

SENATE MEETING AGENDA

Tuesday, May 1, 2018

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THE COMMONS - POD 250

- 4:30 p.m.** Light dinner is available
- 5:00 p.m.** Committee of the Whole discussion regarding the initial stages of the review of [Policy 159 \(Academic Accommodations for Students with Disabilities\)](#). There will be a short presentation to highlight key points, and then Senators will be asked to consider questions about the policy. The previous version of the policy and the report to Senate in 2012 describing the review process that led to the current version are available by [clicking here](#).
- 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 May 1, 2018 meeting*
3. Announcements
- Pages 1-5 4. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the April 3, 2018 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports
 - 7.1 Report of the President
 - Pages 6-11 7.1.1 President's Update
 - Pages 12-16 7.2 Communications Report
 - 7.3 Report of the Secretary
 - 7.3.1 Update on committee memberships

	7.4 Committee Reports
Pages 17-54	7.4.1 Report #W2018-4 of the Academic Governance and Policy Committee (AGPC): M. Benarroch
Page 18	7.4.1.1 Department of Electrical and Computer Engineering name change
	<u>Motion:</u> <i>That Senate approve changing the name of the Department of Electrical & Computer Engineering to the Department of Electrical, Computer, & Biomedical Engineering</i>
Pages 19-39	7.4.1.2 Senate Policy Framework
	<u>Motion:</u> <i>That Senate approve the Ryerson Senate Policy Framework</i>
Pages 40-43	7.4.1.3 Child and Youth Care School Council Bylaws
	<u>Motion:</u> <i>That Senate approve the Child and Youth Care School Council Bylaws</i>
Pages 44-55	7.4.1.4 Criminology MA Program Council Bylaws
	<u>Motion:</u> <i>That Senate approve the Criminology MA Program Council Bylaws</i>
	7.4.1.5 Academic Policy Review Committee (APRC) update: M. Moshé
Pages 56-77	7.4.2 Report #W2018-3 of the Academic Standards Committee: M. Moshé
Pages 56-65	7.4.2.1 Periodic Program Review – Politics and Governance, Faculty of Arts
	<u>Motion:</u> <i>That Senate approve the Periodic Program Review for Politics and Governance</i>
Page 66	7.4.2.2 G. Raymond Chang School Certificate in Global Management Studies – Discontinue
	<u>Motion:</u> <i>That Senate approve the discontinuation of the Chang School Certificate in Global Management Studies</i>

Pages 67-69	7.4.2.3 G. Raymond Chang School Certificate in Foundations of International Management – Proposal (new)
	<u>Motion:</u> <i>That Senate approve the proposal for a Chang School Certificate in Foundations of International Management</i>
Pages 69-72	7.4.2.4 G. Raymond Chang School Certificate in Entering Foreign Markets – Proposal (new)
	<u>Motion:</u> <i>That Senate approve the proposal for a Chang School Certificate in Entering Foreign Markets</i>
Pages 72-75	7.4.2.5 G. Raymond Chang School Certificate in Advanced International Trade Management – Proposal (new)
	<u>Motion:</u> <i>That Senate approve the proposal for a Chang School Certificate in Advanced International Trade Management</i>
Pages 75-76	7.4.2.6 Early Childhood Studies/York University BA/BEd Program – Curriculum Modification
	<u>Motion:</u> <i>That Senate approve the Early Childhood Studies/York University BA/BEd Program Curriculum Modification</i>
Pages 76-77	7.4.2.7 For Information: G. Raymond Chang School Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition – Name Change
Pages 78-90	7.4.3 Report #W2018-1 of the Scholarly Research and Creative Activity Committee (SRCAC): S. Liss
Pages 81-83	7.4.3.1 Policy 52 - Ethics Review of Research Involving Animals
	<u>Motion:</u> <i>That Senate approve the revised version of Policy 52 - Ethics Review of Research Involving Animals</i>
Page 84	7.4.3.2 Policy 58 - Research Using Biohazardous Materials
	<u>Motion:</u> <i>That Senate approve the revised version of Policy 58 – Research Using Biohazardous Materials</i>

Pages 85-88 7.4.3.3 Policy 143 - Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding

Motion: *That Senate approve the revised version of Policy 143 – Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding*

Pages 91-128 7.4.5 Report #W2018-1 from the Yeates School of Graduate Studies (YSGS): J. Mactavish

Pages 92-99 7.4.5.1 Periodic Program Review (PPR) Final Assessment Report (FAR) – Building Science (MAsc, MBSc)

Motion: *That Senate approve the periodic program review for the Building Science (MAsc, MBSc) program as described in the Senate agenda*

Pages 100-113 7.4.5.2 Periodic Program Review (PPR) Final Assessment Report (FAR) – Environmental Applied Science and Management (MAsc, PhD)

Motion: *That Senate approve the periodic program review for the Environmental Applied Science and Management (MAsc, PhD) program as described in the Senate agenda*

Pages 114-128 7.4.5.3 Periodic Program Review (PPR) Final Assessment Report (FAR) – Nutrition Communication (MHSc)

Motion: *That Senate approve the periodic program review for the Nutrition Communication (MHSc) program as described in the Senate agenda*

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

SENATE MINUTES OF MEETING**Tuesday, April 3, 2018**

MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
J. Austin	I. Baitz	R. Ravindran	R. Rezaee
L. Barnoff	R. Botelho	N. Thomlinson	N. Ul Saqib
M. Benarroch	T. Burke	J. Tiessen	
M. Bountrogianni	B. Ceh	K. Underwood	
D. Brown	Y. Derbal	J. Zboralski	
G. Craney	M. Dionne		
T. Duever	H. Doshi		
C. Falzon	N. Eichenlaub		
C. Hack	A. Ferworn		
M. Lachemi	J. Friedman		EX-OFFICIO
A. Levin	E. Harley		D. Lis
S. Liss	R. Hudyma		
J. Mactavish	E. Kam		
M. Moshé	V. Magness		
D. O'Neil Green	D. Mason		
C. Shepstone	A. McWilliams		
P. Sugiman	L. Pine		
S. Zolfaghari	S. Rakhmayil		
SENATE ASSOCIATES:			
A. M. Brinsmead			ALUMNI:
M. Zouri			C. Tam
REGRETS:		ABSENT:	
B. Baum		C. Antonescu	S. Faruqi
K. Church		B. Arkinson	E. Hysi
I. Coe		S. Asalya	K. Kumar
P. Danziger		S. Benda	F. Muto
S. Dolgoy		R. Chumak-Horbatsch	R. Syed
J. Makuch		C. Davenport	K. Venkatakrishna
I. Mishkel		C. Dowling	L. Yance
T. Nowshin		L. Emberson	

1. Call to Order/Establishment of Quorum

2. Approval of the Agenda

Motion: *That Senate approve the agenda for the April 3, 2018 meeting*

D. Mason moved; E. Kam seconded

Motion approved.

3. Announcements

C. Tam, one of the two alumni representatives on Senate, announced the Alumni expo scheduled for Wednesday, April 4, 2018 at Ryerson. He encouraged Senators to attend and/or let others know about the event.

4. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the March 6, 2018 meeting*

V. Magness moved; A. McWilliams seconded

Motion approved.

5. Matters Arising from the Minutes - None

6. Correspondence – None

7. Reports

7.1 Report of the President

7.1.1 President's Update

Highlights

On March 28, Ryerson held its annual Award Night for faculty and staff. President Lachemi congratulated everyone who was honored at the event.

The President noted that Ryerson was recognized as one of the country's best diversity employers for the 4th year in a row. He thanked everyone who helped the University to attain this achievement, including Denise O'Neil Green and Christina Sass-Kortsak and their teams for their valuable efforts.

Regarding the current search for Ryerson's new Chancellor, the President reminded Senate that three of its members are on the search committee, which is in the process of reviewing the list of potential candidates. A recommendation to the Board of Governors from the committee is expected by this summer, and Senate will be updated accordingly.

The President was pleased to announce that Ryerson's women's basketball team captured the national title, after completing the season with no losses. It is the first time that one of our sports teams has won a national championship. The men's basketball team also won the silver medal at

the national championships for the second consecutive year. A video of the highlights of these games was shown at the meeting.

7.1.2 President Lachemi announced that J. Turtle, Secretary of Senate, will be competing his term at the end of June, 2018. The President thanked John for his 5 years of service in this role, and announced that he's accepting expressions of interest for the position from Senate and from the rest of the Ryerson community. There will be an [announcement about this process in Ryerson Today](#) on April 4, and an email will be sent to all faculty members. The deadline is April 27, 2018. The President added that he plans to establish a small committee to advise on this process, which will consist of two faculty Senators, one student Senator, one *ex officio* Senator, plus himself as Chair. He stated that he would like to make the process transparent and fair, and invited Senators to let him know of any recommendations or suggestions they have.

7.2 Communications Report

7.3 Report of the Secretary

7.3.1 Senate elections results. J. Turtle directed Senators' attention to the Senate membership list for 2018-2019 that was included in the agenda package. He noted that the only faculty position not filled for next year is the Chair representative from the Faculty of Science, which will be filled once the Chair positions in Science have been determined, likely by July 1, 2018. He also noted that the Chang School and YSGS student representatives have not yet been determined, but that those positions will likely be filled prior to the start of the next Senate session.

7.4 Committee Reports

7.4.1 Report #W2018-3 of the Senate Priorities Committee (SPC): M. Lachemi

7.4.1.1 Notice of a Committee of the Whole discussion at the May 1 Senate meeting regarding Policy 159 ([Academic Accommodation of Students with Disabilities](#))

M. Lachemi announced that there will be a second Committee of the Whole discussion for the Winter term. It will take place prior to the May 1 Senate meeting, and will be focused on the first stages of the review of Policy 159.

7.4.2 Report #W2018-3 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

7.4.2.1 Academic Policy Review Committee (APRC) update

M. Moshé explained that the examination policy subcommittee has been very active in their consultations, and has prepared a draft revision of the policy. Issues include the difference between a student having an exam overload vs. an exam conflict, the extent to which both overloads and conflicts take into account Chang School exams, the procedures for resolving overloads and conflicts, ideas for scheduling makeup exams, and how to address the situation where a student requests to leave an exam early due to illness. There is also now a draft version of a grade assessment and grade recalculation policy, which will be brought to AGPC in April for their initial feedback. Finally, there is the Senate Policy Framework, which is scheduled to be reviewed by AGPC in April, so that it can potentially come to Senate at the May 1 meeting. If approved at that meeting, it will lay the groundwork for new and revised policies to come to Senate for approval at the May 29 meeting.

7.4.3 Report #W2018-2 of the Academic Standards Committee: M. Moshé

7.4.3.1 Periodic Program Review – Journalism, Faculty of Communication & Design

Motion: *That Senate approve the periodic program review for the Journalism program as described in the agenda package*

M. Moshé moved; N. Ul Saqib seconded

M. Moshé recognized the former Chair of Journalism, Ivor Shapiro, and the current Chair, Janice Neil, for their leadership on this program review. She highlighted key points in the program's curriculum and the review.

Motion approved.

7.4.3.2 Periodic Program Review – Graphic Communications Management, Faculty of Communication & Design

Motion: *That Senate approve the periodic program review for the Graphic Communications Management program as described in the agenda package*

M. Moshé moved; A. McWilliams seconded

M. Moshé recognized the Chair, Ian Baitz, and faculty member G. Mothersill, who led their team on this review. She highlighted key points in the program's curriculum and the review.

Motion approved.

7.4.3.3. *For information: Chang School Certificates – February and March 2018*
Minor changes to existing certificates

8. Old Business - None

9. New Business as Circulated - None

10. Members' Business

L. Pine said she was asked by a number of racialized and Indigenous faculty members, and by the Equity Committee of the RFA, to raise the issue of Ryerson's pilot program with Toronto Police that was recently completed in the Chang School. She asked (a) if Ryerson will be continuing with the program, (b) if the program is planned to continue, what will be the process of consultation moving forward, (c) what does Ryerson get out of a relationship with the Toronto Police Service, and (d) how did it happen that police officers were enrolled in courses without notifying students or instructors, and without asking for permission from instructors.

M. Benarroch explained that this was a pilot program, it was completed at the end of March, and Ryerson has been approached to discuss renewing the program, although that would not happen immediately. He informed Senate that he already held a meeting with the Dean of Arts, the Dean of Community Services, the Dean of the Chang School, and the Vice President, Equity and Community Inclusion, to discuss what sort of process and consultation would have to take place if the University were to enter into another agreement with the Toronto Police Service. He is currently working on a plan for moving forward and will keep Senate apprised.

11. Consent Agenda - None

12. Adjournment

The meeting adjourned at 5:45 p.m.

Ryerson University
President's Update to Senate
May 1, 2018



VISIONARY SUPPORT – A \$1 million donation from philanthropists Janice Fukakusa, Greg Belbeck and family is being matched by the government of Ontario for the digital literacy + coding pilot program, being launched by the Brookfield Institute in collaboration with community partners. The two-year pilot plans for eight cohorts of 15 to 30 participants between the ages of 12 and 15, with 60 percent girls and youth underrepresented in STEM fields. The first six programs will be held in five cities across Ontario.

APPOINTMENTS

Christina Sharpe, author and Tufts University professor of English and Africana, Women's, Gender and Sexuality Studies, has been appointed a distinguished visiting professor in the faculty of community services effective September 2018. Her research interests include Black visual studies, Black queer studies, and African-American literature and culture, and she will work with FCS on curriculum and faculty development, addressing anti-Black racism, and will offer seminars on a culture of support for Black students, staff and faculty.

Frédéric Dimanche, director of the Ted Rogers School of Hospitality and Tourism, has been appointed to the Board of Governors of *l'Université de l'Ontario français* by the Hon. Marie-France Lalonde, minister of Francophone Affairs, for experience and commitment to postsecondary education and the Ontario Francophone community. The university will offer degrees and education entirely in French, and will have the capacity to build affiliations with universities and colleges in Ontario and around the world. The *Université de l'Ontario français Act* was proclaimed on April 9th, with its first class planned for 2020.

Jason Lisi has been appointed chair of the School of Graphic Communications Management (GCM) effective July 1, 2018. Joining Ryerson in 2003, he chaired the committee that developed a new GCM curriculum and serves as director of the Ryerson Print Media Research Centre. He is Canadian head of delegation for standardization in printing and graphic technologies (ISO TC 130), and a member of The Ghent Workgroup advancing best practices worldwide. He earned his BTech (Hons.) from Ryerson, and master's in education from the University of Southern Queensland.

Ivan Joseph, Ryerson director of athletics, has been appointed head coach of Guyana's National Senior Women's team by the Guyana Football Federation (GFF) for a period of one year. The six-time Coach of the Year and recipient of the African Canadian Award of Excellence in Sport brings to the country of his birth a breadth of experience and high-level qualifications including a USSF 'A' Licence, NSCAA Advanced National Diploma and a PhD in Sport Psychology. A sought-after speaker on High Performance Culture and Team Cohesion, his goal is to help empower young women to achieve success on and off the field.

CONGRATULATIONS

Mass Exodus celebrates its 30th anniversary this year as a premier fashion event in Toronto showcasing the designs of graduating students, with fashion communication students collaborating to produce the runway show and theatre production students designing the set – this year including an installation component that merges fashion with social issues to suggest new opportunities for the industry.

Brett Story, Image Arts, filmmaker, author and geographer has been awarded a Guggenheim Fellowship for 2018 from among 3,000 applicants in the U.S. and Canada.

Bilal Farooq, civil engineering, and **Michael McGregor**, politics and public administration, received 2018 Early Researcher Awards from the ministry of research and innovation and science.

Alok Mukherjee, distinguished visiting professor cross-appointed to criminology and the office of equity, diversity and inclusion, and former chair of the Toronto Police Services Board, released *Excessive Force: Toronto's Fight to Reform City Policing* written in collaboration with former national affairs columnist Tim Harper (Journalism '77).

Julia Shin Doi, general counsel and secretary of the Board of Governors, is featured in the cover story in the Spring issue of the Canadian Corporate Counsel Association (CCCA) Magazine with "Building Success – one community at a time" reflecting on her role as a 'community builder and real connector' as a lawyer and manager, co-author and teacher, social entrepreneur, diversity champion, and lifelong learner – and her belief in Ryerson as 'an organization working towards a greater purpose.'

Lama Al Faseeh, civil engineering PhD student, won the 2018 Ryerson 3-Minute Thesis (3MT) for *The Near Future: Mixed Traffic with Human-Driven Vehicles (HDV) and Autonomous Vehicles (AV)*, and will represent Ryerson at the Ontario-wide competition hosted by York University.

GIMME 360°, a Ryerson start-up founded by TRSM partners *Daniel Bokun*, *Josiah Crombie* and *Lucas Bruno*, landed a four-dragon deal on CBC's Dragons Den for their augmented reality (AR) company.

Susan Enberg (Masters in Documentary Media '17) won Best Documentary Short at the 2018 TO Short film festival for *In Jesus' Name: Shattering the Silence of St Anne's Residential School*, co-produced with Canadian First Nations chief and writer Edmund Metatawabin during her studies at Ryerson.

Mavis Chan and *Anum Dhalwani* received 2017-18 Bill Davis Graduate Entrance Awards in Public Policy and Administration recognizing academic excellence at the 5th Annual Scholars Reception hosted by the St. George's Society, creators of the award in honour of Ontario's long-time former premier.

Pamela Appelt (Chair, Viola Desmond campaign), *Jenny Gumbs* (Chang School Public Administration '94/97, BA Public Administration and Governance '02, Alumni Achievement Award '07), and *Mike Yorke* (Chang School Human Resources '94) are being awarded prestigious 2018 Harry Jerome Awards by the Black Business and Professional Association (BBPA).

Toyo Ajibolade, 4th year marketing management, has been named 2018 YWCA Young Woman of Distinction for sport and life coaching for girls from marginalized and racialized communities.

Susan Enberg (Masters in Documentary Media '17) won Best Documentary Short at the 2018 TO Short film festival for *In Jesus' Name: Shattering the Silence of St Anne's Residential School*.

INTERNATIONAL PARTNERSHIPS – Ryerson global initiatives have been significantly advanced with two academic missions to Dubai, United Arab Emirates and London, England – building on the university's academic strengths and the creative innovation of entrepreneurial and zone learning. Thanks to Anver Saloojee, assistant vice-president international, and Charles Falzon, dean, faculty of communication and design, for vital leadership advancing Ryerson goals. It was a privilege to meet with our partners in London during the week of April 9th to discuss working together, and to host a very well-attended and wonderful reception for our spirited Ryerson alumni.

FCAD Dubai – Following up last year's April 26th agreement between the Faculty of Communication and Design (FCAD) and the Canadian University Dubai (CUD), the partnership was part of the Gulf Education and Training Exhibition (GETEX) held April 12-16 at the Dubai World Trade Centre, an event focusing on demand-driven, new-age programs with high employment potential in today's disruptive marketplace. The partnership has created a new Bachelor of Arts in Creative Industries (BACI) with concentrations in Interior Design, Fashion Design, Communication Studies and Media Business, blending creative and entrepreneurial learning to develop leadership and impact on the fast-changing economies of the world.

FCAD London – FCAD is partnering to build a hub in the heart of London for transatlantic education and innovation in the creative industries. The plan includes a global Master’s of Design with University of the Arts London (UAL); a global Creative Impact Supercourse for transatlantic student collaboration with London South Bank University (LSBU); and linkages for startups through Ryerson Zones and the LSBU Clarence Centre. Five research projects are in development with funding from both countries, and FCAD is investing \$50,000 in a UK development fund to advance the strategy. A new FCAD London Alumni Mentorship Group will be headed by Todd Lynn, renowned fashion designer and FCAD alumnus.

AFGHAN DREAMERS – On March 16th, members of Afghanistan’s all-girls robotics team were on campus at the Power of Inclusion breakfast as guests of the FIRST Robotics Ontario District Competition. The team came to global attention in summer 2017 when their application to travel to the United States for the FIRST Global Challenge was denied under Trump administration travel restrictions, with media attention and international support eventually causing the ban to be lifted. The team won silver and became role models for female empowerment and triumph over xenophobia. Imogen Coe, dean of the Faculty of Science, introduced the team and announced the establishment of four \$2,000 entrance scholarships for students from underrepresented groups who have competed in FIRST Canada.

TORONTO BEATMAKERS – On March 28th the Beat Academy, an artist development hub for young producers founded by Toni Morgan (Arts & Contemporary Studies ’08) teamed with Ryerson Music Den and Post Office Sound for a meet-up at the Ryerson Student Learning Centre. Producers including Kiana “Rookz” Eastmond of Sandbox Studios, Chris Martin from Post Office Sound, MyBestFriendJacob, Jordan Manswell, Josephine Cruz (aka Jayemkayem) and Prezident Jeff spoke about their experiences and gave advice to the crowd of nearly 100 aspiring beatmakers. The panelists emphasized the importance of creating space and opportunity for the infrastructure needed to engage the industry in promoting urban music – the highest-grossing genre in Canada.

DIVERSITY REPORT – The office of the vice-president, equity and community inclusion has released the second Ryerson Employee Diversity Self-ID Report, reflecting data from close to 6,000 employees from all employee groups as of March 1, 2015 and March 1, 2016. Progress is reported in the following areas:

- an increase in the promotion of full-time faculty within three equity groups: employees identifying as women, racialized people, and 2SLGBTQ+ people;
- more racialized full-time faculty hired;
- more academic departments/schools with Aboriginal full-time faculty;
- an increase in career progressions for staff with disabilities;
- more senior leaders identified as 2SLGBTQ+ and as persons with disabilities, and more mid-level leaders identified as Aboriginal Peoples.

Looking ahead, the report cites several areas that require immediate action:

- in 2015 and 2016, there were no full-time faculty hires of persons with disabilities or Aboriginal Peoples;
- there are no Aboriginal Peoples at the rank of full professor;
- substantial gaps between full-time faculty and students remain in racialized people and women;
- engineering and architectural science continues to have the lowest representation of full-time women faculty.

Diversity Self-ID surveys will continue at Ryerson on an annual basis to track progress over time, to help track the university’s commitment to inclusion, measure its progress, and inform plans for future action.

AI CHALLENGE FORUM – On March 23rd the winners were announced in a competition that partnered the Legal Innovation Zone, the Ontario ministry of the attorney general and Ryerson on incorporating artificial intelligence to deliver faster, more efficient and effective legal services to legal consumers. The

winner (\$40,000) was *Evichat*, an eDiscovery tool that reduces costs, resources and time for lawyers to collect and review mobile communications and social media data. First runner-up was *Diligen* (\$25,000), which uses machine learning algorithms to enhance the process for due diligence at bigger law firms; and second runner-up (\$15,000) was *Splyt*, utilizing AI machine learning to give consumers guidance with a quicker, inexpensive and more efficient divorce application process online.

DIGITAL NEWS INNOVATION CHALLENGE – On April 9th winners were announced in a competition that partnered Facebook, the DMZ and Ryerson in providing five startups with \$100,000 in non-dilutive seed funding and \$50,000 in Facebook marketing budget for exploring how emerging technologies connect with new audiences for digital news. The five startup winners include: *Trebble*, an online platform for creating and distributing interactive newscasts on voice-activated speakers; *Ground*, a mobile/web app in 180 countries reporting global news items on location by citizen journalists; *The Gist*, curated sports content for a women’s audience; *Redefined*, content analytics for online publishers; and *The Sprawl*, pop-up journalism designed to be set up and taken down to cover specific news stories on location.

MADE IN NORTH AFRICA – It was a special occasion on March 20th to be on the stage with the provost sharing stories of challenge and opportunity, family and community that brought us both to Ryerson. Two kids born in neighbouring countries, Algeria and Morocco, whose paths would eventually converge not only geographically, but in the values instilled by our parents and nurtured by our new nation. We had in common the hopes so many immigrant parents have for their children – being the first in the family to obtain a university education, finding a safe and supportive environment, building a bright future for families of our own, and making a meaningful contribution. In different ways, we experienced life-changing moments that directed our goals – reflecting on the damage from an earthquake in my home city for me, and reflecting on the push into economics from an insightful professor for Michael. There were hardships of distance, of language and acceptance, and the uncertainties and rigours of student life. But, as we discovered in our reminiscences together, there was also perseverance and determination, fun and laughter, extraordinary satisfaction in the research it turned out we were born to do, and the belief that teaching and students define our potential and progress. Most of all, there is joy in our North African roots, the Canadian diversity we treasure, and Ryerson as our destination and home. Special thanks to the Middle East and North Africa (MENA) Studies Centre for a very memorable and enjoyable event, and moderator Mary Ito for guiding a wonderful conversation.

