed extending a welcome to prominent corporate leaders, and a guest keynote address by Tomi Poutanen, Co-CEO Layer6 AI, on how AI is shaping the world.

November 2, 2017: Ryerson welcomed members of the Sharjah Investment and Development Authority, United Arab Emirates, for a tour of the DMZ and a discussion on global entrepreneurial innovation.

November 2, 2017: Denise O'Neil Green, vice president equity and community inclusion, joined me for a meeting and discussion with Ryerson multi-faith chaplains.

November 2, 2017: I met with distinguished visiting professor Alok Mukherjee and the Hon. Justice Michael Tulloch to discuss progress on the Ryerson Centre for Policing and Justice Studies.

November 2/3, 2017: I was pleased to welcome colleagues from Chatham University in Pittsburgh for a campus visit and tour including a focus on innovation and sustainability.

November 3, 2017: I offered a welcome to OPSEU employees at the breakfast event featuring a keynote address on "*Living a high performance life*" by Ivan Joseph, director of athletics.

November 3, 2017: Michael Benarroch, provost and vice-president academic, joined me for a meeting with Michael Mostyn, CEO B'nai Brith Canada and Aidan Fishman, campus advocacy coordinator.

November 6, 2017: It was a special occasion to welcome alumni of the Jack Layton Leadership School to the reunion marking five years inspired and expanded through the legacy of his example.

November 8, 2017: Sophia Opatska, vice rector academic affairs, Ukrainian Catholic University, was at Ryerson for a campus visit and a meeting to share ideas about areas of potential collaboration.

November 12/13: Building on the Harvard Seminar for New Presidents last year, I attended the Harvard Seminar for Presidential Leadership on leading change, navigating controversy, and fundraising.

November 17, 2017: I joined general counsel and secretary of the Board of Governors Julia Shin Doi and other board members in attending the Council of Chairs of Ontario Universities (CCOU) conference.

November 17, 2017: It was an honour to join the table hosted by AVP International Anver Saloojee at the Daughters for Life Gala supporting education for young women as the path to progress.

RYERSON ACHIEVEMENT REPORT

A sampling of appearances in the media by members of the Ryerson community for the December 2017 meeting of the Ryerson Senate

SRC excellence

Janice Neil, Chair, School of Journalism, wrote a piece on the topic of the National's four news anchors that appeared in the National Post, the Toronto Star, and the Conversation.

Imogen Coe, Dean, Faculty of Science, contributed a piece to the Globe and Mail on putting an end to 'manels'. She was featured in a CBC News story on the Canada 150 Women book.

Techvibes reported that Ryerson released a report on boosting diversity in STEM disciplines.

News 1130 and Global News spoke with **Colleen Carney**, Sleep and Depression Laboratory, about Daylight Savings Time as an opportunity to check our sleeping habits. She was quoted in New York Magazine about reasons some people never outgrow their fear of the dark and in Zimbabwe Daily about sleeping apart to save a relationship.

Steven Murphy, Dean, Ted Rogers School of Management, contributed a piece to the Globe and Mail on bridging the gender gap by engaging men.

Marie Bountrogianni, dean, The Chang School, contributed a piece to Huffington Post Canada urging millennials to join non-profit boards.

Anatoliy Gruzd, Social Media Lab, spoke to Global News, the Toronto Star, and the National Observer about Facebook introducing a guide to fight fake news and election hacki

Ann Cavoukian, Privacy by Design Centre of Excellence at Ryerson, spoke to AM640 about Google's technology hub in Toronto. She spoke with CTV News about sports leagues possibly using facial recognition technology at arenas.

Ann Cavoukian, Privacy by Design Centre of Excellence, appeared on TVO's The Agenda with Steve Paikin discussing Toronto's waterfront development by Sidewalk Labs.

Sean Mullin, Brookfield Institute for Innovation + Entrepreneurship, spoke to CBC News about a new tech-focused neighourhood on Toronto waterfront. He was also quoted on the topic in the Toronto Sun, CBC Radio's Metro Morning, and CBC Toronto. He also spoke to the Canadian Press about retail jobs being put at risk by self-service technology. The item was picked up by 40 news sites.

A CBC News Network discussion featured **Pamela Palmater**, chair, Indigenous Governance, Faculty of Arts, on the federal government's expanded parental leave benefit. She spoke to the Toronto Star about the lack of plan to create a civilian body to investigate missing and murdered Indigenous women. She also contributed a piece to Lawyer's Daily regarding a public inquiry about sexualized violence in the policing and corrections system.

Betakit spoke with **Sean Wise**, TRSM, about the science behind startups.

Distinguished visiting professor **Peggy Nash** contributed a piece to the Globe and Mail on sexual harassment legislation, and a piece to the Toronto Star on why institutions are failing women.

David Lewis, TRSM, spoke to Global Toronto about the Sears liquidation.

Urban Toronto reported on a panel on the shifting retail industry moderated by **Tony Hernandez**, Eaton Chair in Retailing at the Centre for the Study of Commercial Activity.

Frederic Dimanche, Ted Rogers School of Hospitality and Tourism Management, spoke with CityTV News about TripAdvisor warning travelers about theft and assaults at hotels.

Joe Nasr, Centre for Studies in Food Security, was quoted in a Globe and Mail article on how to feed a hungry city.

Mike Cotton, director, Zone Sports + Media at Ryerson Futures, spoke with CBC News about sports tech companies ensuring fans are entertained.

Hayden King, Centre for Indigenous Governance, spoke to the Globe and Mail about Indigenous ideals at universities.

Patrice Dutil, Politics and Public Administration, appeared on TVO's The Agenda with Steve Paikin discussing Quebec's place in Canada.

The Torontoist quoted Pamela Robinson, Urban and Regional Planning, on the topic of Sidewalk Labs and smart cities.

Mitchell Kosny, Urban and Regional Planning, spoke with CBC Radio's Metro Morning and CBC News about Mayor Tory's campaign promises.

Distinguished Visiting Professor **Tony Bates** spoke to AM640 about online learning education.

Michael McGregor, Politics and Public Administration, spoke with CBC News about Calgary Mayor Naheed Nenshi's re-election.

Murtaza Haider, TRSM, spoke with Breakfast Television about the ongoing debate about buses versus streetcars, and to the Toronto Star about the next generation of clean trains in Ontario.

Ramona Pringle, RTA, spoke with CBC News about artificial intelligence.

Sam Jeffers, Ryerson Leadership Lab, spoke with CTV News and CBC Radio about political advertising on social media.

Sam Jeffers, Visiting Global Fellow at the Ryerson Leadership Lab, contributed a piece to the Toronto Star on the topic of Facebook and democracy.

Former Obama staffer **Sarada Peri**, visiting global fellow at the Ryerson Leadership Lab, appeared on TVO's The Agenda with Steve Paikin. She also spoke with Chatelaine, Hill News, CTV News, Toronto Star, CBC Radio's Metro Morning, and CBC News.

CBC News featured a Ryerson pilot project led by **Shelagh McCartney**, Urban and Regional Planning, helping Northern Ontario First Nation residents design their own homes.

CityTV News spoke with **Lisa Taylor**, Journalism, about Toronto Police launching a self-produced news show on YouTube.

Citytv spoke with **James Turk**, Centre for Free Expression, on free speech rallies at City Hall.

David Hutton, Centre for Free Expression, spoke to CBC News about Canada's whistleblower legislation.

Maurice Mazerolle, TRSM, spoke to the Toronto Star about the vote to end Ontario's college strike. The item was picked up by seven other news sites.

Steve Tissenbaum, TRSM, spoke to CBC News and CBC Radio's Metro Morning about scalpers and ticket bots.

Cathy Crowe, distinguished visiting practitioner, Faculty of Arts, spoke with Toronto Star about the city offering new respite centres to help homeless people this winter.

Myer Siemiatycki, Politics and Public Administration, spoke with the Toronto Star about the persistent income gap impacting recent immigrants, visible minorities, and Indigenous Canadians. A similar item appeared in the Waterloo Region Record. He also spoke to CBC Radio one about term limits for city council.

Anthony Bonato, Department of Mathematics, contributed a piece to the Conversation on the topic of gender parity and queer awareness in mathematics.

Deborah de Lange, Ted Rogers School of Business Management, spoke to CTV News about Canada's climate change commitments.

Neil Thomlinson, Politics and Public Administration, spoke with Newstalk 1010 Toronto about the 20-year anniversary of the amalgamation of Toronto.

Chris MacDonald, TRSM, contributed a piece to Canadian Business on the topic of the Twitter employee who took down Trump's account.

The Toronto Star quoted **Nick Bellissimo**, Nutrition Discovery Labs, on skipping breakfast versus eating sugary foods.

Hong Yu, director, Ted Rogers School of Retail Management, spoke to the Financial Post about the future of department stores in Canada. The item also ran in nine other newspapers.

Aziz Guergachi, Advanced System Modelling lab, spoke with GlobeAdvisor about Canada's chance at aerospace greatness.

Student engagement

The Globe and Mail featured TRSM student **Ryan Ing**, who landed his dream job at IBM Canada. The article quoted Dean **Steven Murphy**.

Urban Toronto reported on the Department of Architectural Science's lecture series and a talk by Brad Cloepfil, architect, educator, and principal of Allied Works Architecture.

CBC Radio's Metro Morning reported on Ryerson's campus food bank to support students. CBC News reported on funding for the food bank.

Betakit featured alumni and entrepreneurs **Chris Nguyen and Lee Liu** of LogDNA.

CP24 reported on the OUA soccer playoffs, where the Ryerson Rams won the bronze medal.

Metro Toronto featured Film student **Victoria Anderson-Gardner**, an Indigenous activist who is making a documentary about youth experiences from Standing Rock and other resistance movements.

The Globe and Mail featured Sport Media student and Rams player **Ailish Forfar**.

The Toronto Star reported that Ryerson Fashion student **Jacqueline Au** was awarded the Barbara Turnbull Award.

CBC News reported that Lakehead University joins Ryerson and the Meal Exchange in a pilot project examining food insecurity among post-secondary students.

Talent Egg quoted Chang School student **Derek Eng** on the topic of privacy professionals by design and the school's new certificate in Privacy, Access, and information Management.

The Toronto Star reported that the province would fund a health study examining air pollution effects in Sarnia, following a joint investigation by the Ryerson School of Journalism and Toronto Star. Similar coverage appeared on 10 other news sites.

Innovation

NOW Toronto featured the Social Ventures Zone at Ryerson.

In an article on universities launching free online courses, Quartz featured Ryerson's course on Digital Accessibility as a Business Practice.

Business News Network spoke with **Abdullah Snobar**, Digital Media Zone, about the DMZ opening a New York office.

CBC's Dragon's Den featured HelpWear, a 24/7 heart monitoring system, highlighting the collaboration with Ryerson and St. Michael's Hospital.

Energy Central reported on Toronto Hydro's new pole-mounted energy storage system developed by Ryerson University's Centre for Urban Energy using eCAMION technology.

Betakit featured the not-for-profit Magnet tool, co-founded by Ryerson in partnership with the Ontario Chamber of Commerce.

Community engagement and city-building

Global News reported on a study by the Ryerson City Building Institute that found that housing in Toronto neighbourhoods may not be able to sustain an aging millennial population. Similar coverage appeared on CBC News and the Business News Network. CBI executive director **Cherise Burda** spoke to the Toronto Star about the findings; research and policy manager **Graham Haines** was quoted in the Globe and Mail.

Graham Haines, research and policy manager, Ryerson City Building Institute, spoke to the Toronto Star about young Canadians opting to rent instead of buying homes. The Canadian Press story was picked up by over 60 print and online sites.

Claire Nelischer, City Building Institute, spoke to the CBC News Network about the Toronto transit pilot project.

Cherise Burda also spoke to the Toronto Star about a report that found the Scarborough subway isn't a worthwhile expenditure.

The Globe and Mail quoted **Frank Clayton** and **Diana Petramala**, Centre for Urban Policy and Land Development, on the topic of housing affordability in Toronto and Vancouver.

Metro Toronto reported on the new Student Diversity Self-ID survey, quoting **Tamar Myers**, Office of Equity, Diversity and Inclusion.

The Calgary Herald, Interiors & Sources, and CBC Radio reported that the Frank Lloyd Wright Revival Initiative had selected a team of professors from Ryerson, quoting team leader **Yew-Thong Leong**, Architecture. Building Magazine, Architectural Digest, and Canadian Architect also reported on the team tasked with redeveloping the Frank Lloyd Wright pavilion in Banff.

Daily Commercial News featured the Ryerson Institute for Infrastructure Innovation; quoting executive director **Ashley De Souza**

TVO Kids reported on young entrepreneurs taking part in the ShareON Design Jam at Ryerson.

University Affairs featured the Ryerson City Building Institute, quoting executive director **Cherise Burda**, in an article on universities helping shape city development.

Daily Commercial News featured the continuing work at 44 Gerrard St. for the Centre for Urban Innovation.

Tracey King, aboriginal hiring consultant, spoke to the Toronto Star about a plan for an Indigenous office at Toronto City Hall.

WHERE featured The Faraway Nearby: Photographs of Canada from the New York Times Photo Archive at the Ryerson Image Centre.

Graphic Arts Magazine reported on the Graphic Arts Day at Ryerson where Graphic Communications Management students and faculty shared their latest research findings on various topics and specific industry sectors.

Citytv's Breakfast Television and CTV News Toronto reported on the installation of Sam the Record Man sign.

Daily Commercial News featured construction progress at the Daphne Cockwell Health Sciences Complex at Ryerson.

Betakit reported that "programs like Ryerson's Biomedical Zone (BMZ) help fledgling medical technology entrepreneurs get their companies off the ground..."

The Globe and Mail reported on a new Ryerson-backed initiative called Innovate Inclusion that is conducting an audit of gender and ethnic diversity in Ontario's tech startup incubators.

Blog TO mentioned Ryerson's Student Learning Centre, Ryerson Library/Podium Building, and Kerr Hall in a piece on Toronto's university buildings.

In a throwback piece, the Toronto Star featured an image of Nelson Mandela and his wife Graca Machel receiving honorary doctorates at Ryerson in November 2001.

Prepared by Marketing and Communications

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #F2017–3; Dec 2017

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
- **TRSM Entrepreneurship Co-op Revision**
- *For Information*: **Periodic Program Review Follow-up Reports**
   o **Criminology**
   o **Health Services Management**
   o **Medical Physics**
   o **RTA Media Production**
- *For Information*: **Chang School Certificates – Revisions (November 2017)**

A) TRSM ENTREPRENEURSHIP CO-OP REVISION
TRSM is in the final stages of rolling out its comprehensive co-op program. The rollout started several years ago, in phases, with the Entrepreneurship co-op being the last to be implemented. The Entrepreneurship Major Co-op program will likely admit 15-20 students per year.

With the implementation of the Entrepreneurship Co-op, two significant problems have been identified. First, students are being sent out to carry out their co-op work term having taken only two introductory entrepreneurship courses. Second, because the current Entrepreneurship Co-op phasing expects the students to work for four consecutive co-op terms, without taking any additional core courses, they face an extended period with no academic activities and have no opportunity to build their theoretical knowledge and skills to obtain the more senior co-op placements that are normally expected in the later stages of co-op. Not only does this disadvantage students, it threatens the quality of the program and its reputation with employers, given the limited subject-specific education received by the co-op students. Further, taking students away from academic activities for such a long period is detrimental to their general academic development.

An additional contributory problem is that the Entrepreneurship major curriculum revision was built around two yearlong integrative workshop based courses – ENT 56A/B in the third year and ENT 78A/B in the fourth year. At that time, these courses were only expected to be available in the Fall and Winter terms and, thus, the co-op phasing was chosen to fit within these constraints.

The proposed schedule for the Entrepreneurship Co-op program considers that:
- Students will normally participate in four co-op work terms, for a total of 16 months (consistent with all TRSBM Majors).
- Work terms will be built around academic semesters, to allow students to integrate their work experience in the classroom and classroom learning in future work terms.
- The ENT 56A/B course taken by non-co-op Entrepreneurship Majors will be replaced by two new courses, to be offered only to co-op students, ENT 570 and ENT 580, which will be taught in the fifth and sixth academic semesters.

These changes have been approved by all required levels within TRSM.

The existing and proposed co-op schedule is shown in Table 1. The new schedule is similar to that of most of the TRSM Co-op programs.

Table 1: ENT CO-OP PHASING COMPARISON

CURRENT PHASING				ENT PROGRAM PROPOSED PHASING		
Fall	Winter	Spring/Summer		Fall	Winter	Spring/Summer
1st Semester	2nd Semester	OFF	Year 1	1st Semester	2nd Semester	OFF
3rd Semester	4th Semester	WKT124 WT I	Year 2	3rd Semester	4th Semester	FREE
WKT224 WT II	WK 324 WT III	WKT424 WT IV	Year 3	WKT124 WT I	5th Semester*	WKT224 WT II
5th Semester	6th Semester		Year 4	6th Semester **	WKT 324 WT III	WKT 424 WT IV
7th Semester	8th Semester		Year 5	7th Semester	8th Semester	

Work Term

** Take ENT580	* Take ENT570

CALENDAR COURSE DESCRIPTIONS

The new courses, ENT 570 and ENT 580, will have similar content and pedagogy to the full year course, with deliverables and assessment adjusted to assign grades for each course.

CURRENT

ENT 56A/B Entrepreneurial Skills Development

This is a two-semester deeply experiential and transformative learning experience for Entrepreneurship Majors. Students work in a team to develop hands-on skills within Toronto's entrepreneurship eco-system. This group project may be a new company, social innovation, or intrapreneurship within an existing venture. Individually, students deepen their entrepreneurial skills to deliver an Individual Opportunity Portfolio and an Individual Business Plan suitable for a potential new venture during their Capstone course ENT 78AB. *Anti-requisites: ENT 570, ENT 580*

NEW

ENT 570 Entrepreneurial Self-Development Part 1

This is the first half of a deeply experiential and transformative learning experience for Entrepreneurship Majors. Students work in a team to develop hands-on skills within Toronto's entrepreneurship eco-system. Their group project may be a new company, social innovation, or intrapreneurship within an existing venture. Individually, students deepen their entrepreneurial skills to deliver an Individual Entrepreneurial Alertness and Opportunity Portfolio. *Anti-requisite: ENT 56A/B*

ENT 580 Entrepreneurial Self-Development Part 2

This is the second half of a deeply experiential and transformative learning experience for Entrepreneurship Majors. Students continue to work in a team from ENT 570 to develop hands-on skills within Toronto's entrepreneurship eco-system. Their group project may be a new company, social innovation, or intrapreneurship within an existing venture. Individually, students develop, present and deliver an Individual Business Plan suitable for a potential new venture, to be developed further during their Capstone ENT course 78A/B. *Prerequisite: ENT570 Anti-requisite: ENT 56A/B*

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the TRSM Entrepreneurship Co-op Revision.*

B) *For Information*: PERIODIC PROGRAM REVIEW FOLLOW-UP REPORTS

Four undergraduate programs were required to submit a one-year follow-up report following the approval of their periodic program reviews by Senate in 2016. Those programs were Criminology, Health Services Management, Medical Physics, and RTA Media Production.

i. CRIMINOLOGY Periodic Program Review Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Arts, Criminology, approved by Senate in May, 2016.

Recommendation

The Academic Standards Committee (May 2016) recommends that the program provide a one-year follow-up report which will include:

1. A report on the status of the initiatives outlined in the Developmental Plan.
2. An update on the Department's plan to address issues identified in the mapping of required courses to program learning outcomes.
3. An update on the refinement of the program learning outcomes.
4. A complete set of recent course outlines, including the required SSH courses.

Response
1. A report on the status of the initiatives outlined in the Developmental Plan

Priority #1 – Student Engagement and Fostering Community-Based Engagement

The Department has continued to engage students through the following in-class events:

The Walls to Bridges program has taken place in a number of classes, bringing current and past incarcerated women face-to-face with students to learn about a variety of issues. This program has replaced the student-run prison trip. Other initiatives include:

- guest speakers;
- a Distinguished Visiting Scholar panel session;
- a tour of two detention centres in the Toronto area;
- seminars and classes on policing, democracy and social justice; and
- restorative justice demonstration projects integrated into a 4th year seminar.

Out-of-class events include:

- an open event on the TRC and Calls to Action in the context of Education and Reconciliation; and
- a "Criminal and Social Justice Careers Night" where professionals from a variety of professional workplaces attended to provide students with information about a range of possible career options.

Priority #2 - Increasing SRC Excellence and Impact

We have achieved perhaps our most important initiative with the final approval of our MA in Criminology and Social Justice, received in March, 2017. We are accepting our first cohort of students in Fall, 2017. This will help us provide faculty with qualified research and grading assistance and also allow us to provide teaching and training opportunities to "our own" students. The department continues to organize and host valuable scholarly events, such as "The Figure of the Migrant in Literature" (October 16, 2016), and "Sex Work Past & Present" (March 29, 2016). The full Follow-up Report contains a list of the department SRC since the PPR was submitted.

Priority #3 – Continuing to Foster Interdisciplinarity in the Department and Building Bridges to Other Faculties/Programs

We have continued on our path to hire extremely strong candidates and to increase our departmental interdiscplinarity. We have had two successful hires in 2015 and July, 2017. We were unsuccessful in filling our position in critical theories but will re-interview for that position, plus an additional position approved with the launch of the graduate program next year. We also have benefitted from the contributions of two cross-appointed Distinguished Visiting Scholars.

Priority #4 – Continue to Attract Excellent Students at the Undergraduate Level
Demand for the BA (Criminology) program continues to be robust. In 2017 Criminology was the highest program in terms of the number of weekly applications in the Faculty of Arts. Continuing high applicant demand ensures that the program is attracting well qualified students with an entrance cut-off average of 87% for 2017 applicants. This cut-off average is one of the highest in the Faculty of Arts.