RYERSON RAMS YEAR IN REVIEW – Congratulations to our student-athletes, coaches and team support, director of athletics Ivan Joseph, our enthusiastic Ram family of loyal alumni and great fans, and everyone involved in a program that builds not only competitive skill, participation and recreation, but leadership and community engagement with a focus on teamwork, perseverance and dreaming big.

On the field, rink and court, this was the Rams’ most successful year: for the first time ever, all eight teams qualified for the playoffs, and student-athletes exemplified the mission of the department of athletics to develop the whole student by excelling in their studies, achieving the highest average GPA for student-athletes in Ryerson’s history – and continuing to enrich the lives of youth and underserved communities by contributing over 3,600 community hours, another first for Ryerson.

This year the Rams women’s volleyball team had an astounding perfect record winning all their games: a 19-0 regular season, 3-0 in the Ontario playoffs, and three straight wins for the national championship.

Team Medals

- OUA and U Sports Champions – women’s volleyball
- OUA and U Sports Silver medals – men’s basketball
- OUA Silver medal – men’s curling
- OUA Bronze medal – men’s soccer

At the OUA championships, individual medals were won in fencing by Mateusz Kozak (gold in men's individual foil); and in figure skating by Netta Schreiber (gold in women's novice short program) and Chris Berneck (silver in men's free-skate).

U Sports and Ontario University Athletics (OUA) Major Awards

Coach of the Year – Dustin Reid, (women's volleyball)

Marion Hilliard Award for community service – Ailish Forfar (women's hockey)

OUA Major Awards

OUA West Player of the Year – Alex Basso (men's hockey)

OUA West Defenceman of the Year – Alex Basso (men's hockey)

OUA East Player of the Year – Lucas Coleman (men's volleyball)

OUA Award of Merit – Julie Longman (women's volleyball)

OUA Rookie of the Year – Marin Scotten (women's basketball)

OUA East Rookie of the Year – Victoria Watson (women's soccer)

U Sports named two Rams to the first-team All-Canadians, five second-team All-Canadians; and two were named to the all-rookie team.

Ontario University Athletics (OUA) named twelve Rams OUA first-team all-stars, four OUA second-team all-stars, and nine all-rookies.

from the president's calendar

March 20, 2018: I met with Steve Gupta (Doctor of Laws honoris causa '15) to share ideas on Ryerson's role in city-building both in Toronto and Brampton.

March 20, 2018: In the run up to the end of the academic year, it was a pleasure to host the president's spring lunch for students at the Student Learning Centre to learn about their plans and goals.

March 21, 2018: It was an honour to meet with Joanne Dallaire, now stepping back from the role she has held as educator and counsellor since 2005, and extending thanks for her continuing as Elder for the Aboriginal Education Council and appreciation for her contributions to the Ryerson community.

March 21, 2018: The Hon. Mitzie Hunter, minister of advanced education and skills development, was the guest of honour at a dinner hosted by board of governors vice-chair Mitch Frazer joined by board members Mohammad Al Zaibak and Catherine Paisley, alumna Marci Ien, and members of the executive, entrepreneurship and leadership initiatives.

March 22, 2018: At the end of a banner year, it was wonderful to sponsor the president's athletics reception congratulating everyone and recognizing the impact on Ryerson's rising reputation.

March 23, 2018: Deborah Brown, vice president administration and operations, joined me for a meeting with Max Reim, co-managing partner and founding principal of LiveWorkLearnPlay, and Marni Dicker of Infrastructure Ontario to share ideas on potential collaboration.

March 26, 2018: Ryerson hosted a meeting and tour of the DMZ with Metrolinx CEO Phil Verster to discuss collaboration on innovative projects including the Brampton initiative.

March 28, 2018: I was pleased to have the opportunity to meet with Laura Jo Gunter, president of Bow Valley College in Alberta, formerly at George Brown College and Seneca College, to catch up and have a conversation about the development of comprehensive postsecondary education.

March 28, 2018: I met with Heather Munroe-Blum, former principal and vice-chancellor of McGill University, to discuss the role of the university in the 21st century.

March 28, 2018: It was a pleasure to meet Pierre Dumouchel, Director General of École de technologie supérieure (ÉTS) in Montreal, to discuss collaboration in advanced entrepreneurial learning.

April 2, 2018: It was so impressive to hear the breadth of initiatives providing an added dimension to the quality of the student and community experience, and to recognize the blue-and-gold spirit inspiring the activities.

April 3, 2018: I met with the Toronto Deputy Mayor Denzil Minnan-Wong at City Hall to update him about Ryerson initiatives as a city-builder.

April 3, 2018: It was an honour to be asked by the Ryerson Parent Network for Faculty and Staff to speak on the theme of “an immigrant parent in a diverse city” and to exchange stories and reflections.

April 3, 2018: I met with David Lindsay, president and CEO of the Council of Ontario Universities, to discuss the evolution of the Ontario postsecondary system and the shape of our shared priorities.

April 5, 2018: Chris Evans, academic lead on the Brampton project, joined me for a meeting with Ray Boisvert, Ontario provincial security advisor, to discuss cybersecurity learning and research.

April 5, 2018: I was pleased to join Brampton Mayor Linda Jeffrey and vice-president advancement and alumni relations Ian Mishkel for a Brampton alumni reception.

April 6, 2018: Members of the Ryerson student media and Ryerson Students Union joined me for a tour of the Daphne Cockwell Health Sciences Complex, on schedule to open in Fall 2018.

April 10, 2018: I am always moved beyond measure when Ryerson hosts a citizenship ceremony; and it was a privilege to spend some time at the reception chatting with our wonderful new Canadians.

RYERSON COMMUNICATIONS REPORT

A sampling of appearances in the media by members of the Ryerson community for the May 2018 meeting of Ryerson Senate.

Student engagement

Betakit reported that the DMZ aims to raise \$1 million for Ryerson student-led startups, quoting executive director **Abdullah Snobar**.

Blog TO reported on the School of Image Arts' annual year-end exhibition, Maximum Exposure, which showcases young emerging artists attending Ryerson.

Metro News and CBC News reported on a new scholarship at Ryerson to support racialized transgender students, a fund established in honour of trans activist Sumaya Dalmar. The article quoted **Alan Sears**, Faculty of Arts.

Metro News reported that the Ryerson Rams won the OUA women's volleyball title for the first time in the program's history. The item appeared in more than 40 news sites.

The Globe and Mail reported that the Ryerson Rams won silver in men's basketball for the second consecutive year. Coverage appeared in more than 30 news sites.

Sportsnet Central reported that the Ryerson Rams men's basketball team were headed to the national semifinals after beating the Alberta Golden Bears.

André Bacchus discussed with AdvocatePR how the Law Practice Program helps future lawyers with networking.

Business Insider US featured Ryerson alumna **Noura Sakkijha**, founder of Mejuri, in an article on popular products from female-founded startups.

Toronto Life reported on the Afghan Girls Robotics Team at the FIRST Robotics event at Ryerson's Mattamy Athletic Centre.

Cityline reported on the 2018 Winter Stations art installations, featuring interviews with Ryerson students **Adrian Chiu, Arnel Espanol, and Henry Mai**.

SRC excellence

The Toronto Star and CBC News reported on a review of the King Street pilot project authored by **Murtaza Haider**, Ted Rogers School of Management. He spoke to the Toronto Star about traffic and pedestrian deaths and contributed a piece to the Financial Post on the possible impact of marijuana stores on a neighbourhood's property values. He contributed a piece to the Financial Post about speculation being good for the housing market, and another piece on a redevelopment opportunity in the Downsview area of Toronto. Both items were picked up by eight other news sites.

Global News quoted **Sean Mullin**, Brookfield Institute for Innovation + Entrepreneurship, on the topic of automating the workforce. He spoke to the Washingtonian about the possible contenders for Amazon's new headquarters. He also spoke to the Financial Post about cyber risks impacting finances as banks rely on an oligopoly of security heavyweights. The item appeared in five print newspapers.

The Regina Leader-Post referenced a study by Ryerson's Brookfield Institute that found nearly 42 per cent of the Canadian workforce is at high risk of being affected by automation in the next decade or two.

Michael McGregor, Politics and Public Administration, spoke to CBC Radio's Here and Now and CBC News about Doug Ford winning the PC leadership.

Cherise Burda, City Building Institute, spoke to CBC News and CBC Radio's Metro Morning about Toronto city council voting on changes to Yonge Street and plans for better pedestrian safety. She was quoted in the Toronto Star and Metro News on housing prices in Toronto.

CBC News and CBC Radio spoke with **Mitchell Kosny**, Urban and Regional Planning, on the topic of the financial plan for the City of Toronto.

Mark V. Campbell, RTA School of Media, contributed a piece to the National Post on hip hop and the Juno Awards.

CBC Radio One interviewed **OmiSoore H. Dryden**, Faculty of Community Services, on the topic of racism and Canadian blood services.

The Conversation cited a recent article by **Richard Lachman**, Zone Learning, on the topic of collaboration between the humanities and science.

Peter Vronsky, History, spoke to CTV News Toronto about the Bruce McArthur case. He was also quoted on the case in the Boston Herald, among 30 other news sites.

BBC reported that **Ann Cavoukian**, Privacy and Big Data Institute, is working with Sidewalk Labs on privacy issues. She spoke to the Toronto Star about Canadians deleting Facebook in the wake of privacy issues. The item was carried by 25 other news sites. She spoke to CBC News about the Facebook breach being a sign that Canadian privacy laws need a revamp. She was quoted in a Toronto Star article on Loblaw requesting personal information as part of its gift card compensation measure. This item was carried by more than 40 news sites.

Peggy Nash, distinguished visiting professor, spoke to CP24 about a panel at Ryerson on why elections matter to women. She also contributed a piece on the topic to the Toronto Star.

Martin Regg Cohn, distinguished visiting professor, contributed a piece to the Toronto Star on younger voters and democracy that referenced the Ryerson Democracy Forum.

The Toronto Star reported on a push to let youth start voting at age 16, following a panel discussion on voter engagement at Ryerson, moderated by Star Queen's Park columnist and visiting professor **Martin Regg Cohn**.

The Toronto Star quoted **Myer Siemiatycki**, Politics and Public Administration, on the topic of the OMB and a proposed Muslim community development in Thornhill. He spoke to the National Post about the provincial PC leadership review outcome, an item that was picked up by 25 print and online news sites.

Myer Siemiatycki was quoted in a Toronto Star article about Doug Ford's road to leadership being paved with controversy. He spoke to CTV News about the daunting task of uniting the provincial Tories, an item that appeared in more than 30 news sites. He was also quoted in a National Post article about Doug Ford raising the issues of abortion in an effort to woo social conservatives. The item was picked up by 45 print and online news sites.

Chris MacDonald and Martin Fabro, TRSM, contributed a piece to Canadian Business on a seven-step plan to improve gender diversity at any company.

Chris MacDonald, TRSM, spoke to the Globe and Mail about ethics training in the #MeToo era.

Colleen Carney, Sleep and Depression Laboratory, spoke to Zoomer Radio about daylight savings time. She was quoted in a Reader's Digest article about harmful habits that cause insomnia.

Quill and Quire quoted **Paul Roth**, director, Ryerson Image Centre, in reaction to Canadian art-book publishers reaching out to galleries and authors following the demise of Black Dog Publishing. He also spoke to Graphic Arts Magazine about a new book launched at a photography symposium by the Ryerson Image Centre and MIT Press

Henry Navarro and Osmud Rahman, Fashion, spoke with the Toronto Star on the topic of resizing fashion for men of modest height.

GlobeAdvisor and MoneySense featured Ryerson research by **Bonnie-Jeanne MacDonald**, National Institute on Ageing, on longevity insurance for seniors and retirement.

The Waterloo Region Record quoted **May Friedman**, Social Work, on the topic of free speech at universities.

CBC Radio spoke with **David Lewis**, Ted Rogers School of Retail Management, about experiential retail. He was quoted in the Financial Post on the topic of pop-up shops as a low-risk entry point into the retail market. The item appeared in seven other news outlets.

A piece by **Alok Mukherjee**, distinguished visiting professor, contributed a piece to NOW Toronto about the police inquiry into the McArthur murders.

CTV Toronto spoke with **Anatoliy Gruz**, Social Media Lab, on the growing call to delete Facebook. He was interviewed by Citytv Toronto on the topic of Facebook apps and privacy. He spoke with Global News about the Facebook data scandal, involving 50 million users. He spoke to the Toronto Star about data mining as a blind spot in Canadian politics that needs more oversight. The item was picked up by 40 news outlets.

CBC News Network spoke with **Joanne McNeish**, TRSM, about the Canadian jobs report and the day's other top stories.

680 News spoke with **Gabor Forgacs**, TRSM, about the reasons airline tickets aren't transferable.

Robert Hudyma, TRSM, spoke to CBC News about theft of reward program points.

CHCH spoke with **Marie Bountrogianni**, Dean, The Chang School, about children and social media.

Omar Ha-Redeye, TRSM, contributed a piece to The Lawyer's Daily on Ryerson's law school improving legal employment. He contributed a piece to Precedent on the meaning of a statement of principles.

Graham Hudson, Criminology, spoke to Global News about the case of a terrorist ordered deported in 2005 - who remains in Ontario.

The Walrus quoted **Anika Kozlowski**, a PhD candidate researching sustainable fashion design, on the topic of how clothing poisons the environment.

The Globe and Mail quoted **Imogen Coe**, dean, Faculty of Science, on gender diversity and inclusion requiring a strong community of leaders sharing their talents.

Hotelier spoke with **Frederic Dimanche**, director, Ted Rogers School of Hospitality & Tourism Management, about the results of a study on the cleanliness of Canadian hotels.

Carolyn Johns, Politics and Public Administration, contributed a piece to The Conversation on the topic of World Water Day. The piece was also used by the Weather Network.

Ramona Pringle, RTA School of Media, contributed a piece to CBC News examining how emojis are changing how we communicate. The segment featured **Jason Boyd**, co-director, Centre for Digital Humanities. She also spoke to CBC Radio on the topic, and to CBC News Network about the pace of the spread of fake news. She contributed a piece to CBC News on the potential of robot technologies.

Farrah Khan, Office of Sexual Violence Support and Education, co-authored a piece for the Toronto Star on the topic of action required to end the killing of women. She was quoted in a Toronto Star article about domestic violence prevention, an item that was picked up by more than 40 news sites.

Community engagement and city-building

The Globe and Mail's Canada's Best Diversity Employers competition, which celebrates Canada's vibrant and increasingly diverse workforce, named Ryerson among its winners.

RealScreen Magazine reported that the Canadian-based international documentary festival Hot Docs made a significant donation of materials to the Ryerson Library and Archives to mark the festival's 25th anniversary. An E247 Magazine article on the topic quoted Special Collections Librarian **Alison Skyrme** and **Marc Glassman**, Image Arts.

The Toronto Star reported that former U.S. Vice President Al Gore and Ontario Premier Kathleen Wynne stressed the need for continued work to cool the planet at a climate change conference at Ryerson. Coverage on Global News focused on the role young people can have in decision-making regarding climate change. CBC Toronto News and Citytv's Breakfast Television aired similar coverage.

Canadian Architect and Urban Toronto reported that the School of Urban and Regional Planning will host The Metropolis of Cities, a wide-ranging planning exhibit showcasing how contemporary issues give shape to new urban forms.

Canadian Lawyer Magazine reported on the AI Challenge Forum at Ryerson's Legal Innovation Zone.

CCCA Magazine profiled **Julia Shin Doi**, General Counsel & Secretary of the Board of Governors, in an article on building success one community at a time.

Canadian Lawyer Magazine reported on the Diversity Pitch Event, organized by Diverse Champions for Diversity, a group of in-house counsel led by **Julia Shin Doi**, general counsel and secretary of the board of governors.

Canadian Art reported that the winner of the Scotiabank Photography Award, to be announced on May 8, will receive a \$50,000 cash prize and an exhibition at the Ryerson Image Centre during the 2019 Contact Photography Festival.

Electric Energy reported that Hydro One has renewed its four-year commitment in the Women in Engineering University Partnership program with Ryerson.

NOW Toronto featured Kind Karma Company, Social Ventures Zone, which trains and employs at-risk Toronto youth.

Innovation

inbrampton reported on **President Lachemi**'s vision for a Global Centre for Cybersecurity in conjunction with the upcoming Brampton campus.

CBA National spoke with **Anver Saloojee**, dean of record for Ryerson's proposed new law school, about the university's plans for legal education.

Graphic Arts Magazine reported that the Graphic Communications Management program partnered with Belmont Press and Konica Minolta to augment classroom learning.

Lien Multimedia reported that Interactive Ontario unveiled, at the GameOn Finance Conference, its partnership with Ryerson to develop a new program tailored to entrepreneurs in the video game industry.

Chatelaine featured the Enactus Ryerson initiative Project Growing North, co-founded by Ryerson students **Ben Canning and Stefany Nieto**.

Novae Res Urbis reported on ShapeLab, a partnership between Ryerson and the City of Toronto, quoting **Zhixi Zhuang**, Urban and Regional Planning.

Construction Canada featured the Zero House, an innovative green building designed and built by a group of students and faculty from Ryerson, Toronto, and the Endeavour Centre, a school teaching sustainable design and construction in Peterborough.

Canadian Architect reported that the finalists for the 2108 OAA Design Excellence Awards include the Ryerson University Student Learning Centre, by Zeidler Partnership Architects and Snøhetta.

Architectural Record reported on the process of transforming Ryerson's sprawling cafeteria into a centralized location providing admissions, enrollment, and financial services to students, and the work of Toronto-based Gow Hastings Architects that focused on simplifying, organizing, and branding the space.

Prepared by Marketing and Communications

**Report #W2018-4 of the Academic Governance and Policy Committee (AGPC):
M. Benarroch**

May 1, 2018

1. Department of Electrical and Computer Engineering name change
Motion: *That Senate approve changing the name of the Department of Electrical & Computer Engineering to the Department of Electrical, Computer, & Biomedical Engineering*
2. Senate Policy Framework
Motion: *That Senate approve the Ryerson Senate Policy Framework*
3. Child and Youth Care School Council Bylaws
Motion: *That Senate approve the Child and Youth Care School Council Bylaws*
4. Criminology MA Program Council Bylaws
Motion: *That Senate approve the Criminology MA Program Council Bylaws*
5. Academic Policy Review Committee (APRC) update: M. Moshé

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, Faculty of Science

K. Kumar, Faculty, Faculty of Engineering & Architectural Science

S. Dolgoy, Faculty, Faculty of Communication & 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

Proposal to Formally Change the Name of the Department of Electrical and Computer Engineering to the Department of Electrical, Computer, and Biomedical Engineering

March 5, 2018

1) The Department of Electrical & Computer Engineering is home to three undergraduate programs: Electrical Engineering, Computer Engineering, and Biomedical Engineering (BME). The BME program was developed and is fully administered by the Department, and has proven to be very successful, but it is not included in the Department name. Therefore, to better reflect the full offerings and student membership of the Department, we are proposing to change the name to the Department of Electrical, Computer, & Biomedical Engineering.

2) BME has consistently been among the programs with the highest entrance average, not only in FEAS but across the entire university. It also boasts the highest number of female engineering student enrolment – currently at 53%! Current enrolment of the BME program over all years is 380 students. As a comparator, the Computer Engineering (COE) program has an enrolment of 425 students, but BME has taken only 9 years to reach 380 students, whereas COE took 14 years to reach that same number.

3) Over the years, there have been several complaints from students that the Department name does not include the BME program, which can imply that it is not treated equally, and that the Department does not provide BME students their rightful identity and, more importantly, their appropriate share of resources.

4) The omission of the BME program in the Department name was also flagged during our last two CEAB accreditation visits, **where the visiting team heard this from numerous students they interviewed**. Hence, in following up on CEAB visitor observations, and to address reasonable concerns of the growing BME student population, as well as complaints from faculty members, a motion to change the Department name to include the BME program was approved by the Department Council and has been approved by the Dean.

.....
Dimitri Androutsos, Ph.D., P.Eng.
Professor & Chair
Department of Electrical & Computer Engineering

1. PURPOSE

To establish a framework for Senate policies that supports the mission, vision, and values of Ryerson University (the “University”) as described in the *Ryerson University Act* and the University Academic Plan.

2. APPLICATION AND SCOPE

Applies to all University policies subject to the approval of the University’s Senate. It does not apply to administrative policies.

3. DEFINITIONS

Definitions must be provided in policies where the words are uncommon or have a specific meaning in that policy.

NOTE: Definitions applicable to all Senate policies can be found in the Senate Bylaws or the Glossary in Senate Policy #2: Undergraduate Curriculum Structure.

The following definitions apply to the drafting, revising, approving, consolidating, and retiring of Senate policies.

3.1. Academic Policy

A Senate Policy (see below).

3.2. Contact Person

The person to be contacted with any queries related to the policy or procedures.

3.3. Guideline

General statements, recommendations, administrative instructions, best practices or interpretation of policy or procedures to assist users in carrying out the mandatory processes stipulated in a policy’s procedures.

3.4. Policy

A formal statement of principle or a plan that reflects the University’s values, goals, expectations or desired results related to an area under the purview of Senate. NOTE: *Policy* determines WHAT is to be achieved; *procedures* determine HOW it is to be achieved.

3.5. Policy Consolidation

The process of redrafting and consolidating into one policy a number of policies that address the same issue or subject matter, or are otherwise duplicative.

3.6. Policy Reconciliation

The process of ensuring policy statements do not conflict and that policy duplication is minimized.

3.7. Procedures

The appropriate and necessary steps required to comply with the policy.

NOTE: *Policy* determines WHAT is to be achieved; *procedures* determine HOW it is to be achieved.

3.8. Policy Review

The process undertaken to evaluate whether the stipulated purpose of the policy is still relevant and satisfied by the policy.

3.9. Policy Retirement

The process for bringing to an end the application of a policy.

3.10. Policy Update

The process for making minor amendments to a policy to reflect a change that has taken place in the University, legislation or government directives and policy.

3.11. Procedures Review

The process undertaken to evaluate whether the stipulated procedures are still relevant and satisfactory to fulfill the requirements of the policy.

3.12. Procedures Update

The process for making minor amendments to a procedure to reflect a change that has taken place in the University, legislation or government directives and policy, or process adjustment needed to carry out the requirements of the policy.

3.13. Responsible Office

The office responsible for administering or applying the policy.

3.14. Review Date

The date before which a review of the policy or procedure must commence. A Review Date will be no more than 5 years from the completion of the last Policy Review or approval by Senate of the last Policy Update.

3.15. Senate Policy

A policy that requires the approval of Senate. Senate policies relate to the academic aspects of the University and are sometimes referred to as Academic Policies.

4. VALUES AND PRINCIPLES

*The quotes below have been taken from the University's 2015-2019 Academic Plan. *Future versions of this Framework may need to be updated as the Academic Plan is updated.*

4.1. People First

“The University is committed to the success of its students, faculty and staff by creating a safe, secure and healthy environment that puts people first, is supportive of the whole person and enhances the development of physical, mental and spiritual well-being.”

This value can be seen as a general introduction or preamble for academic policies; it acts like a general guideline when interpretation of policy is needed.

The principles guiding academic policies have been organized as Substantive, Operational or General in the following categories. Many of these principles need to be operationalized in Senate policies and procedures.

4.2. Substantive Principles

- 4.2.1. **Academic excellence:** “The University strives for the highest standards in its programs, teaching and learning....”

Academic policies should aim to ensure that standards of excellence are promoted and upheld and that the student learning experience is based on the sharing of knowledge, expertise, skills, and perspectives.

- 4.2.2. **Integrity:** “The University expects students, faculty and staff to act in accord with the highest standards of conduct....”

The University is committed to ensure the integrity of academic standards and records and that these records are a credible reflection of students’ academic abilities and accomplishments. The integrity of academic standards and records is important for all stakeholders, including students, faculty, and external stakeholders such as prospective employers, government, donors, and other academic institutions.

- 4.2.3. **Equity:** “The University values the fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for under-represented and marginalized groups.”

It is important to distinguish between equity and equality and to dispel the belief that fairness means treating everyone in exactly the same way (equality). We need to encourage the understanding that people in different circumstances often require different treatment (equity); that this equitable treatment is what leads to equal access to opportunity and success; and that while both equality and equity are related to fairness, equity is about being fair by taking differential circumstances into account.

- 4.2.4. **Diversity:** “The University values and respects diversity of knowledge, worldviews and experiences that come from membership in different groups and the contribution that diversity makes to the learning, teaching, research and work environment.”

Academic policies need to be reflective of the diversity of our faculty and students – reflective of both teaching and learning styles and of backgrounds and circumstances.

- 4.2.5. **Flexibility:** *Flexibility by design*, rather than generic flexibility is required. It is *by design* because flexibility that results in a laissez faire environment or an environment where inconsistency becomes the norm, is not what is desired. Rather, acknowledging that there can be multiple routes to academic excellence and rigor, the University requires flexibility by design that leads to fair and equitable process and outcomes, and therefore supports and augments academic excellence. The University wants flexibility by design that supports and augments the rigorous, transparent, defensible and fair use of discretion by decision-makers. And the University wants flexibility by design that enables a balancing of the, sometimes competing, needs and responsibilities of both faculty and students

4.3. Operational Principles

- 4.3.1. **Procedural Justice and Fairness:** Perhaps the most basic operational principle is that policy and procedure should reflect procedural justice and fairness, which, in turn, involves:
- 4.3.2. **Clarity:** Policy and procedures should be clear, easy to understand, *implement*, and navigate, written in plain language and presented in a way that promotes clear communication.
- 4.3.2.1. **Transparency:** Academic policies and the decisions derived from them should be transparent; all stakeholders involved or interacting with the policy should be able to see and understand what actions are being performed and why, and see and understand how and why outcomes are arrived at, and decisions are made.
- 4.3.2.2. **The right to be heard:** Policy should ensure that there is opportunity to present one’s case and to make arguments for one’s case before decisions are made.

- 4.3.2.3. **Timeliness:** Processes should be both timely and include practical timelines.
- 4.3.2.4. **Consistency:** Within a framework of equity and *flexibility by design* policy should support and advance consistency of rules and procedures, and their application.
- 4.3.3. **Collaborative:** Policy should promote a collaborative approach in which informal resolution and problem-solving are encouraged; this collaborative approach should involve mutuality and respect.
- 4.3.4. **Accountable:** Policy should provide rules and processes that promote the acceptance of both rights and responsibilities that, therefore, lead to accountability and hold all parties answerable for their actions.
- 4.3.5. **Educational:** A central value motivating policy is to provide the best possible educational environment and policy itself should provide for the principles, rules, and practices involved in policy being well taught and well known and understood by all stakeholders.

4.4. General Principles

A policy should:

- 4.4.1. contain focused statements of the University's intent, governing principles or desired results related to the subject;
- 4.4.2. include use of the Equity, Diversity and Inclusion Policy Lens, included as an Appendix to the Procedures;
- 4.4.3. be developed and reviewed through a consultation process;
- 4.4.4. be reviewed on a regular basis;
- 4.4.5. give substance to the University's mission, vision, and values statements and the Academic Plan;
- 4.4.6. comply with legislation, government directives, and policy requirements;
- 4.4.7. provide a basis for communicating operational expectations;
- 4.4.8. specify the person/office to be contacted if queries related to the policy or procedures arise.

5. ROLES AND RESPONSIBILITIES

5.1. Academic Governance and Policy Committee (AGPC) is responsible for:

- 5.1.1. proposing, overseeing, and periodically reviewing Senate bylaws, policies, and University procedures regarding any matter within the purview of Senate, except those matters for which responsibility is specifically assigned, to the SRCAC;
- 5.1.2. recommending to Senate the establishment of Policy Review Committees, each mandated by Senate to undertake a periodic review or special review of an existing policy or policy area;
- 5.1.3. proposing new Senate policy in areas when and where the absence of policy is demonstrably necessary or prudent, and to propose, when advisable, the formation of a Policy Development Committee to draft such policies;
- 5.1.4. requesting reports from other University committees, sub-committees or departments whose business has an academic policy dimension, or a substantial effect on the academic mandate or performance of the University;

5.2. Policy Development Committee (*ad hoc*) is responsible for:

drafting new policies in areas when and where the absence of policy is demonstrably necessary or prudent as determined and mandated by AGPC.

5.3. Policy Review Committee (*ad hoc*) is responsible for:

undertaking a periodic review or special review of an existing policy or policy area, as mandated by Senate;

5.4. Scholarly Research and Creative Activity Committee (SRCAC) is responsible for:

- 5.4.1. recommending to Senate, when necessary, the establishment of policies to promote, support, and regulate SRC activity involving the University, and to review any such existing policies;
- 5.4.2. initiating periodic review of the terms of reference and policies governing the Research Ethics Board by establishing a Review Committee and bringing proposed changes in such policies forward to Senate for approval.

5.5. Responsible Office is responsible for:

- 5.5.1. ensuring the content of policies and procedures is up-to-date and valid with respect to the stipulated purpose of the policy;
- 5.5.2. interpreting policies and procedures;

- 5.5.3. regularly reviewing policies and procedures, which includes reconciliation of the Responsible Office's policies and procedures where applicable;
- 5.5.4. ensuring coordination of policies within the Responsible Office's area of responsibility.

5.6. Secretary of Senate is responsible for managing Senate policies, including:

- 5.6.1. assisting with development, drafting, legal review, consolidation, and retirement of policies;
- 5.6.2. identifying policy gaps;
- 5.6.3. coordinating requests for legal advice related to the drafting, revising, approving, consolidating, and retiring of Senate policies;
- 5.6.4. overseeing and providing advice on Senate policies and procedures, including the appropriate process to be followed for drafting, revising, approving, consolidating, and retiring of Senate policies and procedures;
- 5.6.5. referring inquiries about specific policies to the Responsible Office or Contact Person;
- 5.6.6. maintaining a directory of the current policies and procedures of Senate on the Senate website;
- 5.6.7. maintaining an Archive of retired Senate policies;
- 5.6.8. managing the Policy Review process to ensure that Senate policies are reviewed by the stipulated Review Date, or reporting to Senate reasons for scheduled reviews not occurring;
- 5.6.9. developing and overseeing processes for informing the University community about policies being developed, reviewed, consolidated, retired, and policies that have been approved;
- 5.6.10. undertaking any other policy management administration that is required.

6. DISTRIBUTION AND COMMUNICATION

All Senate policies are posted on the Senate website. The version posted on this website is the official version.

7. PROCEDURES

The procedures for drafting, revising, approving, consolidating, and retiring Senate

policies and procedures can be found in the following Senate Policy Framework Procedures and in the attached Policy Template.

DRAFT

RYERSON UNIVERSITY SENATE POLICY FRAMEWORK – PROCEDURES

The Ryerson University Senate Policy Framework Procedures (the “Procedures”) establishes the processes by which Senate policies and procedures are developed, reviewed, updated, approved, consolidated, and retired.

1. POLICY REVIEW DETERMINATION

- 1.1 All policies (and their related procedures) must be reviewed every 5 years, or sooner if requested by the Responsible Office, AGPC or Senate. The review is to commence within 5 years of last review or update.
- 1.2 The Secretary of Senate will prepare a list of all policies within the purview of AGPC that are due for review in the coming year and present it to AGPC. AGPC will consult with the Responsible Office for each policy on the list to ascertain if it is up-to-date, meeting its purpose, and that the Procedures are an accurate reflection of what is actually occurring, or if a Policy Review Committee should be established.
- 1.3 If AGPC determines that a review is NOT necessary, a new review date will be determined, and Senate will be informed.
- 1.4 If AGPC determines that a review IS necessary, a Policy Review Committee (PRC) will be established.

2. POLICY REVIEW PROCESS

- 2.1 If a PRC is required, the Responsible Office for that policy will recommend to AGPC the membership of the PRC, including a recommended number of people to ensure an effective, efficient, and timely process, and including whether the PRC Chair will be the Responsible Office, a designate from the Responsible Office, an AGPC member or other appropriate person.
- 2.2 At least one member of the PRC will be a liaison from AGPC, nominated by AGPC.
- 2.3 The Responsible Office may identify Resource People whose expertise may be required for the deliberations of the PRC. Resource People will not be required to attend all meetings of the PRC, but may be consulted by the Committee or invited to those meetings when their expertise is required.
- 2.4 Policy Review Committees will normally report to AGPC in order to ensure

that appropriate coordination with other existing policies occurs, but AGPC may direct that a PRC report directly to Senate.

- 2.5 The PRC will gather feedback from the Responsible Office, related offices, and community stakeholders to identify policy gaps or needs (which may include recommendations for policy reconciliation and/or policy retirement). They may request support as described in the Policy, including but not limited to requesting legal advice, drafting and research assistance, and advice from the Office of the Vice President Equity and Community Inclusion.

3. POLICY DEVELOPMENT PROCESS

- 3.1 Part of AGPC's mandate is "To propose new Senate policy in areas when and where the absence of policy is demonstrably necessary or prudent, and to propose, when advisable, the formation of a special task force or sub-committee to draft such policies."
- 3.2 Such Policy Development Committees will be created following the same principles that guide the formation of Policy Review Committees.

4. INCIDENTAL AMENDMENTS

- 4.1 The Secretary of Senate may make incidental amendments to University Senate policies and procedures, such as typographical and grammatical errors, adding definitions for clarity or making secondary changes resulting from other related policy decisions, without a full policy review, provided it does not significantly alter the meaning of the policy.
- 4.2 Incidental amendments are reported to AGPC, and thereafter to Senate, for information.

5. PROCEDURES UPDATE PROCESS

- 5.1 Recommending procedural updates is normally the responsibility of the Responsible Office. Such updates will typically not alter the meaning of the policy, significantly change the procedures, or place additional responsibilities on students. Where the updates are within the purview of the Responsible Office, that office will determine the most appropriate process to draft the updates required.
- 5.2 Procedural updates will be recommended to AGPC, typically through the Secretary of Senate. If AGPC is satisfied that the changes are truly procedural, these will be recommended for Senate's consent agenda (i.e. they will only be discussed at the Senate meeting if a Senate member requests a discussion). As an additional safeguard to ensure that procedural updates are not an attempt to change a policy or to make

significant procedural changes without consideration by Senate, the Senate Priorities Committee (SPC) makes the final determination about what goes on the consent agenda versus what should be included for discussion and approval by Senate.

- 5.3 If AGPC determines that the proposed changes go beyond procedural updates, AGPC will present an appropriate motion to Senate for its consideration, one outcome of which could be that Senate establishes a Policy Review Committee to address the proposed changes.

6. SCHOLARLY RESEARCH AND CREATIVE ACTIVITY COMMITTEE (SRCAC)

The SRCAC performs the same functions as stipulated for AGPC in these Procedures in relation to the area of responsibility specified in the Senate Policy Framework, Section 3.4.

DRAFT

DRAFT Senate Policy Template

This template will assist with drafting and formatting Senate policies. It contains descriptions of what information should be provided for each section of a policy.

NOTE: All policy documents should use Arial font, size 12. Main headings should use Arial, size 13, followed by 6pt spacing.

Format:

1. PARAGRAPH HEADER

1.1 Sub-section Header

1.1.1 Sub-sub section Header

1.1.1.1 Sub-sub-sub section Header

Policy Document Title

Include the following information in the Policy Document:

Related Documents: Title of all related document(s) such as procedures, schedules, or forms, and links to the document(s). If there are more than a few items that need to be listed, consider moving this section at the end of the policy.

Responsible Office: Title, role, and/or department.

Approval: Senate.

Approval Dates: Date of initial approval followed by date(s) of policy reviews when Senate approved the changes.

1. Purpose

Describe the policy's objective(s).

2. Application and Scope

Describe to whom or to what the policy applies. Note any excluded groups or areas if relevant.

3. Definitions

Provide key terms, abbreviations, and acronyms associated with the policy. Include specific terms that are important to understand the policy. If appropriate, consider providing a link to the glossary of [Policy #2: Undergraduate Curriculum Structure](#).

4. Values and Principles

Identify the values and governing principles for the policy. You may choose to separate the substantial and operational principles, examples of which are provided in Sections 4.2 and 4.3 of the Policy Framework.

5. Policy

Provide focused statements. Use simple, straightforward language. Include reference to applicable policy principles, glossaries, appendices, etc. from other relevant policies.

6. Procedures

Provide details on the appropriate and necessary steps required to comply with the policy.

NOTE: Whereas *policy* determines WHAT is to be achieved, *procedure* determines HOW it is to be achieved.

Optional Sections

1. Roles and Responsibilities

Identifies the roles and responsibilities of employees, students or others, as related to the policy. Does not include a repetition of who the Approver is, unless the role has additional and specific responsibilities as related to the policy.

2. Rescinded Policies or Related documents

Highlight any policies that are rescinded as a result of this policy coming into effect OR any other policies/documents that are related and/or relevant to this policy

3. Glossary/Appendices

If the list of definitions and terms is too long to be included at the start of the beginning of the policy, consider creating a glossary and include it as an appendix to the policy.

Any other information that is relevant to the policy, but not appropriate for the policy or procedures section, may be included as an appendix e.g. guidelines, flowcharts, etc.

APPENDIX

THE EQUITY, DIVERSITY AND INCLUSION LENS FOR POLICY DEVELOPMENT AND POLICY REVIEW

Introduction

Policies may inadvertently create barriers for individuals or groups. The following worksheets are intended to provide a lens that will engage policymakers to consider the potential impact of Policies and procedures for diverse peoples. Policies should not have unequal impact, services provided should be accessible and decisions should be fair and flexible.

Ryerson Academic Plan – Community and Inclusion Values

Community: The university sustains its commitment to ensuring a strong sense of belonging and engagement for students, alumni, faculty and staff, and values mutual and reciprocal relationships with the broader community.

Inclusion: The university values the equitable, intentional and ongoing engagement of diversity within every facet of university life. It is the shared responsibility of all community members to foster a welcoming, supportive and respectful learning, teaching, research and work environment.

Equity: The university values the fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for under-represented and marginalized groups.

Diversity: The university values and respects diversity of knowledge, worldviews and experiences that come from membership in different groups, and the contribution that diversity makes to the learning, teaching, research and work environment.

Respect for Aboriginal Perspectives: The university will continue to cultivate and develop relationships with Aboriginal communities, both within and outside the university. The campus environment will embrace and support Aboriginal learners, faculty and staff, and ensure Aboriginal people take a leading role in the advancement of Aboriginal education at Ryerson.

Access: The university is committed to providing access to education and employment opportunities at Ryerson for students, faculty and staff of all backgrounds, in particular those from marginalized and under-represented groups.

EDI Considerations

SYSTEMIC BARRIERS

Consider how the Policy and procedures reflect Ryerson's values and might be inclusive or exclusive for women, Aboriginal peoples, persons with disabilities and LGBTQ and racialized people. Also consider impacts based on religion and socio-economic status, and for those who are new to Canada.

Consider including EDI principles and values in the Policy. For example, in a section about principles or values that are the foundation of the Policy.

Consider power imbalances and attempt to address them in the Policy and associated procedures. Those with power, because they are in leadership roles and/or because they are in the dominant social group, often have advantages over those who are not in leadership roles and/or are not in the dominant social group. Those with power often get to determine what is acceptable and appropriate in a given set of circumstances.

Recommended Actions and Examples

- Consult broadly with individuals and groups who are interested or active in advancing equity, diversity and inclusion for the aforementioned groups and can consult with individuals from those groups (e.g. Chairs of Access Ryerson working groups and Positive Space).
- Ensure processes address power differentials, such as when student makes a complaint about an instructor or an employee disagrees with the decision of their manager or supervisor. For example, provide for a third party decision maker or advisor role to be involved in the process.
- Obtain demographic data to be informed about how specific Policies and procedures may have a disproportionate impact on some groups (e.g. higher percentage of smokers amongst Aboriginal peoples and immigrants from some countries compared to the general population).
- Review academic research articles, relevant to the subject matter, from an equity, diversity and inclusion perspective (e.g. when developing security and safety related Policies, review literature related to how those Policies might create barriers for racialized people).

Resources

- [Access Ryerson principles](#);
- [Ryerson Library](#) (use [live chat](#) to find sources about a topic, or [search Articles and Databases](#))
- Ontario Human Rights Commission [definitions of Indirect/Constructive Discrimination and Systemic Discrimination](#).

Policy Considerations

(Note any considerations specific to the Policy under review or being developed.)

INCLUSIVE LANGUAGE

Consider whether the language of the Policy reflects the values of equity, diversity and inclusion, particularly in examples and guidelines.

Specifically, consider whether the language is gender neutral, refrains from reflecting stereotypes and biases, and acknowledges differences.

Recommended Actions and Examples

- Use language that promotes inclusion and avoids bias (e.g., use the term 'mental well-being' or 'mental health condition,' which is more inclusive compared with the term 'mental illness.' Use the term person who 'uses a wheelchair' or 'wheelchair user' instead of person 'confined to a wheelchair').
- Use plain language and avoid idiomatic expressions (e.g. 'waiting in the wings') or colloquialisms (e.g. 'blacklist') that may have negative connotations for some groups and/or may not be understood by people from different ethnic backgrounds or for whom English is not a first language.
- Avoid terminology such as 'man-made' or 'man hours' (can use 'machine made' or 'synthetic', and 'hours of work' or 'person hours').
- Use gender inclusive language such as 'they' instead of 'he/she' and use 'spouse' or 'partner' instead of 'husband/wife'. When providing examples that involve relationships include same sex relationship examples.
- Use 'person(s) with a disability' instead of 'disabled person or people'
- Avoid terminology such as 'suffers from' when referring to a person with a particular type of condition.
- Capitalize the proper names of peoples such as First Nations, South Asian, Trans, etc.

Resources

- Ryerson [Human Rights Services](#);
- Ryerson University Marketing and Communications [style guide](#); and
- [Ontario Human Rights Commission](#) material. Material related to language can sometimes be found in sections on the protected grounds of the Ontario *Human Rights Code*.

Policy Considerations

(Note any considerations specific to the Policy under review or being developed)

FAIRNESS AND FLEXIBILITY

Consider whether the Policy and associated processes support fair decision making and provide a flexible framework, in which decisions are made based on specific facts and circumstances.

The focus should be on fair outcomes and not on having everyone necessarily follow the same process. Consider whether the Policy reflects the principle that treating people fairly does not necessarily mean treating them the same.

Processes under the Policy should be transparent and allow for individuals to participate in the decisions that impact them. Further, providing alternatives and acknowledging different paths or processes will increase a Policy's transparency and accessibility for all individuals.

Recommended Actions and Examples

- Ensure the Policy informs individuals of the basis for making decisions that impact them.
- Allow for the consideration of specific circumstances when making decisions and avoid rigid rules that do not permit discretion to be applied in different situations. For example, a person relying on Wheeltrans to get to work may need flexibility to accommodate the unpredictability of arrival times that others who have more transportation options do not.
- Ensure forms and documents are in accessible formats (see link to Access Ryerson resources below).
- Outline how the Policy provides for: a) input into decisions by the person(s) affected by the decision; and b) appeals of decisions that impact individual(s).
- Include provisions for individual needs to be accommodated.

Resources

- [Access Ryerson tools](#) (including checklists and guides to creating accessible document);
- Your HR article on [Universal Design principles and practices](#);
- Your HR article on different [definitions of fairness](#); and
- Ryerson Ombud's office information on [fairness and natural justice](#).

Policy Considerations

(Note any considerations specific to the Policy under review or being developed)

HUMAN RIGHTS AND COMPETING INTERESTS

Consider whether the Policy is consistent with Human Rights principles, treats individuals with dignity and respect and does not have an inequitable impact based on protected grounds under the Ontario *Human Rights Code* (the *Code*).

The *Code* prohibits discrimination against people based on protected *grounds* in protected *social areas*. Protected grounds include:

- | | | |
|-------------------|--|---|
| ▪ Age | ▪ Creed | ▪ Receipt of Public Assistance (housing only) |
| ▪ Ancestry | ▪ Disability | ▪ Record of Offences (employment only) |
| ▪ Colour | ▪ Family Status | ▪ Sex (including pregnancy and breastfeeding) |
| ▪ Race | ▪ Marital Status | ▪ Sexual Orientation |
| ▪ Citizenship | ▪ Marital Status (including single status) | |
| ▪ Ethnic Origin | ▪ Gender Identity | |
| ▪ Place of Origin | ▪ Gender Expression | |

Protected Social areas include accommodation (housing), contracts, employment, goods, services and facilities (including education), and membership in unions, trade or professional associations.

Consider whether the Policy recognizes, and provides mechanisms, to resolve potential competing interests.

An example of competing rights can be seen in cases involving rights based on sex and based on religion. Some people in Western society consider wearing a niqab or veil to cover one's face to be oppression of women. In some countries, such as France, niqabs are completely banned in public.

Recommended Actions and Examples

- Include a process for situations where there are competing rights, which allows for the parties to determine appropriate action through discussion or negotiation before more formal resolution processes take place;
- Consult broadly with constituents who will likely have different points of view about a Policy, such as those who use service animals and those who have concerns about animals on campus, those who want all gender washrooms and those who want separate washrooms for men and women, and people from different faith/creed groups.

Resources

- [Ontario Human Rights Code](#);
- [Ontario Human Rights Commission Policies and guidelines on relevant topics](#); and
- [Ontario Human Rights Commission Policy on competing human rights](#)

Policy Considerations Related to Human Rights and Competing Interests

(Note any considerations specific to the Policy under review or being developed)

DRAFT

POLICY CHECKLIST	
Section 1: General Info	
Policy name (e.g. Examinations Policy):	
Office (Please state role or department):	
Approval: Senate	
Approval/Review Dates:	
Section 2: Policy Action (Please check appropriate box)	
<input type="checkbox"/> Develop New Policy	
<input type="checkbox"/> Review Existing Policy	
<input type="checkbox"/> Consolidate and Combine Policies *List affected policies	
<input type="checkbox"/> Remove and Rescind Policy	
<input type="checkbox"/> Other (Please explain)	

This checklist is an exercise to assist the policy owner in considering how policies align with Ryerson’s mission, vision and values. We note that some academic policies may not reflect the items listed below, but are necessary and proper policies.

These terms are taken from Ryerson's mission, vision and values as described "Our Time to Lead - Academic Plan 2014-2019." For more information on these terms, please review the Academic Plan at:

<http://www.ryerson.ca/senate/agenda/2014/Academic Plan Draft Full June 3 14.pdf>

****Please check all that apply****

Mission and Vision

- Foster scholarly, research and creative (SRC) activities
- Foster an innovation ecosystem
- Foster/support community and student engagement
- Support experiential learning

Values

- Excellence
- Academic Freedom
- Integrity
- Enterprising
- Sustainability
- People First
- Collegiality
- Lifelong Learning
- Community
- Inclusion
- Respect for Aboriginal Perspectives
- Equity
- Diversity
- Access

Please explain how the policy supports/reflects the mission, vision, and values selected.

Name and Signature of Responsible Office: _____

Date: _____

Name and Signature of Secretary of Senate: _____

Date: _____



Department/School Bylaws Checklist & Template

Ryerson University Senate [Policy #45: Governance Councils](#)

As per Policy #45, Section 1.5, all bylaws must address matters including, but not necessarily restricted to the items listed in the checklist below.

Checklist

- ✓ Membership
- ✓ A mechanism for the selection of a Chair
- ✓ The mechanism by which tied votes will be resolved (e.g., deemed lost or Chair voting to break a tie)
- ✓ The circumstances under which the Chair may vote (e.g., always or to break a tie)
- ✓ Quorum
 - The minimum number or percentage of council members required to conduct business
 - That a majority of those present must be faculty; and
 - That faculty members on leave will not be counted in the quorum calculations unless present at the meeting either personally or via such other media as Council may permit
- ✓ The establishment of standing committees (e.g., curriculum) – and sub-committees, if desired – and the structure and operational rules of committees or sub-committees so created
- ✓ Rules regarding the creation and operation of any ad hoc committees. The D/SC may establish such ad hoc committees as it deems necessary but must, at the creation of the committee, specify the committee membership, mandate, chair, quorum, and reporting relationship; and
- ✓ The process, and percentage of affirmative vote necessary, to amend the bylaw.

School of Child & Youth Care

Bylaws of School Council

1. Intention

The School of Child & Youth Care has a School Council in accordance with Senate Policy #45 that is constituted with a structure and membership as determined by the bylaws articulated below and approved by the Dean of the Faculty of Community Services and the Senate of Ryerson University.