2. An update on the Department's plan to address issues identified in the mapping of required courses to program learning outcomes
In 2016 the Department began to implement revisions to the curriculum to address some of the issues identified in the PPR. For example:
- In order to address the overlap and repetition of some material, and to reinforce issues of social inequality early in the program, we created a grouping of courses (CRM202, CRM402 and CRM 205) for students to choose from in second year, rather than have them all required, and some not until 4th year.
- To address the paucity of 2nd year courses (which was dealt with, in part, by the grouping described, above), we made CRM400 (Indigenous Governance/Justice) as a required second year course and have developed a number of new courses (coinciding with the hiring of new faculty). We now have 7 additional second-year elective courses in addition to the core courses discussed above.
- To address the concerns about proficiency in oral communication, all sections of CRM406 (Advanced Seminar), required in 4th year, now require a presentation.

3. An update on the refinement of the program learning outcomes
As per the request, the program learning goals were remapped, using the current, updated curriculum. The revised program goals more accurately reflect realistic expectations for graduating students. The current mapping of existing courses reveals that some gaps remain in regards to program goals 2b (critically reviews, evaluates and applies qualitative information, synthesizes research findings and effectively communicates results) and 2c (critically reviews, evaluates and applies quantitative information; synthesizes research findings and effectively communicates results). Currently, students may be lacking sufficient proficiency in these two areas. These gaps will be addressed by the introduction of two mandatory courses to the Criminology curriculum (CRM 310 and CRM 315), which will address proficiency in regards to quantitative and qualitative research methods.

4. A complete set of recent course outlines, including the required SSH courses.
The course outlines have been submitted.

The Academic Standards Committee also recommends a **two-year follow-up report** (due June 2018) for Criminology as follows:
1. The results of a graduate survey and a survey of employers.

ii. HEALTH SERVICES MANAGEMENT Periodic Program Review Follow-up Report
This follow-up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Health Administration in Health Services Management, approved by Senate in May 2016.

Recommendation

The Academic Standards Committee (May 2016) recommends that the program provide a one-year follow-up report which will include:

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

Response

This comprises the one year follow-up outlining School steps taken to address recommendations coming from the 2015 Periodic Program Review. Overall, we have taken steps to address all of the recommendations. There is still work to do on some of them.

1. The status of the initiatives outlined in the Developmental Plan

The School of Health Services Management (SHSM) Developmental Plan responded to five PPR recommendations:

i. Conduct a strategic planning session

The School held a strategic planning session in July 2017 when we considered this follow-up, as well as the Master's Program we are developing (Master of Health Administration in Community Care, MHA(CC)). At this session and with a follow up, we started the process of refining the HSM program's learning outcomes. As we onboarded a new and experienced faculty member, our 2016-17 monthly faculty meetings comprised ongoing discussions of the School's positioning in the changing environment. The School made curriculum changes for both the HSM and the Health Information Management (HIM) programs, and developed the MHA (CC) graduate program proposal. We also have actively engaged with Continuing Education on our HSM Certificate program, which was revised for 2016-17.

ii. Develop a marketing plan

The School worked closely with Continuing Education to introduce and participate in a new marketing initiative, a health focused Certificate open house event, held in June for the past two years. These events engage prospective certificate students in broader discussions about education, including admission to the HSM and HIM degree programs. For the past 2 years the School has devoted more time to program development and curriculum revision than to marketing. The School has not secured resources for in-person marketing, so this work was delayed because of the need to prioritize.

New registrations in the HSM and HIM programs, after dipping from 61 to 39 in 2014-15, grew to 49 in 2015-16 and 53 in 2016-17. Recent levels are consistent with past numbers, and Fall 2017 new enrolment appears strong (almost 30 new students for fall as of August 31). In summer 2017-18, the School submitted a formal request for support for School initiatives, including organizing and conducting promotion visits to human resource specialists at 25 Colleges of health professionals, and the 30 or so hospitals in the GTA, and participation in 2 professional conferences in Toronto. This marketing program will complement that for the MHA (CC).

iii. Adopt some systematic curriculum planning development model/process

The School took a first step rationalizing its curricula for HSM and HIM in summer 2016, with an eye to recertifying (Association of University Programs in Health Administration, AUPHA) the HSM program, and certifying the HIM in 2018-19. A key curriculum change implemented for 2017-18 was to add "Introduction to Health Economics" as a required HSM course. We also combined the HSM and HIM healthcare financial management courses to create a single course for both programs. The HIM program,

which required two more courses than HSM, was reduced so it would be the same length as HSM (22 courses), and notably added both "Ethics in Health Services Management" and "Managerial Epidemiology for Healthcare" to its core requirements.

iv. Review and revise policies related to the practicum
Revising the Practicum has been a key focus over 2016-17. We have had several discussions re: improving the efficiency of the supervisions, placements and communication with students and sites. The practicum guide is being revised to reflect changes in approaches that will improve the process and experience for students. These changes will be introduced in Winter 2018.

v. Enhance process for developing and monitoring quality indicators
The School will continue to employ standard Ryerson indicators as specified and reviewed in our annual Academic Planning exercise, which is entered into the "Academic Plan app". This will also be done as we assemble and produce a self-study for AUPHA certification due in fall 2018.

vi. Enhance resources and supports available to the program and its faculty
The School has not acquired more faculty or support resources. The approval to proceed with proposing the new Masters program improves the prospects of an additional faculty member and administrative support, though the new program itself will demand resources. The School has made a request for temporary administrative support to implement marketing initiatives in 2017-18 and is hopeful this will translate into a regular appointment.

2. An overview of the strategic planning outcomes, with reference to plans for addressing both student retention issues and the anticipated external threats to program admissions
A key issue for the program is that as more people have degrees, the degree-completion option is less attractive. Therefore, the School is acting to introduce a Masters and increase the demand for our Certificate programs, while retaining the degree-completion programs for students who need them, particularly to enable promotions and admission to graduate programs.

With respect to retention, our DA explicitly reinforces the message that students who are inactive for 6 consecutive terms are automatically discontinued. The HSM program is part time and degree completion, so it typically takes 4 or 5 years to complete. HSM program retention rates in 2016, according to UPO, after 2 and 3 years were 60.7% and 63.2% respectively. These are comparable to the TRSM Part Time programs.

3. Refined program learning outcomes, ensuring they are specific to the Health Services Management program.
The School has revised the Program Learning Outcomes which will be used in the AUPHA certification self-study. HSM Program Learning Outcomes:
  1. Define, describe, and apply relevant policy concepts and theories to support decision making in the Canadian healthcare environment
  2. Identify and describe management skills associated with core functions (human resources, financial management, governance and strategy, information management) within organizations across the health services sector
  3. Recognize, describe, and analyze the roles of ethics, equity, and diversity in health services management, including access to and delivery of health care
  4. Assemble, interpret, and evaluate extant research to support evidence-based management in healthcare
  5. Collect, analyze and interpret quantitative and qualitative data to develop and effectively communicate evidence informed solutions to health service delivery problems
  6. Identify the limits of knowledge and demonstrate personal responsibility and accountability in devising strategies to address complex health systems problems

4. A report as to how issues of diversity and inclusion are addressed in the curriculum, with a particular focus on required courses

There is a unit on diversity and inclusion in Human Resources Management in Health Care (CHSM 437), a required course for both HSM and HIM. From fall 2017, in the program's first course, The Healthcare Systems (CHSM 301) and a later course Managerial Epidemiology for Healthcare (CHSM 330), issues of diversity, equity and inclusion will be explicitly addressed. Topics include Indigenous health, the social determinants of health (e.g. income, education), and cultural competency.

5. A survey of employers and a summary of the findings.

A modified version of the online Ryerson Employer survey was distributed in July 2017 to alumni who were asked to forward the link to their supervisor. As a small program with students dispersed throughout the sector, this was the only way to identify supervisors who could properly respond. A follow up was sent in early August. The results from a very small sample indicate that the program overall is preparing students well for work in the healthcare services sector. Key findings include:

- The program has a good reputation and tends to prepare students for the workplace and is comparable to other programs.
- The program is perceived as practical, relevant and workplace focused, though half of respondents see it as somewhat current and academically rigourous.
- The program prepares students with communication, thinking, teamwork, leadership and interpersonal skills.
- The program helps prepare students to take on leadership roles, act ethically, innovate and plan and complete projects.
- There is a hint that students are not getting an adequate computer and analytic (statistics) background. It should be noted that this weakness was identified in the earlier HIM program review, resulting in the introduction of a new applied statistics course (HIM 408), which requires students to use the open-source statistics package "R".

The Academic Standards Committee also recommends a **two-year follow-up report** (due June 2018) for Health Services Management as follows:
1. Mapping and analysis of the required courses to the revised program outcomes.

iii. MEDICAL PHYSICS Periodic Program Review Follow-up Report

This follow-up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Science, Medical Physics, approved by Senate in May 2016.

Recommendation: The Academic Standards Committee (May 2016) recommends that the program provide a one-year follow-up report which will include:
1. A report on the status of the initiatives outlined in the Developmental Plan and the Supplementary Response.

Response

This is an itemized progress report on the status of the initiatives outlined in the Developmental Plan of the Medical Physics PPR document, and the Supplementary Response Letter.

Major curriculum revision along with the integration of Mathematics-Physics content and the proposed changes to the Medical Physics co-op option

The Medical Physics major curriculum revision was approved by the Academic Standards Committee on May 26, 2017. The ASC will recommend these major curriculum changes to the Senate for their approval at the first Senate meeting in October 2017. Under direct supervisions of the department's Chair and

Assistant Chair, the Departmental Assistant has been tasked to prepare the calendar change forms and to submit them for inclusion in the 2018/2019 Undergraduate Calendar.

Liberal Studies course groups of relevance to Medical Physics students
After consultations with the ASC, the Program dropped this initiative.

Renewal and upgrade of Physics' laboratory equipment
Thanks to funding provided by the Dean of the Faculty of Science (FOS), the funding needed to upgrade the PCS228 laboratory equipment was provided and now is completed. The Dean also supported the program for the replacement of desktop computers (75 computers) used in the physics undergraduate laboratories in 2016. The Department of Physics, through the FOS, applied for the OTO funds to upgrade more undergraduate and graduate laboratories. This application was successful. It is expected that these funds will be fully utilized and that ordering of laboratory equipment will be completed by November 2017.

Addition of two new faculty members
Thanks to support provided by the Dean of FOS, to date, the approvals to hire 2 new RFA tenure-track faculty members and a limited-term faculty (LTF) member (four-year contract) have been granted to the Department of Physics. The department hiring committee (DHC) has started the hiring processes for the two allocated RFA positions with the aim of hiring the first faculty member by January 2018 and the second faculty member by July 2018. The DHC successfully completed the search for the LTF member and recommended the successful candidate to the FOS Dean and VP, Faculty Affairs in May 2017.

Addition of a new technical support staff member
Hiring of a new technical staff to support the delivery of undergraduate laboratories was postponed and will be discussed with the Dean of FOS once the date of the move to the new Science Building is announced.

Creating joint undergraduate programs with other universities
Although it was mentioned in the Supplementary Response to the Dean's letter dated January 15, 2017, this initiative is not part of the Medical Physics PPR. There is, therefore, no update on this initiative in this report.

The Academic Standards Committee also recommends a **two-year follow-up report** (due June 2018) for Medical Physics as follows:
1. The results of a student, alumni, and employer survey. The employer survey could include co-op employers.

iv. RTA Media Production Periodic Program Review Follow-up Report
This follow-up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Arts, Media Production, approved by Senate in April 2016.

Recommendation
The Academic Standards Committee (April 2016) recommends that the program provide a follow-up report which will include:
1. The initiatives outlined in the Developmental Plan and the Supplemental Developmental Plan.
2. A plan that will ensure all students have proficiency in all program learning outcomes.
3. The CVs of all faculty members in the School and all other faculty who have taught required courses to program students at the time the Periodic Program Review was submitted to the ASC.

Response
1. Status of initiatives outlined in the Developmental Plan and the Supplemental Developmental Plan

Priority 1: Implementing and developing the new curriculum
The major immediate thrust of the current Media Production developmental plan is focused on the roll-out of our new curriculum. The essential premise behind the changes is that we need to keep up with – or even be a little ahead of – the broadcasting/media industry. We have just ended the third year of the four-year roll-out.   As each new year's worth of courses are completed, the faculty has re-examined and – where necessary tweaked, restructured or refocused several courses from the first and second years of the program (e.g., RTA 102: Creative Processes, RTA 315: Business of Creative Media) based on student and instructor feedback.

Supplemental developmental plan:
Requirement that students complete a minimum of 60 volunteer hours of creative community practice prior to graduation.
Status: The class of 2018 will be the first to graduate having completed this requirement.

Opportunities for FCAD to work with the Chang School to develop offerings for our students
Status: There are limited Media Production course offerings currently available through the Chang School, and we continue to work to develop more.

Priority 2: Expanding RTA outreach
At this juncture, we have not received budget approval to create a new position of Industry Affairs Coordinator, as was outlined in our original Developmental Plan. However, we have hired a new Student Affairs Coordinator, and promoted our previous Student Affairs Coordinator to a newly created position of Lead Academic and Outreach Coordinator. This newly created position has allowed for an RTA staff member to take over some of the responsibilities we would like to eventually see handled by a dedicated Industry Affairs Coordinator. As well, a significant part of outreach is ensuring that RTA becomes a home for students across a wide range of ethnicities, backgrounds, and income levels. The newly created "Dwight Drummond/Marci Ien" scholarship will further help attract deserving students from underrepresented backgrounds to the Media Production program. RTA, in conjunction with Ryerson's admissions department, will also continue to actively promote our programs to potential students across all backgrounds.

Supplemental developmental plan:
RTA Public Service provides students with the opportunity to volunteer their time and skills to help an individual or group that wouldn't otherwise be able to access high-end production facilities. The aim of the group is to offer students from all years and streams of RTA an avenue to produce high-quality work alongside local community initiatives and charities.
Status: Ongoing. Students have produced PSAs, videos, and in-house material for a wide range of charitable organizations through this initiative.

The RTA School of Media is partnering with TIFF once again this year.
Status: The 2016 "Marshmallow Cloud" at TIFF installation was received with great enthusiasm; we are planning to continue the partnership.

We are adjusting the format of RTA's annual "Upfront" showcase to provide better opportunities to bring students and the industry together.
Status: The "Upfront" format was successfully tweaked this year to allow for greater student and industry participation. We plan to continue expanding this event.

Priority 3: Strengthening our administrative structure
The RTA School of Media now has two people to serve the functions previously (at the time the initial PPR was undertaken) held by one person, the Student Affairs Coordinator. We now have a Student

Affairs Coordinator as well as a Lead Academic and Outreach Coordinator. We have also hired an additional technical assistant for the new Mattamy Centre production facilities since the time of the PPR. This facility, and the staff employed there, will be dealing primarily with students from our Sport Media program, but there is some Media Production activity within this facility as well. We have promoted within the School to fill the new position of Manager of Operations and Administration for the RTA School of Media.

Supplemental developmental plan:
As planned in the PPR, RTA has now hired a Student Academic Coordinator, specifically to help first and second year students with their course planning.
Status: Completed.

Priority 4: Continuing to foster SRC activity
The original Developmental Plan included a two new initiatives to foster research and innovation. "The Allan Slaight Radio Institute" opened in 2015, and is designed to foster creativity within the realm of audio production with a specific focus on radio and internet radio platforms. A second initiative, "The Studio For Media Activism and Critical Thought" was also activated in 2015, and encompasses a wide range of media, with a focus on creating content that addresses (sometimes provocatively) issues of political, social, economic and cultural importance.

Faculty continue to pursue both traditional funded research activity, as well as creative endeavours across a wide range of fields. The school will continue to help in the creation of other cross-school "zones" in various areas of communication in the forthcoming years. Many other currently ongoing initiatives were outlined in our supplemental developmental plan, and as we continue to create research centres and zones, we are also increasing the opportunities for student involvement in faculty SRC activity

Supplemental developmental plan:
Increase our Transmedia Zone initiatives from 12-20 over the next five years.
Status: Ongoing. Currently, the Transmedia Zone hosts 19 initiatives across a range of media and storytelling modes.

Our Broadcaster in Residence is holding open office hours, and next month will be inviting Media Production students to work with him as audio producers and to create voice tracks for upcoming shows.
Status: Ongoing. The Broadcaster in Residence initiative was extremely successful. We will be continuing the initiative with new broadcasters in future semesters.

Planning for a "music industry hub" to be based within RTA, which will bring students together with industry leaders to foster innovation and growth in modern music-related businesses.
Status: Launched, as "The Music Den". An initial event was enormously successful – the initiative will continue.

Creation of the Maker Space where all students in RTA programs can collaborate to prototype, create and design their work.
Status: Ongoing. Particularly successful in terms of cross-collaboration across the various programs (Sport Media, New Media, Media Production) contained within RTA.

Hack Nights are a weekly open studio opportunity to work on projects, share ideas and network with peers and professors.
Status: Ongoing. Often (though not always) allied with the Maker Space, Hack Nights have given students and faculty a chance to further interact outside a classroom setting.

Increasing the opportunities with RTA Productions, which was created as an opportunity for students to get paid production work that is facilitated by RTA staff.
Status: Ongoing. RTA Productions continues to expand, offering services to the University as well as to external clients.

RTA Sports is an opportunity for students interested in sports production to get involved in a wide variety of production roles.
Status: Ongoing. Though primarily serving students in the Sport Media program, RTA Sports was designed specifically to be open to students in a range of media programs, and has seen participation from a large number of Media Production students.

The RTA School of Media is partnering with the Ontario Science Centre to present a student installation in the Summer of 2016.
Status: Completed. Guided by faculty, a group of RTA students (mainly in the new media program) designed and constructed an interactive game and placed it through five major areas of the Ontario Science Centre. The School is looking to expand this experience in future years to a wider range of students across the school.

Priority 5: Continuing to ensure quality of teaching
The faculty has committed to offering a series of regular faculty-focused workshops in various aspects of media production. The goal is to ensure that individual members of the faculty are kept up-to-date with the latest advancements in cross- platform storytelling and production techniques. Plans to include non-faculty CUPE instructors in these workshops are currently being discussed.

RTA continues to deliver full leadership workshops featuring guest speakers and panels, as well as shorter lunchtime research lectures, usually delivered by faculty. Also, RTA has joined the YouTube program "Educating the Educators" to offer (and receive) instruction in new media training. We will also continue to support faculty who have aspirations to pursue additional academic qualifications when these qualifications support the School's and Faculty's research and/or teaching interest.

Priority 6: Continual upgrading of facilities
RTA continually reviews the software and hardware available to RTA students via the RCC. Between the writing of the original PPR and this follow-up report, a completely new set of updated software programs have been put in place in all of our student-accessible computers. Shared studio facilities are similarly reviewed on an ongoing basis, and upgrades continue to be made to both our audio and video facilities. The hardware within the studio facilities (audio and video equipment, switchers, microphones. lighting, etc.) is upgraded or replaced on a rolling basis, with studios on average being completely refurbished over a 7-to-12 year period.

Supplemental developmental plan:
The Allan Slaight Radio Institute, which provides state-of-the-art radio and audio production facilities to our students.
Status: Launched, and slightly upgraded. Currently houses 5 broadcast studios and 4 connected interview rooms.

With the opening of the Allan Slaight Radio Institute, SpiritLive has a new and updated home. It is a 24-hour a day, 7 days a week internet broadcaster, featuring original content produced by RTA students.
Status: Ongoing. SpiritLive's goal is to continue providing RTA students with a platform from which they can create and disseminate media, putting to use the knowledge, skills, and creativity they have

honed in the RTA School of Media.

Upgrading of all of our cameras for our Advanced Single Camera Production students.
Status: Completed.

Priority 7: Expanding RTA internationalization initiatives
RTA has had considerable success with its "RTA in LA" and "RTA in Ghana" initiatives. "RTA in Ghana" is currently on hold (we hope only temporarily) due to insurance concerns. This year, "RTA in Kenya" took its place, with students and faculty working with AMREF Canada (African Medical, Research, and Education Foundation) to document two of their development projects: the Dagoretti Child in Need Project, and the Alternative Rites of Passage Project in rural towns 2.5 hours north of Nairobi. "RTA in LA", a two week seminar on the campus of UCLA, opens a window to the largest media market in the world.

Supplemental developmental plan:
Global Campus Network is expanding to provide more opportunities for students to collaborate.
Status: Ongoing. The GCN continues to grow, and now has nearly two dozen international partners across six continents, including Google News Lab.

Working with the Dean's office to expand our international presence and provide international opportunities for students.
Status: Ongoing. The Dean was and is a vital part of the "RTA In LA" initiative, and we will continue to work to expand opportunities in this sphere.

Exhibition opportunities for students (both online and through festivals) .
Status: Ongoing. A new addition to the curriculum that covers this area (RTA 810: Thesis Project II - Exhibition/Reflection) will commence in Winter 2018.

2. LEARNING OUTCOMES UPDATE

It has long been the department's goal to ensure that each Media Production student receives both fundamental and advanced training in each of the 8 program outcomes. In the current iteration of the program, all students must take:

- at least eight courses that introduce them to the concepts (and/or to the practices) related to all 8 learning outcomes, with each learning outcome spread across multiple courses;
- at least four credits worth of courses that reinforces each of those concepts and practices; and
- a minimum of three courses that will allow them to demonstrate proficiency in all 8 learning outcomes.

Depending on the electives they take, the students will be further exposed to courses that stress various learning outcomes. In addition to their required courses, all students will take at least three RTA elective courses that expose them to reinforcement of various learning outcomes and/or allow them to demonstrate proficiency at various learning outcomes.

The new curriculum, which began on a rolling basis in the 2014/15 academic year and will be completely implemented this year, builds on the "old" curriculum with a few important changes:

Continual Course Updates: All our courses are continually updated to reflect new technologies, broadcasting platforms, audience metrics and other changes to the media landscape. In order to fulfill our mandate in terms of providing learning outcomes that will be of value to our students, the RTA faculty strives to keep the curriculum current, relevant and forward-thinking.