2. Roles and Responsibilities

- a. School Council is responsible for the collegial oversight of all academic matters of the School.
- b. School Council will approve policies with exclusive effect on the School of Child & Youth Care. Endorsement of the Director of the School, in consultation with the Dean or designate, is required prior to the implementation of any significant changes.
- c. Matters with impact beyond the School but limited to the Faculty of Community Services may be subject to a recommendation from School Council, with the endorsement of the Director of the School, to the Dean of the Faculty of Community Services.
- d. Matters with impact beyond the School and the Faculty may be submitted directly to Senate or any of its relevant committees.

3. Membership

- a. All tenure-stream faculty members of the School, including the Director of the School but excluding any person above the rank of Director (eg: Dean, Associate Dean).
- b. Students, elected by and from the students in the School of Child & Youth Care, in a ratio of not less than one fourth and not more than one third of the total voting membership of the Council.
- c. Two Contract Lecturers with teaching assignments during the year of their appointment to the Council, elected among the Contract Lecturers. Contract lecturers can serve a two-year term before new elections must take place.
- d. The Student Affairs Coordinator of the School and the Internship Coordinator of the School shall be non-voting members of the School Council.
- e. Professors Emeritus shall be non-voting members of School Council.
- f. The Administrative Coordinator, the Administrative Assistant and the Administrative Assistant of the Graduate Program are appointed to Council as non-voting members.
- g. School Council may invite additional non-voting members to School Council on limited term appointments usually not exceeding one year. This could include representatives from other academic units at Ryerson, Distinguished

Visiting Professors, Post-Docs, or others as deemed appropriate by vote of Council.

4. Meetings

School Council will meet twice per year, once during the Fall Term and once during the Winter Term. Additional meetings may be called either by the Director of the School or by vote of Council.

4.1. Chair of Meetings

School Council meetings will be chaired by the Director of the School or her designate.

5. Voting and Quorum

- a. For the purpose of voting, a quorum shall exist when 50% plus one of non-student voting members are present and at least two student-members are present. The majority of those present must be faculty members. 'Presence' can be either in person or by electronic means. Where the matter pertains to the Graduate program, one of the students present must be a graduate student, and the Graduate Program Director must be present. Faculty members on official leave (eg: sabbatical or long term sick leave, but not briefly ill) will not be counted for the purpose of establishing quorum unless they are present physically or through electronic means.
- b. A vote on any motion is won by 50% plus one of the total votes. It is tied when each position receives exactly the same affirmative support; it is lost when 50% plus one of the total vote is against the proposed motion.
- c. The Director of the School, as Chair of Council, will not vote on matters except in the case of tied votes, in which case the Director's vote will serve as the tie breaker.

6. Sub-Committees of School Council

- a. School Council has a Standing Curriculum Sub-Committee.
- b. School Council may create *ad hoc* sub-committees as desired and approved as per normal voting procedures; School Council must specify the sub-committee membership, mandate, chair, quorum and reporting relationship to School Council.

6.1. Standing Curriculum Sub-Committee

- a. Membership – all RFA tenure-stream faculty members are members of the committee; at least one student member of School council is a member of the committee; where the matter under consideration pertains to the graduate program, the student member must be a graduate student.

- b. Mandate – at the request of School Council, the committee prepares curriculum proposals, adjustments and additions or deletions along with relevant recommendations for consideration at School Council. School Council determines whether specific curriculum matters are referred to the Standing Curriculum Committee or whether such matters are dealt with at School Council directly.
- c. Chair – the committee will designate a chair from among its members. The maximum term for any Chair is two years.
- d. Quorum – the committee has quorum when 50% of faculty members and one student are present.
- e. Reporting Relationship to School Council – the committee makes recommendations related to curriculum to School Council.

7. Dispute Resolution

In the event of a disagreement between School Council and the Director, the Dean of the Faculty of Community Services, in consultation with the parties involved, shall decide how to proceed. In the event of a disagreement between the Dean and the School Council, the Vice Provost Academic will facilitate a negotiated solution. If a negotiated solution is not possible, the Provost will resolve the issue.

8. Amendments

Any amendments to these bylaws require approval of School Council by its normal voting procedures and rules and are subject to endorsement of the Director and approval of the Dean and Senate.



Graduate Program Council (GPCs) Bylaws Checklist & Template

Ryerson University Senate [Policy #45: Governance Councils](#)

As per Policy #45, Section 4.5, all bylaws must address matters including, but not necessarily restricted to the items listed in the checklist below.

Checklist

- ✓ Membership
- ✓ A mechanism for the selection of a Chair
- ✓ The mechanism by which tied votes will be resolved (e.g., deemed lost or Chair voting to break a tie)
- ✓ The circumstances under which the Chair may vote (e.g., always or to break a tie)
- ✓ Quorum
 - The minimum number or percentage of council members required to conduct business
 - That a majority of those present must be faculty; and
 - That faculty members on leave will not be counted in the quorum calculations unless present at the meeting either personally or via such other media as Council may permit
- ✓ The establishment of standing committees (e.g., curriculum) – and sub-committees, if desired – and the structure and operational rules of committees or sub-committees so created
- ✓ Rules regarding the creation and operation of any ad hoc committees. The D/SC may establish such ad hoc committees as it deems necessary but must, at the creation of the committee, specify the committee membership, mandate, chair, quorum, and reporting relationship; and
- ✓ The process, and percentage of affirmative vote necessary, to amend the bylaw.



GRADUATE PROGRAM COUNCIL BYLAW

Master of Arts in Criminology and Social Justice

Approved by the Interim Program Council
8 December 2017

Approved by YSGS Program and Planning Committee
28 February 2018

Approved by YSGS Council
15 March 2018

1. Definitions

- 1.1. “Chair” means the Chair of the Graduate Program Council (GPC), unless otherwise stated.
- 1.2. “Council” or “GPC” means Graduate Program Council, unless otherwise stated.
- 1.3. “Department” means the Department of Criminology at Ryerson University, unless otherwise stated.
- 1.4. “Department Chair” means Chair of the Department of Criminology at Ryerson University, unless otherwise stated.
- 1.5. “Dean of YSGS” is the Vice Provost and Dean of the Yeates School of Graduate Studies.
- 1.6. ”faculty” (lower-case “f”) means all faculty (regular, adjunct, and affiliate) who are active in the program.
- 1.7. “Faculty” (upper case “F”) means an academic unit containing Departments/Schools.
- 1.8. “GPD” means Graduate Program Director.
- 1.9. “GPA” means Graduate Program Administrator.
- 1.10. “graduate program” or “program” means the Master of Arts in Criminology and Social Justice, unless otherwise stated.
- 1.11. “graduate student” means a student who is enrolled in this graduate program.
- 1.12. “YSGS” means the Yeates School of Graduate Studies.

2. Mandate

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

- 2.1 Develop and recommend policies relevant to the graduate program within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS).
- 2.2 Contribute actively to the operation and long-term planning of the graduate program and YSGS through the creation of committees, working groups and other mechanisms as deemed appropriate.

- 2.3 Ensure the graduate program remains current and relevant by monitoring its curriculum on an ongoing basis; by considering the recommendations of the Curriculum and Studies Committee regarding appropriate changes to the current curriculum and methods of delivery, to enable the continued satisfaction of the program's objectives.
- 2.4 Provide an arena for the debate, discussion and dissemination of information on matters pertaining to the graduate program and the YSGS.
- 2.5 Make recommendations, subject to budgetary limitations, for the adequate promotion of the program through appropriate print and electronic promotional material.
- 2.6 Review annually the program's budget and, when required, make recommendations for amendment(s) to the Graduate Program Director.
- 2.7 Provide support for Department-based and other initiatives of relevance to the program including, but not restricted to, Visiting Scholars, student/faculty events, and special symposia.

3. Membership

In accordance with Senate Policy 45 (Constitutional Provisions for Department/School Councils), membership has been determined via a consultative process involving the GPD, the Chair of the Department of Criminology, the Dean of the Faculty of Arts, and the Vice Provost and Dean, YSGS. GPC Membership includes the following:

- 3.1 The Graduate Program Director (GPD);
- 3.2 The Chair, Department of Criminology;
- 3.3 All faculty members who are current YSGS members in this program and active in any of the following capacities within a four (4) year period:
 - 3.3.1 teaching in the program; and/or
 - 3.3.2 serving as a Supervisor or Second Reader on a Major Research Paper; and/or
 - 3.3.3 serving on any of the standing or ad/hoc committees of this graduate program;
- 3.2 Two graduate student representatives in good academic standing in the program, elected each Fall semester by and from current graduate students in the program, using a nomination and election process that may be conducted in person or electronically. The Graduate Program Administrator (GPA) will oversee the election.
- 3.3 The GPA is to provide administrative support, but be a non-voting member of Council.

4. Authority

The GPC will operate in the spirit of policy adopted by Senate, in particular, Policy #45: Governance Councils, as amended by Senate from time to time.

- 4.1 The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program, housed in the Department of Criminology in the Faculty of Arts. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), the Vice Provost and Dean of YSGS, the YSGS Council and its standing committees.
- 4.2 The GPC may approve policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, and the Vice Provost and Dean of YSGS before implementing any policy or procedure. The Vice Provost and Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.
- 4.3 The GPC may recommend and communicate policies and procedures with implications beyond the program. Affected Faculty Dean(s), and/or designate(s) must endorse recommended policies and procedures before they are submitted to the Vice Provost and Dean of YSGS and YSGS Council. The YSGS Council makes recommendations to Senate for approval.
- 4.4 The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. As a Department-based program, a copy of such reports will be provided to the Department Council of the Department of Criminology.
- 4.5 Input to committees:
 - 4.5.1 The GPC and its committees will review all matters pertaining to their respective mandates on their own initiative.
 - 4.5.2 The GPC may also request that any of its committees review any particular matter.

Without prejudice to any policy of the Ryerson Senate, the authority of the GPC will embrace these additional principles:

- 4.6 The GPC will not enter into debate or take action on any matter that would violate the Ryerson University Act, or any policy of Senate.
- 4.7 The GPC will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty or staff or on matters of a contractual nature.
- 4.8 The GPC does not have the authority to override decisions made by other Department Committees that do not report to it. The GPC does, however, have the

authority to discuss such decisions and to provide advice, except in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Departmental Chair. The GPC is advisory to the Department Chair on matters that are contractually the responsibility of the Chair or the Department Council.

- 4.9 In the event of a disagreement between the GPC and the Vice Provost and Dean of YSGS that is not resolved through normal avenues of discussion, the disagreement will be referred by the disputants to the Provost and Vice-President Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

5. Chair of the Graduate Program Council

- 5.1 The Chair of the GPC will be elected by GPC members at the first meeting of each academic year. All faculty members of the GPC, including the GPD, are eligible to be nominated and elected.
- 5.2 The Chair may delegate any of the following tasks, but is responsible for:
- 5.2.1 calling and conducting meetings, and confirming quorum;
 - 5.2.2 setting agendas;
 - 5.2.3 maintaining a written record of Council decisions, actions and recommendations, and ensuring that a copy of these records is shared with the GPC, and is filed with the GPA and thereby accessible to appropriate YSGS personnel;
 - 5.2.4 monitoring follow up to Council actions;
 - 5.2.5 submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council; and
 - 5.2.5 communicating with the Department Chair, Department Council and the YSGS on behalf of the GPC and/or its Executive Committee.
- 5.3 The GPD is, *ex officio*, a member of all committees and governance structures on the program. Where the GPC Chair, elected pursuant to Article 5.1 above, is not the GPD, they are also a member, *ex-officio*, of all GPC committees and sub-committees.
- 5.4 The GPC Chair is entitled to vote on all questions coming before the GPC and/or the Executive Committee. In the event of a tie, the Chair has a second, 'casting,' vote.
- 5.5 The GPC Chair may request another Council member to act as Chair on an interim basis.

- 5.6 There is no limit to the number of terms a GPC Chair may serve, provided an election is duly held each year.

6. GPC Procedures

- 6.1 The GPC will meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, and for information and/or approval, where applicable, to reach other committees and councils. Additional meetings may be held at the call of the GPC Chair, the Executive Committee, or at the request of any three (3) Council members.
- 6.2 Meeting notices will normally be distributed at least five (5) working days in advance.
- 6.3 Only faculty and elected student members of the GPC are voting members. The Graduate Program Administrator is to provide administrative support but be a non-voting member of Council.
- 6.4 Quorum is six (6) members, or such greater number as may be specified by Senate policy, and the majority of the members present must be faculty members of Council.
- 6.5 Faculty members on leave will not be counted in the quorum calculations unless present at the meeting either personally or via such other media as Council may permit
- 6.6 Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7 Voting matters are determined by a simple majority.
- 6.8 All members are expected to attend Council and, where relevant, committee and sub- committee meetings. If members are unable to attend they are to inform the Chair of the GPC, relevant committee or sub-committee in advance of the meeting.
- 6.9 Any faculty Council member may attend, as a non-voting participant, a meeting of any committee, of which they are not a formal member. Any student Council member may attend, as a non-voting participant, any meeting of any committee that has students included in its formal membership.
- 6.10 A decision to amend GPC Bylaw requires a two-thirds majority of the members present and voting at the meeting, and can be taken only after written notice – including the text of the proposed amendment(s) – has been provided to all members at least 5 days in advance of the meeting.
- 6.11 Proxies are not permitted, and GPC members must be in attendance at a GPC meeting to vote (except where Article 6.5 applies).

7. Standing Committees

The Standing Committees of the GPC are as follows:

7.1 Executive Committee

7.1.1 Mandate:

- 7.1.1.1 to exercise the functions of the GPC between meetings;
- 7.1.1.2 to work with the GPD to ensure the efficient and effective operation of the program;
- 7.1.1.3 to coordinate the activities of, and to consult with, the other standing committees;
- 7.1.1.4 to recommend, where appropriate, policy to the GPC;
- 7.1.1.5 to recommend to the GPC and/or, where appropriate, to relevant YSGS bodies, recruitment mechanisms and strategies;
- 7.1.1.6 to be consulted, and to advise the GPD, in the distribution of Research Assistant (RA) positions; and
- 7.1.1.7 to report regularly to the GPC on its activity.

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

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

- 7.1.3.1 The GPD;
- 7.1.3.2 The Chair of the GPC elected by the Council pursuant to Article 6.1 of this Bylaw, if someone other than the GPD;
- 7.1.3.3 Two (2) elected GPC faculty members. One faculty member will be elected prior to start of term each even-numbered year and the other prior to start of term each odd- numbered year. The faculty election process will be by way of a nomination and election process, which may be conducted in person or electronically;
- 7.1.3.4 One (1) graduate student member of the GPC is to be elected by current graduate students in the program and from the two GPC student members, using a nomination and election process that may be conducted in person or electronically. Student member will be elected in the Fall semester.
- 7.1.3.5 The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.

7.1.4. **Terms of office:** For faculty, two years, and for students, one year.

7.1.4.1 Faculty terms begin 01st September in the year of election and expire two years later, 31st August. There is no limit to the number of terms faculty members may serve, provided the member is eligible to serve and is re-elected every two years.

7.1.4.2 Student elections will be held in Fall semester each year and terms expire 31st August.

7.1.5. **Sub-Committees:** The Executive Committee may establish such standing or ad hoc subcommittees as it may consider appropriate, but must specify, at the time the committee is constituted, its membership, Chair, terms of reference, and reporting relationship.

Notwithstanding the generality of the foregoing, there shall be one standing sub-committees as follows:

7.1.5.1 Program Membership Sub-Committee (PMSC):

7.1.5.1.1 Mandate:

7.1.5.1.1.2 to develop program-specific criteria and procedures for YSGS membership, which must be consistent with YSGS requirements and be approved by the Vice Provost and Dean of YSGS;

7.1.5.1.1.3 to review membership applications at the program level in light of the rationale established for membership, and to submit its recommendations to the Vice Provost and Dean of YSGS; and

7.1.5.1.1.4 to review annually and submit to the Vice Provost and Dean of YSGS, the list of those affiliated with the program

7.1.5.1.2 Chair: The GPD or designate shall chair the committee

7.1.5.1.3 Composition: the GPD; the Chair of the GPC (if someone other than the GPD); and the two (2) faculty members of the Executive Committee. The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.

7.1.5.1.4 **Procedural matters:** Relevant GPC Procedures (Article 6.2, 6.3, 6.5, 6.6, 6.7, 6.8 and 6.10) will also pertain to its Executive Committee and sub-committees thereof. Quorum is one-half of the committee or sub-committee membership.

7.2 Admissions, Scholarships and Awards

7.2.1 Mandate:

- 7.2.1.1 to review applications submitted, and to establish a priority order for offers of admission to be extended;
- 7.2.1.2 to determine the number of, process to be used in awarding, and recipients of, admissions scholarships that are not granted automatically to incoming students;
- 7.2.1.3 to develop, implement, and periodically review (in consultation with YSGS bodies) procedures, practices, and standards for admission to the program, including academic and non-academic qualifications (e.g., ESL, program standards); and to develop, implement, and periodically review (in consultation with the appropriate YSGS bodies) program registration policies and procedures;
- 7.2.1.4 to develop, publicize, and administer selection procedures for any awards for which program students make application and for which program input is solicited; and
- 7.2.1.5 to fairly assess/adjudicate scholarship/award applications and make recommendations to the Executive Committee.

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

7.2.3. **Composition:** the GPD; the Chair of the GPC (if someone other than the GPD); and up to two (2) faculty members, elected by and from GPC faculty members by way of a nomination and elections process, which may be conducted in person or electronically. Should the nomination/election process fail to produce the necessary committee members, the GPD may appoint eligible faculty to fill any vacancies. The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.

7.2.4. **Term of Office:** one (1) year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve, provided that the member is re-elected every year.

7.2.5. **Procedural matters:** Relevant GPC Procedures (Article 6.2, 6.3, 6.5, 6.6, 6.7, 6.8 and 6.10) will also pertain to its Admissions, Scholarships and Awards Committee. Quorum is one-half of the committee membership.

7.3 Curriculum and Studies Committee

7.3.1 Mandate: to ensure that the graduate program remains current and relevant by monitoring the curriculum of the graduate program on an ongoing basis and by making recommendations to the GPC, regarding the following:

- 7.3.1.1 number and type of courses included in the program;
- 7.3.1.2 course development, review and content changes;

- 7.3.1.3 course requisites and delivery methods;
- 7.3.1.4 course registration practices (e.g. course selection and approval);
- 7.3.1.5 standards for maintaining good academic standing (e.g., grades, continuous registration);
- 7.3.1.6 residency/post residency requirements;
- 7.3.1.7 policy, procedures, and practices for graduate examinations;
- 7.3.1.8 enrolment status requirements and procedures;
- 7.3.1.9 time limits for completion of graduate programs; and
- 7.3.1.10 graduation requirements and practices and convocation practices.

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

7.3.3. **Composition:** The Curriculum and Studies Committee will consist of:

7.3.3.1. the GPD;

7.3.3.2. the Chair of the GPC (if someone other than the GPD);

7.3.3.3. the Department Chair

7.3.3.4. two (2) elected GPC faculty members; and

7.3.3.5. one (1) graduate student from the GPC, elected by current graduate students in the program, using a nomination and election process that may be conducted in person or electronically.

7.3.3.6. The Graduate Program Administrator will provide support to this committee but is to be a non-voting member.

7.3.4. **Term of Office:** one (1) year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve, provided that the member is re-elected every year. Should the nomination/election process fail to produce the necessary committee members, the GPD may appoint eligible GPC members to fill any vacancies.

7.3.5. **Subcommittees:** The Curriculum and Studies Committee (CSC) may establish such standing committees as it may consider appropriated, but must specify, at the time the committee is constituted, its membership, Chair, terms of reference, and reporting relationship.

Notwithstanding the generality of the foregoing, there shall be one standing sub-committee as follows:

7.3.5.1 Appeals Subcommittee: To adjudicate student appeals and petitions, the Curriculum and Studies Committee (CSC) shall establish, as required, an Appeals Committee consisting of the GPD and two faculty Council members uninvolved in the appeal.

7.3.5.2 Procedural matters: Relevant GPC Procedures (Article 6.2, 6.3, 6.5, 6.6, 6.7, 6.8 and 6.10) will also pertain to its Curriculum and Studies Committee and any sub-committees thereof. Quorum is one-half of the committee or subcommittee membership.

8. Ad Hoc Committees

- 8.1 The GPC and/or the Executive Committee may constitute additional committees from time to time to address specific topics. Membership, Chair, Terms of Reference, and reporting relationship of ad hoc committees will be determined at the time the committee is constituted.
- 8.2 Members will hold office until the report of the committee has been received by the body that created it, or until such time as the ad hoc committee has been dissolved

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2018-4; May 1, 2018

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

- **Periodic Program Review – Politics and Governance, Faculty of Arts**
- **Chang Certificate in Global Management Studies – Discontinue**
- **Chang Certificate in Foundations of International Management – Proposal (new)**
- **Chang Certificate in Entering Foreign Markets – Proposal (new)**
- **Chang Certificate in Advanced International Trade Management – Proposal (new)**
- **Early Childhood Studies/York University BA/BEd Program – Curriculum Modification**
- ***For Information:* Chang Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition – Name Change**
- ***For Information:* Chang School Certificates – March and April 2018**

A) PERIODIC PROGRAM REVIEW – BACHELOR OF ARTS POLITICS AND GOVERNANCE

EXECUTIVE SUMMARY

The Bachelor of Arts Politics and Governance (POG) program was launched in 2005. Ten years later, the program is thriving. Since 2005, over 300 students have graduated, and the number of students applying to the program and being admitted annually continues to increase.

The Politics and Governance program was founded on the belief that there was a need and demand for a program that offered students an opportunity to critically examine and understand the political, social, and economic forces that influence and shape domestic through to global affairs. Hence, the decision to label the program ‘politics and governance’ rests on the recognition that politics, policy and political outcomes are a function of multiple interests and forces in society and that students need to understand politics as a function of those relations and interactions. The Department aimed to instill these learning objectives through a comprehensive curriculum structure and suite of course offerings. This means that all students graduating from the program will be exposed to all major sub-disciplines in the study of politics, while also being required to take courses relating to social identity, citizenship, and the non-profit sector. These requirements are more extensive than many other programs in Ontario. There are strengths and challenges with this structure. These requirements mean that students are exposed to the rich diversity and quality of teaching in the Department, as well as core components of a diverse discipline. This builds on the high quality of teaching in the Department. At the same time, the curriculum structure, along with the ongoing concerns about class sizes and student enrolments, means that the Department does not yet offer the range of courses that it desires. Hence, in the years to come, the Department faces an exciting opportunity: continue to build and invigorate a program that is well liked by students and that continues to attract good quality and high numbers of applicants, while simultaneously responding to Department and student desires to refresh the program to respond to changing internal and external demands and pressures.

In the short and medium term, the Department has several priorities. Some high priorities include: 1) reviewing and reinvigorating the curriculum, particularly to re-establish a clear progression in the upper years of the program; 2) examine ways that the Department can offer more opportunities for faculty to bring their unique research and teaching expertise to upper level program students; 3) establish an alumni outreach and engagement strategy; and 4) review student learning opportunities outside of the classroom, whether through placements or enhanced community engaged learning.

The Department of Politics and Public Administration celebrates the Politics and Governance program. It is enthused by the opportunity to critically reflect on the program and work with students and alumni in the coming years to continue to build and foster a diverse, positive, critical and engaged learning environment for Politics and Governance students.

FINAL ASSESSMENT REPORT (FAR)

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate Politics and Governance program. 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 the recommendations; who will be responsible for leading the implementation of the recommendations; who will be responsible for providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

1) SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE POLITICS AND GOVERNANCE PROGRAM

The Politics and Governance program submitted a self study report to the Vice Provost Academic on March 30, 2016. The self study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for each full-time faculty member.

Two external arm's-length external reviewers (Dr. Joseph Wong, Ralph and Roz Halbert Professor of Innovation, Professor, CRC, Political Science & Associate Vice-President and Vice-Provost, International Student Experience, University of Toronto; and Dr. Joanna Everitt, Professor of Political Science, and Dean of the Faculty of Arts at the University of New Brunswick in Saint John) were appointed by the Dean of the Faculty of Arts from a set of proposed reviewers. They reviewed the self study documentation and then conducted a site visit to Ryerson University on January 20, 2017.

The visit included meetings with the Interim Provost and Vice-President Academic; Interim Vice Provost Academic; Dean, Faculty of Arts; Associate Dean (Students and Undergraduate Studies), Faculty of Arts; Chair, Department of Politics and Public Administration; Interim Undergraduate Program Director, Politics and Governance; and the Program Assistant. The Peer Review Team (PRT) also met with several members of the Department including staff, students, and ten (10) Politics and Governance faculty members. A general tour of the campus was provided by the program Chair en route to meet with the Chief Librarian and staff in the Library.