Course Intentions now Mandatory: Though this is more of an administrative change than a curricular

one, we have made it mandatory for students to submit course intention forms at a reasonable date. This has had a positive impact on the Media Production curriculum, as we can now react more quickly to changes in student demand for certain courses, opening up new sections of popular elective courses at relatively short notice.

The Project Development Course: One of the issues with the "old" curriculum was the potential for students to 'opt-out' of the opportunity to participate in the creation of a final culminating media project (whether video, audio or new media). The required level of participation in a new final Practicum project will help strengthen learning outcomes 2 through 8 for all students. The RTA curriculum now features a new required course: RTA 503: Project Development.

Flexiblity in Electives: The new curriculum allows for more flexibility in terms of selecting liberal arts options as well as open electives, and more closely adheres to the policies of other Ryerson and FCAD schools. As before, RTA students are given a large range of options to choose from in terms of broadcast electives; however, within the grouping there is also a range of production courses from which they <u>must</u> choose, all of which are designed to give proficiency in learning outcomes 3, 4, 6, 7, and 8.

Key Courses Added or Moved to Earlier in the Program: One required course has had content revised and the overall course has been "moved up" slightly in the recommended course sequence: BDC 402: Business Practices in Creative Media (semester 4) has been replaced by RTA 315: Business of Creative Media (semester 3). This will give students an earlier chance to have learning outcome 5 reinforced, before moving on to proficiency in later required courses. A new required course, RTA 316: The Nature of Narrative, has been added in third semester. This course is meant to reinforce learning outcomes 1, 2, 3 and 6 before students move on to demonstrate proficiency in these areas in later required courses.

Addition of an Optional 4th Year Reflection/Exhibition Course: A significant omission in the old curriculum was the lack of a course that gave students solid, concrete strategies for getting their practicum work viewed in various real-world venues (festivals, exhibitions, installations, TV programs, etc.) RTA 810: Thesis Project II - Exhibition/Reflection will be offered as an option beginning in Winter 2018. The faculty will monitor the reaction to this course and its overall learning outcomes to see if it may be more valuable as a required course, and/or may be more effective if placed earlier in the program.

3. ADDITIONAL CVs
The required CVs have been submitted.

C. *For Information***: CHANG SCHOOL CERTIFICATES - REVISIONS (November 2017)**
      Chang School Certificate in:
        i. Canadian Social Work Practice: Course Additions and Deletions
       ii. Computer Security and Digital Forensics: Revised Course Description for CKDF 145
     iii. Food Security: Course Additions
     iv. Local Economic Development (LED): Course Additions and Deletions
      v. Music: Global and Cultural Contexts: Course Addition
     vi. News Studies: Course Deletions and Additions (Elective Category)
    vii. Public Relations: Course Addition and Deletion
   viii. Publishing: Course Additions

Respectfully Submitted,

Marcia Moshé

Marcia Moshé, Chair for the Committee

<u>ASC Members</u>:
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
Katherine Penny, Director, Curriculum Quality Assurance
Anne Marie Singh, Faculty of Arts, Criminology
Anne-Marie Lee Loy, Faculty of Arts, English
James Nadler, Faculty of Communication & Design, Creative Industries
Wendy Freeman, Faculty of Communication & Design, Professional Communication
Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
Annette Bailey, Faculty of Community Services, Nursing
Andy Gean Ye, Faculty of Engineering and Architectural Science, Electrical & Computer Engineering
Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering
Vadim Bostan, Faculty of Science, Chemistry & Biology
Jeffrey Fillingham, Faculty of Science, Chemistry & Biology
Yi Feng, Ted Rogers School of Management, Finance and Accounting
Donna Smith, Ted Rogers School of Management, Retail Management
Val Lem, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Amanda Grant, Student
Ashley Blumson, Student

Report #F2017-3 of the Academic Governance and Policy Committee (AGPC):
M. Benarroch

December 5, 2017

1.   Academic Policy Review Committee (APRC) update: M. Moshé
     a)   Report from the Registrar: C. Hack
     b)   Report from the APRC Exam Subcommittee: M. Moshé

2.   Update on review of Ryerson's Freedom of Speech statement
3.   Update on review of the Senate Bylaws

Respectfully submitted,

M. Benarroch, Chair,
Provost & Vice President Academic

On behalf of the Committee:
M. Moshé, Interim Vice Provost Academic
J. Austin, Interim Vice Provost Students
C. Hack, Registrar
J. Turtle, Secretary of Senate
T. Duever, Dean, Faculty of Engineering & Architectural Science
E. Kam, Faculty of Arts, Director, Learning & Teaching Committee
I. Baitz, Chair, Graphic Communications Management
A. McWilliams, Faculty, Science
K. Kumar, Faculty, Faculty of Engineering & Architectural Science
S. Dolgoy, Faculty, Faculty of Communication and Design
R. Hudyma, Faculty, Ted Rogers School of Management
A.M. Brinsmead, Chang School Program Director
E. Hysi, Yeates School of Graduate Studies Student Senator

Office of the Registrar

To: Examination Policy Review Committee
From: Charmaine Hack, University Registrar
Date: October 17, 2017
Re: Considerations for Scheduling Exams

_____

Background

The demand for space for both regular classes and final examinations is high and continues to grow. Ryerson's classroom utilization rate is one of the highest in the province at 92%; however, with the introduction of new programs, more classrooms and exam seats are needed. In one year, for example, the number of exams increased by 11,822, from 99,740 in Dec 2015 to 111,562 in Dec 2016. Moving exams from the MTCC to the MAC in Dec 2016 improved the student and faculty experience, but did not introduce more seats.

Scheduling creates the final schedule for all exams on campus, and the Registrar's Office (RO) administers the exams in large venues (Mattamy and KHW gym), accounting for approximately 45% of finals. In April 2017, over an 11 day period, the RO coordinated 48,429 exams, including over 1,300 invigilator shifts and 260 faculty and instructors.

Across campus in April 2017, 22.38% of exam sections scheduled (595 out of 2,659) were scheduled at 8 am.   In the Registrar's Office, we have long shared the view that 8 a.m. exams (and classes) are less than ideal, as are writing two exams back-to-back or three exams in consecutive time slots. Unfortunately, there is no simple way to resolve this given the current, and growing, number of courses requiring exams, relative to our available space. Fundamental changes to policies and practices, as well as additional space, are needed to eliminate 8 a.m. exams and consecutive exams.

While the RO team will continue to review options as we always have, we definitely look forward to new conversations and fresh ideas. It is imperative that these conversations take into account the many constraints that impact the scheduling process.

Key norms for setting academic dates:

Policy 48 Undergraduate Academic Term - states:
- the first teaching day is the Tuesday after Labour Day.
- there can be no exams/tests in the last week of the Fall and Winter terms or on the Saturday or Sunday before the examination period.
- there will be a study week in the Fall and a study week in the Winter
- the Winter term exam period normally will end by April 30
- exams can be held on Saturdays
- *the reporting of final grades will normally be done within one week of the end of the exam period*

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Given that these dates and conditions are stipulated, all other dates and decisions stem from there. Depending when Labour Day falls (it's been late the last few years), it makes the ability to meet other conditions tight.

Term Constraints

Fall term

13 week term for Engineering = 64 teaching days (without Thanksgiving Monday)
12 week term for all other undergraduate programs = 60 teaching days
11 days for exams (including one contingency day, which also counts as the first of the 4 days for grading)
96 hours (4 days) from last day of exams for faculty to provide final grades (as per the RFA collective agreement)
1 day for the RO to provide Academic Continuance Reports to Departments
1 day for Academic Continuance Reports to RO (this is usually the last working day of the term, although some years we've run out of working days)
Fall grades go live - December 27th or 28th

Fall term has the tightest time constraints. In for 2015/2016, for example, we did not have enough time before winter break to allow for four grading days plus processing, so forfeited the exam contingency date to start grading one day earlier, so we could process them on the last working day December 23, rather than December 24.

Winter break

The University's holiday closure period is normally 16 full days. Determining what flexibility or desire there is to shorten this break period would require consultation with Human Resources, OPSEU, the Ryerson Faculty Association (RFA) and Ryerson's senior executive team, including the Vice-President of Finance and Administration, who oversees Ryerson's physical resources (as maintenance may occur during the closure).

Winter term

13 week term for Engineering = 64 teaching days
12 week term for all other undergraduate programs = 60 days
12 days for exams (including one contingency day - which also counts as the first day of the 4 days for grading)
Official end of term is the last day of exams
96 hours (4 days) from last day of exams for faculty to provide final grades (as per the RFA collective agreement)
Grades due to the RO on a Wednesday
Winter grades are live the following Tuesday

The Winter term dates, in particular, impact timelines for evaluating and approving students to graduate. The Senate Awards and Ceremonials Committee meets the Wednesday after grades are due to approve the graduating class in time for Spring convocation.

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Common suggestions to increase flexibility in scheduling

Amend exam time slots to eliminate 8 am exams
Currently our exam slots are Monday to Friday 8:00 a.m. – 11:00 a.m.,12:00 p.m. – 2:00 p.m., 3:00 p.m. – 6:00 p.m., 7:00 p.m. – 10:00 p.m. One of the Associate Deans has suggested 9:00 am - 11:00 am, 11:30 am - 2:30 pm, 3:00 pm to 6:00 pm, 7:00 pm - 10:00 pm (or 6:30 pm to 9:30 pm).

If we implemented a 9 am start time, we would lose the one hour interval between examination periods which is needed for students to take a break and move from one exam to another, and for administration and faculty to tear down and set-up the next exam, keeping in mind not all exams start and end on time.

Also, an unintended consequence of re-arranging the time periods as suggested *would be an increase in the number of students writing two three-hour exams back-to-back with only a 30 minute break in between.* Exams are not evenly distributed across the time segments - evening time periods are not as highly utilized to reduce conflicts for undergraduate students also enrolled in Continuing Education evening classes. In addition, 60% of exams are 3 hours, so changing to these requested time slots would mean more students are scheduled to write back-to-back 11:30 am – 2:30 pm and 3 pm – 6 pm exams.

In resolving the 8 a.m. exam problem we need to ensure we are not escalating a coexisting student concern.

Extend the exam period
Extending the exam period would impact several areas: Grades would not be submitted within current policy timelines and students would not know their grades before the start of the next semester. Students would start attending their next classes before finding out they did not pass a prerequisite course, or finding out that their Academic Standing is RTW or PPW. While grades would be posted during the first two weeks of classes, and before the add/drop deadline, students who need to make alternate selections would have very limited choices as most courses would already be full.

Also, a number of policies pertaining to the length of semester, grading and provisions in collective agreements would need to be amended.

Actions to consider

There is no one single action that will eliminate 8:00 am exams. A realistic goal is to work towards a reduction in the number of 8 am exams AND a reduction in the number of consecutive exams. We have identified some steps below that would move us in the right direction, and, if there is general consensus, we can further explore these options to understand full implications, such as RFA/OPSEU collective agreements, religious accommodation, impact on university holiday closure timelines and Human Resource commitments, to name a few.

Actions to consider include:

- **Promoting alternative evaluation methods** - final exams are necessary in many courses (especially in accredited programs), but the pedagogical value of final exams as an assessment tool is gradually being questioned. An opportunity exists to better link assessments to learning

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outcomes, and ensure that we are using the most current, pedagogically sound methods to demonstrate and evaluate these outcomes -- the Learning and Teaching Office is available to assist. Promoting alternative evaluation methods is suggested here as a holistic approach to enhance student learning and in the context of escalating issues of student mental health.

- **Implementing a maximum 2 hr exam period & increasing time slots.** Currently 60% of our exams are 3 hours, and therefore we need the majority of our time slots to match. Implementing a maximum 2 hr exam period would allow for five exam periods a day, but reduce the amount of time between exams: 9-11, 11:30-1:30, 2-4, 4:30-6:30, 7-9. Reducing the time between exams is contrary to feedback from students who would like to see time increased between exams, so student consultation would be essential. It is also logistically high risk for administration.

- **Starting classes one week earlier** (aligning with the start of Engineering classes) and with the exception of Engineering, ending the term one week earlier, which would extend the exam period for all other Faculties allowing for greater flexibility in exam scheduling. Since Engineering uses our largest classrooms, only smaller exams could be scheduled the week when Engineering classes are still in progress but it could assist with some individual student scheduling conflicts.

- **Fully utilize weekends** for exams (Saturdays AND Sundays). In recent surveys of other large universities, Saturdays are an accepted full exam day -- we currently only partially use Saturdays.

Two strategies we are currently implementing:

- **Greater utilization of tiered classrooms.** There is no policy around the utilization of tiered vs flat classrooms, but historical practice has been to avoid their use. Avoiding or using tiered classrooms at reduced capacity increases pressure on space since more exam slots need to be scheduled to accommodate the number of students writing exams. Notice was given to the community in spring 2017 that effective Fall 2017, broader use of tiered classrooms will begin and various academic integrity strategies are being encouraged through the Learning and Teaching Office (spacing, test design, different versions, etc.).

- **Harmonizing exam lengths**. The RO has implemented two and three hour exam lengths to eliminate the challenges associated with scheduling varying time slots.

Summary

Whatever flexibility in scheduling is achieved by implementing any or all of the changes above will be diminished should enrolments continue to grow. More students equates to more classes and sections, which means increased demand on space.

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EXAMINATION POLICY REVIEW COMMITTEE
Fall 2017 Interim Report: Exam Conflicts
September 2017

An informal subcommittee completed an [environmental scan](#) and reviewed the examinations policy to determine items that require immediate amendment. No major items were found; however, student representatives recommend clarifying one item, based on the number of queries they receive regarding what constitutes an exam scheduling conflict, and how to handle these conflicts.

Review Panel
Student Subcommittee Members: Daniel Lis, VP Education, RSU; Lyndall Musselman, Student Rights Coordinator, CESAR; Arezoo Najibzadeh, CESAR VP Internal; Razi Syed, Student Senator at Large
Staff Subcommittee Members Present for Discussion: Jonah Horowitz, Math instructor and coordinator; Michelle Green, Registrar's Office (Chair); John Turtle, Senate Office; Samantha Wehbi, Grad Studies; Brian Williams, Test Centre; Jona Zyfi, Senate Office
Scheduling: Robert Roca, Manager of Scheduling

Summary of Work and Findings
1. I.B.3.b., University Responsibilities, Final Exam Specific Responsibilities, pertaining to scheduling of exams and conflict timelines

1.1 Background on Conflicts at Ryerson*
Ryerson's conflict numbers are small in comparison to the number of students, but increasing due to the increasing population.

Final UGrad Exams	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Number of students	29,935	32,124	34309	35966	37,145
Avg # of exams/student	4.6	4.2	4.3	4.3	4.3
# of students w/ two at same time	8	25	66	83	137
# of students w/ three in same day	7	15	33	43	92
# of students w/ three consecutive exams (inc. into next day)	NA	12	42	38	74

Chang School
*Continuing Education and undergraduate final exams are scheduled separately; therefore we do not have the number of conflicts between day undergraduates who have CE exam conflicts.

- CE exams happen during regular class time, scheduled by CE; final undergraduate exams are scheduled during the exam period by Scheduling in the RO.
- CE regular class time typically overlaps the undergraduate schedule by one week
- CE reports approximately 7% (150- 200) of distance students have two exams scheduled at the same time, to be written on campus. CE provides 3 alternate times slots students can choose from to resolve the conflict.
- RO Scheduling avoids using the evening time slot where possible, but increasingly has been required to use it, based on our growth.

At Ryerson, the policy states "The university will make every effort to ensure students will not be required to write more than two exams in one calendar day." However, conflicts are resolved at an instructor or department level.

1.1. Issues with the Current Policy and Language
The policy currently states, "the University will... make every effort to... ensure that students will not be required to write more than two exams in one calendar day (subject to exceptional circumstances)."

 At present, "one calendar day" is usually interpreted as students cannot write 3 in one day, but could potentially write 3 exams consecutively, i.e. 3:00 pm, 7:00 pm, and 8:00 am the next morning. Current final exam time slots are 8:00 am, 12:00 pm, 3:00 pm, and 7:00 pm.

The students felt the current statement is unclear and allows for the hardship of having 3 consecutive exams. They also felt that 3 non-consecutive exams in a 24 hour period is a hardship, i.e. a 12:00 pm, 7:00 pm, and 8:00 am the next morning. Exams scheduled close together is onerous for students to take care of personal needs such as eating and sleeping, and difficult for our large commuter base.

The students recommend:
1. Clarifying the rule regarding consideration for students who are schedule to write more than two final examinations in one day, including clarifying of "one calendar day."
2. Increasing the time period from 14 hours to 24, so they do not write more than 2 in 24 hours
3. Clarifying the process for addressing a scheduling issue

1.2 Other Canadian Universities: Findings
Definition of Conflict
The students looked at the Environmental Scan provided to the sub-committee and felt it would be a substantial improvement to follow UBCs definition of conflict for exam scheduling, as it seemed the most clear and concise, and have a larger time stipulation.. UBC's policy says, "An examination hardship is defined as three or more end-of-term examinations scheduled within a 24-hour period."

However, it is worth noting that Ryerson has one of the shortest exam periods of all schools reviewed, with an average of 10 days, compared to UBC's 14 days. The average of the other schools surveyed is 13 days.

University of Toronto Arts and Queens define a conflict as three *consecutive* exam slots; York and McGill are three consecutive in a *24-hour period*. McMasters states *3 exam in one calendar day, or 3 consecutive exams*.

Handling of Conflicts
Of the seven schools surveyed, final exam conflicts are reported to the Office of the Registrar at five; however these are much larger schools with multiple registrar units or much smaller populations. The schools with the closest undergraduate population, McGill and UBC, handle conflicts at a department or instructor level, similar to Ryerson. Ryerson's academic advisors and coordinators have not raised issue with handling conflicts, as most report handle only 0-5 per semester - instead they are seeking clear definitions, procedures and rules.

Most schools require the student to report conflicts by a deadline approx 3-4 weeks before exams. UBC has a rule that the middle exam is moved by the instructor or department/faculty.

1.3 Student Proposed Revision to Definition of Conflict
The students recommend replacing the current item with "students will not be required to write more than two exams in a **24-hour period. "**

For example, if a student had exams on Tuesday at 3:00 pm and 7:00 pm, they could not have an exam on Wednesday at 8:00 am and 12:00 pm..

1.4 Implications of Student Proposed Revision
At present Scheduling attempts to avoid scheduling 3 exams in a 14 hour period. Scheduling has advised that increasing this to a 24 hour period would be extremely difficult, if not impossible, because this 24 hour period will vary by each student -- one student's 24 hour period could run from Monday 8:00 am to Tuesday 7:59 am, where another's could run from Monday 12:00 pm to Tuesday 11:59 am. As an example, the five required engineering exams can be scheduled within our current policy; however, each elective would create a different 24 hour period for each student, creating too many variables to avoid conflicts. In addition, Scheduling does not control Chang School exam scheduling, so would be unable to schedule within these constraints for undergraduates taking Chang School courses.

Implementing no more than 2 in a 24 hour period would mean:
- More conflicts
- More students requiring make-up exams, putting more demands on departments and the Test Centre

- Scheduling requiring a longer exam period (exact number of additional days to be determined), affecting multiple areas, including:
  - the university calendar and length of semester
  - deadlines, such as grade submission
  - course intentions
  - standing calculations
  - faculty collective agreements

1.5 Scheduling Recommendation

Scheduling recommends keeping the current policy of no more than two exams per calendar day, but to address some of the student concerns, add that we will minimize scheduling in three consecutive time slots, similar to McMaster University.

The policy and language could be amended to state "the University will... make every effort to ensure students will not be required to write more than two exams **in one calendar day, meaning one day of the week, or three consecutive time slots; f**or example, three exams scheduled in one day, or consecutively, such as an afternoon, evening, and morning of the next day."

We would then need to determine procedure, i.e. the student should… i.e. contact their department to reschedule one of the exams, and then provide guidance (ideas below) in how to resolve conflicts.

1.6 Academic Advisor and Coordinator Feedback

In a recent survey of our academic advisors and coordinators (with 22 responses):

- 100% receive inquiries about finals; 39% about midterms; 17% Chang School
- 45.5% report handling 0-5 per semester, including mid-terms & CE; 27.3% 5-10, 27.3 10+
- 33% are currently resolved by professors; 17% by students; 11% by program admins, and the rest some combination
- Approximately the same percentages believe that's who *should* organize them
- At present the procedures vary widely, from students contacting the department and the department contacting instructors, to students being required to email both instructors to make their own arrangements and "wait for one instructor to give in"
- Deferred exams are written the Test Centre (67%), Classroom (39%), Somewhere in the department (61%), a designated "make up room" or other unspecified locations.

Suggestion to improve the process include:

- Provide a clear definition of a conflict, and which assessments it applies to, i.e. midterms, CE? Clarify back-to-back exams are not a conflict
- Provide clear procedures for all parties (student, professor, department) and a form for students to fill out with conflicting courses and agreed arrangements. Ensure someone verifies the conflict exists.
- Provide deadlines for the student provide notification
- Provide rules or a decision tree to decide which exam gets moved, i.e. for a direct conflict (2 at one time) course type (required, core elective, professional elective, open elective, liberal) could

determine priority, or if both courses are required, alpha/numeric order of the course code (e.g. BLG143 wins over MTH312) determines priority.   Or, when 3 scheduled consecutively, middle exam gets moved
- Have the Registrar provide a designated date and room for all make-ups at the end of semester, as the Test Centre is over-utilized and has black-out periods during finals, requiring students to receive an incomplete and write the make-up exam next semester.

1.7 Outstanding Issues

As part of the larger policy review, the following issues should be considered:
- A definition of "conflict"
- Scope of rule: Does the conflict rules apply only to final exams, midterms, or all evaluations during the year? Midterms? CE?
- More specific procedures in the case of a conflict
  - Whose responsibility is it to reschedule the additional exam?
    - The home department?
    - The student?
    - What if none of the exams are in the home department?
- To reduce pressure on departments and the Test Centre, should the university schedule dates for all make-up/deferred exams in a large venue?