In their report (March, 2017), the PRT provided feedback that describes how the Politics and Governance program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The PRT noted that, because the Department of Politics and Public Administration also supports a BA in Public Administration and Governance and has a tradition of focusing on municipal or urban politics, the department has particular strengths in the subfields of Canadian politics and public governance, but somewhat weaker offerings in comparative politics, international relations, and political theory. As a large and major department within the Faculty of Arts, the Department of Politics and Public Administration designed the Politics and Governance program to reflect the "Ryerson style" of liberal

arts education: blending theory with community engaged learning and the development of career-oriented skills and opportunities.

Student responses, both in the information included in the self-evaluation and in the PRT meeting with students during the site visit, make it clear they believe the department is providing them with positive academic experiences. This occurs through direct participation in their courses; simulations in the classroom; novel on-line teaching tools; and experiential learning opportunities, such as the POG 499 'Field Experience' course, the CPOG 490 'Special Topics Course' that enables students to travel to Washington, and the CPOG 417 'Canadian-American Relations' course that collaborates with Penn State faculty and students.

The PRT noted that, while the department is hampered by limited access to teaching assistants in its larger introductory courses and the time it takes to prepare and promote experiential learning opportunities, some faculty members clearly make an effort to use non-traditional learning strategies in their classes.

The Chair of the Politics and Governance program submitted a response to the PRT Report on April 27, 2017. The Dean of Arts' response to both the PRT Report and the Program's Response was submitted on February 5, 2018.

2) SUMMARY OF THE PEER REVIEW REPORT RECOMMENDATIONS

RECOMMENDATION 1: The Department should continue to enhance the experiential learning opportunities it provides for its students as a means of aligning itself with the university's academic plan and distinguishing itself from other competing Political Science programs in the area.

RECOMMENDATION 2: The Faculty and Department should provide adequate support and resources to enable faculty members to explore initiatives that provide students with opportunities for experiential learning and community engagement. This might come in the form of an "experiential learning coordinator" position within the department, lower caps on "experiential learning/community engagement courses", or course reductions for faculty members who take on these courses or those who incorporate new pedagogical approaches in their courses (new educational technology, webinars, podcasts etc.).

RECOMMENDATION 3: The Department should explore how experiential learning and community engagement opportunities can be built into and enhanced in all streams in the program, and not just those that focus on Canadian politics or public administration.

RECOMMENDATION 4: The Department should consider the development of new courses (similar to the POG 499 or CPOG 490 courses) that would provide students with internship opportunities with or exposure to other institutions/organizations that would benefit from employees with a Politics and Governance background.

RECOMMENDATION 5: The Department should examine the Politics and Governance curriculum and consider its redesign to reflect the greater diversity in the teaching and research expertise currently found among the faculty. However, it should do so keeping in mind the research focuses and pedagogical principles that make the Politics and Governance program distinctive from a more traditional Political Science degree program.

RECOMMENDATION 6: The Politics and Governance program should continue to emphasize its strengths in the department's community service ethos (i.e. courses in non-profits, citizenship, experiential learning, etc.) that align with the University's academic plan and distinguishes the program

from other Political Science programs, while considering ways that it can broaden and diversify its course offerings within the discipline.

RECOMMENDATION 7: The Department should consider reducing the number of required courses in years 1 and 2. This could be done in a number of ways including: collapsing the introductory courses into one or two courses; reducing the Canadian politics sequence from 2 courses to 1 course; requiring a student to take four of the five subfields rather than all five; or collapsing the Comparative Politics and Global Governance fields.

RECOMMENDATION 8: The Department should put more emphasis on department-wide curricular planning that opens up possibilities for linkages between courses across various subfields (for example, the possibility of more international and/or comparative course offerings in the Canadian and Public Policy fields such as courses in comparative federalism, the political economy of North America, or Canada's place in the international community).

RECOMMENDATION 9: The Department should consider allowing faculty to create new courses that they could offer on a rotational basis, such that the newly created courses do not necessarily mean the elimination of a previous course.

RECOMMENDATION 10: The Politics and Governance program should reduce the number of required 400-level courses from 5 to 3 (or even 2). Students could then take more courses at the 300 level, which would be more appropriate as larger class lecture style courses. Reducing the number of required courses would reduce the pressure on the 400 level-courses and make it possible to impose caps and create real seminar opportunities.

RECOMMENDATION 11: The Department should aim to reduce the class sizes for all 4th year courses (i.e. cap courses at 40 students) and designate specific 4th year courses as seminars (reading and research intensive), capped at 20-25 students. The department should work closely with the Provost and Faculty of Arts to ensure sufficient resources are available to do this.

RECOMMENDATION 12: The Department may wish to consider adding additional 300- or 400-level electives in the fields of methods or theory for those students who wish to pursue these fields in more depth.

RECOMMENDATION 13: The Department should consider exploring the establishment of double major programs (with cognate departments), which entail fewer core and elective POG courses.

RECOMMENDATION 14: The Dean's office should make greater effort to inform the department at an earlier date about the number of Graduate Assistantships available for 100- and 200-level classes.

RECOMMENDATION 15: The Department should identify a number of its 400-level courses as seminar courses so that students are provided the opportunity to engage in small class discussions in a seminar style format.

RECOMMENDATION 16: The Department should provide more opportunities to offer courses in comparative or global politics within the Politics and Governance program, particularly if those courses exploit the program's focus on "political governance," and not just a traditional "political science," and/or they engage students in both service and experiential learning. This could be done by emphasizing topics that support the internationalization of the campus and the city and provide opportunities for students to learn in meaningful and experiential ways, as conveyed to us by the Provost.

RECOMMENDATION 17: The Department should explore the possibility of counting upper level Politics (POL) or Public Administration (PPA) courses towards a Politics and Governance degree so as to provide students with more flexibility in their course options. (Program note: this is currently done.)

RECOMMENDATION 18: The Faculty of Arts should give serious consideration to the suggestions from the Department of Politics and Public Administration to help streamline the GA and Marker systems found on page 68 of their self-evaluation.

3) PROGRAM RESPONSE TO THE PRT REPORT RECOMMENDATIONS

In April 2017, the Department of Politics and Public Administration met to consider the recommendations from the Program Review Team (PRT). It revised, and voted to endorse, a revised Development Plan, taking into consideration the recommendations provided by the external reviewers. These priorities are viewed as consistent with the Ryerson Academic Plan, and the general direction and goals of the Faculty of Arts. Further, these priorities are reflective of the successes and challenges the Department has experienced over the past ten years it has been delivering this program. The priorities are presented in relation to the expediency in which they need to be started or undertaken: immediate (next 1-2 years); medium-term (2-4 years); longer-term (4-6 years).

- Responsibility for leading initiative: Chair of Department of Politics and Public Administration
- Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Immediate Priorities (1-2 years)

- The Department will review and examine the Politics and Governance curriculum (its total package of course offerings) to consider how best to reflect the diversity and interests of the student body, the teaching and research expertise of current and future faculty members, the subfields in the POG curriculum, and in consideration of the specific recommendations of the external reviewers. **PRT Recommendation 5, 9, 10, 12, 16**
- The Department will examine carefully its required courses and the number of required courses. The goal will be to examine opportunities to clarify and reinforce the relationship between lower and upper level courses, the balance between sub-fields, to expand student choice, and to meet Faculty and university goals. The Department will examine mechanisms for Department-wide curriculum planning, particularly the role of the Curriculum Committee and how it engages with students, faculty and sub-fields. **PRT Recommendation 5, 7, 8, 10, 12, 16**
- The Department is committed to ensuring that students have the opportunity to participate in seminar courses with no more than 25 students. The Department will determine ways that courses can be clearly identified as seminar courses, and once identified, that these can be rotated between interested faculty members and between different sub-fields, while maintaining enrolment in non-seminar courses. The goal of this exercise will be to explore the relationship within the curriculum between lower and upper level courses, and to provide an opportunity for students to have an advanced learning experience in which they are better exposed to faculty expertise. **PRT Recommendation 11, 15**
- The Department will examine the *Truth and Reconciliation Commission Calls to Action* directly relevant to post-secondary institutions, and consider carefully their connection to the POG curriculum, to indigenous student support and recruitment, and to faculty recruitment and support.

- The Department has a strong desire to gain more certainty and clarity about how Graduate Assistants (GAs) will be allocated in the future, particularly if there is an expectation that the Department should teach more students and larger classes. To allow for better course planning, the Department needs to develop, with the Dean's office, a clear plan for the allocation of GA and marking assistance and for the training of GAs. **PRT Recommendation 14, 18**
- In light of recent and expected retirements, the Department will consider how new faculty hires could assist in recruiting new undergraduate and graduate students and help the program differentiate itself from other politics programs in the GTA. **PRT Recommendation 1, 5**
- The Department has a strong record of using non-traditional learning (community engaged or experiential learning) in teaching. However, it does not have a formal strategy or plan for how or when students will encounter 'experiential learning' in the curriculum, with the exception of one elective course at the 400 level, POG 499. The Department will examine whether it is feasible to embed experiential learning opportunities more formally in the curriculum generally, and in each sub-field specifically, so students can associate specific courses with these forms of learning and so they can anticipate when those opportunities will arise. Formally increasing the number of courses with community engaged learning opportunities, and the frequency of these opportunities, will be contingent on: the curriculum review process; maintaining existing support for experiential activities; increasing support for students; and increasing support and resources for faculty and Departmental staff that will support and/or expand these initiatives. **PRT Recommendation 1, 2, 3, 4, 6**

Medium-Term Priorities (2-4 years)

- Several Departments in the Faculty of Arts have recently submitted a proposal for Double Majors. The Department will discuss which Arts programs might be most suitable for a student in POG to pursue a double major and discuss which 13 courses would be listed as 'required' for a major in *Politics and Governance*. The Department will also review whether to formally establish concentrations within the POG curriculum. **PRT Recommendation 6, 13**
- Working with the Undergraduate Recruitment office, the Department will document past, present and potential future recruitment strategies, particularly in the GTA. The Department will try to build on the popularity of the program within the City of Toronto and GTA and develop a strong recruitment and promotion strategy for the GTA, building on all of the strengths of the department relative to other competitors: city/urban-focused; policy; public administration; global and Canadian specialists; comparative; non-profit; indigenous. **PRT Recommendation: 1, 5**

Longer-Term Priorities (4-6 years)

- Working with the Faculty of Arts Student Experience Team, and Ryerson International, the Department will try to develop a way of regularly evaluating collaborative and international exchanges and opportunities that exist and that may be developed. To date, evaluation is largely done informally (e.g., by speaking with students after their exchange opportunity). Given that students have a desire to pursue international exchanges, but deem the real or perceived financial burden to be prohibitive, the Department will explore opportunities for funding to support student international exchanges. The Department will consider expanding opportunities for students to undertake exchanges with other Canadian universities, and formalize existing agreements. **PRT Recommendation 3, 16**

4) ADDITIONAL PROGRAM RECOMMENDATIONS IN REVISED SELF STUDY

- Responsibility for leading initiative: Chair of Department of Politics and Public Administration
- Responsibility for approving recommendation, providing any resources made necessary by the

recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Immediate Priorities (1-2 years)

- i. The Department will promote more prominently our Minors (Politics; Global Politics and Development) that are underpinned by POG courses.
- ii. The Department will promote more consistently the accomplishments of students, faculty and staff on the Department website.
- iii. The Department will endeavour to produce a plan for how it will rotate core elective courses in a way that reinforces faculty expertise and student choice, and will aim to share that plan with students, ideally, advertising it in advance of the course intentions period.
- iv. The Department will work with the Dean's office to establish and confirm a multi-year course-offering plan that includes approximate class sizes. In years past, faculty have sometimes learned of changes in class size just prior to the commencement of classes, thus challenging the proposed delivery and structure of courses. Confirming a course offering plan and the size of classes to be delivered will support better planning and teaching quality.

Medium-Term Priorities (2-4 years)

- i. The Department will examine further opportunities for Politics and Governance students to enroll in public administration courses (PPA) without undermining enrolment in POG electives. Politics and Governance students are currently permitted to enroll in PPA courses with the consent of the Undergraduate Program Director. Politics and Governance students have an interest in more courses in the policy and administration areas and it would be a benefit to the Public Administration and Governance BA program to increase enrolment in some of these courses too, if possible. Generally, the Department will also consider ways to connect the Politics and Governance program and Public Administration and Governance program students.
- ii. The Department will develop an alumni strategy for the Politics and Governance program. The Department has had preliminary discussions with Ryerson Alumni Affairs and has consulted with other Departments in the Faculty of Arts. What it chooses to do and can do will be contingent on resources, including staff and faculty time, and on the range of technological options available to maintain a sustained alumni network.
- iii. The Department delivers many highly enrolled Liberal Studies courses, almost entirely to non-Politics and Governance students. Working with the Dean's office, the Department will clarify the expectations for Liberal Studies delivered by our Department (how many, how frequently, and class size goals). The Department will also review the complement of Liberal Studies currently offered, to determine whether to increase or decrease the total number of courses offered, given other opportunities, challenges and expectations. This issue is important to discuss and important for the Politics and Governance program because: a) the number of Liberal Studies courses the Department is expected to teach will affect how many faculty members are available to teach required and elective POG courses; and b) P Politics and Governance students can, with Department consent, direct upper level Liberal Studies politics (POL) courses to their Table 2 requirements (core electives) at the 300-level. While this option is not promoted, which upper level Liberal Studies courses the Department offers can and does affect the Politics and Governance curriculum.

Longer-Term Priorities (4-6 years)

- i. The Department will investigate the feasibility and implications of increasing the number of

professional electives offered in spring/summer or the number of Upper Level POL courses, recognizing that any increase in courses offered in spring/summer will decrease the number of students taking courses in the fall/winter.

- ii. The Department will stay abreast of developments in online learning and continuing education, keeping in mind the potential benefits and tradeoffs of alternative course delivery and revenue generation.
- iii. The Department will examine new ways to assist students interested in post-graduate studies and careers relating to their degree, including strategies for working with the Career Centre.

5) DEAN'S RESPONSE TO PRT AND PROGRAM RECOMMENDATIONS

In general, the developmental plan offers a feasible set of actions for strengthening the academic rigour and relevance of the program as well as raising the profile of the department. Many of the recommendations do have resource implications, which will have to be considered carefully by the Faculty of Arts, given the usual constraints of limited funding allocations from other levels of administration, collective agreement obligations and the implications of university-wide curricular structures. The major areas addressed in the PRT report, the self-study and the developmental plan are the following: curriculum development; experiential learning; Liberal Studies; resources to support curriculum delivery, including TA/GAs and full-time RFA hires; heightening of the departmental profile, in part with regard to enhancing student recruitment.

Curriculum development:

As its immediate priority, the Politics and Governance department is committed to a complete review of its curriculum, in particular, to ensure sound academic progression from first year to fourth year. The department would like to introduce senior seminars with a planned maximum of 25 students. Increased electivity will be ensured by greater rotation of courses and the establishment, with the Dean's office, of a long-term plan for course offerings. The Department of Politics and Governance has long collaborated with the First Nations Technical Institute; "indigenization" of the program's curriculum is an important next step, in partial response to the Truth and Reconciliation Commission (TRC) report and the Ryerson University TRC Community Consultation. In the long-term, the development of double majors, which has only recently begun in the Faculty of Arts, will increase the attractiveness of the program and offer possibilities for growth.

The PRT has offered several recommendations and suggestions regarding curricular development, especially with regard to a more streamlined first year, the breaking down of silos within the department and its subfields, a reduction in the number of introductory courses, and a reduction in the number of subfields offered to the students. The program department will need to weigh the effectiveness of these proposals in improving the curricular structure of the program while maintaining the structural integrity of the discipline.

Experiential learning:

The PRT commends the Politics and Governance program for the opportunities it offers for experiential learning and community engagement, citing for example, the field experience course, POG 499. The PRT and the department concur on the importance of experiential learning and its continued development and expansion, particularly beyond the courses that focus on Canadian politics and public administration. The PRT gives a number of suggestions to enhance initiatives in this area: the possible hiring of an experiential learning coordinator; lower caps on experiential learning courses; the development of internship programs; course reduction for faculty offering courses with innovative pedagogy. Obviously, these measures have resource implications and would require a careful cost-benefit analysis. It should be noted that the Faculty of Arts is currently establishing a working group on experiential learning in its diverse forms. Enhancement

of the student experience is essential, but there is no doubt that resources and limited economies of scale may be an issue for departments pursuing these initiatives independently. In addition, the Faculty of Arts must address matters such as course releases in an equitable manner across all programs.

Liberal Studies:

The Department of Politics and Governance would like to work with the Dean of Arts office to clarify the nature and extent of the department's role in offering Liberal Studies courses to students across the university. The department notes that advanced POL Liberal Studies courses may also be made available by departmental consent to students in the Politics and Governance program as professional electives at the 300 level. The department is concerned that with a limited number of faculty available to meet the demands of undergraduate and graduate level teaching, resources must be stretched to include Liberal Studies courses. I would point out that many of these courses are taught in the Faculty of Arts by contract lecturers rather than Ryerson Faculty Association tenure-track members and that the cost of Liberal Studies teaching is not borne directly by the department. Liberal Studies play an important service role in providing to students across the university breadth, writing skills and a critical awareness of the world in which they engage as citizens. Enrolments from outside the Faculty of Arts also facilitate the financing of our academic programs and their initiatives. Finally, it should be noted that the recent negotiations that allowed the Department of Politics and Governance to reduce the RFA workload from 2+3 to 2+2 included a commitment to maintain current teaching loads, including Liberal Studies, and this must be respected going forward.

Resources – faculty, staff and TA/GA/invigilators:

Both the PRT and the department attach great significance to improving the hiring and training of TA/GAs, a matter of importance for both undergraduate and graduate students. The Faculty of Arts is always pleased to streamline processes wherever possible. Currently, departments may submit their requests for TA/GAs as early as July for the Fall session and October for the Winter session. We can examine whether or not it is possible to move these dates forward but much depends as well on timely submission by the departments. The Dean of Arts Office places a high value on the use of Teaching and Graduate Assistants, as these positions improve both the graduate and the undergraduate experience. This calendar year, we increased the funding for TA/GAs with the intent that departments will decide for themselves where the money would best be spent. We are convinced that this will improve the teaching and learning environment.

Full-time RFA hires:

The Politics and Governance PPR indicates that in order to achieve its academic goals of diversifying its curriculum and its teaching complement as well as improving the student experience, it will require additional RFA members. The department points out that given the number of faculty that are seconded, on reduced workload or approaching retirement, new hires will be necessary. Fortunately, the current Provost Dr. Michael Benarroch has indicated that hiring more faculty members is a priority university wide. Like other departments, the Department of Politics and Governance has the opportunity to request new positions; however, it will be important to demonstrate the need for new positions in relation to curricular initiatives, new and old, as well as overall student enrolments, including Liberal Studies, in addition to the overall health of the department.

Raising the profile of the program and the department:

The department envisages a number of measures designed to raise the profile of the program: a focus on student recruitment highlighting the unique advantages of the Politics and Governance program in the GTHA; promotion of its minors; greater engagement with alumni, increased opportunities for international exchanges and engagement; continued strength in SRC; promotion of the accomplishments of students, staff and faculty. The Dean of Arts Office certainly concurs with the judgment of the PRT: "In general we feel that the Politics and Governance Program and Department of Politics and Public Administration at Ryerson is a strong department, with dedicated teachers and scholars clearly committed to their students."

(PRT, 12) I look forward to seeing the program become even stronger and more distinctive as it differentiates itself from similar programs in the GTHA through the initiatives outlined in its developmental plan.

Conclusion:

The department has carefully characterized its goals over the immediate, short and long-term in a manner that seems feasible. The most urgent matter is the review of curriculum, which the department is eager to pursue as quickly as possible. Given the recent changes in the tripartite curriculum at the university-wide level, all departments will be obliged to review their curriculum structure, so this review is very timely.

The program department's developmental plan is consistent with the Faculty of Arts Academic Plan (2014-2019) with its emphasis on academic excellence, innovation and experiential learning. The Dean of Arts office is willing to work with the department to address the recommendations set out in the PPR, the PRT report and the revised self-study, while taking into account the constraints placed upon us by the collective agreements in place at Ryerson University as well as resource allocation decisions made by the senior administration.

ASC EVALUATION

The ASC commends the Department for its thoughtful periodic program review and comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:

1. The progress on implementing the recommendations in the revised self study.
2. A complete mapping of all required and elective courses to the current program learning outcomes (SSH required courses, POG 313, POG 315, POG 323, POG 235, INP 900, POG 240, and POG 430), as well as an analysis of the mapping, noting any current or future considerations for curriculum revisions.
3. Map teaching methods and assessments to the current program learning outcomes and provide an analysis of the mapping. (Refer to the "Course Methods and Assessments Matrix Template" on page 49 of the PPR Manual.)
4. A complete set of course outlines for all core required and elective courses. (Course outlines for the following courses were missing: SSH 105, SSH 205, SSH 301, POG 225, and POG 320.)
5. Refined program learning outcomes to clarify the intent. Consider adding EDI as a program learning outcome.
6. The missing CVs of all RFA faculty teaching core required and core elective courses in the POG program.
7. An update on curriculum revisions, including considerations for Concentrations, Double Majors, and experiential learning opportunities.

Follow-up Report

In keeping with usual practice, the one-year follow-up report, which addresses the recommendations stated in the ASC Evaluation section, is to be submitted to the Dean of the Faculty of Arts, the Provost and Vice-President Academic, and the Vice Provost Academic by the end of June, 2019.

Date of next Periodic Program Review
2025 - 2026

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Periodic Program Review – Politics and Governance, Faculty of Arts*

B) CHANG CERTIFICATE IN GLOBAL MANAGEMENT STUDIES – DISCONTINUE

The current Certificate in Global Management Studies (GMS) is offered by the Department of Global Management Studies through The G. Raymond Chang School of Continuing Education and has been in effect since 2011. This is a proposal to discontinue the certificate effective Fall 2018. The certificate in Global Management Studies was initially launched in 2001 as the Certificate in International Business. It required completion of nine upper-level courses to graduate. An advanced certificate, admission requirements included:

- One of the following credentials: a Certificate in Accounting-Finance, Business Communications, Business Management, Hospitality and Tourism Management, Purchasing, or Retail Management; or UGrad degree; or 3-yr college diploma
- CECN 104, CECN 204, CGMS 401, CMHR 405, CMKT 100

Low enrollments prompted a review of the International Business certificate, which was completed in 2011. The certificate was renamed the Certificate in Global Management Studies, the number of courses required to graduate was reduced from 9 to 6, and courses not directly related to the subject area were removed. The certificate remained an advanced certificate as four pre-requisite courses are required. The current admission requirements are:

- OSSD with six Grade 12 U or M credits, or equivalent, or mature student status
- Eligible applicants must also have completed the following courses or equivalents:
 - CGMS 200 Introduction to Global Management
 - CGMS 401 Operations Management (prerequisites CGMS 200 and CQMS 102)
 - CMKT 100 Principles of Marketing

With the certificate revisions in 2011, the number of enrolments in the certificate increased from an average of 5 a year to about 10 a year, but are still very low. Students indicate that while we advertise the program as a six-course certificate, it actually takes ten courses to complete including the prerequisites. Students may not be clear about the focus and scope of a “global management” program and how it will benefit them in achieving their career goals. For adult students, especially those currently working, the requirement for a practicum can be a barrier. Only two students have completed the practicum in the past two years and only three students have graduated since the certificate was revised in 2011.

The Global Management Studies Certificate will be discontinued effective Fall 2018 and three new certificates are being proposed to replace the current program requirements. The new certificates will be more focused, shorter, and include the current prerequisites (see proposals for *Certificate in Foundations of International Management*, *Certificate in Entering Foreign Markets* and *Advanced Certificate in International Trade Management*).

Courses, including the capstone, will continue to be offered. Therefore, students currently enrolled in the certificate will be able to complete it. Students wishing to transfer to one of the new certificates will be assessed on a case by case basis.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Global Management Studies – Discontinuation*

C) CHANG CERTIFICATE IN FOUNDATIONS OF INTERNATIONAL MANAGEMENT – PROPOSAL (NEW)

The goal of the Certificate in Foundations of International Management is to give students an understanding of the basic functions, operations and processes of management in an international context, as well as provide the foundation for upper level certificates such as the proposed Advanced Certificate in International Trade Management and other future planned Global Management Studies certificates. The Department of Global Management Studies will be the academic home for the certificate, which will require successful completion of four degree credit courses.