Report #F2017-2 of the Curriculum Implementation Committee (CIC):
M. Moshé

December 5, 2017

1. Curriculum Implementation Committee Report and Motion to Senate
2. Proposed Policy 2: Undergraduate Curriculum Structure and Motion
3. Proposed Implementation Plan and Motion

Respectfully submitted,

Marcia Moshé, PhD
Interim Vice Provost Academic
Chair, Curriculum Implementation Committee

Committee Members:
Elizabeth Evans, Ted Rogers School of Management (to June 2016)
Jacob Friedman, Faculty of Engineering and Architectural Science
Desmond Glynn, G. Raymond Chang School of Continuing Education (to June 2016)
Charmaine Hack, Registrar
Sarena Knapik, Assistant Registrar – Curriculum Management
Linda Koechli, G. Raymond Chang School of Continuing Education (from July 2016)
Marcia Moshé (Chair)
Katherine Penny, Director – Curriculum Quality Assurance
Catherine Schryer, Faculty of Communication and Design (to June 2017)
Neil Thomlinson, Faculty of Arts
John Turtle, Secretary of Senate
Janice Waddell, Faculty of Community Services
Bettina West, Ted Rogers School of Management (from July 2016)
Stephen Wylie, Faculty of Science

CURRICULUM IMPLEMENTATION COMMITTEE

REPORT TO SENATE: 05 DECEMBER 2017

Undergraduate Curriculum Renewal

Proposed Policy on Ryerson's Undergraduate Curriculum Structure

1. Introduction

The Curriculum Implementation Committee (CIC) presents to Senate, for its consideration, Policy 2: Undergraduate Curriculum Structure. The proposed policy represents the culmination of the work of the CIC and is a significant milestone in Ryerson's Undergraduate Curriculum Renewal Initiative. This document explains the main features of Policy 2 and outlines a set of recommendations for Senate's consideration.

Given that the Undergraduate Curriculum Renewal Initiative has been underway for over half a decade, it is useful to step back and look at the various steps in the process that have led to this point.

2. History of Ryerson's Undergraduate Curriculum Renewal Initiative

The first review of Ryerson's current undergraduate tripartite curriculum was completed in 2005.[1] Although many recommendations were made for revisions to the curriculum structure, most were not implemented.

Discussions regarding revisions to the tripartite curriculum resumed in 2010 and, in 2011, Senate approved the launch of the Undergraduate Curriculum Renewal Initiative to develop a new curriculum framework. The initiative had four main goals:
- to ensure that Ryerson's curriculum continues to meet evolving career and societal need;
- to provide greater student choice;
- to facilitate the creation of innovative options in programs; and
- to create a more cohesive undergraduate curriculum policy to streamline the set of policies governing curriculum matters at the University.

The initiative was also explicitly aligned with the Undergraduate Degree Level Expectations (UDLEs), which are now part of Ryerson's Institutional Quality Assurance Process (IQAP). A Curriculum Renewal Committee (CRC) was appointed to work out the implications of the new framework.

Curriculum Renewal Committee 2011-2012

As outlined in its green paper of January 2012 and then in more detail in its white paper of June 2012,[2] the CRC saw a significant transformation of Ryerson's tripartite curriculum as the best way to achieve the initiative's goals. The CRC's main policy proposals included:
- new nomenclature for the main categories in the tripartite curriculum;
- replacing professionally related electives with open electives;
- replacing liberal studies with mandated breadth electives; and
- introducing a new class of required writing intensive courses.

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[1] Currie, R.F., B. Cameron, and M. Zeytinoglu (2005) Curriculum Review Report: Ryerson University, May 24, 2005.
[2] http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CurriculumRenewalGreenPaper_27Jan2012 FINAL-s.pdf and http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CRC_White_Paper_May_3_2012 FINAL-s.pdf

The June 2012 white paper included a draft Policy 2, which outlined the proposed curriculum structure. This policy was never approved by Senate. However, based on a proposal in the white paper, Senate established a Curriculum Implementation Committee (CIC) in June 2012 to plan the process of phasing in the new curriculum structure for all undergraduate programs.

Curriculum Implementation Committee 2012-2013

During the 2012-2013 academic year, the CIC discussed strategies and processes for identifying a pool of open elective courses and ensuring student access to open electives. The CIC also discussed implementation issues related to mandated breadth and writing intensive courses. In April 2013, the CIC presented its green paper to Senate.[3] Billed as a discussion document, it featured a range of interim proposals. The paper included a range of analysis as well. The first element in this analysis dealt with the likely results of mandated breadth using a hypothetical set of breadth categories and an estimate of the number of breadth elective courses taken by the average undergraduate student. The conclusion of this analysis was that, on an annual basis, 20,000 seats might shift from Arts courses to those delivered by the other five Faculties.

The green paper referred to these enrollment challenges as "extraordinary," and stated that an enrollment shift of this magnitude "could have a disruptive impact on the University." It noted that this disruption might take two forms. "First, it could significantly reduce undergraduate teaching in Arts departments, especially those with large numbers of liberal studies courses. Second, it could create a major new set of teaching demands for departments and schools in the rest of the University." The green paper also made a number of specific interim proposals and also outlined principles for establishing a pool of open elective courses for a pilot program involving new programs.

At its June 2013 meeting, Senate approved a pilot project in which the professionally related electives tables in two new undergraduate programs being launched in 2013-14 (Professional Communication and Biomedical Sciences) were based on the prospective new open electives list in the proposed curriculum model. A full list of courses submitted by programs for open electives was provided to Senate as an appendix to the June meeting's agenda.[4]

Discussions with Stakeholders 2013-2015

In the months following June 2013, when the CIC was moving from its green paper recommendations to develop a white paper, the Undergraduate Curriculum Renewal Initiative was put on hold. This decision was related to the development of the University's new academic plan. However, the Vice Provost Academic continued discussions with various stakeholders and undertook to monitor the open electives pilot.

At the October 2014 Senate meeting, the Vice Provost Academic presented an update on the initiative.[5] The curriculum model envisioned in his report highlighted the breadth elective category, and the potential negative impact of introducing mandated breadth for the reasons outlined in the CIC's green paper. This Senate presentation also gave an update on the open elective pilot project. By this time, the pilot included three new undergraduate programs besides Professional Communication and Biomedical Sciences – Financial Mathematics, Mathematics and its Applications and Sport Media.

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[3] http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CIC_Green_Paper_Final_May7_Senate_FINAL-s.pdf
[4] http://www.ryerson.ca/content/dam/senate/agenda/2013/20130604agendamin.pdf
[5] http://www.ryerson.ca/senate/agenda/2014/Curriculum_Renewal_Senate_Update_Slides_Oct_2014.pdf

Based on a preliminary analysis of open elective choices by students in one of the pilot programs, the Vice Provost Academic concluded the open elective model had the potential to provide students with a wider range of courses than did existing professionally related elective tables, while also providing program areas with scope for curriculum innovation. The conclusions in the presentation concerning breadth electives were less positive. It was noted that mandated breadth as a concept has merit, but that if implemented immediately it would disrupt the operation of the curriculum.

During the ensuing months, the discussions that the Vice Provost Academic had with various constituencies were dominated by the significant challenges that the CIC green paper had revealed with the breadth elective element of the proposed new curriculum. In particular, the risks associated with the huge shift in seats from Arts to other parts of the University was the subject of considerable comment.

At the April 2015 Senate meeting, the Vice Provost Academic made another presentation on curriculum renewal. He suggested it might be better if breadth electives were not a feature of the proposed new curriculum model and that instead the liberal studies component should stay substantially the same in the proposed new model.

The proposed retention of the liberal studies model meant that not only the class of breadth electives courses but also the writing course component were no longer part of the proposed new curriculum model. It was proposed that the liberal studies category of the curriculum remain largely unchanged, with writing as an essential feature of all courses in this category, but that changes be considered both to the definition of liberal studies courses, to more clearly include science courses, and to the governance structure of liberal studies. In addition, it was suggested that strategies could be developed to ensure that, in the years ahead, the range of liberal studies courses cover all Faculties. The proposal to keep liberal studies rather than replacing this element with breadth electives greatly simplified the issues relating to the implementation of the new curriculum model.

Curricular Developments 2013-2016

Although formal work on the curriculum renewal initiative ceased after the CIC's green paper in 2013, Ryerson's curriculum has continued to evolve since that time in the direction of the goals of the proposed curriculum model. By Fall 2016, a total of 13 undergraduate programs revised their curriculum structure to allow students to select their professionally related courses from the open elective table, and the number of courses on the open elective table had increased from 696 to 922.

Although Ryerson's curriculum is evolving, it is doing so in the absence of a Senate-approved policy on the revised curriculum structure. As a result, there has been confusion over what policy provisions apply now. In addition, existing programs that were not part of the original pilot have come onto the system without a Senate-approved policy. Another pertinent issue is that there are no guidelines for adding courses to the open elective table.

Reactivated Curriculum Implementation Committee 2016-2017

Work on the development of the new curriculum model resumed in April 2016 when Senate approved the reactivation of the Curriculum Implementation Committee. The CIC's mandate was to continue refining the key principles comprising the general goals of the new curricular structure; to ensure that these curricular principles reflect the principles and values as outlined in the University's academic plan; to further elaborate, and revise where necessary, the draft omnibus curriculum policy; to

make policy implementation recommendations; and to hold at least one round of public consultations.

Since its reactivation, the CIC has undertaken several tasks related to this mandate. These include:
- completing a concentrations policy;
- drafting the principles and goals governing Ryerson's undergraduate curriculum structure;
- assessing the open elective pilot running since 2013;
- examining a variety of issues related to the pilot and its potential extension to all undergraduate programs;
- consulting with the Deans, Chairs and Directors in all Faculties and in the G. Raymond Chang School of Continuing Education about the proposed changes; and
- seeking feedback from the Ryerson community about the proposed policy through town halls and via email.[6]

3. Proposed Policy 2: Undergraduate Curriculum Structure

The proposed Policy 2, appended to this report, completes the CIC's work. First, it solidifies the guiding principles underlying the proposed new curricular model. Second, it incorporates the various proposed revisions to the model summarized in this document, including changes to the way open electives are incorporated into the model and an amended liberal studies governance structure. Third, it provides a full specification of curricular elements, including standard definitions of key curricular terms. Finally, it consolidates all Senate undergraduate curriculum policies into one consistent omnibus document, and would allow for the rescinding of a wide collection of policies that deal with individual aspects of the curriculum. It is useful to examine some of the main features of the proposed policy in more detail.

3.1. Guiding Goals and Principles

The guiding goals and principles of Ryerson's curriculum structure highlighted in the proposed policy are drawn from Ryerson's unique mission and aims, its Undergraduate Degree Level Expectations (UDLEs) as part of the Institutional Quality Assurance Process, and its core values, as outlined in the University's academic plan, *Our Time to Lead.* Further, the principles include consideration of equity, diversity, and inclusion (EDI), considerations of Indigenous culture and traditions, and a focus on student choice.

3.2 Refinement of the Proposed Curriculum Model

The proposed policy maintains three broad categories of study for all undergraduate students while providing students with the ability to define their own educational paths. The table below compares the current tripartite model with the proposed model after these various refinements.[7]

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[6] For detailed information on the CIC's work and findings, refer to the committee's update reports to Senate:
http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CIC-Update_for_Senate_September 2016 copy 2 FINAL-s.pdf;
http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CIC Update Report to Senate_Final_January_31_2017 FINAL-s.pdf; and http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CIC Report %26 Draft Policy - Senate June 5, 2017 FINAL-s.pdf

[7] Because of accreditation needs, undergraduate Engineering programs received Senate-approved exemption from meeting the percentages for professionally-related electives and liberal studies in the current tripartite model and this will apply to the proposed model.

Current Versus Proposed Curriculum Structure

Current Model	Proposed Model
Professional Studies 50-75%	Core Studies 60-75%
Professionally Related Studies 10-40%	Open Electives 10-25%
Liberal Studies 8-20%	Liberal Studies 15-20%

Core Studies

In the proposed model, the category "professional studies" has been renamed "core studies" to reflect the diversity of Ryerson's current undergraduate programs, many of which prepare students for a range of careers rather than for a single professional path. Core studies in the current model include courses considered foundational and integral to the primary area(s) of study. Unlike professional courses in the current model, core courses in the proposed model may include those provided by a Teaching Department or School with expertise in the subject matter that the Program Department or School has recognized as integral to the program area. As an example, in the BSW Social Work program, POL101/102, PSY 102/202, and SOC111/112 are all required in first year, and these would be part of core studies and would be considered as such in the calculation of program balance.

Open Electives (OEs)

In the current model, professionally related courses "...develop an understanding of the theoretical disciplines upon which the career field is based, or which synthesize the diverse elements of professional study" (Policy 124). These courses are determined by the Program Department or School and, in most cases, provide students with only a limited choice of offerings outside students' professional studies. They include courses that lead to select minors deemed by the Program Department or School to be most relevant to the students' primary area of study.

In contrast, open electives in the proposed model give students more control over their educational choices with the ability to select courses related either to their career paths or to their personal interests. This represents a significant change from the current curriculum model's professionally related component, in which it is the program rather than the student who determines what electives a student will choose from, and also makes the decision over whether to sign a course directive that allows a student to take courses not on the program's professionally related elective table. Many of the community members we consulted noted that students often don't know that course directives exist, which makes current implementation of this option variable and inequitable. In addition, some programs refuse to sign course directives, which adds to the perceived unfairness.

With the proposed system, students may choose open electives that are outside their core area or gain additional depth in their core area of study by selecting core electives. Open elective courses also enable students to pursue any minor offered by Ryerson. Another advantage is that Program Departments will be able to grant more transfer credits for courses since those that do not meet liberal studies or core requirements can be directed to fulfill open elective requirements. Finally, the new system allows students who need more courses for post-graduate studies to specialize by taking more courses in their program area and have them counted towards their degree.

Liberal Studies

As the third category in the tripartite curriculum model, liberal studies remain unchanged in the proposed model, with one exception. The definition has been expanded to explicitly include science courses. The italicized words in the definition have been added: "Liberal studies, as a category, develop students' capacity to understand and critically appraise the social, cultural, *natural and physical context* in which they will work as a professional and live as an educated citizen."

3.3 A New Proposed Open Elective System

The proposed policy **r**eplaces the current open elective table with a structure in which **open electives include all degree-level courses, except those identified as liberal studies courses and those courses specifically excluded by program or Teaching Departments and Schools**. In contrast to the current open elective table, a 'no-table' open elective system would provide substantial benefits for all stakeholders, especially students, by enhancing their registration experience as they choose courses best suited to their career plans and personal interests.

The chart below shows the main features of the student registration experience associated with the current and proposed open elective systems. As outlined in the chart, there are several key features shared by the current and proposed systems. As with the current system, the proposed system would allow students to utilize the student enrolment interface when registering for their courses and would allow them to see the full range of open elective choices when they register. Again, paralleling the current system, the proposed system would allow Teaching Departments and Schools to apply course restrictions to their courses and would allow programs to apply course restrictions for their own students. Finally, the proposed system would provide the possibility for course requisites (i.e. prerequisites, corequisites and antirequisites) to effectively manage student progression through courses – a feature also found in the current system.

Current Versus Proposed Open Elective Systems

Feature of Student Registration Experience	Current System (Table)	Proposed System
Students can utilize the student enrolment interface to register for courses	Yes	Yes
The full range of open elective choices are displayed to students when registering	Yes	Yes
Teaching Departments and Schools can apply course restrictions on their courses	Yes	Yes
Programs can apply course restrictions for their own students	Yes	Yes
Course requisites can effectively manage student progression	Yes	Yes
Courses not used to satisfy program core requirements automatically default to count as open electives	No	Yes
Course directives are no longer required to move 'one-off' course choices to the open elective table	No	Yes
Courses needed as prerequisites and/or to complete a minor are always part of student choice	No	Yes
New courses are automatically part of student choice	No	Yes
Student course requirements can be grouped by Faculty in the Academic Advising Report	No	Yes

The features of the student registration experience that differ with the current and proposed systems are also outlined in the chart. First, only in the proposed system would courses not used to satisfy program course requirements automatically default to count as open electives, streamlining the curriculum audit process to the benefit of both students and staff. This feature would also negate the need for course directives to move "one-off" course choices to the open elective table. Furthermore, given that the proposed system would mandate programs to clearly outline requisite paths for courses that may be used as the open electives, courses required as prerequisites would always be included among the set of open elective courses from which students could choose, minimizing the chance of registration errors. This same feature would also apply to courses needed to complete a minor in the proposed system. Finally, new courses would automatically be part of the student selection process in the proposed system, while it would become possible to group student course requirements in the academic advisement report by Faculty, enhancing the report's usefulness for both students and staff. There will be additions to RAMMS that facilitate open electives in general.

3.4 Liberal Studies Courses and Open Electives

The proposed policy **excludes liberal studies as open electives**. The feedback we received – from our survey of open elective pilot programs as well as broader consultations with the university community – revealed a widespread concern that the inclusion of lower level liberal studies would lead to the possibility that some students might fulfill all their open elective requirements with a range of lower level courses. The exclusion of lower level liberal studies courses partly addresses this concern.

The exclusion of upper level liberal studies courses is driven primarily by logistical considerations. Because liberal studies courses are scheduled in special bands to ensure their wide availability, students may find it easier to timetable upper level liberal studies courses than they would many other open electives. Without some constraint, large enrolment shifts might then occur between Faculties, and because the large bulk of liberal studies courses are offered by the Faculty of Arts, this might end up privileging what are mostly Arts courses within the constellation of open electives. However, in cases where students cannot access or timetable other open electives, the use of course directives will allow their Program Departments and Schools to direct, as an exceptional measure, upper level liberal studies courses to fulfill open elective requirements.

3.5 New Liberal Studies Governance Structure

For historical reasons and by Senate policy, the Dean of Arts currently chairs the Liberal Studies Council, the University-wide committee with the authority to recommend to Senate the approval of new liberal studies courses. The Dean of Arts also chairs the Liberal Studies Curriculum Committee, which makes recommendations to the Council regarding the approval of new liberal studies courses.

In the proposed Policy 2, the **Academic Standards Committee is given responsibility for recommending to Senate the approval of new liberal studies courses and the Vice Provost Academic (or designate) chairs the Liberal Studies Curriculum Committee.** The Liberal Studies Curriculum Committee would then make its recommendations to the Academic Standards Committee. The proposed composition of the Liberal Studies Curriculum Committee includes representatives from each of the six Faculties, the Chang School, and students.

3.6 Full Specification of Curricular Elements

At present, some curricular elements, such as concentrations and minors, have separate Senate

policies. The proposed Policy 2 incorporates these separate policies. Other curricular elements, including over 40 curricular terms, are formally defined for the first time in a **glossary** that is appended to the policy.

3.7 Streamlining Curriculum Policies

Adoption of the proposed policy would **rescind a total of 12 Senate policies** that address some aspect of Ryerson's undergraduate curriculum structure. A few of these policies (e.g., Policy 148: Minors and Policy 149: Concentrations) have been integrated completely into the proposed policy. Other Senate policies would become obsolete. All current liberal studies regulations now outlined in six separate Senate policies are integrated as well.

4. Implementation Plan

The CIC has developed a comprehensive open elective implementation plan. Phase 1 will involve the proposed no-table open elective system. Since every course (except liberal studies) in this system would be an open elective unless otherwise designated, this phase would require all departments and schools to conduct a course requisite review of all their undergraduate courses to determine the precise nature of any restrictions that may be applied. Phase 2 will involve establishing timelines for undergraduate programs in all Faculties to revise their curricula in accordance with the proposed new model. The implementation plan is outlined in a separate document to Senate.

5. Recommendations

In addition to Policy 2, and a schedule for its implementation, the CIC is providing Senate with a set of recommendations, which derive from extensive community consultations by the CIC. We believe the recommendations address the multifaceted changes that are required to make the new open elective system function smoothly across the undergraduate curriculum. The recommendations deal primarily with ways to assist students in choosing open electives as well as procedures to ensure that optimal access exists for the open elective courses they choose. Additional recommendations touch on Policy 2 and its glossary, liberal studies courses, course numbering, the formatting of the undergraduate calendar and the need to review several outdated policies.

Recommendation 1: Student Choice and Access to Open Electives

Recommendation 1a: Enhance Student Choice of Open Electives

The following ways to assist students to choose open elective courses should be considered:
* Develop a communication strategy to inform students of the benefits of freedom of choice with open electives, which will include;
    o Develop targeted online video tutorials and other advising tools on how students select and register in open elective courses on RAMSS.
    o Enhance current advising tools to include FAQs on what an open elective is, how an open elective applies toward satisfying program graduation requirements, which programs may or may not have open electives incorporated into their curriculum and why, the benefits of having 'free choice' in selecting an open elective, etc.
    o Work closely with Program Departments and Schools to help improve awareness of advising resources so that better support can be provided to students – especially first-year students who are seeking information on how to plan for optional curricular pathways such as minors.

        o   Provide information sessions for academic advisors, both faculty and staff, on how to support students to choose minors, open electives, concentrations, etc.
- Consider a mechanism acceptable to all stakeholders to make template course outlines, with information on the course learning outcomes, readings, methods of assessment and topics, available to students in an easily accessible common repository.

Recommendation *1b: Ensure Access to Open Electives*

The following ways to ensure access to open elective courses should be considered:
- Encourage Teaching Departments and Schools to make available during the course intentions period as many open electives as possible.
  - Schedule presentations by the University Planning Office to relevant administrators (i.e., Deans, Chairs, and Directors) on the funding mechanics of the new open elective system, to ensure that these administrators better understand the existing incentives associated with providing enhanced student access to these courses.
  - Institute regular tracking each Fall and Winter semester on the number of seats occupied by non-program students in open elective courses, and share the tracking results, along with estimates of seating needs, with relevant administrators (i.e., Deans, Chairs, Directors) to ensure that sufficient spaces exist across the University for undergraduates to complete their open elective requirements.
- Expand the number of open elective courses offered online.
- Increase the number of open elective course offerings through the Chang School.
- Develop open elective-specific courses in diverse disciplines across the Faculties.
- Encourage departments and schools to establish meaningful and academically relevant requisites, particularly prerequisites, for all courses.

Recommendation *1c: Additional Open Elective Recommendations*

The following long-term changes that could enhance open elective choice and access should be considered:
- Provide more open electives slots in programs' curricula to ensure students can earn a minor (or minors) and take the prerequisite courses.
- Inform students before the course intentions period which open electives are offered in each semester and year and when they will be offered next. Not knowing beforehand when open electives will be offered makes planning difficult.
- Remove from the visible calendar courses that are no longer offered or haven't been offered in more than five years.
- Inform programs annually about the addition of new courses as open electives to allow programs to assess whether program-specific exclusions need to be added to the undergraduate calendar.
- Evaluate whether upper level liberal studies courses should be included as open electives.
- Find a readily recognizable means to distinguish between lower and upper level open electives (see "course numbering" below).

Recommendation 2: Policy 2 Glossary Review

- The Vice Provost Academic, in collaboration with Curriculum Management, should conduct an annual review of the Policy 2 Glossary and bring to the Academic Governance and Policy Committee (AGPC) its recommendations for revisions and additions.

Recommendation 3: Liberal Studies Reporting and Procedures

- The Academic Standards Committee (ASC) should present an annual report in the Fall term that includes: a) a list of all new liberal studies course proposals submitted to the Liberal Studies Curriculum Committee that year; and b) ASC's recommendations to Senate.
- New courses approved as liberal studies should be publicized annually to students and Program Departments and Schools.
- The Liberal Studies Curriculum Committee should develop procedures to address such issues as: ongoing compliance with liberal studies requirements, in particular the writing component and template information for course outlines that identifies the course as a liberal studies elective and highlights liberal studies restrictions.
- There should be ongoing education, particularly to instructors of liberal studies courses, as to the goals of liberal studies in Ryerson's undergraduate curriculum structure.

Recommendation 4: Course Renumbering

- In consultation with Program Departments and Schools, the Registrar's Office, Curriculum Management, Academic Advising, and the Provost, a comprehensive plan should be developed, contingent on financial and other implications, to re-catalogue all Ryerson courses to a defined, university standard (i.e., first year courses as "100," second year courses as "200," etc.).

Recommendation 5: Bulletin year calendar/bulletin year graduation requirements

- Consider the potential of the University moving from a dynamic calendar and dynamic program graduation requirements to a bulletin year calendar and bulletin year graduation requirements.[8] With a bulletin year calendar, students are expected to follow the curriculum requirements that were published in the calendar in the year in which they entered their program. This allows students and their advisers to know what courses they are expected to complete over four years in order to graduate and facilitates long-term planning. The model currently exists (by default) in programs where curriculum changes have been nil over time and is the model applied for part-time programs.

Recommendation 6: Evaluation of the revised curriculum structure

- After the revised curriculum structure is fully implemented in all programs, the Provost should strike a committee to investigate and report on the extent to which the revised curriculum structure is meeting stated objectives.

Recommendation 7: Review of Policy 21 and Policy 155

- The CIC identified two policies that are outdated: Policy 21 and Policy 155. The CIC recommends that the Academic Governance and Policy Committee (AGPC) initiate a review of these policies.

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[8] Currently, with a dynamic calendar, program changes become part of students' graduation requirements *after they have been admitted and as they move through their program toward graduation.* This allows students to graduate with the most recent version of their program's curriculum. Although a dynamic calendar has its advantages, students and faculty cannot easily engage in long-term planning. In addition, as program changes occur, students who are out of phase or who reach ahead may need course substitutions/course exemptions to satisfy their new/changing graduation requirements.

Policy 21: Academic Jurisdiction: Policy 21 has not been reviewed since it was approved in 1978. The policy offers guidelines for the assignment of academic responsibility for courses.

Policy 155: Approval of Collaborative Academic Programs: Policy 155 was last amended in 2010, prior to the 2011 adoption of the Quality Assurance Framework for Ontario Universities and the approval of Ryerson's Institutional Quality Assurance Process (IQAP). Policy 112: Development of New Graduate and Undergraduate Programs, which is part of Ryerson's IQAP, outlines the current requirements for new program proposals. Policy 155 must be reviewed and amended to be consistent with Policy 112 and its procedures.

Acknowledgements

Thanks are in order to members of the Curriculum Implementation Committee (CIC) for their dedicated service; to CIC sub-Committee members Neil Thomlinson, Sarena Knapik, Michelle Horii Edwards and Deanne Wright for their sage advice on curriculum and technical matters and for developing the glossary; to faculty, staff and students, especially those from open elective pilot programs, who provided feedback; and to Jona Zyfi and Mark Lovewell for aid in facilitating the CIC's work. Thanks are also in order to members of the Curriculum Renewal Committee (CRC), whose work the CIC used as its starting point. This includes the CRC Chair, Vice Provost Academic Chris Evans.

Respectfully submitted,

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Chair, Curriculum Implementation Committee

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RYERSON UNIVERSITY
POLICY OF SENATE

UNDERGRADUATE CURRICULUM STRUCTURE

Policy Number: **2**

Policy Approval Date: **DRAFT**
                                      (for consideration of Senate 05 Dec 2017)

Next Policy Review Date:

Responsible Committee or Office: Provost and Vice President Academic
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1.   PURPOSE OF POLICY

This policy describes the curriculum structure of all Ryerson undergraduate degree programs.

2.   APPLICATION AND SCOPE

This policy applies to existing and – together with Policy #112: Development of New Graduate and Undergraduate Programs – to proposed Ryerson undergraduate degree programs. For certificate programs, refer to Senate Policy #76: Development and Review of Certificate Programs.

3.   DEFINITIONS

See Appendix I: Glossary.

Definitions contained in this glossary may be amended upon the recommendation of the Academic Governance and Policy Committee (AGPC) as part of the consent agenda of Senate. Such amendments do not require or imply a review of the rest of the policy.

4.   GOALS AND PRINCIPLES

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

4.1   Ryerson's Objectives

The University's objectives are set out in the *Ryerson University Act* (1977), Article 3, as follows:
       The objects of the University are:

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

4.2   Ryerson's Mission

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

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

For the detailed "aims," refer to Senate Policy #103: Mission and Aims of Ryerson University.

4.3   Undergraduate Degree Level Expectations (UDLEs)

The Undergraduate Degree Level Expectations (UDLEs), established by the Ontario Council of Academic Vice-Presidents (OCAV) and endorsed by the Council of Ontario Universities (COU), are part of Ryerson's Institutional Quality Assurance Process (IQAP, Senate Policy #110) and establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis. (See also Appendix 2)

4.4   Principles

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

4.4.1   *Alignment with UDLEs*

The curriculum should ensure that students meet the educational objectives laid out in the Undergraduate Degree Level Expectations, included here as Appendix 2.

4.4.2   *Breadth and Depth of Knowledge*

Ryerson's goal is to produce graduates who are well-rounded, both intellectually and in other ways, with a breadth as well as a depth of knowledge, and who have learned to think critically and communicate clearly, both orally and in writing. Graduates will gain transferable skills and

the ability to work effectively with others to solve complex problems and contribute to the betterment of the community.[1]

4.4.3   Program Quality and Currency

The University is committed to ensuring that all programs achieve and maintain the highest possible standards of academic quality. The strengthening and nurturing of existing programs includes, but is not restricted to, reviews and revisions conducted under the auspices of Senate Policy #126 or #127[2] that respond to external developments in professions, scholarly fields, and society at large, as well as taking account of interdisciplinary links with other subjects and relevant international perspectives.

4.4.4   Provision of Multiple Curricular Opportunities

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

4.4.5   Equity, Diversity and Inclusion

Ryerson will continue to make post-secondary education more inclusive. The curriculum in programs should take account of the diversity of Canadian society, not only to ensure the inclusion of all students in the educational process but as a means to enrich the curriculum.

4.4.6   Indigenous Peoples

In the development and implementation of curriculum at Ryerson, consideration will be given to the recommendations of the *Truth and Reconciliation Commission of Canada* (2015) to increase student knowledge and capacity on the histories and experiences; cultures and languages; residential school legacies and current realities of Indigenous peoples in Canada.

4.4.7   Dealing with Emerging Trends

Ryerson students should be encouraged to play an active role in their learning – including, but not restricted to experiential learning – to give them the skills required to deal with emerging trends as they build careers, enter various professions or launch their own ventures.[3]

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

[2] Policy 126: Periodic Program Review of Graduate and Undergraduate Programs
Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

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

5.   PROGRAM STRUCTURE

An undergraduate degree program normally consists of 40 one-term degree level courses, or the equivalent.[4]

Upon completion of an undergraduate degree program, the student's primary area(s) of study (their "major" or, where applicable, their double major) is noted on the academic transcript and on the graduation award document.

To achieve its goals, the curriculum structure of all Ryerson undergraduate degree programs is based on three broad categories of study, which are defined by their objectives and supported by their regulations.

5.1   Core Studies

5.1.1   Objectives

Core studies provide students with both depth and breadth of knowledge of either a single area of study, or of two disciplinary or interdisciplinary areas of study, establishing an essential knowledge base for a career or further study in the area(s). Core studies comprise the primary area(s) of study which includes the student's "major" (or, where applicable, "double major").

5.1.2   Regulations

5.1.2.1   Core studies are defined by the Program Department/School and are approved by Senate.

5.1.2.2   Core studies include required courses considered foundational and integral to the program area(s).

5.1.2.3   Core studies include courses provided by any Teaching Department with expertise in the subject matter being delivered, which the Program Department has identified as integral to the program area(s).

5.1.2.4   There may be choices offered within the core studies of a program. The courses that comprise such choices are referred to as core electives.

5.2   Open Electives

5.2.1   Objectives

The open electives category provides students with the opportunity, based on their career path or their personal interests, to choose degree-level courses outside their core or to gain greater depth and breadth within their core. Open electives also allow students to earn a Minor.

5.2.2   Regulations

5.2.2.1   Open electives include all degree-level courses **except those identified as liberal studies courses**[5] and those courses specifically excluded by Program or Teaching Departments/Schools as follows:

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[4] An undergraduate degree program will normally comprise a minimum of 120 "course hours" (see glossary for definition).

[5] **Upper Level** liberal studies courses may be directed, by the student's Program Department, to satisfy open elective requirements.

5.2.2.1.1   Program Department(s)/School(s) may prevent[6] their students from using courses that are too closely related to the content of core courses in their program;

5.2.2.1.2   Program Department(s)/School(s) may prevent[6] their students from using introductory level core elective courses; and/or

5.2.2.1.3   Teaching Department(s)/School(s) may prevent[6] enrolment in a specific course by permitting enrolment only of those students for whom it is a core required course (which may include students in their own program).

5.2.2.2   Students must meet all pre-requisite requirements.

5.2.2.3   Program Departments/Schools and Teaching Departments/Schools must negotiate, and agree upon, any restrictions that are applied. If the Program and Teaching Departments/Schools cannot agree, the matter will be referred to the Vice Provost Academic, who will decide operational matters and may refer academic matters to the Academic Standards Committee of Senate.

5.2.2.4   Restrictions on any other basis than those listed in 5.2.2.1 above require the approval of Senate on the recommendation of its Academic Standards Committee.

5.2.2.5   All restrictions should be based on sound and verifiable grounds including resource availability (including available teaching faculty), class size limitations (e.g. for studio and lab-based courses), and the presence of non-academic criteria (e.g. the submission of portfolios) within the program's admission requirements.

5.2.2.6   In order to maximize student choice of open electives among a wide range of subject areas, Teaching Departments/Schools in all Faculties have a responsibility to offer their courses as open electives to non-program students, within the limits posed by academic and fiscal responsibility and other constraints. Teaching Departments / Schools also have a responsibility to ensure an appropriate number of seats in their open electives courses.

5.3   Liberal Studies

5.3.1   Objectives

Liberal studies are intended, as a category, to develop students' capacity to understand and critically appraise the social, cultural, natural, and physical context in which they will work as a professional and live as an educated citizen. Liberal studies are also intended to develop skills in critical thinking, analysis, and written communication. Liberal studies courses, to the maximum degree feasible, provide a means by which students from a variety of programs may meet to share perspectives on the subject area being studied.

5.3.2   Regulations

5.3.2.1   Liberal studies are degree-level courses in disciplines outside students' core area(s) of study.

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[6] "Prevent" includes, but is not restricted to, the application of restrictions, exclusions, or antirequisites.

5.3.2.2   Students in all Ryerson programs, except those in the Faculty of Engineering and Architectural Science,[7] are required to complete at least six (6) liberal studies courses to fulfil the requirements of the liberal studies category.

5.3.2.3   Courses used to satisfy the requirements of the liberal studies category cannot simultaneously satisfy the requirements of any other category.

5.3.2.4   Liberal studies courses are offered at two levels, lower and upper.

    5.3.2.4.1   Lower level liberal studies courses are intended for first- and second-year students. Normally, they will be introductory or survey courses.

    5.3.2.4.2   Upper level liberal studies courses are more focussed and intellectually demanding, with the standards of evaluation reflecting those that should prevail at the advanced undergraduate degree level.

5.3.2.5   The number of liberal studies courses required at each level varies by program, but normally conforms to one of two patterns: three lower level and three upper level courses, or two lower level and four upper level courses. The choice of pattern, and the placement of the liberal studies course requirements within the program structure, are the responsibility of the Program Department/School. Students in any given program must complete the minimum number of upper level liberal studies courses prescribed by their program.

5.3.2.6   All liberal studies courses must include a substantial writing component designed to foster critical thinking that:

    5.3.2.6.1   requires the student to carry out an analysis of the assignment's subject, and make and justify an evaluative, comparative or explicatory judgment;

    5.3.2.6.2   comprises one or more individually-written assignment(s) that is/are completed out of class;

    5.3.2.6.3   totals at least 1200-1500 words at the lower level and at least 1500-2000 words at the upper level; and

    5.3.2.6.4   has a combined weight of at least 25-35% of the student's final grade in the course.

5.3.2.7   The quality of student work expected in the liberal studies writing component must reflect the level of the course.

5.3.2.8   The instructor is expected to provide commentary on the clarity of organization, logic, syntax, and grammar of student writing, and explicitly indicate that such attributes will form part of the basis upon which the assignment will be evaluated.

5.3.2.9   In addition to the mandatory writing component, liberal studies courses may include a variety of other methods of assessment (e.g., in-class, essay-type and multiple-choice testing, final examinations, field work, class

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[7] The Faculty of Engineering and Architectural Science obtained the approval of the Academic Standards Committee and Senate for a variation from the minimum requirement. FEAS programs require two lower level liberal studies and two upper level liberal studies, one of which must be chosen from a select list of liberal studies courses.

presentation and debates, and assessments of student contributions to class discussion).

5.3.2.10   Upper level liberal studies courses may be substituted for lower level liberal studies requirements, but lower level liberal studies courses may not be substituted for upper level requirements.

5.3.2.11   Normally, there will be no restriction on the number of liberal studies courses a student may select from any one discipline.

5.3.2.12   Specific liberal studies courses, due their close relation to a program's core studies, cannot be taken for liberal studies credit by students in that program.

5.3.2.13   Restrictions will normally be determined by the Liberal Studies Curriculum Committee (LSCC), but may be recommended by either Program or Teaching Departments/Schools. Between meetings of the LSCC, the Chair of the Committee may impose exclusions made necessary by curriculum modifications.

5.3.2.14   Program Departments/Schools may not prescribe, either directly or by prerequisite structure, specific liberal studies courses for credit in the liberal studies category.

5.3.2.15   The liberal studies curriculum, within the limits imposed by academic and fiscal responsibility, will maximize choice among a wide range of subject areas.

5.3.3   Guidelines for the Development of Liberal Studies Courses

The Liberal Studies Curriculum Committee (LSCC) will develop and maintain guidelines for the development of new liberal studies course proposals, and procedures for the submission and consideration of such proposals, and will publish the guidelines and procedures on an appropriate Ryerson website.

6.   PROGRAM BALANCE

There must be an appropriate program balance among the three categories of studies. For program design and evaluation, the following program balance ranges are standard and the calculation is **based on the total number of one-term degree level courses**, or the equivalent, in the program.

Core Studies	60%-75%
Open Electives	10%-25%
Liberal Studies	15%-20%

The Academic Standards Committee of Senate may, in exceptional circumstances and without prejudice, recommend to Senate the approval of deviations from the above.[8]

7.   CURRICULAR ELEMENTS

The following outlines the definitions and policies for curricular elements that may be part of a student's program of study and where their achievement is noted on the student's Official

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[8] Some programs, to meet the standards of professional accreditation, have obtained the approval of the Academic Standards Committee and Senate for a variation from the specified program balance. Such existing variations are not affected by this policy.

Transcript. The curricular elements listed below must be approved by Senate, as per the requirements outlined in the Procedures section of Senate Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs.

7.1   Concentration

7.1.1   Description

A Concentration is a Senate-approved curricular element that provides students the opportunity to develop in-depth knowledge representing a sub-specialization or emphasis within the core of a degree program or major. Courses for a Concentration are selected from the core elective courses offered to students within their degree program or major. Concentrations are optional.

7.1.2   Regulations:

7.1.2.1   A Concentration curriculum consists of at least six, specified/prescribed one-term degree-level core elective courses offered to students within their degree program or major.

7.1.2.2   Core required courses of the degree program or major may not be included in the course count/defined structure of a Concentration.

7.1.2.3   The completion of a Concentration cannot be made mandatory.

7.1.2.4   Earning one Concentration will not increase the number of courses required to graduate.

7.1.2.5   Where it is possible, a student may complete more than one Concentration; however, no individual course can be applied to satisfy the requirements of more than one Concentration.

7.1.2.6   Course substitutions are not permitted.

7.1.2.7   Completion of a Concentration is subject to availability of courses.

7.1.2.8   Completion of the degree, with the addition of more than one Concentration, may require the completion of extra courses. Additional fees may also be incurred.

7.1.2.9   Students must complete all courses in a Concentration prior to graduation from their program of studies.

7.1.2.10   Restrictions [e.g., grade variations on individual courses; a minimum Cumulative Grade Point Average (CGPA) requirement for completion of the Concentration] are not permitted.

7.1.2.11   Any course used to satisfy a requirement of a Concentration cannot also be used to satisfy a requirement of a Minor.

7.1.2.12   Students must declare a Concentration(s) at a time specified by their program.

7.1.2.13   Completion of a Concentration is noted on the academic transcript, but not on the award document.

7.2   Co-operative Education

7.2.1   Description

Co-operative education is a Senate-approved program that allows students to gain work experience in business, industry, government, social services, and professions, before they

graduate. Work terms normally occur between the students' second and fourth academic years.

7.2.2   Regulations

7.2.2.1   One co-op work term consists of a 16 week (4 month), full-time (35 - 40 hours per week), paid work experience related to a student's area of study, and a co-operative program shall consist of 3-5 such work terms.

7.2.2.2   Normally, students must successfully complete the minimum number of work terms prescribed by their program to fulfil their co-op requirements.

7.2.2.3   As part of the work term requirements, students must complete a work term report and be given an evaluation of their performance by the employer.

7.2.2.3   Normally, admission to a co-op program is competitive. Students are selected for co-op based on their CGPAs and other non-academic criteria, such as interviews and/or a written statement.

7.2.2.4   Students must have a Clear Academic Standing and meet the stated minimum CGPA at the end of second/third year. To remain in a co-op program, students must maintain a Clear Academic Standing and a minimum CGPA as required by their department/school, or receive Departmental/School approval.

7.3 Double Major

7.3.1   Description

A Double Major is a Senate-approved program with a curricular focus in two areas, offering both breadth and depth within the areas of study.

7.3.2   Regulations

7.3.2.1   A Double Major curriculum comprises core studies in two disciplinary or interdisciplinary areas of study.

7.3.2.2   The core studies in each discipline or interdisciplinary area in a double major are defined discretely by the appropriate Program Departments/Schools.

7.3.3.3   Students may be admitted directly into a double major program in Year 1 or may apply to transfer to a double major program for Year 2.

7.3.3.4   To be accepted into a double major program, students must meet the academic requirements specified by both Program Departments/Schools. The requirements may include the completion of specified courses with a minimum final grade and/or a minimum CGPA.

7.3.3.5   Additional regulations for a double-major program may be Faculty specific.

7.4   Minor

7.4.1   Description

A Minor is a Senate-approved curricular element that provides an opportunity for students from multiple programs to explore a secondary area of undergraduate study, either for personal interest beyond their degree program, or as an area of specific expertise related to their degree program that will serve their career choice(s).

7.4.2　*Regulations:*

7.4.2.1　Courses in a Minor have a coherence based on discipline, theme and/or methodology, as determined by the program offering the Minor.

7.4.2.2　A Minor curriculum consists of six one-term, degree-level courses which may be core, open elective, and/or liberal studies.

7.4.2.3　Course substitutions are not permitted.

7.4.2.4　All students are eligible to pursue any Minor except those that are specifically excluded by their program department or by the Academic Standards Committee (ASC) of Senate. Exclusions may be applied when the subject area of the Minor is too closely related to the core studies of a program.

7.4.2.5　Where it is possible, a student may take more than one Minor. However, an individual course may only be used to satisfy the requirements of one Minor.

7.4.2.6　It is acknowledged that scheduling issues such as course availability may prevent individual students from being able to access all the courses in a specific minor in the same time frame as they are completing the requirements for their degree.

7.4.2.7　Any course used to satisfy a requirement of a Minor cannot also be used to satisfy a requirement of a Concentration.