History of Certificate offerings with Global Management Studies

In 2010, low enrollments prompted a review of the original Advanced Certificate in International Business, which was completed in 2011. The certificate was renamed the Certificate in Global Management Studies, the number of courses required to graduate was reduced from 9 to 6, and courses not directly related to the subject area were removed. The certificate remained an advanced certificate as four pre-requisite courses are required for admission. The number of applicants to the current certificate remains low and it will be discontinued effective Fall 2018.

Despite the challenges outlined in the memo to discontinue the current certificate, there are a number of strengths that are worth retaining. The skills developed through the courses in the GMS certificate program fulfil an important societal need as, more than ever, organizations of varying sizes and across sectors seek to employ individuals who can manage within an increasingly uncertain global political and economic environment. The courses offered are degree credit, ensuring that the quality of the TRSM brand is accessible to working professionals. In addition, The Chang School certificate meets the needs of working professionals who want flexible programming that they can complete at their own pace.

Certificate Goals

The goal of the proposed Certificate in Foundations of International Management is to give students an understanding of the basic functions, operations and processes of management to support working in an international context. It will require the completion of four degree credit courses. The proposed new Certificate will give students:

- a shorter, more targeted program to meet the requirements of adult learners to upgrade their skills in a timely way; and
- the prerequisite foundations to prepare for entry into advanced certificates offered by Global Management Studies.

Since the courses offered are degree credit, graduates will be able to ladder into the full or part-time degree program if desired and will have completed some of the courses required for the Global Management major.

The courses in the Certificate will develop the following competencies:

Competencies
Effectively communicate ideas and concepts in a cross-cultural business environment
Define and understand the basic functions of management
Identify strategic decisions firms need to make to compete effectively in a changing global environment
Describe the production and operations management process involved in the transformation of goods and services from inputs into outputs
Apply various statistical techniques in the support of managerial decisions in the various functional areas of business
Differentiate factors that shape the approach to business in key geographic regions
Apply theory in real world case studies, simulations, or projects

This certificate exposes students to diverse perspectives, as the main functional areas of management are introduced within the global context. Students develop an understanding of how business is conducted in key geographic regions, taking into account the major cultural, political and economic factors that shape the approach to business in these regions. They also examine organizational culture and diversity, namely how diversity offers an organization a mixture of talents and perspectives for dealing with the uncertainties and complexities of the 21st century business environment, as well as its potential in contributing to an organization's competitive advantage.

The target audiences who would benefit from this certificate are:

1. new degree program graduates looking to elevate their business credentials
2. working professionals moving into an international environment
3. people who wish to take an advanced certificate offered by Global Management Studies, such as the Advanced Certificate in International Trade Management
4. continuing education students who may want to ladder into the part- or full-time undergraduate degree program

Curriculum Structure

The Certificate in Foundations of International Management will consist of four degree credit courses of 39 hours each (156 hours in total) that build core skills for those working or wishing to work in an international environment.

Course/Curriculum	Prerequisite
Required	
CGMS 200 Intro to Global Management	
CGMS 401 Operations Management	CGMS 200 and CQMS 102
CGMS 400 The Global Business Environment	CGMS 200
CQMS 102 Business Statistics I	

CGMS 200, CGMS 401 and CQMS 102 are currently offered regularly in both online and classroom formats by the Ted Rogers School of Management through The G. Raymond Chang School of Continuing Education. CGMS 400 will be offered through the Chang School beginning in 2018/19.

Equity, Diversity and Inclusion

This certificate exposes students to diverse perspectives, as the main functional areas of management are introduced within the global context. Students develop an understanding of how business is conducted in key geographic regions, taking into account the major cultural, political and economic factors that shape the approach to business in these regions. They also examine organizational culture and diversity, namely how diversity offers an organization a mixture of talents and perspectives for dealing with the uncertainties and complexities of the 21st century business environment, as well as its potential in contributing to an organization's competitive advantage.

Societal Need

As the world has become increasingly interconnected economically through technology, open trade agreements and improved transportation systems, traditional business models are changing. Whether a company does business in other countries or chooses to focus on domestic markets, global forces such as international market competition, demographic shifts and political events impact businesses of any size and across sectors. Today, increased access to global products and services means customers are more informed

and have become more global. Therefore, even businesses with no global ambitions must essentially compete globally or risk losing market share.¹

While the business world has become more globally competitive, it has also been characterized by alliances between industries, companies and governments. In addition, ever-larger and more complex groups are being formed through global mergers and acquisition.² These activities are occurring in places and with partners that, even 10 years ago, would likely not have been imagined.³ To be successful in a global marketplace that is not only complex, but also brings ambiguity and uncertainty, a critical variable in a business's success will be in finding the right talent. Today, it is not uncommon for managers regardless of organization or sector, to engage with various stakeholders across countries, currencies, time zones, languages and cultures. These stakeholders could include customers, employees or business partners. Therefore, employers are typically looking for candidates who:

- understand how the global economy, as well as how the effects of political events, cultures and social institutions can impact a business and the industry within which it operates
- can effectively communicate, negotiate, contract, lead, organize, and coordinate activities across borders; can adapt their management style, when necessary
- understand and appreciate the complexities of interacting with people from other cultures

The Certificate in Foundations of International Business Management will give professionals whose companies are pursuing global initiatives or feeling the pressures of global competitors the foundations of managing and operating in an international environment. The certificate also provides a pathway to more advanced skill development.

Admission Criteria

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

Comparator Certificate Programs

Numerous educational offers are available within the Canadian higher education landscape in the area of international business. However, only a few of the assessed programs include continuing education options and flexibility in terms of scheduling and pace (McGill, U of T, and Seneca). College programs offer considerable cost benefits by being more affordable than university options for a graduate-level credential. It must be noted, however, that all college options are delivered exclusively as a full-time, day time program. Working professionals and new graduates who have entered the work force, need professional development opportunities that can be completed part-time in the evenings or online to fit around work schedules.

Recommendation

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

D) CHANG CERTIFICATE IN ENTERING FOREIGN MARKETS – PROPOSAL (NEW)

The goal of the Certificate in Entering Foreign Markets is to develop the student's ability to assess international markets, determine appropriate strategies for entry, and implement effective cross-border

¹ Goldsmith, Marshall, Cathy L. Greenberg, Alistair Robertson, Maja Hu-Chan. "Global Leadership: The Next Generation." Prentice Hall, 2003.

² Ibid

³ Sharkey, Linda D., Nazneen Razi, Robert A. Cooke, Peter A. Barge. "Winning with Transglobal Leadership: How to Find and Develop Top Global Talent to Build World-Class Organizations." McGraw Hill, 2012.

marketing strategies. The Department of Global Management Studies will be the academic home for the certificate, which will require successful completion of four degree credit courses – three required and one elective.

The current proposal is to offer a new Certificate in Entering Foreign Markets that:

- is more targeted, with clearly defined areas of study; and
- is shorter to meet the requirements of adult learners to upgrade their skills in a timely way.

The goal of the Certificate in Entering Foreign Markets is to develop the student's ability to assess international markets and determine appropriate strategies for entry. It will require the successful completion of four degree-credit courses. The courses offered are degree credit and graduates will be able to ladder into the full or part-time degree program if desired and will have completed some of the courses required for the Global Management major.

The courses in the Certificate will develop the following competencies:

Competencies
Effectively communicate ideas and concepts in a cross-cultural business environment
Define and understand the basic functions of management
Demonstrate an understanding of the theory and application of the 4 P's of marketing
Use primary and secondary research in marketing metrics to inform decision-making
Formulate and implement effective cross border marketing strategies
Identify and analyze country risks for business
Demonstrate specialized knowledge of the business environment and its current issues in a specific global region
Apply theory in real world case studies, simulations and projects

Equity, Diversity and Inclusion

One of the main focuses of this certificate is the diverse world of international marketing. Students will acquire a good working knowledge of how overseas markets are different from the Canadian market and understand the need to localize and adapt their entry strategy to foreign market conditions. Complementing the marketing courses, the regional courses in the elective category allow students to develop a comprehensive understanding of the socio-political and business environments in their chosen region. It also gives them experience in identifying strategies and approaches for effectively competing in that particular region.

Target Audience

The target audience for this certificate includes:

- new degree graduates wanting to elevate their business credentials
- business professionals who need specialized skills in evaluating which foreign markets to enter
- advertising and communications professionals needing skills in marketing effectively across borders
- continuing education students who may want to ladder into the part- or full-time undergraduate degree program

Curriculum Structure

The Certificate in Entering Foreign Markets will consist of four degree credit courses of 39 hours each (156 hours in total). The three required courses build skills in international business and marketing. The fourth course allows students to focus on developing knowledge and skill relevant to a specific geographical business region.

Course/Curriculum	Prerequisite
Required (three)	
CGMS 200 Intro to Global Management	
CMKT 100 Principles of Marketing	
CGMS 522 International Marketing	CMKT 100
Electives (choose one)	
CGMS 690 The North American Business Environment	CGMS 200
CGMS 691 Asian Business Environment	CGMS 200
CGMS 692 European Business Environment	CGMS 200
CGMS 695 Middle Eastern Business Environment	CGMS 200

The required courses (CGMS 200, CMKT 100, CGMS 522) are offered regularly by the Ted Rogers School of Management through The G. Raymond Chang School of Continuing Education and are available in both classroom and online formats. The status of the regional courses is as follows: CGMS 691 and 692 have been developed and are offered online through the Chang School a minimum of once a year; CGMS 690 is being developed and will be offered for the first time through the Chang School in Spring/Summer 2018; and CGMS 695 will be offered through the Chang School in 2018-19.

Admission Criteria

It is recommended that applicants have the following:

OSSD with six Grade 12 U or M credits, or equivalent, or mature student status.

Societal Need

Globally, we are more connected now than ever before, both economically and culturally. Referred to as globalization, this phenomenon has accelerated over the past 20 years due to new technologies (e.g. mobile phones, Internet), the movement towards more open trade and decreasing transportation costs. For many organizations, these advances make venturing into new foreign markets an attractive option in order to generate additional streams of customers and revenue, implement lower production costs and diversify business risk. However, despite these potential benefits, Canada's activity in international business is considered by many experts to be far below its potential, limited mainly to exporting natural resources and trading with the United States. Beyond these areas of activity, pursuing foreign markets has not been a priority for most Canadian companies. Out of a total of approximately 1.3 million Canadian companies that exist, only 100 are considered global leaders.⁴

For those companies that do decide to enter foreign markets, whether through exporting, franchising, licensing, setting up wholly owned subsidiaries or joint ventures, the initiative comes with high risk. Political, economic and cultural factors can still add unexpected complexity and unpredictability and therefore negatively impact expansion efforts. Despite the risks, however, many experts believe that the future will necessitate Canada to do more business internationally or be left behind. Factors that are driving businesses to focus on cultivating foreign markets include:

- Unpredictability in traditional Canadian export markets, in particular commodities such as oil, gas and lumber
- Stiff competition for our current export markets
- Availability of products and services globally
- The opportunity of new emerging markets

⁴ Statistics Canada, CANSIM table 179-0005, data for 2013

With the effects of globalization, international business is expected to grow, and along with it, and the demand for professionals with an in-depth knowledge and understanding of global markets. A 2016 survey⁵ conducted by Aimia found that of 123 Canadian companies that were considering going global, 50% indicated that they didn't know how to tell if their company is ready to make the leap. Almost the same number said that they found it difficult to assess which foreign markets to pursue for their expansion. Therefore, there is a clear need for professionals with specialized skills in evaluating which foreign markets to enter, when to enter them, and on what scale. Additionally, for many organizations, skills in marketing and communications effectively across regions are in demand in order to build a successful global brand and customer experience.

Comparator Certificate Programs

Numerous educational offerings are available within the Canadian higher education landscape in the area of international business. However, only a few of the assessed programs include continuing education options and flexibility in terms of scheduling and pace (McGill, U of T, and Seneca). None of the comparator certificates offer a program specifically on entering foreign markets with the opportunity to focus on a specific regional area.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Entering Foreign Markets*

E) CHANG CERTIFICATE IN ADVANCED INTERNATIONAL TRADE MANAGEMENT – PROPOSAL (NEW)

The goal of the Advanced Certificate in International Trade Management is to give students the ability to fully comprehend the complexities of the global trade environment and assess business risk by name in conducting international business transactions. The Department of Global Management Studies will be the academic home for the certificate, which will require successful completion of five degree credit courses – three required and two electives.

Certificate Goals

The proposed Advanced Certificate in International Trade Management aligns with Ryerson's core mission of serving societal need by providing career-related and professional education. The current proposal is to offer a new Advanced Certificate in International Trade Management that is:

- more targeted, with clearly defined areas of study; and
- shorter to meet the requirements of adult learners to upgrade their skills in a timely way.

The goal of the Advanced Certificate in International Trade Management is to develop the student's ability to fully comprehend the complexities of the global trade environment and assess business risks by name in conducting international business transactions. It will require the successful completion of five degree-credit courses. Since the courses are degree credit, graduates will be able to ladder into the full or part-time degree program if desired and will have completed some of the courses required for the Global Management major.

The courses in the Certificate will develop the following competencies:

Competencies
Describe the significance of international trade to the Canadian economy and appreciate the role of the export manager in areas such as export pricing, documentation, shipping, insurance and sourcing private and public sector export promotion assistance.

⁵ <https://aimia.com/en/landing-pages/100-global-champions.html>

Mitigate the risk to businesses in international trade by developing an understanding of INCO terms and their application
Identify and develop an understanding of the role of international trade agreements and institutions such as the WTO and NAFTA and how these influence the international sale of products and services
Describe the range in complexities of human resource management issues that arise in a multicultural workplace.
Develop an understanding of the importance of ethical leadership in dealing with government regulations (both domestic and international), customers, the community and employees
Demonstrate specialized knowledge in an area related to international trade
Apply theory in real world case studies, simulations, or projects
Differentiate factors that shape the approach to business in key geographic regions
Effectively communicate ideas and concepts in a cross-cultural business environment
Identify strategic decisions firms need to make to compete effectively in a changing global environment

Equity, Diversity and Inclusion

This certificate allows students to gain new perspectives into the inherent complexities of the international trade environment. The interactions among various international stakeholders (e.g., governments, multinational firms), as well as the effects of external environmental factors, including cultural ones, are examined in context of the risks associated with trade. In addition, students have the opportunity to develop their ethical leadership skills in dealing with diverse groups.

Target Audience

The target audiences who would benefit from this certificate are:

- graduates of the Certificate in Foundations of International Management
- professionals in both the private (start-ups, small and medium sized enterprises, multinational corporations) and public sectors who need to develop expertise in international trade

Curriculum Structure

The Advanced Certificate in International Trade Management will consist of five degree credit courses of 39 hours each (195 hours in total). The three required courses build essential advanced skills for those working or wishing to work in the global trade environment. The electives allow students to develop knowledge in an area related to global management such as economics, law or project management.

Course/Curriculum	Prerequisite
Required (three)	
CGMS 723 International Trade	CGMS 200, CQMS 102, and CGMS 401
CGMS 724 Management of International Enterprise	CGMS 200, CQMS 102, and CGMS 401
CGMS 802 Ethics and Regulation of Intl Business	CGMS 200, CQMS 102, and CGMS 401
Electives (choose two)	
CECN 104 Introductory Microeconomic	
CGMS 400 The Global Business Environment	CGMS 200
CGMS 450 Project Management	CGMS 200, CQMS 102, and CGMS 401
CLAW 122 Business Law	
CLAW 724 Legal Aspects of International Business	CLAW 122

With the exception of CGMS 400, all of the courses are currently offered by the Ted Rogers School of Management through The G. Raymond Chang School of Continuing Education. CGMS 400 will be offered through the Chang School beginning in 2018/19. In addition, one of the required (CGMS 723) and two of the electives (CECN 104 and CLAW 122) are available online.

Admission Criteria

It is recommended that students complete the Certificate in Foundations of International Management, which is comprised of the following four required courses: CGMS 200, CGMS 400, CGMS 401 and CQMS 102). Three of these courses are prerequisites for the Certificate in Advanced International Trade Management and CGMS 400 is an elective in the same certificate.

Applicants who do not complete the Certificate in Foundations of International Management are required to complete the three prerequisites (i.e. CGMS 200, CQMS 102 and CGMS 401) prior to commencing the Certificate in Advanced International Trade Management.

Societal Need

All businesses in today's marketplace are affected by events taking place globally. The rise of China and India as major economic superpowers, new emerging worldwide markets, weakness in traditional markets such as the United States, decreasing costs and increasing ease of global transactions due to new technologies, and a protectionist sentiment in some countries are just a few examples of evolving trends impacting international trade today. In recent decades, Canada has benefitted significantly from increased international trade, made possible largely by the free trade agreements signed in the 1980s and 1990s. With guaranteed access to export markets, productivity in traditional areas such as manufacturing and natural resources (notably oil and gas) flourished. International trade plays an integral role in Ontario's economy. In 2014, Ontario's trade exports totaled approximately \$207 billion. Ontario's primary trading partner is the United States; 80% of Ontario exports are to the United States, and the United States is still the major supplier of goods to Ontario at 56.8% of imports coming from that country.

The Canadian Federal Government continues to prioritize international trade opportunities for Canada. Within the last two years, Canada has signed on to new trade deals: the Comprehensive Economic and Trade Agreement (CETA) with the European Union that will remove tariffs on 99 percent of its tariff lines (up from 25 percent) and covers almost all sectors;⁶ and effective January 2017, the Canada-Korea Free Trade Agreement (CKFTA) allows 93% of Canada's exports to be eligible for duty-free access into Korea.

However, some experts believe there are significant challenges ahead for Canada. While the United States will continue to be a primary trading partner for Canada, the softening of its economy, increasing international competition for this market (in particular from China) and the increasing protectionist sentiment will put pressure on Ontario and Canada to seek new opportunities. All signs indicate that Canada will continue to pursue an international trade strategy, creating opportunities that require skilled people who can work in this complex sector.

While many people working in the area of international trade will work in export and import businesses of varying size, the Greater Toronto Area is also home to several international companies who require employees who have expertise in international trade policies, agreements, human resource and ethical issues when working with different cultures, and assessing risks. There are also opportunities to work in government, which recruits, for example, for International Trade Officer positions.

Comparator Certificate Programs

Numerous educational offers are available within the Canadian higher education landscape in the area of international business. However, only a few of the assessed programs include continuing education options and flexibility in terms of scheduling and pace (McGill, Uof T, and Seneca). While a number of master-level options are comparable in subject-matter, master's credentials are substantially more expensive and have many admission requirements and thus not in direct competition with the proposed certificates.

⁶ Government of Canada. (2017). CETA: A progressive trade agreement for a strong middle class. Retrieved February 11, 2017, from <http://www.international.gc.ca/gac-amc/campaign-campagne/ceta-aecg/index.aspx?lang=eng>

College programs offer considerable cost benefits by being more affordable than university options for a graduate-level credential. It must be noted, however, that all college options are delivered exclusively as a full-time, day time program.

The results of the comparative programs scan indicate differences in target market between the current post-secondary international business programs and The Chang School's proposed certificates. It appears that the majority of available programs target recent graduates of undergraduate programs who may be interested in further full-time study, and not necessarily working professionals or those requiring part-time study.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Advanced International Trade Management*

F) EARLY CHILDHOOD STUDIES/YORK UNIVERSITY BA/BEd PROGRAM – CURRICULUM MODIFICATION

The first cohort of concurrent students of the Ryerson/York concurrent BA/BEd program began the program in 2014 and will graduate with both a BA in Early Childhood Studies from Ryerson and a BEd from York in the Spring 2018.

To allow for greater equity and access for all ECS students interested in pursuing a career in education, we propose to change the delivery of the program from a concurrent to a consecutive model. The current model provides access to third year students in the full time program. However, the design of the program is prohibitive to part-time students who are unable to benefit from our in-house collaboration with York. The proposed change to a consecutive model will open this opportunity to all students, providing a more equitable program across all sectors of the ECS student body.

The new model will also provide clear benefits to all students through its compact 16-consecutive- month design. The new Ryerson-York model will include the same requirements as the 2-year BEd programs, but its overall organization has been juxtaposed to allow for coursework to begin immediately upon graduation from the BA in May and then run continuously through the following August - essentially returning students to the workforce a full year earlier than their counterparts at other institutions. We believe this to be a strong selling point for incoming students to our ECS program, many of whom wish to pursue a BEd at the end of their BA. For part-time degree-completion students, this model will be particularly attractive, as it will require only one year leave from the workforce, rather than the two that would be required at other institutions, including the main campus at York.

The concurrent model has presented several challenges that will be removed or greatly improved by the proposed change. Presently, the program relies heavily on the manual coordination of all aspects of the program bridging two university systems and processes – for example, the management of course schedules and offerings, academic records reporting to support progression in the program, and most significantly the coordination of OSAP funding. A transition to a consecutive model of delivery will create a more streamlined process which will ease the resource burden of coordination and ultimately benefit the students.

The proposed consecutive model will be accessible to all students enrolled in the BA - Early Childhood Studies regardless of entry point. Students will be invited to apply in the third year of the BA program, beginning the consecutive degree in the spring/summer semester, directly following degree completion.

Implementation:

If the proposed change to a consecutive model is approved, fourth year students who began the concurrent BA/BEd program in Fall 2017 would comprise the last cohort of students following the old model. An implementation plan, coordinated with York University, is in place to accommodate those students.

If the proposed change to a consecutive model is approved, students entering the fourth year of the ECS BA program in Fall 2018 will complete the BA degree in the same manner as all other ECS students as in the chart that follows. They would then begin the York BEd program in Spring 2019.

7th Semester (Fall 2018)	8th Semester (Winter 2019)
CLD 315, CLD 317 and CLD 464 One Table B, One Table II	CLD 307, CLD 445 One Table B, One Table II, One Table I

Communicating Changes to Students:

Together with our York partners, ECS met with interested students on April 2, 2018 to inform them of the proposed change and to discuss the application process. We made it clear to students that the proposal was still being reviewed at the university level and with the Ontario College of Teachers, and that they would be informed as to the model we would be moving forward with as soon as we had that information. If approved, active recruitment will begin in September. Information on the application process will again be shared via email, drop-in help sessions, and at a second in-person session. An online information session will be held for part-time students.

Should the proposed plan not be approved, we will move forward with immediate recruitment for next year's concurrent program. Students currently completing third year of the BA will apply through the spring semester, and we will work with York to expedite the admission process for commencement of the BA/BEd program in the fall. Recruitment in previous years took place in February with acceptance beginning mid-April, putting this timeline later than in the past, but still feasible.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Early Childhood Studies/York University BA/BEd Program – Curriculum Modification*

G) For Information: CERTIFICATE IN PREPARATION FOR PRACTICE IN CANADA FOR INTERNATIONALLY EDUCATED PROFESSIONALS IN NUTRITION – NAME CHANGE

The proposed certificate title is Certificate in Canadian Dietetic Knowledge Competencies. The change will simplify the title and reduce the number of words for its presentation on the certificate graduation award document.

The title will still reflect the goal of the certificate. This certificate is designed to provide internationally educated professionals in nutrition with a Canadian university certificate to supplement their international credential(s), enabling enhanced opportunities for employment. The certificate is also designed to assist the graduates to achieve the academic knowledge required for practice-based training, the second required component to become a Registered Dietitian (RD) in Ontario. Graduates of this certificate will have demonstrated entry level academic competencies in dietetics, as defined by the Partnership for Dietetic Education and Practice's (PDEP's) Integrated Competencies in Dietetic Education and Practice (ICDEP).

The program name communicated to stakeholders and potential students will remain Internationally Educated Professionals in Nutrition (IEPN), in recognition that for those individuals who desire to meet the

requirements to write the registration exam to become an RD, that there is a second step that requires demonstration of practice-based competencies. This can be demonstrated through successful completion of the Practice Based Assessment, administered by the College of Dietitians of Ontario, which graduates of the existing IEPN certificate are eligible to take. For certificate graduates who wish to gain more experience in practice based settings, they can apply to participate in the three semesters of practicum courses currently offered by the IEPN program. By retaining the program name of Internationally Educated Professionals in Nutrition, we signal that the certificate and courses offered are specifically tailored for this population, in order to support bridging to practice within Canada.

H) For Information: CHANG SCHOOL CERTIFICATES – MARCH AND APRIL 2018

- a. Certificate in Community Engagement, Leadership, and Development: Course Addition and Deletion (Elective)
- b. Certificate in Economics: Course Addition (Elective)
- c. Certificate in Occupational Health and Safety: Course Deletion (Elective)
- d. Certificate in Project Management: Course Additions (Electives)
- e. Certificate in Project Management for Technical Professionals: Course Additions (Electives)
- f. Certificate in Public Administration and Leadership: Change in Admission Criteria
- g. Certificate in Food Security: Revised Course Addition (Elective)
- h. Certificate in Psychology: Course Addition (Elective)

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Denise O'Neil Green, Vice-President, Equity and Community 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

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REPORT OF THE SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY COMMITTEE

Report #W2018- 2; May 2018

In this report the Scholarly, Research and Creative Activity Committee brings to Senate its recommendation on revisions to the following policies:

- Policy 52 - Ethics Review of Research Involving Animals
- Policy 58 - Research Using Biohazardous Materials
- Policy 143 - Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding

For Information: Formation of a Working Group and Review Plan for Policy 144 - Research Centres

Recommendation

- The SRCAC recommends that Senate approve the revisions to Policy 52, Policy 58 and Policy 143.

Respectfully Submitted,

Steven N. Liss, Chair for the Committee

SRCAC Members:

- Kelly MacKay, Associate Vice-President, Research and Innovation (Interim)
- Patrizia Albanese, Chair, Research Ethics Board
- Cory Searcy, Associate Dean, Graduate Studies
- Alexandra Orlova, Associate Dean, Research and Graduate Studies, Arts
- Hong Yu, Associate Dean, Research and Graduate Programs, Ted Rogers School of Management
- Charles Davis, Associate Dean, SRC Activities, Communications and Design
- Jennifer Martin, Associate Dean, Faculty Development, Undergraduate Students and SRC, Community Services
- Michael Koliass, Associate Dean, Research and Graduate Studies, Science
- Sri Krishnan, Associate Dean, Research, Engineering and Architectural Science
- Dana Thomas, Associate Chief Librarian
- John Turtle, Secretary of Senate
- Idil Atak, Faculty, Arts
- Yuanshun Li, Faculty, Ted Rogers School of Management
- Catherine Schryer, Faculty, Communication and Design
- Cecilia Rocha, Faculty, Community Services
- Guangjun Liu, Faculty, Engineering and Architectural Science
- Brian Cameron, Librarian
- Thomas Duever, Dean, Engineering and Architectural Science
- Eno Hysi, Graduate Student

SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY COMMITTEE REPORT

Report #W2018-2; May 2018

At its meeting on March 26, 2018, the Scholarly, Research and Creative Activity Committee (SRCAC) considered revisions to three policies:

- Policy 52 - Ethics Review of Research Involving Animals
- Policy 58 - Research Using Biohazardous Materials
- Policy 143 - Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding

This report provides a rationale for the policy revisions as well as an explanatory note for the changes made. The updated policies are included in Appendix A.

The SRCAC approved the proposed revisions to Policy 52, Policy 58 and Policy 143, shared them with the Academic Governance and Policy Committee (AGPC) and recommends that Senate adopt the updated policies.

At its meeting, the SRAC also approved the formation of a working group to review Policy 144 on Research Centres. A copy of the review plan is enclosed in Appendix B for Senate's information.

Policy 52 - Ethics Review of Research Involving Animals

The Ethics Review of Research Involving Animals policy was first approved on February 1, 2000. It was reformatted on May 7, 2002, and has not been revised since that time.

Updates to the policy were required to:

- reflect Ryerson University's full membership in the Canadian Council on Animal Care
- adhere to the CCAC guidelines
- align with the revised Senate policy format

Summary of changes

- added definitions section
- enhanced the language about the impartiality of the Animal Care Committee
- clarified the Animal Care Committee's mandate and how it is appointed

Policy 58 - Use of Biohazardous and Infectious Materials in Research and Teaching

The Research Using Biohazardous Materials policy was first approved on May 5, 1988. It was reformatted on May 7, 2002, and has not been revised since that time.

Updates to the policy were required to:

- name change to reflect scope
- reflect changes to Health Canada's *Laboratory Biosafety Guidelines*
- adhere to Ryerson's Biological Safety Program, administered by the Environmental Health and Safety {EHS} biosafety officer
- align with the revised Senate policy format

Summary of changes

- added definitions section
- removed references to certification and replaced with references to the Biosafety Permit process
- removed references to classifications of Biohazardous organisms and referenced instead to the Government of Canada's Canadian Biosafety Standards

Policy 143 - Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding

The Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding was first approved on April 6, 1999 and has not been revised since that time.

Updates to the policy were required to:

- reflect current governance structure
- streamline language and examples
- align with the revised Senate policy format

Summary of changes

- removed references to "Office of Research Services" and replaced with references to the Office of the Vice-President, Research and Innovation
- added definitions section
- clarified practices (e.g. highlights specifically what applies in the absence of a posted rate)
- streamlined language (e.g. removed reference solely to contracts to be more inclusive of the different sponsored funding arrangements)

Ethics Review of Research Involving Animals

Senate Policy Number: 52

Related Documents: N/A

Responsible Office: Vice President, Research and Innovation

Approval: Senate

Approval Dates: February 1, 2000 (May 7, 2002)

1. Purpose

The purpose of this policy is to ensure that the use of Animals in the course of research and teaching undertaken by members of the Ryerson community is undertaken in a responsible manner that adheres to the requirements of the Canadian Council on Animal Care (CCAC) and its guidelines for the humane treatment of experimental Animals.

2. Application and Scope

This policy applies to all Ryerson faculty, staff, and graduate and undergraduate students using Animals in the course of research and curriculum. This includes students conducting research with Animals as part of class assignments, except where the students are engaging in research outside of their roles at Ryerson (e.g. students involved in research at placements).

This policy does not apply to Animals used for nonacademic purposes, such as pets, mascots or as demonstrations to children in the daycare centers.

3. Definitions

In this policy:

"Animal" means amphibians, birds, mammals, fish, reptiles and other creatures as specified in the CCAC guidelines

"CCAC" means the Canadian Council on Animal Care

"ACC" means the Animal Care Committee

"PI" means the principal investigator who has primary responsibility and oversight of a research project

4. Goals, Values and Principles

The university is committed to ensure the highest standards of Animal ethics and care are valued and assured in all Animal-based science conducted by the members of the Ryerson Community. The integrity of the research and teaching

involving Animals undertaken by members of the University is important for all stakeholders, including students, faculty and external stakeholders.

The use of Animals in research, teaching, and testing is acceptable only if it promises to contribute to understanding of fundamental biological principles, or to the development of knowledge that can reasonably be expected to benefit humans or Animals.

Every effort must be made to find a substitute for the use of Animals in research. Where this is not possible, the Animals must be housed, fed, and treated as humanely as possible according to CCAC Guidelines.

5. Policy

All research and teaching involving Animals conducted under the auspice of the University must comply with the CCAC guidelines, procedures and standards.

No research or teaching using Animals shall be conducted by any member of the University unless the activity has been approved in advance through Ryerson's ACC. This includes projects carried out in the field or in a facility not owned by Ryerson, or in collaboration with an outside institution(s) or co-researcher(s).

In conducting research ethics reviews, the ACC must operate in an impartial manner, without interference. The decisions of the ACC with respect to any given research project are not subject to review by the Senate, the Vice President Research and Innovation or any other person except to the extent that such decisions may be appealed pursuant to this policy.

A researcher may request reconsideration of a decision made by the ACC. The ACC will reconsider its decision upon receipt of a written request, and the researcher may submit additional information and/or attend the ACC meeting in person to present information.

The ACC has the authority to immediately order the stoppage of any use of Animals which deviates from the approved protocol or is deemed to be in non-compliance with relevant legislation, regulations or university policies and procedures.

6. Roles and Responsibilities

The ACC's mandate is to approve, reject, propose modification to, or terminate any proposed or ongoing research or teaching involving Animals that is conducted by the University or by its faculty, staff, and/or students so as to protect the Animals and to ensure that research is conducted in an ethical manner.

The ACC is appointed by the Vice President Research and Innovation and approved by Senate and shall be constituted in accordance with the terms of the CCAC.

In the case of research, the PI is responsible for making the application to the ACC, and shall have the primary responsibility for ensuring that the project participants are aware of CCAC guidelines concerning the care and use of Animals, and that the research is undertaken in accordance with the approved protocol, the CCAC Guidelines, University policies and procedures, as well as legislative requirements.

Where teaching requires the use of Animals (i.e. in class projects, demonstrations or presentations) the instructor is responsible for making the application to the ACC and shall have the primary responsibility for ensuring that the students are aware of CCAC guidelines concerning the care and use of Animals, and that the academic activity is undertaken in accordance with the approved protocol, the CCAC Guidelines, University policies and procedures, as well as legislative requirements.

Use of Biohazardous and Infectious Materials in Research and Teaching

Senate Policy Number: 58

Related Documents: N/A

Responsible Office: Vice President, Research and Innovation

Approval: Senate.

Approval Dates: May 5, 1988 (May 7, 2002)

1. Purpose

Biohazardous or Infectious materials, present a potential risk to the well-being of humans or other animals, either directly through infection or indirectly through disruption of the environment. The use of Biohazardous or Infectious materials can be very valuable to determine new knowledge and understanding.

The purpose of this policy is to ensure that the use of Biohazardous or Infectious materials in the course of research and teaching undertaken by the Ryerson community is undertaken in a responsible manner that ensures the safety of students, faculty, staff, the community and the environment from the potential hazards associated with the use of such material and conforms with the terms of the University's license obligations.

2. Application and Scope

This policy will apply to the use of potentially oncogenic, infectious, or toxic Biohazardous and Infectious materials used in the course of Ryerson research and teaching activities that involve the use of Ryerson facilities.

3. Definitions

Biohazardous material means infectious agents that are capable of causing disease Biohazards, as defined by Health Canada's Laboratory Biosafety Guidelines.

Infectious material means any isolate of a pathogen or any biological material that contains human or animal pathogens and, therefore, poses a risk to human or animal health as defined by the Government of Canada's Canadian Biosafety Standards.

4. Policy

No research or teaching using Biohazardous or Infectious materials shall be conducted by any member of the University unless the activity has been approved through the issuance of a Biosafety Permit from the University's Biosafety Officer.

The University's Biosafety Officer has the authority to immediately order the stoppage of any use of Biohazardous or Infectious Materials which deviates from the approved Biosafety Permit or is deemed to be in non-compliance with relevant legislation, regulations or university policies and procedures.

Policy on the Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding

Senate Policy Number: 143

Related Documents: N/A

Responsible Office: Vice President, Research and Innovation

Approval: Senate

Approval Date: April 6, 1999

1. Purpose

Ryerson University encourages and supports faculty, staff and students to undertake scholarly, research and creative (SRC) activity, and to apply for funds to support that SRC activity from external sponsors including the Canadian federal, provincial and municipal governments, foreign governments, foundations and community agencies, and from the private sector.

The costs of conducting SRC activities at Ryerson includes not only the direct costs of the project but also indirect costs incurred by the University to provide the infrastructure required to allow a SRC project to proceed.

To ensure sustainability of the University's SRC enterprise, the University is committed to the principle of recovering the full costs incurred in the support of SRC activities, including both direct and indirect costs through established rates, and to provide a mechanism for the University to distribute the indirect costs within the University.

2. Application and Scope

The Vice President, Research and Innovation is responsible for the administration of this Policy, is authorized to approve guidelines, regulations and procedures pursuant to this Policy and may, in unusual circumstances, approve modifications to the application of this Policy if they are satisfied that it is in the best interests of the University to do so.

This Policy applies to all SRC activity conducted or proposed to be conducted at, or under the auspices of, the University using University personnel, students, premises, resources, services, facilities, and/or equipment.

3. Definitions

"Direct Costs" are the costs of a project that can be identified and easily attributed to a particular activity including but not limited to salaries and benefits of project personnel, student stipends, materials and supplies, equipment, travel and publication and knowledge translation costs.

"Indirect Costs" are those costs that are necessary for maintaining an environment and infrastructure for conducting research and are incurred at the University, Faculty and Department levels for purposes common to multiple research projects, programs, or activities of the University, but which cannot be identified and charged directly to individual projects, programs, or activities with a reasonable degree of accuracy and/or without an inordinate amount of accounting.

They include:

- building costs, maintenance and depreciation (including renovations required for specific laboratories, heating, cooling and lights);
- maintenance, upgrading and depreciation of equipment purchased that enable faculty to undertake SRC activities;
- faculty salaries and benefits, where these are not charged directly to an SRC project.
- University, Faculty and Departmental/school administration such as payroll, human resources, accounting, purchasing and accounts receivable, insurance/risk management, occupational health and safety, legal, etc.;
- library and other research resources, including maintenance of on-line search capabilities and data-bases;
- central computing services;
- financing (e.g., payment of salaries of students or research technicians, purchase of materials and supplies, prior to the billing and receipt of revenue from a sponsor);
- intellectual property assessment and advice.

"Grant" means mechanism for providing funding for SRC activity where the sponsor provides the funding for a specific project with minimal reporting, conditions or restrictions including any terms respecting publication of the project results, disposition of intellectual property arising from the project, indemnities or liability. In determining whether SRC funding is provided as a Grant the specific terms of the agreement must be considered regardless of the title of the agreement.

4. Policy

4.1 Recovery of Indirect Costs of SRC Activity

1. Except in cases where the Indirect Costs of SRC activity are recovered through an alternative program or arrangement, the budget for an externally sponsored SRC project must include Indirect Costs calculated as a percentage of Direct Costs as set out below.
2. There are no minimum or maximum values for research agreements for which Indirect Costs should be included in the budget.

3. The Indirect Cost rate applied to a specific SRC project should conform with the posted rate applicable to the particular funding program. In the absence of such a posted rate the following rates will apply:
 - a. The standard rate for a Grant will be 10%
 - b. The rate for partner (industry/not for profit) funding that is provided as a required match to government funding programs is 25%
 - c. The standard rate for all other SRC funding will be 40% of total Direct Costs

4.2 Distribution of Indirect Costs

1. Recognizing that the University, Faculties and departments/schools all incur indirect costs related to SRC activities, all Indirect Costs received by the University through SRC activity shall be distributed as follows:

University (through the Office of the Vice President, Research and Innovation):	45%
Faculty (Dean's Office):	20%
Department/School:	20%
Faculty Member (PI): (allocated to a discretionary research account and cannot be allocated as a consultancy fee)	15%

2. Notwithstanding the forgoing, Indirect Costs derived from SRC activity obtained through or associated with Faculty/departmental-based or University-approved research centres will be distributed as follows:

Faculty Based Centres:	
University (through the Office of the Vice President, Research and Innovation):	45%
Faculty (Dean's Office):	30%
Centre:	25%

University Based Centres:	
University (through the Office of the Vice President, Research and Innovation):	45%
Vice President Research and Innovation:	30%
Centre	25%

3. Indirect Costs received in respect of a project will not be distributed until all costs associated with the project are paid, all funds are received from the Sponsor, and all technical, scientific, financial or other reports have been submitted to and approved by the Sponsor as required by the funding agreement.

POLICY 144 - POLICY ON RESEARCH CENTRES REVIEW PLAN

March 26, 2018

OVERVIEW

1. Proposal Background

The University is undertaking a comprehensive review of [Policy 144](#), the Policy on Research Centres. Policy 144 describes the characteristics and home bases for research centres as well as the terms for their creation and review. Since the policy was established, Ryerson has established a large number of research centres which operate under a number of different models. The review of Policy 144 is being conducted to identify areas of strength, clarify terms, roles and responsibilities and reflect best practices.

2. Principles to Guide the Policy Review

In line with Ryerson's mission, vision and values, the review of Policy 144 will be guided by the following principles:

- **Inclusion:** the review will involve a wide-array of stakeholders and provide the opportunity for diverse perspectives to be included in the conversation
- **Transparency:** regular reports will be provided to the Senate Scholarly Research and Creative Activity Committee and the SRC Representatives Group and communication best practices will be employed throughout the review
- **Excellence:** Areas of strength will be identified based on impact, funding, contribution to training (graduate studies), collaborations and partnerships, innovation, national/ international reputation, depth and excellence of research

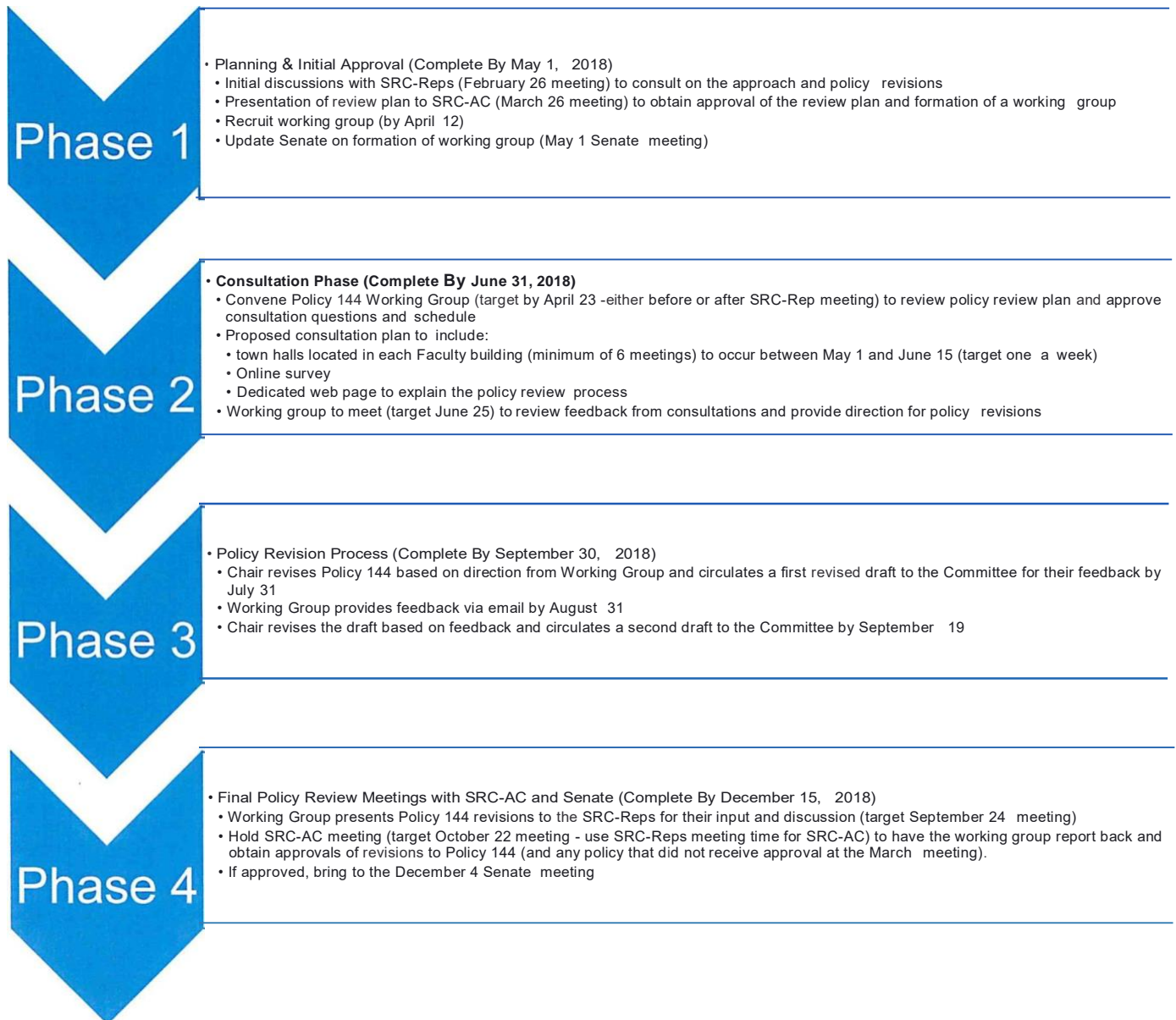
3. Working Group Composition

To support the policy review process a working group will be formed with representation from the following groups:

- Associate Vice-President, Research and Innovation (Chair)
- One Dean
- Director of a University-based research centre
- Two Directors of Faculty-based research centres
- Representative from:
 - Faculty of Arts
 - Faculty of Communication & Design
 - Faculty of Community Service
 - Faculty of Engineering & Architectural Science
 - Faculty of Science
 - Ted Rogers School of Management
 - Library
 - Yeates School of Graduate Studies
- Graduate student representative

As required, the working group will be advised by other members of the University community (such as equity and community inclusion, university advancement, The Chang School).

4. High-Level Timeline/Schedule



**YEATES SCHOOL OF GRADUATE STUDIES (YSGS) REPORT TO SENATE
April 17, 2018**

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 FAR– Building Science (MAsc, MBSc)**

YSGS Council recommends: *That Senate approve the periodic program review for the Building Science (MAsc, MBSc) program as described in the Senate agenda.*

- **Periodic Program Review FAR– Environmental Applied Science and Management (MAsc, PhD)**

YSGS Council recommends: *That Senate approve the periodic program review for the Environmental Applied Science and Management (MAsc, PhD) program as described in the Senate agenda.*

- **Periodic Program Review FAR– Nutrition Communication (MHSc)**

YSGS Council recommends: *That Senate approve the periodic program review for the Nutrition Communication (MHSc) program as described in the Senate agenda.*

Submitted by:



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



**Graduate
Studies**

Office of the Vice-Provost and Dean
Yeates School of Graduate Studies

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Building Science (MAsc, MBSc)

Last Updated: April 5, 2018

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FINAL ASSESSMENT REPORT

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 **Building Science (MAsc, MBSc)**. 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 also 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.

Executive Summary

Building science bridges the gap between architecture and engineering. It seeks to apply the scientific fundamentals of building physics to the interaction between the components of a building, its users, and the environment. The Building Science Graduate Program at Ryerson University is an interdisciplinary graduate program unique in Canada that bridges the gap between engineering and architecture, while overlapping with both disciplines. It provides graduates of building-related programs an opportunity to explore the building science principles necessary to deliver sustainable buildings. Through the Department of Architectural Science, the program offers a one-year (minimum) Master of Building Science (MBSc) degree and a two-year (minimum) Master of Applied Science (MAsc) degree. The program admits students from a range of backgrounds, including principally building science, engineering and architecture. However, nearly a quarter of all students come from other undergraduate degrees, not directly related to buildings. This multidisciplinary nature of the program is a particular feature but also presents challenges.

The program seeks to achieve the following, as developed by the Department of Architectural Science in conjunction with other departments in FEAS:

- The program shall be relevant to industry, bringing theory into practice.
- The program shall be forward thinking progressive, future oriented and striving to lead and serve industry in the coming decades.
- The program shall be cognizant with the Department's traditions which foster a practice oriented, holistic approach to building design.
- The program's graduates shall be educated to become leaders, strong collaborators, with the flexibility to take on many roles in the AEC industry; independent, critical thinkers with the skills needed to conduct research required in industry.
- The program will be distinctive to Ryerson University.

Over the eight years of its existence, the Building Science Graduate Program has built a reputation for the quality of education and relevance to industry and the curriculum continues to evolve and improve to meet industry needs. The program has attracted some highly qualified students who have undertaken important research work that has been widely published. Due to the mixed nature of the student body some students have struggled to complete the requirements of the program (particularly

within the 1 year for MBS), and in particular many part time students find it difficult to manage a balance of their responsibilities between work and study.

The program has a number of strengths, including:

- High percentage of graduate employment
- Multidisciplinary background of students and faculty supports innovation
- A unique field of study with a broad range of courses
- Flexibility in ways to complete the program with numerous options for research
- Significant offerings of extracurricular/competitions and collaborative opportunities

These strengths, among others, serve to provide continued, positive growth for the program.