7.4.2.8　The completion of a Minor may require the completion of courses additional to those in a student's program. Additional fees may also be incurred.

7.4.2.9　Students must complete all courses in a Minor prior to graduation from their program of studies.

7.4.2.10　No Minor may be claimed twice.

7.4.2.11　Completion of a Minor is noted on the academic transcript, but not on the award document.

7.5　Optional Specialization [9]

7.5.1　*Description*

An Optional Specialization is a Senate-approved program that provides an opportunity for students to enrich and augment their studies by focusing on a specific area of interest in addition to their degree program requirements.

7.5.2　*Regulations*

7.5.2.1　An Optional Specialization curriculum comprises a defined set of distinct degree level courses.

7.5.2.2　At least some of the courses in an Optional Specialization must be completed in addition to degree program requirements.

7.5.2.3　No course substitutions will be permitted in the completion of an Optional Specialization nor can courses unique to the Optional Specialization be used to fulfil the requirements of a degree program.

7.5.2.4　Students must be officially registered in an Optional Specialization.

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[9] Unlike the Optional Specialization described here, *Optional Specializations in Zone Learning* are external to the student's degree program, and require the successful completion of a single non-credit course (CEDZ-100) over a specified number of terms.

7.5.2.5   Students may be required to achieve a minimum CGPA for all courses in the Optional Specialization to earn this special designation

7.5.2.6   Students must have a Clear Academic Standing in their program of studies to register and continue in an Optional Specialization. Additional academic criteria may be required.

7.5.2.7   Non-academic criteria may be required to register in an Optional Specialization.

7.5.2.8   Students must complete all courses in an Optional Specialization prior to graduation from their program of studies.

7.5.2.9   Completion of an Optional Specialization is noted on the academic transcript, but not on the award document.

7.6   Other

Any curricular element not covered by this policy will conform to the framework established by the Ontario Universities Council on Quality Assurance.

8.   AUTHORITY AND RESPONSIBILITY

8.1   Senate

The highest academic authority of the University, Senate has the authority over all curriculum matters as outlined in the *Ryerson University Act*, the Senate Bylaw, and Ryerson policies, including Senate's Institutional Quality Assurance Process (IQAP) policies.

8.2   Provost and Vice President Academic

Has overall responsibility for this policy and any operating procedures that may be adopted from time to time.

8.3   Vice Provost Academic (VPA)

Has administrative responsibility (together with the Registrar) for actions taken under the authority of this policy. Without restricting the generality of the foregoing, the VPA will lead the development of any operating procedures that may be required, will resolve disputes between Program Departments/Schools and Teaching Department/Schools as per Section 5.2.2.3 of this policy; and will chair the Academic Standards Committee (ASC) and the Liberal Studies Curriculum Committee (LSCC).

8.4   Registrar

The operational units of the Office of the Registrar have primary responsibility for the day-to-day interpreting and application of the policy. The Registrar will consult with the VPA and the Academic Standards Committee (ASC) as required to ensure that the intent of the policy is met in its implementation.

8.5   Academic Standards Committee of Senate (ASC)

Has the authority to interpret this policy and make recommendations to Senate about program curricula, including justifiable exceptions, based on the general principles as outlined above.

8.6   Liberal Studies Curriculum Committee (LSCC)

Provides recommendations to the ASC on proposals for new liberal studies courses and other matters concerning the liberal studies curriculum.

The LSCC reports directly to the ASC, is chaired by the Vice Provost Academic (or designate), and consists of the following members:

8.6.1   Two representatives from each Faculty (Arts, Communication and Design, Community Services, Engineering and Architectural Science, Science, Ted Rogers School of Management) appointed by their respective Dean.

8.6.2   Two student representatives appointed by the Vice Provost Academic following a transparent process that is publicly announced.

8.6.3   One Chang School representative appointed by the Dean of the Chang School.

Between meetings of the Liberal Studies Curriculum Committee, the Chair of the Committee may impose exclusions made necessary by curriculum modifications.

8.7   Department/Program/Faculty Councils

The responsibilities of Department/Program/Faculty Councils are as specified by Senate Policy #45: Governance Councils and by their individual bylaws.

8.8   Dean of Arts

The Dean of Arts has primary responsibility for the administration of Liberal Studies course offerings.

9.   RESCINDS

The following Senate Policies are rescinded with the adoption of this policy, but are grand-parented for use by programs until they have completely transitioned to the revised model:

Policy #7:   Procedures for the Preparation, Submission and Approval of Academic Proposals (1975)
Policy #14:   Liberal Studies: Development of a Tripartite Curriculum (1977)
Policy #33:   Program Balance (1977)
Policy #35:   Degree Programs Policy (1982)
Policy #44:   Liberal Studies in the Ryerson Curriculum (1986)
Policy #64:   Change to the Composition of the Liberal Studies Committee (1989)
Policy #74:   New Structure for Administration of Liberal Studies at Ryerson (1991)
Policy #107:   Revision of Liberal Studies Policy (1994)
Policy #109:   Implementation of Liberal Studies Policy (1995)
Policy #124:   Professionally-Related Studies in Tripartite Curriculum (1996)
Policy #148:   Minors Policy (2015)
Policy #149:   Concentrations Policy (2016)

10.   POLICY #2 – APPENDIX 1: GLOSSARY

The following nomenclature related to curriculum appears in various University documents and other Senate policies. Other documents and policies may elaborate on these definitions but may not contradict them. If/when IQAP policies change, the change must be reflected in both places.

Definitions contained in this glossary may be amended upon the recommendation of the Academic Governance and Policy Committee (AGPC) as part of the consent agenda of Senate. Such amendments do not require or imply a review of the rest of the policy.

Academic Year	For the purpose of this policy, the academic year is normally comprised of a Fall term and a Winter term.
Accreditation	see *Professional Accreditation*
Antirequisite	Courses that contain similar content and therefore cannot both be used toward fulfilling degree requirements. See related terms: *Co-requisite*, *Course, Prerequisite*
Bachelor's Degree	An academic credential awarded upon successful completion of an undergraduate degree program.
Billing Units	The measure used to calculate undergraduate tuition fees.
Certificate Level Course	A graded course that may be used to fulfil only Certificate requirements (i.e., is not part of an Undergraduate Degree Program). See related term: *Degree Level Course*.
Collaborative Program	An academic program offered by Ryerson in collaboration with another accredited post-secondary institution. See related terms: *Degree Completion Program*, *Joint Program*, *Program*, *Undergraduate Degree Program*. See also Policy #155: Approval of Collaborative Academic Program Agreements.
Concentration	A Senate-approved set of degree level courses within the core of a degree program or major, which is completed on an optional basis. See related terms: *Double-Major, Major, Minor, Optional Specialization*
Co-operative Education Program	A program that alternates periods of academic study with periods of paid work experience in business, industry, government, social services and the professions.
Core Elective Course	A degree level course that provides choice in the core studies of a program.
Core Required Course	A degree level course that must be completed by all students in a program.

Core Studies	Core studies provide both depth and breadth of knowledge of either a single, or of two disciplinary or interdisciplinary areas of study. They establish an essential knowledge base for a career or further study in the area. Core studies include core required courses and may include core elective courses.
	See related terms: *Core Required Course, Core Elective Course, Elective Course, Liberal Studies, Open Elective, Major*
Co-requisite	A course that must be successfully completed before, or concurrently with, another course.
	See related terms: *Antirequisite*, *Course*, *Prerequisite*
Course	The smallest formally recognized academic unit of study approved for inclusion in one or more programs, which has a unique course code, title and description recorded in the annual Ryerson calendar. See specific variants: *Degree Level Course*, *Certificate-Level Course, Non-credit Course*
	See also related terms: *Course Contact Hours, Course Count*, *Course Hours*, *Credit Course* ,
Course Code	A unique alpha-numeric identifier. The letters identify the academic area in which the course is resident, while the digits indicate whether the course is a one- or two-term course. The digits do not necessarily indicate course level.
Course Contact Hours	The hours associated with a given course which may include lecture, seminar, studio, tutorial, and laboratory hours and such activities as internship, online learning, and independent study.
	A one-term degree level course is normally a minimum of 36 course contact hours (3 hours per week for 12 weeks).
Course Count	A numeric value assigned to each individual course, based on its course hours, and reflecting its value relative to the 40 courses normally making up a program. For example, a one-term degree level course will normally have a course count of one.
	Exceptions to the standard course counts are noted in the Ryerson undergraduate calendar.
	See related terms: *Course, Course Contact Hours, Course Hours*
Course Hours	
	An undergraduate degree program will normally comprise a minimum of 120 course hours. This number is based on the number of courses in the degree program (normally 40) multiplied by the number of weekly course contact hours associated with each course (normally 3) or, expressed another way, it multiplies the weekly course contact hours at full course load (5 courses X 3 hours) by the number of semesters (8).
	See related terms: *Course, Course Contact Hours, Course Count*

Course Weight	Course academic value is a combination of the GPA weight assigned to a course, the course count assigned to the course and the number of academic terms (course length) assigned to the course. Normally, for example, the GPA weight assigned to a course of 1.0 and the course count of 1.0 will also align with the terms (course length) of 1 academic term.
	Note: there are exceptions to this relationship.
	See also Policy #46: *Undergraduate Grading, Promotion, and Academic Standing Policy* ("the GPA policy").
Credit Course	A graded course that constitutes partial fulfilment of certificate, diploma or degree requirements.
	See related term: *Non-credit Course*
Cumulative Grade Point Average (CGPA)	A cumulative average calculated as an indicator of overall academic performance. Calculated as the sum of the cumulative products of GPA weights and earned grade points, divided by the sum of the cumulative GPA weights, and rounded up to the next higher second decimal place.
	See related terms: *GPA Weight*, *Term Grade Point Average (GPA)*
	See also Policy #46: *Undergraduate Grading, Promotion, and Academic Standing Policy* ("the GPA policy").
Curriculum	The prescribed plan of study, approved by Ryerson Senate.
	See related term: *Undergraduate Degree Program*
Degree Completion Program	An undergraduate program in which students are admitted to either an advanced level of a program or to a specially designed, discrete program, based on the completion of a public (often Ontario) college diploma program. Other admission criteria may be required.
	(Replaces *"direct entry"* or *"post diploma degree completion"* program).
	See related terms: *Bachelor's Degree*, *Collaborative Program*, *Program*, *Joint Program*, *Undergraduate Degree Program*
Degree Level Course	A graded course that constitutes partial fulfilment of the requirements of an undergraduate degree. Such course may also constitute partial fulfilment of the requirements of a certificate and/or diploma.
	A one-term degree level course is normally a minimum of 36 course contact hours (3 hours per week for 12 weeks).
	See related term: *Certificate Level Course*
Degree Level Expectations	The knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development. Degree level expectations are established by the Ontario Council of Academic Vice-President (OCAV's) and are expressed in Ryerson's Institutional Quality Assurance Process policies.

Degree Program	See "Undergraduate Degree Program"
	See also Policy #112: *Development of New Graduate and Undergraduate Programs*
Double Major	A Senate-approved program with a curricular focus in two areas offering both breadth and depth within the areas of study.
	See related terms: *Concentration*, *Major*, *Minor*, *Optional Specialization*
Elective course	A degree level course that is not specifically required within a program of study, providing the student with some choice within the category. Elective courses may be core, open, or liberal studies.
	See related terms: *Core Course, Course, Liberal Studies, Open Elective*
Faculty / faculty	When capitalized, an academic unit consisting of teaching departments/schools and established by Senate and the Board of Governors. The head of a Faculty is the Dean.
	Non-capitalized, the term 'faculty,' for the purpose of this policy, refers to the academic teaching staff of the University.
	See also Senate Bylaw.
GPA Weight	See Policy #46: *Undergraduate Grading, Promotion, and Academic Standing Policy* ("the GPA policy").
Honours	A Senate-approved undergraduate degree designation.
Joint Program	A program of study offered by two or more universities or by a university and a college or institute, in which successful completion of the requirements is confirmed by a single degree document.
	See also Policy #110: Institutional Quality Assurance Process; Policy #112: *Development of New Graduate and Undergraduate Programs*; Policy #155: Approval of Collaborative Academic Program Agreements.
Liberal Studies	Degree-level courses that are in disciplines outside students' core area(s) of study that develop students' capacity to understand and critically appraise the social, cultural, natural, and physical context in which they will work as a professional and live as an educated citizen.
	See related terms: *Core Course, Core Studies*, *Course, Elective Course, Open Elective*
Major	The primary focus of study within a degree program, offering both breadth and depth within a discipline, area of study, or interdisciplinary subject area.
	See related terms: *Concentration*, *Core Studies*, *Minor, Optional Specialization*

Minor	A Senate-approved set of degree-level courses with coherence based on discipline, theme and/or methodology. A Minor is distinct from the student's major and is completed on an optional basis in partial fulfilment of the requirements of a degree.
	See related terms: *Concentration*, *Core Studies*, *Major*, *Optional Specialization*
Non-credit Course	A course which cannot be used to fulfil any certificate, diploma or degree program requirements.
	See related term: *Credit Course*
Open Elective	Degree level courses students may choose related either to their career paths or their personal interests. Open electives allow students to experience subject matter outside their core area(s) of study(ies), to earn a Minor, and/or to gain greater depth or breadth within their core studies.
	Students may satisfy open elective program requirements with any degree-level course for which they meet enrolment eligibility – with some exceptions.
	See related terms: *Core Course*, *Core Studies, Course*, *Elective Course*, *Liberal Studies*
Optional Specialization	An optional Senate-approved set of distinct degree-level courses that students must successfully complete, where at least some courses in the optional specialization are completed in addition to the student's degree program requirements.
	See related terms: *Concentration*, *Double Major*, *Major*, *Minor*
Optional Specialization in Zone Learning	An optional specialization, external to the student's degree program, that requires the successful completion of a single non-credit course (CEDZ-100) over a specified number of terms.
Post-baccalaureate Program	Requires the completion of a bachelor's degree program for admission. Post-baccalaureate programs normally lead to a second bachelor's degree, a certificate, or a professional credential.
Prerequisite	A requirement, usually a course, that must be successfully completed prior to be eligible to enrol in another course.
	See related terms: *Antirequisite*, *Co-requisite*
Professional Accreditation	Review at the provincial, Canadian or international levels by professional bodies of some university programs.
Program	See "Undergraduate Degree Program"
Program balance	The percentage of a program drawn from each of the three categories of degree level courses—core, open elective, and liberal studies--in a program.
	See related terms: *Core Course*, *Core Studies*, *Liberal Studies*, *Open Elective*

Program Department	The academic unit (department/school) responsible for the development, delivery and administration of one or more programs. See related terms: *Faculty, Teaching Department*
Semester	See *Term*
Senate	Subject to the approval of the Board of Governors with respect to the expenditure of funds, Senate has the power to regulate the educational policy of the University including, but not restricted to, making recommendations to the Board with respect to the establishment, change or termination of programs and courses of study, schools, divisions and departments; and determining the curricula of all programs and courses of study, the standards of admission to the University and continued registration therein, and the qualifications for degrees, diplomas and certificates of the University. See also *Ryerson University Act*, Article 10.
Specialization	See *Optional Specialization*
Teaching Department	The academic unit (department/school) responsible for the development, delivery and administration of a course. See related terms: *Program Department*, *Faculty*
Term	A teaching term is 12 weeks, except for Bachelor of Engineering programs, which have a 13-week term. Students are evaluated and awarded credits for successful completion of enrolled courses at the end of each term.
Term Grade Point Average (GPA)	A term average calculated as an indicator of overall academic performance. Calculated as the sum of the term products of GPA weights and earned grade points, divided by the sum of the term GPA weights, and rounded up to the next higher second decimal place. See also *Cumulative Grade Point Average (CGPA), GPA Weight.* See also Policy #46: *Undergraduate Grading, Promotion, and Academic Standing Policy* ("the GPA policy").
Undergraduate Degree Program	The complete set and sequence of courses, combination of courses, or other units of study, research and practice prescribed by the University for the fulfilment of a baccalaureate degree. Degrees are granted for meeting the established requirements at the specified standard of performance consistent with the University's Undergraduate Degree Level Expectations (UDLEs). See also Institutional Quality Assurance Policies (#110, #112, #126, #127) for a baccalaureate/bachelor's degree: honours. See also *Collaborative Program*, *Degree Completion Program*, *Joint Program*, *Program*

11.   POLICY #2 –APPENDIX 2: UNDERGRADUATE DEGREE LEVEL EXPECTATIONS (UDLES)

The Undergraduate Degree Level Expectations (UDLEs), established by the Ontario Council of Academic Vice-Presidents (OCAV) and endorsed by the Council of Ontario Universities (COU), are part of Ryerson's Institutional Quality Assurance Process (IQAP, Senate Policy #110) and establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis.

EXPECTATIONS	BACCALAUREATE/BACHELOR'S DEGREE: HONOURS *This degree is awarded to students who have demonstrated the following:*

1. Depth and Breadth of Knowledge	a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;
	b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;
	c. A developed ability to:
	   i. Gather, review, evaluate and interpret information; and
	   ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;
	d. A developed, detailed knowledge of and experience in research in an area of the discipline;
	e. Developed critical thinking and analytical skills inside and outside the discipline;
	f. The ability to apply learning from one or more areas

2. Knowledge of Methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.

3. Application of Knowledge	a. The ability to review, present and critically evaluate qualitative and quantitative information to:
	   i. Develop lines of argument;
	   ii. Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
	   iii. Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
	   iv. Where appropriate use this knowledge in the creative process; and
	b. The ability to use a range of established techniques to:
	   i. Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
	   ii. Propose solutions;
	   iii. Frame appropriate questions for the purpose of solving a problem;
	   iv. Solve a problem or create a new work; and
	c. The ability to make critical use of scholarly reviews and primary sources

4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

6. Autonomy and Professional Capacity	a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
	   i. The exercise of initiative, personal responsibility and accountability in both personal and group contexts;
	   ii. Working effectively with others;
	   iii. Decision-making in complex contexts;
	b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and
	c. Behaviour consistent with academic integrity and social responsibility.

POLICY 2: UNDERGRADUATE CURRICULUM STRUCTURE

PROPOSED IMPLEMENTATION PLAN
for consideration by Senate 05 December 2017

This document presents a proposed implementation plan for the proposed new curriculum structure that includes a new liberal studies governance structure and the replacement of professionally related courses in undergraduate programs in all Faculties with open electives, pending Senate approval of Policy 2: Undergraduate Curriculum Structure.

1. IMPLEMENTATION OF NEW LIBERAL STUDIES GOVERNANCE STRUCTURE

Presuming Senate approval, the new liberal studies governance structure should be implemented as of the Winter 2018 term. This would entail the Vice Provost Academic striking a Liberal Studies Curriculum Committee, as per Policy 2, by the end of April 2018. Proposals for new liberal studies courses would be submitted to the Vice Provost Academic by a deadline date in May 2018, to be reviewed by the Liberal Studies Curriculum Committee in June 2018. The Committee's recommendations for the approval of new liberal studies courses would be submitted to the Academic Standards Committee in September 2018.

2. IMPLEMENTATION OF OPEN ELECTIVES

Presuming Senate approval, the implementation of open electives in undergraduate programs in all Faculties would involve a two-phase process: Phase 1: Requisite Review; and Phase 2: Programs Transition to open electives. Each phase is described below.

Implementation Phase 1: Requisite Review
Phase 1 involves the implementation of a no-table open elective system adopted as part of Policy 2. Since every course (except liberal studies) in this system will be an open elective unless otherwise designated, this phase requires all Teaching Departments/Schools to conduct a course requisite review of all their undergraduate courses to determine the precise nature of any restrictions that may be applied. While the requisites obviously apply to the students of the programs offered by each Teaching Department/School, they will also affect the students of *other* Program Departments/Schools.

Implementation Phase 2: Programs Transition to Open Electives
Phase 2 involves the transition of undergraduate programs in all Faculties to the new curriculum structure. This phase requires Program Departments/Schools to revise their curricula in accordance with the adopted new model. For most Program Departments/Schools, the major change involves re-naming "professional" and *required* professionally-related courses (whether required by course number or as part of a limited set of courses) to "core" courses and the transition from program-determined "Professionally-Related Table(s)" to "Open Electives" that are selected by the student.

Proposed Roll-Out Plan

A. Implementation Phase 1: Requisite Review

Teaching Departments/Schools will be required to conduct a requisite review of all their active undergraduate courses.

- o Different deadline dates will be specified for Faculties to submit their reviewed courses. in the following proposed order. Later deadlines will be given to programs in Faculties that may have more complex requisite reviews.
    1. Faculty of Arts (FoA)
    2. Faculty of Engineering and Architectural Science (FEAS)
    3. Faculty of Science (FoS)
    4. Faculty of Communication and Design (FCAD)
    5. Faculty of Community Services (FCS)
    6. Ted Rogers School of Management (TRSM)

B. Implementation Phase 2: Programs transition to Open Electives

Program Departments/Schools will each revise their curriculum to transition to the adopted new model. Depending on the nature of the curriculum change, a proposal to the Academic Standards Committee may be required. Such proposals must be submitted no later than June 30 in the year prior to the scheduled year of open elective implementation.

To prepare to move to open electives, Program Departments/Schools must also decide which courses they do **not** want their students to select as open electives. Different deadline dates will be specified for Faculties to submit their revised curricula to move to open electives. The proposed order is as follows.

- o Programs in FCAD[1], FEAS[2], FoS[3], and FoA[4] will transition first.
- o Subsequently, programs in the TRSM and FCS will transition to the new curricular model.

NOTE: Programs undergoing major curriculum modifications, regardless of their Faculty, may transition to open electives after the completion of Phase 1 *at the earliest.*

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[1] Only four of eleven programs in FCAD are not already using the current open elective table (Performance/Acting/Dance; Fashion; Image Arts; Interior Design).

[2] FEAS will be relatively unaffected by this phase, because open electives do not form part of its programs.

[3] Only three of seven programs in FoS (Biology; Chemistry; Medical Physics) are not already using the open elective pilot.

[4] FoA's "common platform" will make implementation relatively straightforward.

C. Implementation Phase 1 and Phase 2 Timeline
The Implementation of Phase 1 and Phase 2 will require at least **three (3) years**, and that timeline assumes that:
1) all departments and schools complete their requisite review and curriculum changes by their specified deadline date, <u>and</u>
2) the Curriculum Management unit receives sufficient resources to implement open electives.[5]

If implementation of open electives begins in January 2018, the earliest date at which all Ryerson undergraduate programs will be transitioned to the revised curriculum structure is Fall 2021. See Appendix I for a timeline of implementation based on a start date of January 2018 and a target completion date of Fall 2021.

D. Ongoing
The Curriculum Implementation Committee will continue to monitor and assess implementation, and will also provide policy advice to programs in the second phase of implementation, and to those doing program restructuring. Ongoing education for all department and school personnel (both academic and staff administrators) will help ensure that they are equipped with the necessary information to accomplish implementation and ongoing maintenance.

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[5] The Curriculum Management unit, which will be tasked with the roll out of this initiative, requires both short term and longer term resources to ensure this initiative is successful. Curriculum Management will need to create all the coding and programming necessary to support the new curriculum structure while also doing all the coding and programming to maintain the old curriculum structure until the new one is fully implemented and operational in all programs University-wide. The volume of the work is significant: Ryerson has 62 active undergraduate programs and 170 plans that will need to be re-written. In anticipation of Senate approval of the new curriculum structure, the Registrar has submitted to the Provost a request for resources to implement the open elective curriculum across all Ryerson undergraduate programs.

Appendix I: Policy 2 Implementation Timelines

The following timeline is proposed for the implementation of Policy 2, assuming a start date of January 2018 and a target for completion of Fall 2021.

Proposed Roll-Out Plan

A. Implementation Phase 1: Requisite Review

- January 2018 **–** October 2019 (approx. 1-1/2 years)
    - Teaching Departments/Schools conduct a requisite review of all their active undergraduate courses.
    - Faculties submit their reviewed courses in the following proposed order.
        1. Faculty of Arts (FoA)
        2. Faculty of Engineering and Architectural Science (FEAS)
        3. Faculty of Science (FoS)
        4. Faculty of Communication and Design (FCAD)
        5. Faculty of Community Services (FCS)
        6. Ted Rogers School of Management (TRSM)
- March 2020: 2020-2021 undergraduate calendar is released.
    - All requisites take effect.

B. Implementation Phase 2: Programs Transition to Open Electives

Program Departments/Schools revise their curriculum to transition to the adopted new model.[6]
- **October 2019**: FCAD, FEAS, FoS, and FoA submit calendar changes to be effective Fall 2020 (with the 2020-21 calendar).
- **Sept 2020** (with start of Fall 2020 term): FCAD, FEAS, FoS, FoA and all current programs on the current open elective table move to open electives.
- **October 2020**: TRSM and FCS submit calendar changes to be effective Fall 2021 (with the 2021-22 calendar).
- **Sept 2021** (with start of Fall 2021 term): TRSM and FCS move to open electives.

Implementation Phase 1 and Phase 2 Timeline

- **December 2017**: Senate approves Policy 2.

- **February 2018 – October 2019**: Curriculum Management provides **in-service sessions** for departments and schools to help provide direction with their open elective course review to:

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[6] Depending on the nature of the curriculum change, a proposal to the Academic Standards Committee may be required. Such proposals must be submitted no later than June 30 in the year prior to their scheduled year of open elective implementation.

- o identify the courses that will be made available only to students of specific programs (enrollment restrictions) as per Policy 2;
- o determine what preparation is needed for success in the course (i.e., meaningful requisite structure);
- o decide which Year 1 or Year 2 courses require a 'warning note' to be included in the course description advising that reasonable success requires proper preparation via completion of particular high school course(s) or equivalent(s); and
- o identify similar courses offered by other Teaching Departments/Schools, consult with other similar course content providers to determine antirequisites or removal of duplication of course offerings, etc.

- **March 2018 – October 2019**: Program Departments/Schools **review courses and submit the course changes**, as needed, for the courses to be available as open electives in the 2020-2021 undergraduate calendar for Fall 2020 enrolment.
  - o **Note 1: During this time, ongoing curriculum management will continue to take place.**
  - o **Note 2**: **This review could take much longer to complete depending on Program Department/School needs. This course review is a foundational step in the process. Program Departments/Schools are encouraged to begin the process as soon as possible to avoid two negative consequences:**
    - ▪ **If Program Department/Schools have not completed their own review of requisites and open elective exclusions by the deadline date, ALL their courses will become open to ALL students, university-wide that are in programs with the new open elective structure;**
    - ▪ **If the review is not completed by September 2019, the timeline of the roll-out of the implementation plan will shift to one academic year later.**

- **June 2019** (for implementation in Fall 2020)**:** Submission to the Academic Standards Committee, where necessary,[7] of revised program curricula of first non-pilot programs showing the new open elective structure (i.e. non-table open electives).

- **July 2019 – October 2019:** By August 15, 2019, all course changes and new courses are received by Curriculum Management to be vetted and coded into SAS in preparation for the new open electives roll-out for the Fall 2020 term. Curriculum changes to programs not yet scheduled to adopt the new open electives will continue to be submitted and implemented.

- **November 2019 deadline** for Senate approval of first non-pilot programs with the new version of open electives for implementation for the Fall 2020 term.

  Approval of changes to programs with old curriculum structure continues.

- **November 2019 – December 2019:** Preparation of Senate-approved curriculum changes for coding into SAS and for publication in the 2020-21 undergraduate calendar.

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[7] If the curriculum revisions are a Category 3 Minor Modification or a Major Modification, a proposal to the Academic Standards Committee is required by this deadline, to be reviewed prior to or by the November 2019 Senate meeting.

- **January 2020:** First non-pilot programs with the new open electives have Academic Advising build and code this structure into SAS for implementation for the Fall 2020 term*.*

  Changes to programs with old curriculum structure continue and continue to be coded into SAS.

- **March 2020:** The new open electives are launched with publication of the 2020-21 undergraduate calendar. All courses – other than those excluded, such as liberal studies; specific program courses; courses for students of specific programs, etc. – are now available as open electives.

- **March 2020**: The revised curricula of the first non-pilot programs with the new open elective structure are published in the 2020-21 undergraduate calendar.

- **June 2020:** Programs in two remaining Faculties modify their curriculum based on the new curriculum structure that includes open electives and submit a proposal to the Academic Standards Committee, where necessary (see footnote 2).

- **November 2020:** Senate approves remaining curriculum changes to programs that transition to open electives.

- **November 2020 – December 2020:** Preparation of Senate-approved curriculum changes for coding into SAS and for publication of the 2021-22 undergraduate calendar in March 2021.

- **Fall 2021**: 2021-22 undergraduate calendar takes effect

- **All undergraduate programs will have transitioned to open electives by Fall 2021.**

NOTE: Programs undergoing major curriculum modifications, regardless of their Faculty, may transition to open electives, effective Fall 2020 *at the earliest*.

YEATES SCHOOL OF GRADUATE STUDIES (**YSGS**) **REPORT TO SENATE**
November 21, 2017

In this report the Yeates School of Graduate Studies Council (YSGS Council)
brings to Senate its evaluation and recommendation on the following items:

- **Periodic Program Review – Master of Journalism**

  YSGS Council recommends: *That Senate approve the*
  Periodic Program Review – Master of Journalism .

- **One year follow-up report to Periodic Program Review –**
  Master of Nursing
  For Information

Submitted by:

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

Graduate Studies

Ryerson University

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Master of Journalism (MJ)

School of Journalism

Faculty of Communication and Design

Last Updated: October 26, 2017

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Final Assessment Report

PERIODIC PROGRAM REVIEW of the Master of Journalism (MJ) Program

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in Journalism delivered by the Department of Journalism. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Summary of the Periodic Program Review of the Department of Journalism
Master of Journalism (MJ) Graduate Program

The School of Journalism submitted a Self-Study Report that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the Master's program in Journalism consisted of Kelly Toughill (University of King's College), Dr. Brian Gabrial (Concordia University), and Dr. Art Blake (Ryerson University).

The appraisal committee spent two days at the Ryerson School of Journalism. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic; Vice-Provost Academic; Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Dean of the Faculty of Communication and Design; Chair of the Department of Journalism, Graduate Program Director of Journalism Graduate Program, and meetings with a group of current students, alumni, and, full-time faculty and support staff.

The PRT site visit was conducted from January 30 to 31, 2017. The PRT report was communicated to the Associate Dean, YSGS on February 27, 2017, and the response to the report from Journalism was communicated to YSGS on March 28, 2017.

The following strengths and weaknesses were noted. A sense of good morale and collegiality was evident during the site visit. In general, members of the committee were impressed with the School's

efforts to keep its programs relevant in an ever-changing media environment that places increasing technical and ethical demands on journalists.

The PRT cited several strengths of Journalism in their report, including its recognition as a thought leader, its support of the Journalism profession, and the quality and dedication of its faculty and staff.

Some of the weaknesses included the need for the MJ curriculum to be updated, hiring of more faculty, extending technical staff contracts, more creative course scheduling options and greater access for student studio resources.

The two programs of specific focus in their review included the four-year Bachelors in Journalism (BJ) and the two-year Master's in Journalism (MJ). This final assessment report addresses the graduate specific PRT recommendations, which are discussed below.

Summary of PRT Recommendations with Graduate Program And YSGS Responses

ACADEMIC RECOMMENDATIONS

Recommendation 1: Begin the immediate process of replacing the current MJ program

1.a. The School should overhaul the Master of Journalism curriculum.

The School recognizes the enormous challenge of reviewing and revising the curriculum but believes that work is essential for the preservation of the School's reputation as the leading Canadian journalism school.

> *YSGS supports the program's efforts to review and revise its curriculum, as per Policy 127. YSGS will support the program as needed for any minor or major curriculum modifications, again, as per Policy 127.*

1.b. The PRT encourages the curriculum team, as it moves forward, to eliminate any curriculum silos that may inhibit the acquisition of skills in all journalistic delivery platforms.

The 'silos' are the 'platforms' of the news media: broadcast, print, magazine and online. The committee agrees with the PRT that more skills need to be delivered without concern for content that may have been previously placed in a silo and protected. Efforts should be focused toward students gathering as many core multimedia skills as possible during their two-year program.

The School of Journalism and the Graduate Curriculum Committee ('the committee') appreciates the detail of the specific recommendations for the MJ curriculum renewal and have provided detailed responses are provided below.

> *YSGS supports the program-level response.*

1.c. The curriculum review should emphasize digital journalism, mobile journalism and include visual thinking (video, data visualization) in the core curriculum.

The PRT's advice to enrich the MJ program with more digital, data and visual journalism is well taken. Emboldened with this recommendation, the MJ committee will move quickly to address these issues.

From the MJ perspective, the School's many RFA professors and contract instructors currently provide a healthy, wide variety of journalism methodologies. However, it is also readily apparent to the MJ committee that as the School moves deeper into the digital era there is no path around the need to refresh the skills of RFA faculty members in the School.

> *YSGS supports the program-level response.*

1.d. Revise the MJ program, but, in the interim, the School might reschedule the digital media course so that it is taken earlier in the program and innovate within existing course designs to make graduate students as multi-media savvy as possible.

The PRT's advice is timely and astute. In fact, the School has already enthusiastically adopted this specific recommendation.

> *YSGS supports the program-level response.*

1.e. The School should consider the impact on the graduate program if applications continue to decline, and develop a response to that potential threat.

The PRT's suggestion that the School brace itself for a decline in applications to its MJ program has been heeded. The MJ committee has been discussing the goal of revising its recruitment strategy for 2018–19. Support for graduate recruitment at the FCAD level has been bolstered by the appointment of a graduate programs development assistant.

> *YSGS supports the program-level response. We also urge the program to consider its recruitment and communication strategy as a part of the curriculum review. The new curriculum may provide direction on the most appropriate recruitment and communication strategies.*

2. Consider more creative scheduling options where courses may meet more than once a week.

As the PRT noted, the School has taken a number of initiatives that "improve the quality of the student experience." Providing as much flexibility to students—who juggle many demands such as work, family and commuting—in addition to full-time studies has been a priority. The School has developed e-learning to give students the opportunity to learn in their own environment on their own schedule such as our in-house video tutorials to teach technology and some journalism skills to supplement classroom lectures and workshops.

> *YSGS supports the program-level response. YSGS notes that any changes with respect to e-learning should be considered as a part of the program's curriculum review. The program should also consider the university's overall e-learning strategies and priorities as a part of the curriculum review.*

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

3. Hire at least two new tenure-track faculty members. Further hires should occur after the School develops a hiring plan in conjunction with the graduate program curriculum review.

The School agrees with the PRT that hiring new tenure-stream faculty who are focused on knowledge and experience in media transformation and its implications for innovative curriculum is strategically vital for the School particularly with major curriculum review in the MJ program. The School has been given permission to hire one tenure-track professor to start in 2018-19.

> *YSGS supports the program-level response. YSGS notes, however, that any additional new faculty appointments need to be considered in the context of university- and faculty-level planning. The appointment of new faculty is outside of the purview of YSGS. The program is urged to work with the Dean of FCAD on a plan for new faculty recruitment.*

4. Extend the current eight-month contracts of the technical staff and seek ways to bolster their professional development opportunities.

The School agrees that technical staff play a crucial role in delivering the curriculum and supporting faculty. We will address this recommendation by examining a) extending the contracts and, b) bolstering professional development opportunities.

To respond to the PRT recommendation, the School will develop a process to include technical staff and management to examine the workflow over the year and make adjustments if necessary and possible within the existing contracts. If it is determined that the workload is greater than what can be accomplished in the current contracts, then we would, pending budget approval, propose to extend the contracts of staff.

The School added a modest budget of $5,000 to fiscal 2017–18 for professional development for technical and administrative staff to support them to upgrade their skills. Staff has free access to Linda.com for skills training and many have participated in various mental health initiatives at the School.

> *YSGS supports the program-level response.*

5. Continue important collaborative work with ThriveRU, a program dedicated to ensuring the mental health of students.

The School is proud of its commitment to address student wellbeing and appreciates the PRT enthusiasm for our innovative initiatives. However, it should be clarified that Thrive RU is only one facet, and a recent one, of our commitment to the whole student and a number of other initiatives are ongoing in this area.

> *YSGS supports the program's ongoing efforts devoted to ensuring student well-being. We also note that the program should draw on the resources and support services available within FCAD and Ryerson University.*

6. Review equipment check out policies to make sure they are adequately meeting the needs of the students.

The School agrees that this is critical—students cannot participate in courses and complete assignments without access to the appropriate equipment. To improve efficiency, the School entered into an equipment-sharing arrangement with the RTA School of Media a few years ago, and the School's technical and administrative staff is examining the policies and practices to ensure there is fair and equitable sharing between students in both schools.

> *YSGS supports the program-level response. We agree that specific attention must be given to the needs of graduate students in any equipment-sharing agreements.*

7. Consider giving students greater access to Mac labs and the TV and radio studios.

The School recognizes that it needs to better communicate to students that they have access to many of the radio suites located in the Rogers Communications Centre and they need only to request card/key

access. The School will examine how to best communicate this information to students. This will become more urgent as a significant renovation is planned for the School's radio studio.

YSGS supports the program-level response.

Implementation Plan

ACADEMIC RECOMMENDATIONS

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow Up	Timeline for Addressing Recommendation
1. Begin the immediate process of replacing the current Master of Journalism (MJ) program (see the next five specific recommendations that follow below).	The School is currently in the process of replacing its MJ program.	Graduate program director Asmaa Malik, School of Journalism	Changes will be presented to Senate in Winter 2018 for potential implementation in 2018-2019
1.a. The School should overhaul the Master of Journalism curriculum.	The School is in the process of overhauling its MJ curriculum.	Graduate program director Asmaa Malik, School of Journalism	Changes will be presented to Senate in Winter 2018 for potential implementation in 2018-2019
1.b The PRT encourages the curriculum team, as it moves forward, to eliminate any curriculum silos that may inhibit the acquisition of skills in all journalistic delivery platforms.	The revised curriculum will require students to take courses that focus on different forms of journalism – digital, live coverage and narrative – across all platforms.	Graduate program director Asmaa Malik, School of Journalism	Changes will be presented to Senate in Winter 2018 for potential implementation in 2018-2019
1.c The curriculum review should emphasize digital journalism, mobile journalism and include visual thinking (video, data visualization) in the core curriculum.	Digital journalism will be introduced early and often both through the refocusing of core courses as well as the introduction of new ones.	Graduate program director Asmaa Malik, School of Journalism	Changes will be presented to Senate in Winter 2018 for potential implementation in 2018-2019
1.d Revise the MJ program, but, in the interim, the School might reschedule the digital media course so that it is taken earlier in the program and innovate within existing course designs to make graduate students as multi-media savvy as possible.	Two currently-offered, first-semester courses – Research Methods for Journalists and The City: Reporting, Writing – have been refocused to emphasize digital reporting skills including video production, social media reporting and data journalism	Graduate program committee, School of Journalism	September 2017

	methods.		
1.e. The School should consider the impact on the graduate program if applications continue to decline, and develop a response to that potential threat.	Reaching out to undergraduate departments at Ryerson for potential candidates. Reviewing strategy at FCAD level.	Graduate program committee, School of Journalism	November 2017
2. Consider more creative scheduling options where courses may meet more than once a week.	This recommendation is currently under review.	Graduate program committee, School of Journalism	

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow Up	Timeline for Addressing Recommendation
3. Hire at least two new tenure-track faculty members. Further hires should occur after the School develops a hiring plan in conjunction with the graduate program curriculum review.	One tenure-track opening has been posted, specifically looking for a candidate "demonstrating experience in multimedia and digital journalism, an understanding of entrepreneurialism, audience engagement and a track record of innovation and experimentation in the transforming journalism ecosystem."	Chair Janice Neil, School of Journalism	October 2017
4. Extend the current eight-month contracts of the technical staff and seek ways to bolster their professional development opportunities.	One technical staff member has had their contract extended for the full year. Other positions are currently under review.	Chair Janice Neil, School of Journalism	May 2017

5. Continue important collaborative work with ThriveRU, a program dedicated to ensuring the mental health of students.	The ThriveRU program continues to be an important intra-university initiative at the School of Journalism.	Associate professor and FCAD teaching chair Ann Rauhala, School of Journalism	Ongoing
6. Review equipment check out policies to make sure they are adequately meeting the needs of the students.	This recommendation is currently under review.	School leadership group, School of Journalism	Currently (10/2017) under review.
7. Consider giving students greater access to Mac labs and the TV and radio studios.	This recommendation is currently under review.	School leadership group, School of Journalism	Currently (10/2017) under review.

Executive Summary

The Master of Journalism (MJ) program at Ryerson is a relatively young program by university standards. The first cohort was admitted in September 2007, and now admit approximately 27 students per year into the six-semester program. During its brief life, the program has seen important changes in technology and the approach to teaching journalism, including three major movements that have challenged journalism: a search for new business models, the social media revolution and the adoption of mobile, wireless technology as a platform not only for dissemination of news, but also for its production.

This rapid and continuous change in the world of journalism has required the School to be exceptionally focused on its goals and objectives, with academic objectives for the MJ program now expressed as follows:

1. Use current professional and technical journalism skills that have been mastered through experiential learning;

2. Report various kinds of journalistic works in narrative form;
3. Create journalism with curiosity and passion in professional environments;

4. Critically analyze interviews and research in journalistic professional practice;

5. Conduct scholarly research and synthesize it for journalistic practice;

6. Apply ethical principles of journalistic practice to the work environment;

7. Make the significance the role of journalism in society and emphasize the underlying themes of journalistic practice;
8. Incorporate diverse perspectives, cultures and interests into journalistic practice;

9. Anticipate, identify and influence the various challenges and opportunities for journalism;

10. Demonstrate entrepreneurial ability to generate new journalistic forms;
11. Work on journalistic pursuits both autonomously and collaboratively;

12. Build contacts and network in the nation's journalistic capital (the GTA) and elsewhere;
13. Compete for, occupy and excel in positions of leadership;

14. Build on previous post-secondary education and experience;

To achieve these goals, the sequence of MJ courses will prepare students for the full range of challenges they can expect to encounter in their professional lives and allow them to consider their work in the context of wider ethical considerations. Given the program's objectives and resources, students enjoy balanced prospects of academic achievement and excellence in the practice of journalism. MJ students have been high-achievers at the undergraduate level, and are ready to be challenged to achieve progressively higher standards of near-professional work. Working with outstanding teachers and production specialists, students use the most current tools to produce journalism in every known form and to innovate new ones. They are immersed in the realities of diversity and the challenge of inclusion, through constant engagement with and reporting on life in one of the world's most diverse cities. Among the markers of student progress are successful completion of course credits, achievement in both internal and external internships, and steady progress toward completion of the MRP. The highest measure of success is eventual publication of MRPs in the public sphere.

Ryerson's MJ program continues to enjoy an excellent reputation among students and graduates. An overwhelming 89 percent of students who took the 2013 Canadian Graduate and Professional Student Survey rated stated the program between good and excellent as a professional/graduate degree, and student survey data and alumni surveys all show that the program has a high "recommend" rate. Chief among the program's appreciated attributes is the emphasis on studio and small class teaching and direct mentorship by highly qualified professors, contract lecturers and multimedia production specialists.

Faculty members conduct a wide range of well-received research and maintain creative practices in journalism, representing a cross-section of expertise that allows students a wide range of insight into media and communication methods and values. The Ryerson Journalism Research Centre fosters this research, and the housing of J-Source at Ryerson offers creative work opportunities related to the practice of journalism, which should, in principle, dovetail with the editorial mandate of the *Ryerson Review of Journalism*. The success of these initiatives has and will continue to result in making plain the leadership of the School in the sphere of Journalism Studies and pedagogical scholarship. Opportunities to ensure that classrooms are imbued with the results of this work should be seized. The School also plans to build connections with journalism education in Africa, through School connections with Ryerson International's South Africa initiative and Journalists for Human Rights.

Professors supervise two Major Research Projects (MRPs) per year, a substantial engagement that stretches for more than a year until the MRP is finally handed over for a review by the second reader. Professors also act as second readers for two other MRPs.

Competition for entry into the program has been stiff, though declining; in 2015, 125 candidates applied for 28 positions, down from 249 applications in 2012. The majority of these applications come from within Canada, but an average of 20 international candidates apply per year. The School extends invitations to approximately 50 students to fill the available positions. On average, nearly 95 percent of students successfully complete the program, almost all within the expected two-year period. A strong majority of students are women.

Student responses received during the self-study indicates that planning can be improved in some courses, and the program is perceived by many as inflexible. Providing more flexibility will be logistically and financially challenging as the School begins tackling the task of the program's first major curriculum review. Other priorities for development in coming years include more frequent and effective surveying, expanded multidisciplinary activity within the University, and expanded collaborations with professional outlets through internships and reporting opportunities for students.

Despite the challenges, faculty has every reason to believe that the MJ program will continue to meet with outstanding success—from a student perspective and from the point of view of forging new directions academically and professionally in the world of journalism.

Nursing
Graduate Studies

Ryerson University

ONE YEAR UPDATE OF PERIODIC PROGRAM REVIEW

Submitted by:

Dr. Suzanne Fredericks, Graduate Program Director

June 2017

The Peer Response Team for the Periodic Review of the Master of Nursing (MN) program consisted of Dr. Elizabeth Peter (University of Toronto), Dr. Janet Landeen (McMaster University), and Nina-Marie Lister (Ryerson University). The PRT site visit was conducted on April 19 and 20, 2016. The PRT report was communicated to the Associate Dean, YSGS on May 13, 2016, and the response to the report from MN was communicated on July 12, 2016. **The following is a one-year update of the actions that have been taken by the MN Program in response to the recommendations outlined in the PRT report.**

The PRT cited several strengths in their report, noting the high quality of the program, and praising the thoroughness of the PPR report. In particular, the PRT noted a high level of engagement from faculty, students, and staff associated with the program. The PRT report includes several recommendations, which are discussed below.

As mandated by Ryerson Senate Policy 126, what follows is the YSGS-level response to both the PRT report, and the response to the report of MN. Below is a summary of the recommendations and responses. The recommendations are divided into two broad categories: academic and administrative/financial. The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative or financial matters. For simplicity, the responses (as well as a recap of the PRT recommendations and MN responses) are in the form of tables.

ACADEMIC RECOMMENDATIONS

Recommendation	MN response	YSGS response	MN 1 year update – May 2017
Proceed with the development of a PhD program with caution.	The DCSN will carefully consider the feedback provided by the PRT in moving forward with an PhD program which includes building on the strengths of the MN program and determining the strategies moving forward to strengthen faculty supervisions of graduate students and opportunities to support faculty and resources to	YSGS supports the programming aspirations of Nursing. Spaces for PhD expansion are dependent on Ryerson's renewed Strategic Mandate Agreement (SMA) coming in 2018. We look forward to discussing aspirational programming in the next SMA round with Nursing and FCS.	- Proceed with PhD LOI – identified as a strategic priority by Graduate Program Council (GPC) at September19, 2016 meeting- GPC **Vote** – all members approved <u>moving ahead with PhD</u> - January 16, 2017 – presented <u>foci</u>, *PhD in Urban Health* to Graduate Faculty for feedback - January 16, 2017 – GPC **VOTE to** <u>approve foci</u> – PhD in Urban Health - February 6, 2017 --- DCSN RFA <u>approve foci</u>

building the capacity for a PhD.		- PhD in Urban Health: **Results of vote:** 23 – in favor; 0 – not in favor; 2- abstain March 13, 2017 – presented PhD LOI to Graduate Faculty for discussion and feedback March 21, 2017 – GPC **Vote** to <u>approve</u> *PhD LOI* – Results of VOTE: 5 faculty members - all voted in favor 2 students - both voted in favor 1 student - did not vote April 3, 2017 – DCSN RFA <u>Discussed and</u> **voted** <u>to approve</u> PhD LOI – results of **Vote**: 29 – in favor; 0- not in favor; 0 – abstain - April 4, 2017 – <u>PhD LOI submitted to YSGS</u> by Dean Barnoff and Graduate Program Director, Suzanne Fredericks - April 17, 2017 – notified by FCS the following: 1) proposed program will be included in the SMA (strategic mandate agreement) table of proposed programs 2) proposal will be assessed for alignment with our institutional Quality Assurance Policy 112 for new programs, and adjustments sought if necessary before any further steps are taken

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			May 29, 2017 – provided YSGS (Farheen Rashid) a soft copy of PhD LOI and letter of support from Dean Barnoff, as per request
Increase IPE opportunities including shorter workshops and elective courses. Consider possible faculty-wide or cross-platform courses, such as statistics and research methods.	The newly appointed Associate Dean, Graduate Studies and Special Projects, in FCS has as a priority to focus on increasing IPE graduate electives. The DCSN will look to other FCS schools regarding the development of IPE courses that meet the needs of nursing students. – Possibility of creating a centre for professional development in which 2 to 3 hour workshops can be offered for a fee; development of professional graduate programs or certificates.	YSGS supports the PRT recommendation and program response. We encourage Nursing students to take suitable electives outside of the program, where space is available.	- FCS inter-faculty course MN 8936 – Advanced Therapeutics offered in Winter 2017 and Spring 2017 – Spring 2017 offering in a condensed format. -September 2016 - Approached by Director of the School of Health Services Management for collaboration with their proposed Master of Health Services Management in Community Care. - Six professional development sessions have been created and are currently being initiated. Title and dates of sessions: 1.) April 25, 2017, 2 – 5 p.m. Qualitative Data Analysis: Coding & Content Analysis 2.) June 26, 2017, 9 – 12 p.m. Analysis Skills for Health Care Evaluation 3.) August 23, 2017, 9 – 12 p.m. Reviewing Principles of Basic Statistics 4.) 3 sessions: Health Assessment Refresher Session – July 8/9, July 22/23, August 19/20 from 9-4 COSTS FOR EACH SESSION: Early Bird = $65; Alumni = $55; Student = $50; Late Registration = $100

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			Health Assessment Refresher Session (3 workshops – July 8&9; July 22&23; August 19&20) Early Bird = $325; Alumni = $300; Student = $325; Late Registration = $350 All monies raised will be used for graduate student awards, future alumni events, and operational management of program. Certificates for attendance will be provided.
The plan to increase thesis stream applicants should continue to be a recruitment focus.	The MN program will continue with this focus as it also helps with movement toward a PhD program.	YSGS supports the PRT recommendation and program response.	Different initiatives have been undertaken to profile thesis students in an attempt to increate applications to this stream. These initiatives include: a) 2 thesis students – 1 current and 1 alumni spoke at the MN Information Night about their experiences in this stream b) A section on the website will be created to profile thesis students – website to be redesigned by FCS Dean's office, during Summer 2017 c)Video created (funded by FCS) to profile thesis students (https://www.youtube.com/watch?v=cDIcc8NyF 1Q&list=PLAImK_PQ9xUfiS0lNbX_1V Sew7IER9Uf3&index=3) Results of our efforts have led to a significant increase in our Thesis student enrollment

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| | | | numbers: **2017-2018** – received **11** applications for thesis stream of program --- a **120%** increase in applications. **9** students were accepted – an **80%** increase in thesis student enrollment. |

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	MN response	YSGS response	MN 1 year update – May 2017
Teaching loads should be carefully considered, and revised to support intentions to launch a PhD program and the time required by faculty to supervise effectively. Consider incentivising the supervision of PhD students.	The new RFA collective agreement has provisions that will allow the DCSN to move from a teaching load of 3 + 2 to a 2 + 2. In reviewing our workload provisions the DCSN will look to include incentives to supervise graduate students and support work of the graduate program. Develop creative modes for delivering courses such as collaborative teaching.	Teaching loads are governed by the RFA Collective Agreement, and assigned by the Faculty Dean in conjunction with the School Director. YSGS does not support incentives for graduate supervision, as we view this as part of faculty responsibilities.	2 + 2 workload proposed by school of nursing - no release for thesis supervision included in workload - Collaborative teaching is being implemented in the following courses: AHAD II – 2 faculty teaching MN 8934 – 2 faculty teaching - MN 8903 – modular format during spring term – 4 hours a week for 9 weeks (as oppose to the usual 3 hours a week for 12 weeks)
The program requires additional administrative support (e.g. +0.5) given the complexity of registration, the growing student numbers, and the complexity and diversity of the	The program strongly supports that additional resources regarding administration is essential and is committed to working with the Director, DCSN and Dean, FCS in looking at allocation of resources for graduate program given the student complement.	The Program Administrator for Nursing reports to Nursing and FCS. We encourage discussion between the program and FCS regarding its staffing needs.	Met with FCS Dean and Associate Dean on Nov 25, 2016 to discuss - Proposal for 0.5 FTE submitted to FCS Dean – November 28, 2016 - Request for additional 0.5FTE denied - May 2017 – will convene a promotion and marketing committee to assist in all marketing, communications and advocacy related activities of the MN Program

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student body in terms of demographics, family obligations, work scheduling, front-line counselling, etc.			- May 2017 – Received $3333.33 to fund student engagement activities within MN program. Will use $ 2000.00 of this funding to hire a graduate student to: **1)** Contribute to the creation of social media platforms that include MN Program Facebook, Linkedin Pages, Twitter, Flikr, and zoom communications; **2)** Assist in the production of posters, flyers, and information materials for online and hard copy dissemination, to promote student related activities, experiences, and successes; and events in which current students are actively involved that include, but not limited to: Alumni events, multiple NP and MN Orientation sessions, MN Information Night, Professional Development Sessions, and NP Skills Assessment Workshops
The MN Program's operating budget should be re-evaluated to be allocated on a per-student basis to provide for the resources required to support student learning and engagement.	The operating budget is the same amount as other graduate programs with considerably lower enrolment numbers in FCS; so the MN program will advocate for funding that is more closely associated with student numbers related to both steady state FTEs and yearly enrollments.	The MN operating budget is managed by FCS in conjunction with the Provost. Note that with the decentralization of graduate education at Ryerson, the funding model for MN is tied to students, and is part of a base budget allocation within FCS. We support ways for Nursing to work with FCS to enhance its budget.	For the 2016-2017 academic year, the MN program received an additional $2000.00. - For the 2017-2018 admissions cycle – our FTE target was 48. We reached our target with 48 FTE. Currently, strategies to enhance recruitment is underway. One hour information sessions are being planned at various hospitals and health care institutions across the GTA. Also, an MN information night is scheduled for October 17, 2017 at Ryerson….anticipate approximately 130 participants (based on last year's numbers)
Supports for	The MN program will work	YSGS supports the PRT	Proposal for Associate Membership for

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| preceptors should be formalized, including (status only) adjunct faculty appointments or similar. | with YSGS to provide process for preceptors to have a formalized association with the university. | recommendation and looks forward to working with the program to have the role of preceptor formalized within Ryerson. | Preceptors and Instructors – Membership committee convened – November 216

GPC vote to approve Associate Membership for Preceptors and Instructors status appointment in MN Program - December 7, 2016

FCS Dean and Associate Dean approved Associate Membership for Preceptors and Instructors status appointment in MN Program – January 26, 2017

YSGS approved Associate Membership for Preceptors and Instructors status appointment in MN Program – February 7, 2017 |
|---|---|---|---|
| Connections and supports to alumni should be strengthened to have a fully developed alumni program. | MN program agrees this is an area for improvement and will work with university advancement and the current Nursing Alumni (made up mostly of undergraduate grads) to develop a robust MN alumni group. For example engage alumni as visiting lecturer and/or preceptor; have alumni event for graduate nurses. | YSGS encourages strengthening graduate alumni ties and communication for Nursing and all of our graduate programs. Alumni events with graduated MN students are one effective way to foster this engagement. | Different initiatives have been undertaken to profile alumni.

These initiatives include:

1) 1 alumni spoke at the MN Information Night about their experiences in this stream

2) A section on the website will be created to profile alumni – website to be redesigned by FCS Dean's office, during Summer 2017

3) Video created (funded by FCS) to profile alumni who went through the thesis stream as a student (https://www.youtube.com/watch?v=cDIcc8NyF 1Q&list=PLAImK_PQ9xUfiS0lNbX_1V Sew7IER9Uf3&index=3) |
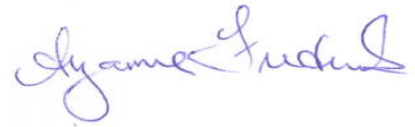
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			4)Alumni Re-Connection Event – May 8, 2017 –40 alumni attended, with 33 requesting to be involved in various MN initiatives 5) Three alumni events are being planned for 2017-2018: Two Lunch & Learn sessions (90 minutes each) and a Voices of Experience panel discussion – the theme of these events is *Maximizing your Career Success*. The Career Centre and Graduate Program Director will be co-facilitating these 3 events.

Additional points that were raised by the reviewers throughout their review, but were not part of the section titled: Recommendations. These points have all since been addressed

External Reviewer's Comments	Progress to date
The PRT noted that the learning plan for MN8905 Practicum in Professional Nursing Advancement requires one objective related to socialization into the advanced practice nursing role. The MN Program is encouraged to review more recent nursing and educational literature that suggests an alternate approach to "becoming" and "being" a professional, rather than being socialized into a professional role. Please refer to Benner et al. [Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating Nurses: A Call for Radical Transformation. San Francisco: Jossey-Bass] and Barnett [Barnett, R. (2009) Knowing and becoming in the higher education curriculum. Studies in Higher Education, 34(4), 429-440 DOI:10.1080/03075070902771978] for a more thorough	Based on the reviewers' feedback, it appears that the reviewer may have misunderstood the socialization goal as it is presented in the syllabus. The intentions of the concept of *socialization* relates to 'being' and 'becoming' a professional, as opposed to being socialized into a role of a professional. The course sets the stage for 'becoming' for the early career of our graduates. This point has been clarified within the syllabus.

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discussion of this topic.	
Students noted that there was some overlap in content between MN8903 Nature & Development of Nursing Knowledge and the conceptual focus of MN8901 Quantitative Research Methods: Design & Critical Appraisal.	MN 8903 (Integration of Knowledge and Theory) and MN 8901(Quantitative Research) are core courses. Theory and Research are inherently related. Within the research courses, discussion of theory and its relationship to research is presented. Specifically, how theory is used to provide a frame of reference/structure for various elements of research design. Within the theory courses, there is a discussion of research and the need to critically continue to examine theory from an empirical perspective. Even though students perceive there to be an overlap, the discussion and role of theory and research in both courses is made clear throughout the various classes.
Two of the elective courses (MN8911: Population Health & MN8911 Population Health & Health Promotion: Community & Global Perspectives and MN8931 Diversity and Globalization: Promoting Urban Health) listed 13 and 11 Learning Objectives respectively and the weekly content and reading lists were dense. Most educational research suggests that three to four Learning Objectives are what can be realistically measured and achieved in one 12-week course	The number of objectives in both courses have since been reduced.
A specialized statistical methods course could be offered in a faculty-wide format to appeal to other allied professionals or in an IPE context—a tactic the PRT noted is already under development by the Faculty of Community Services (FCS).	An inter-disciplinary FCS initiative is currently development for the creation of a statistics based course.

In conclusion, thank you to the external reviewers and colleagues in MN Program for a very thorough assessment of the strengths and challenges of the MN program. The PRT recommendations and MN's responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of this program.

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Suzanne Fredericks RN, PhD
Graduate Program Director

Awards and Ceremonials Convocation Report for Senate
Tuesday, December 5, 2017

SPRING 2017 CONVOCATION

Ceremony dates: June 6 – 16, 2017
Number of ceremonies: 17

The chart below outlines the number of approved candidates for each award in comparison to last year's numbers.

Spring 2017	Spring 2016
Total approved candidates: 6979	Total approved candidates: 6312
Undergraduate: 5833	Undergraduate: 5238
Undergraduate Certificate: 13	Undergraduate Certificate: 20
Professional Masters Diploma: 6	Professional Masters Diploma: 5
Graduate Certificate: 0	Graduate Certificate: 0
Masters: 385	Masters: 311
PhD: 41	PhD: 38
Continuing Education Certificate: 701	Continuing Education Certificate: 700
Undergraduate candidates who graduated with Distinction: 1269	Undergraduate candidates who graduated with Honours: 1093

The chart below recaps the medal winners at the Spring 2017 convocation ceremonies.

Governor General's Academic Silver Medalists (undergraduate)	- Puneet Singh (Occupational and Public Health: Public Health and Safety) - Elena Pasko (Occupational and Public Health: Public Health and Safety) - Syed Ibrahim (Biomedical Sciences)
Ryerson Gold Medalists	- Faculty of Arts – Hannah Reaburn (Arts and Contemporary Studies) - Faculty of Communication & Design – Geoffrey Cork (Image Arts, Film Studies) - Faculty of Community Services – Ricky Huang (Occupational and Public Health: Public Health and Safety) - Faculty of Engineering and Architectural Science – Ruslan Ivanytskyy (Architectural Science) - Faculty of Science – Cristina Thuppu Mudalige (Biomedical Sciences) - Chang School – Fabienne Chan (Data Analytics, Big Data and Predictive Analytics) - Ted Rogers School of Management – Lien Chia (Human Resources Management)

Board of Governor's Leadership Award and Medal	• Hannah Reaburn (Arts and Contemporary Studies)

The chart below recaps the Honorary Doctorate recipients at the Spring 2017 convocation ceremonies.

Faculty of Arts	• Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society
Faculty of Communication & Design	• Phyllis Yaffe, Canadian Consul General, Canadian film and television executive
Faculty of Community Services	• Masai Ujiri, President, Toronto Raptors
Faculty of Engineering and Architectural Science	• David McKay, President and CEO, Royal Bank of Canada
Faculty of Science	• Bonnie Schmidt, Founder, Let's Talk Science
Chang School of Continuing Education	• Heather McGregor, CEO, YWCA Toronto
Ted Rogers School of Management	• Louis Vachon, President and CEO, National Bank

The chart below recaps the Faculty Speakers at the Spring 2017 convocation ceremonies.

Faculty of Arts	• Kikélola Roach, Unifor Sam Gindin Chair
Faculty of Engineering and Architectural Science	• Marzio Pozzuoli, Co-Founder and CEO, NuraLogix Corporations
Faculty of Community Services	• Judy Finlay, School of Child and Youth Care • Janice Waddell, Chancellor's Award of Distinction recipient
Faculty of Communication & Design	• Laurie Petrou, RTA School of Media • Ian Baitz, Graphic Communications Management
Ted Rogers School of Management	• Phil Walsh, Ted Rogers School of Business Management • Rupa Banerjee, Ted Rogers School of Business Management • David Schlanger, Ted Rogers School of Business Management

At the June 9th 9:30 a.m. Faculty of Community Services ceremony, Ontario Premier Kathleen Wynne delivered the convocation address as our first ever Distinguished Speaker.

FALL 2017 CONVOCATION

Ceremony dates: October 10 – 12, 2017
Number of ceremonies: 6

The chart below outlines the number of approved candidates for each award in comparison to last year's numbers.

Fall 2017	Fall 2016
Total approved candidates: 2182	Total approved candidates: 2361
Undergraduate Degree: 929	Undergraduate Degree: 1028
Undergraduate Certificate: 8	Undergraduate Certificate: 12
Professional Masters Diploma: 29	Professional Masters Diploma: 8
Graduate Certificate: 19	Graduate Certificate: 32
Masters Degree: 675	Masters Degree: 628
PhD: 48	PhD: 48
Continuing Education Certificate: 474	Continuing Education Certificate: 605
Undergraduate candidates who graduated w/ Distinction (previously w/ Honours): 130	Undergraduate candidates who graduated w/ Distinction (previously w/ Honours): 140

The chart below recaps the medal winners at the Fall 2017 convocation ceremonies.

Ravi Ravindran Outstanding Doctoral Thesis Award	• Faculty of Engineering and Architectural Science – Afshin Rahimi (Aerospace Engineering)
Governor General's Academic Gold Medalist (graduate)	• Fatma Mokdad (Mechanical and Industrial Engineering)
Ryerson Gold Medalists	• Ted Rogers School of Management – Krysten Connely (Business Administration) • Faculty of Communication and Design – Eliot Wright (Documentary Media) • Faculty of Communication and Design – Kimron Corion (Digital Media) • Faculty of Engineering and Architectural Science – Afshin Rahimi (Aerospace Engineering) • Faculty of Engineering and Architectural Science – Tracy Lackraj (Molecular Science) • Faculty of Community Services – Nicole Ineese-Nash (Early Childhood Studies) • Faculty of Arts – Madelaine Ley (Philosophy)
Board of Governor's Leadership Award and Medal	• Nicole Ineese-Nash (Early Childhood Studies)

The chart below recaps the Honorary Doctorate recipients at the Fall 2017 convocation ceremonies.

Faculty of Engineering and Architectural Science	• Helen Vari, President, George and Helen Vari Foundation
Faculty of Arts	• Frank Iacobucci, Former Justice of the Supreme Court of Canada

The chart below recaps the Faculty Speakers at the Fall 2017 convocation ceremonies.

Ted Rogers School of Management	• Sari Graben, Ted Rogers School of Business Management • Ron Babin, Ted Rogers School of IT Management
Faculty of Communication and Design	• Lois Weinthal, School of Interior Design
Faculty of Community Services	• Jordan Tustin, School of Occupational and Public Health

Submitted by:
Michael Benarroch
Provost and Vice-President Academic
Chair, Awards and Ceremonials Committee