However, several weaknesses show there is room for improvement. These include:

- Shortage of technical staff and space to support significant growth in research and teaching laboratory activities
- Lack of a cohesive vision amongst faculty for long term research initiative(s)
- Multidisciplinary background of students, at times, limits initial rapid uptake of technical information in core courses
- The one year (three term) MBS degree is challenging to complete in the time allotted
- The curriculum requires review to identify gaps and eliminate unnecessary content repetition

By building on current strengths and addressing current weaknesses, the program has identified significant opportunities to promote positive growth and position itself as the leading building science graduate program in Canada and North America in the future, including:

- Advertising and building 'brand recognition' among competing graduate programs in similar and related fields
- Introduction of a Ph.D. degree
- Increase collaboration with local and regional institutions
- Establish a centre of excellence, building upon state of the art laboratory and computing facilities
- Enhancing recruitment strategies to target high quality applicants

In response to the data and analysis in this periodic program review self-study report, the program has identified the following 10 key items comprising the development plan:

1. Recommending Changing from 3 to 4 term for MBS Degree
2. Establishing Ph.D. program
3. Developing repository of course work and student work for all courses (i.e. e-course binders)
4. Creating fundamental and advanced courses in core subject areas
5. Creating on-line courses offerings
6. Defining the evolution of the MRP
7. Working on addressing the varied background of incoming students
8. Expanding collaboration with other programs
9. Enhancing facilities we provide (studio space, computers, etc.)
10. Growing and optimizing the building science lab

The program aims to address these items in the next 2 to 5 years.

Periodic Program Review and Peer Review Team

Building Science (MAsc, MBSc)

The graduate program in Building Science (MAsc, MBSc), Department of Architectural Science - Faculty of Engineering, Architecture and Science (FEAS), submitted a Self-Study Report to the Yeates School of Graduate Studies 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 programs in Building Science consisted of Dr. Radu Zmeureanu (Concordia University), Dr. Panagiota Karava (Purdue University), and Dr. Medhat Shehata (Ryerson University).

The appraisal committee spent two days at Ryerson. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Vice-Provost Academic; FEAS Dean, FEAS Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of Building Science Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT site visit was conducted on December 4 and 5, 2017. The PRT report was communicated to the Associate Dean, YSGS on January 9, 2018, and the response to the report from Building Science was communicated on February 8, 2018.

Program Strengths and Opportunities

The Peer Review Team identified program strengths and opportunities in their report.

- Unique discipline at Ryerson and in Ontario, acting between architecture and engineering, and contributing to both disciplines. Currently the program is housed in the Department of Architecture, which is helpful at this stage in the development, offering a unique context of collaboration. However, over the long term, and supported by success in research and graduation of MAsc, MBSc and PhD students, the program might look at the creation of its own department.
- Through the specificity of this discipline and collaboration with the AEC industry, the program could become a hub of innovation and entrepreneurship at Ryerson.
- Multidisciplinary faculty.
- Robust admission process, with the acceptance of students from different backgrounds.
- Experiential learning opportunities through close industrial collaboration for research and teaching, part-time instructors, case studies, and research projects.
- Students can complete the MBSc program in one year (three continuous academic terms).
- Small-size classes.

The visiting team realized that the faculty made very honest and critical comments, noting that some of the issues listed in the report have already been apparently solved. As a new program, the Building Science Graduate Program should increase over the short-term the critical mass of students beyond the proposed capacity of 20 students. The Building Science Laboratory should expand in the available space. The concept of the Campus as a laboratory should be encouraged. The opening of PhD program along with the expansion of the MAsc and MBSc degrees would help creating a hub of knowledge at Ryerson, and would generate more industrial collaborations.

Summary of PRT Recommendations with Graduate Program and YSGS Responses

Academic Recommendations

Recommendation 1: Establish a PhD in Building Science.

Building Science Response

Agreement. Building Science will continue the ongoing process of developing a PhD in collaboration with FEAS and YSGS. The program has received authorization from the Provost to proceed with the development of a full proposal for a PhD degree (January 2018). The proposal is currently under development.

YSGS Response

YSGS supports the program response.

YSGS will continue to offer support throughout the process of developing the PhD proposal, per Policy 112.

Recommendation 2: Conduct an analysis of changing the MBSc in Building Science degree from 3 to 4 terms. This will include an examination of the role of the MRP.

Building Science Response

The Building Science program will form a committee for the examination and analysis of the reasons for time to completion issues, exploration of options for moving forward and development of a plan for implementation. The committee will engage with faculty, current students, alumni, FEAS and YSGS to understand the benefits and drawbacks of various solutions and make an informed decision for the benefit of the program.

YSGS Response

YSGS supports the program response.

YSGS will support the program as needed for any minor or major curriculum modifications, per Policy 127.

Recommendation 3: Develop an industrial research chair.

Building Science Response

Agreement. The program will work with industry and the Research and Innovation Office (FEAS) to plan milestones required to achieve this goal.

YSGS Response

YSGS supports the program-level response.

YSGS notes, however, that the development of an industrial research chair is outside its purview.

Administrative and Financial Recommendations

Recommendation 4: Further develop the Building Science laboratory.

Building Science Response

Agreement. The program will continue ongoing efforts, including: (i) transferring the building science lab technician position to permanent status, (ii) optimizing space and equipment usage, (iii) engaging students and industry.

YSGS Response

YSGS supports the program-level response.

YSGS notes, however, that the transfer of the lab technician position to permanent status is outside its purview. YSGS encourages the program to consult with the Dean of FEAS on this issue.

Recommendation 5: Further develop outreach and recruitment strategies.

Building Science Response

Agreement. The program will continue and expand ongoing efforts, including: (i) expanding targeted recruitment to universities in Western Canada and (ii) develop and grow the program's online presence.

YSGS Response

YSGS supports the program-level response.

Implementation Plan

Academic Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Establish a PhD in Building Science.	Currently in the process of developing a proposal for a PhD in Building Science.	Associate Chair, Graduate Studies, Building Science	Program launch expected Fall 2019 upon approval
Conduct an analysis of changing the MBSc in Building Science degree from 3 to 4 terms. This will include an examination of the role of the MRP.	Strike a committee of the GPC to initiate analysis. Prepare a recommendation to GPC for voting.	Associate Chair, Graduate Studies, Building Science	May 2019
Develop an industrial research chair.	Strike a committee of the Associate Chair to work with RIO to develop IRC proposal.	Associate Chair, Graduate Studies, Building Science	September 2019

Administrative and Financial Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Further develop the Building Science laboratory.	A committee chaired by the Associate Chair has already been struck and meets regularly to address this recommendation.	Associate Chair, Graduate Studies, Building Science	Currently ongoing
Further develop outreach and recruitment strategies.	Associate Chair and Graduate Program Administrator to work with Associate Dean, Graduate Research (FEAS) to further develop ongoing recruitment.	Associate Chair, Graduate Studies, Building Science	Currently ongoing Additional recommendation by September 2018 for 2018/2019 recruitment cycle.

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in one year from the date of Senate approval.



Office of the Vice-Provost and Dean
Yeates School of Graduate Studies

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Environmental Applied Science and Management (MAsc, PhD)

Last Updated: April 6, 2018

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FINAL ASSESSMENT REPORT

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 **Environmental Applied Science and Management (MASc, PhD)**. 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 also 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.

Executive Summary

The Environmental Applied Science and Management (EnSciMan) Program offers two degrees: a Master of Applied Science (MASc) and a Doctor of Philosophy (PhD). These interdisciplinary programs are for graduate students seeking advanced study in a professionally-based environmental program that provides research in a broad variety of environmental fields. EnSciMan began offering its MASc degree in 2000. It was Ryerson's first independent graduate program. The first cohort of PhD students entered the program in 2009. The MASc and PhD students are now supported by 87 faculty members at Ryerson University. EnSciMan is the only program at Ryerson that includes faculty members from all six of the university's Faculties.

The program has been successful in preparing graduates for professional careers in the environment industry, as well as for doctoral studies. As of June 2016, 260 MASc students have graduated from the program. A total of 10 students have successfully completed their PhD degrees as of June 2016. Based on employment data from 245 graduates of the program, well over 90% are employed in an area related to the environmental sciences and environmental management. EnSciMan graduates are employed in a variety of roles, including as engineers, scientists, executives, managers, coordinators, consultants, analysts, planners, and professors, among many others.

The program has a number of core strengths. The program is unique in its explicit interdisciplinary emphasis on the two fields of environmental science and policy and environmental management. While there are a number of other graduate programs that focus on one of these areas, EnSciMan is unique in that it is explicitly designed to address both. To this end, the program employs a T-shaped curriculum, meaning that students are exposed to a broad range of areas, while also having the ability to specialize in a particular area of interest. The program also has a heavy emphasis on applied research, which is in line with the underlying emphasis on applied research at Ryerson University. The strength of the program's faculty and students has been recognized through a number of individual awards. The program also has a strong history of renewal. The program recently completed a curriculum review to ensure that its offerings remain original and up-to-date.

Despite these strengths, the program does face a number of challenge going forward. Student financial support has been an issue. Levels of stipend support for MASc and PhD students vary widely across the

program. The inability to offer multi-year guaranteed funding packages is also a concern, particularly for PhD students. With a growing number of graduate programs both inside and outside of Ryerson University, the program must become more proactive in attracting talented domestic and international students. EnSciMan also faces challenges in securing the release of faculty members to teach courses in the program. This is particularly important given the recent and impending retirement of several professors with a long history of teaching in the program. Like many interdisciplinary programs, EnSciMan is also challenged due to its lack of dedicated space and different academic cultures, which can result in differing research expectations. These challenges have been recognized in the creation of the developmental plan, which will guide key initiatives over the next 3-5 years.

Notwithstanding these challenges, the EnSciMan program is well positioned for continued success in the coming years. The program has many talented faculty members and students with strong research productivity. Student satisfaction is generally high and employment prospects in environmentally-related fields are bright. In the face of growing competition, EnSciMan remains a unique graduate program. However, the program will need to continue to evolve in the coming years.

Periodic Program Review and Peer Review Team

Environmental Applied Science and Management (MAsc, PhD)

The graduate program in Environmental Applied Science and Management (MAsc, PhD) submitted a Self-Study Report to the Yeates School of Graduate Studies 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 and Doctoral programs in Environmental Applied Science and Management consisted of Dr. John Robinson (University of Toronto), Dr. Peter Victor (York University), and Dr. Myer Siemiatycki (Ryerson University).

The appraisal committee spent two days at Ryerson. The visit included interviews with the University and Faculty Administration including the Vice-Provost Academic; Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of EnSciMan, and meetings with Faculty, a group of current students, and support staff.

The PRT site visit was conducted on May 1 and May 2, 2017. The PRT report was communicated to the Associate Dean, YSGS on May 23, 2017, and the response to the report from EnSciMan was communicated on October 26, 2017.

Program Strengths, Weaknesses and Opportunities

The PRT commends the program on its thoughtful, comprehensive self-assessment of strengths, weaknesses and opportunities. EnSciMan has considerable strengths, including the uniqueness of the program, reputation, location and the calibre of its faculty, students, and staff. We note as well the program's unique contribution and stature within Ryerson University. After Ryerson was granted full university status, EnSciMan was the first fully 'homegrown, in-house' graduate program launched by the university. It led the way in demonstrating that Ryerson had the capacity to deliver excellence in

graduate education. Many other programs have since followed in the graduate studies path first forged by EnSciMan.

Over time, EnSciMan became disadvantaged by the example of success it modelled. As many more graduate programs arose, typically rooted within an academic department, the 'big tent' of interdisciplinarity lacked the more firm foundations of 'home department' graduate programs. As noted throughout the PPR and the self study report, this entailed less stability of faculty availability, lack of dedicated space, and in some instances students having less access to funding, teaching and research assistance experience because academic departments prioritized students from their own programs. We note as well that University policies seemingly restricting multi-year funding commitment to graduate students, and limiting graduate school admission to one start time in the Fall, are rigidities adversely impacting the program and its students.

EnSciMan is a strong academic program. Given the critical societal, economic and environmental impact of its field, important program opportunities remain – from placing graduates in meaningful careers to keeping the planet suitable for humans and other species. What EnSciMan most needs are innovations in Ryerson's institutional system to better meet its distinct circumstances as an interdisciplinary program.

Summary of PRT Recommendations with Graduate Program and YSGS Responses

Academic Recommendations

Recommendation 1: Increase the number of cross-appointed faculty.

EnSciMan Response

Agreement. EnSciMan supports the appointment of additional cross-appointed faculty. EnSciMan will work with YSGS to advocate for additional cross-appointed faculty.

YSGS Response

YSGS supports the arguments for an increased number of cross-appointed faculty, either through new faculty recruitment or the secondment of existing faculty.

YSGS notes that these appointments need to be considered in the context of departmental- and faculty-level planning. The appointment of new faculty is outside of the purview of YSGS.

YSGS notes that it submitted a proposal for increased faculty cross-appointments and secondments to the Provost in the Fall 2017 term.

YSGS is continuing to work towards increased cross-appointments and faculty secondments for Ryerson's interdisciplinary programs.

Recommendation 2: Explore the use of faculty secondments.

EnSciMan Response

Agreement. EnSciMan supports the use of faculty secondments. EnSciMan will work with YSGS to advocate for faculty secondments.

YSGS Response

YSGS supports the use of faculty secondments (i.e., cross-appointments of existing faculty members). Further details are provided in the response above.

Recommendation 3: Implement a methods requirement for MASc students.

EnSciMan Response

Taken under consideration. In October 2017, the EnSciMan GPC directed its Admissions and Studies Committee to investigate this issue and develop recommendations.

YSGS Response

YSGS supports the program-level response.

Recommendation 4: Broader societal and systems perspective in the curriculum.

EnSciMan Response

Taken under consideration. EnSciMan will further explore these issues as a part of its next curriculum review.

YSGS Response

YSGS supports the program-level response.

YSGS will support the program as needed for any minor or major curriculum modifications as per Policy 127.

Recommendation 5: Utilize the course substitution process for ES9001 for PhD students who have already completed ES8920.

EnSciMan Response

Agreement. This change has already been implemented for the Fall 2017 term.

YSGS Response

YSGS supports the program-level response.

Recommendation 6: Provide explicit guidance for Summer supervision of the program's students.

EnSciMan Response

Agreement. The program plans to implement this requirement for the Summer 2018 term.

YSGS Response

YSGS supports the program-level response.

Recommendation 7: Explore the use of blended courses and the creation of a Professional Master's diploma (PMDip).

EnSciMan Response

EnSciMan will also further explore the creation of a PMDip, though the capacity of the program to deliver such a program will depend on the outcome of the cross-appointment and faculty secondment requests.

YSGS Response

YSGS supports the program-level response.

YSGS will support the program as needed for any minor or major curriculum modifications, again, as per Policy 127.

YSGS will support the program as needed for the consideration of a PMDip, as per Policy 112. As noted by the program, a key consideration will be the capacity of the program to expand its offerings.

Recommendation 8: Expand engagement with partner organizations.

EnSciMan Response

Agreement. EnSciMan will explore working with YSGS and the OVPRI to identify additional partnership opportunities.

YSGS Response

YSGS supports the program-level response. YSGS will convene a meeting with the interdisciplinary Graduate Program Directors to discuss how it can support program-level initiatives to expand engagement with partner organizations.

Recommendation 9: Move ES8930 (the Master's seminar course) to MASc Semester 2 of Year 1.

EnSciMan Response

Taken under consideration. EnSciMan notes that this will be explored as a part of the review of the methods requirement for MASc students noted above.

YSGS Response

YSGS supports the program-level response.

Recommendation 10: Increase cross-listed courses and team teaching.

EnSciMan Response

Open to consideration. EnSciMan will explore these issues as a part of its next curriculum review.

YSGS Response

YSGS supports the program-level response.

YSGS will support the program as needed for any minor or major curriculum modifications, again, as per Policy 127.

Recommendation 11: Create an External Advisory Council.

EnSciMan Response

Taken under consideration. EnSciMan notes that its many external Associates may already be playing the role contemplated by the Peer Review Team. The program will further consider this issue in a GPC meeting.

YSGS Response

YSGS supports the program-level response.

Recommendation 12: Require the formation of MASc committees in Year 1.

EnSciMan Response

Agreement. EnSciMan will implement this requirement by the Spring 2018 term.

YSGS Response

YSGS supports the program-level response.

Recommendation 13: Update the program's review of competing programs.

EnSciMan Response

Noted. This will be incorporated into the next curriculum review.

YSGS Response

YSGS supports the program-level response.

Recommendation 14: Reword program documentation to better reflect breadth of the environmental sector.

EnSciMan Response

Noted. EnSciMan will take this into account in the development of any marketing materials going forward.

YSGS Response

YSGS supports the program-level response.

YSGS will also convene a discussion with the interdisciplinary Graduate Program Directors at Ryerson to explore how it can support program-level marketing efforts.

Administrative and Financial Recommendations

Recommendation 15: Explore creating a Council of Deans to coordinate engagement in EnSciMan.

EnSciMan Response

Agreement. EnSciMan supports the creation of a Council of Deans to support the program. EnSciMan will work with YSGS on this issue.

YSGS Response

YSGS notes that faculty Deans already meet on a regular basis. Issues pertaining to the interdisciplinary programs are discussed as a part of these meetings.

Recommendation 16: Extend multi-year funding commitments to students.

EnSciMan Response

Agreement. EnSciMan supports the implementation of multi-year funding agreements for its students. EnSciMan will work with YSGS to continue to advocate for multi-year funding commitments in its offer letters

YSGS Response

YSGS supports the principle of multi-year funding commitments. It notes, however, that the ability to authorize multi-year funding commitments is outside of its purview. YSGS will continue to advocate to the Provost for consistency in strong funding packages for graduate students.

Recommendation 17: Make strong efforts to increase student funding.

EnSciMan Response

Agreement. EnSciMan supports efforts to increase funding levels for its students and will continue its efforts in this area.

YSGS Response

YSGS supports the principle of increasing student funding levels.

YSGS notes that funding provided to the program through Ryerson Graduate Fellowships (RGFs) is consistent with that provided to other interdisciplinary programs at Ryerson.

YSGS notes that most GA positions are controlled by departments and other faculties at Ryerson. YSGS also notes that it does provide financial support for interdisciplinary GAs, including for EnSciMan.

YSGS also encourages the program to explore increases to other sources of funding, including external scholarships and stipends from faculty supervisors.

Recommendation 18: Establish common EnSciMan space.

EnSciMan Response

Agreement. EnSciMan supports the establishment of common space for its students. EnSciMan will continue to work with YSGS on this issue.

YSGS Response

YSGS supports the program-level response.

YSGS notes that 111 Gerrard was recently renovated. EnSciMan students do currently have access to the facility, including a large open area, 8 desks assigned to EnSciMan PhD students, and a kitchen. The space at 111 Gerrard is also available to the students of other interdisciplinary programs. YSGS notes that EnSciMan students also have access to study space in the Student Learning Centre (SLC).

The assignment of new space is outside the purview of YSGS. YSGS does, however, strongly support the establishment of new dedicated facilities for the interdisciplinary programs, such as program administrative offices, individual and collaborative work spaces, and seminar rooms.

YSGS has developed a proposal for dedicated space for EnSciMan and the four other interdisciplinary programs at Ryerson. This proposal has been presented to the Provost in the Fall 2017 term. YSGS is continuing to work towards increased space for Ryerson's interdisciplinary programs.

Recommendation 19: Consolidation of GPD and GPA offices in the same building.

EnSciMan Response

Agreement. EnSciMan supports consolidating the program offices. This should be considered as a part of the effort to establish common program space

YSGS Response

This issue has been considered as a part of the proposal to the Provost for increased space for the interdisciplinary programs, including EnSciMan. Space for GPA offices has been considered as a part of this proposal. YSGS notes, however, that its primary focus is on securing additional space for interdisciplinary students.

Recommendation 20: Increase the emphasis on events and communication.

EnSciMan Response

Agreement. This will be part of ongoing efforts by the program, particularly the GPD.

YSGS Response

YSGS supports the program-level response.

Recommendation 21: Implement stable Library funding.

EnSciMan Response

Support. EnSciMan supports stable funding for the library, though it notes this is beyond its ability to address.

YSGS Response

YSGS supports the program-level response, though it also notes that library funding issues are outside its purview.

Implementation Plan

Academic Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Increase the number of cross-appointed faculty.	YSGS has submitted an application for increased faculty cross-appointments and we await a decision. The GPD has been in communication with the Associate Dean during Fall 2017 to discuss priority hires. If the proposal is effective, the program will work with the Dean's office, and the relevant academic departments to establish a recruitment and hiring process	Graduate Program Director, Ryerson EnSciMan Graduate Program	This is dependent upon the timing of a decision (regarding the proposal put forward by YSGS). If approved, the program anticipates a hiring process beginning Fall 2018 at earliest. If multiple cross-appointed hires are approved, these hires may be staggered over more than 1 year.
Explore the use of faculty secondments.	Action on secondments will be decided, pending the decision on the YSGS proposal (see above)	Graduate Program Director, Ryerson EnSciMan Graduate Program	The timeline is contingent on the timeline of a decision on the YSGS proposal
Implement a methods requirement for MASc. students.	Currently, we are surveying MASc students to determine appetite and what they would wish to see in such a course. We will offer initially as a Special Topics course to allow refinement, ultimately embedding as core curriculum	EnSciMan Admissions and Studies Committee – chaired by GPD	Course is to be developed deliberately in 2018-2019, and offered as a Special Topics course in Fall 2019; expected to become a core course in 2020-2021
Broader societal and systems perspective in the curriculum.	Initiate a new mid-PPR curriculum review to consider this, among other curriculum matters	EnSciMan Admissions and Studies Committee – chaired by GPD	Beginning Spring-Summer, 2018
Utilize the course substitution process for ES9001 for PhD students who have already completed ES8920.	This is now being done	EnSciMan GPA initiates, approved by GPD	Completed Fall 2017

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Provide explicit guidance for Summer supervision of the program's students.	EnSciMan Admissions and Studies Committee is discussing introducing a new milestone requiring students to have established a committee, and to have provided the committee a draft proposal at end of Winter term, first year. Needs approval of program council	EnSciMan Admissions and Studies Committee – chaired by GPD	Have proposal ready for discussion next Program Council meeting, implementation Winter 2019.
Explore the use of blended courses and the creation of a Professional Master's diploma (PMDip).	The program will await the outcome of the proposal regarding cross-appointments, which is necessary to provide the capacity	EnSciMan Admissions and Studies Committee – chaired by GPD	Of the actions discussed on this list, the creation of the PMDip has relatively low priority. There is no established timeline, but we will discuss the option in Program Council to explore the appetite within the program.
Expand engagement with partner organizations.	Establish conversations with interdisciplinary research centres to better explore opportunities for engagement. Many of the EnSciMan members are actively engaged in one or more of these centres	EnSciMan Program Membership Committee – chaired by GPD. The GPD will continue to have discussions with executives of research centres to determine where EnSciMan can integrate with those centres.	ongoing
Move ES8930 (the Master's seminar course) to MASc. Semester 2 of Year 1.	In 2018-2019, the course will be offered to 2 nd year students in Fall semester, and to first year students in Spring	GPD, with support of Admissions and Studies Committee	2018-2019 academic year

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Increase cross-listed courses and team teaching.	We have provided a letter of support for a new graduate program in Occupational Health and Safety that would involve cross-listing of several EnSciMan courses	GPD, in concert with GPDs of other graduate programs	ongoing
Create an External Advisory Council.	Bring forward for discussion at next Program Council meeting	GPD	Fall, 2018
Require the formation of MASc. committees in Year 1.	Implement, pending approval of Program Council	GPD, with support of Admissions and Studies Committee	Implementation for 2018-2019 academic year
Update the program's review of competing programs.	Revisit curricula of competing programs, updating previous review	GPD, with support of Admissions and Studies Committee	Spring – Summer 2018
Reword program documentation to better reflect breadth of the environmental sector.	This will be done as part of updating content and structure of our materials, particularly optimizing for phone browsing	EnSciMan Admissions and Studies Committee – chaired by GPD	Summer, 2018

Administrative and Financial Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Explore creating a Council of Deans to coordinate engagement in EnSciMan.	Discuss further with YSGS the mechanism for bringing matters specific to EnSciMan to this council's agenda	GPD – in conversation with YSGS Dean and Associate Deans	Spring, 2018
Extend multi-year funding commitments to students.	Maintain conversation with YSGS to consider options	GPD – in conversation with YSGS Dean and Associate Deans	ongoing

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Make strong efforts to increase student funding.	Continue conversations with departments regarding commitments of RA and GA positions for EnSciMan. Engage with Deans, perhaps through Council of Deans or individual meetings, support for fourth year PhD students.	GPD, YSGS Associate Deans	ongoing
Establish common EnSciMan space.	While this is outside the purview of the program, we will continue conversations with University space planning regarding initiatives to find space suitable for co-housing all EnSciMan students	GPD, in conversation with YSGS Associate Deans and Space Planning	ongoing
Consolidation of GPD and GPA offices in the same building.	No action to be taken at present. We await an outcome of the proposal currently under consideration	GPD will remain in conversation with YSGS Associate Deans regarding this proposal	unknown
Increase the emphasis on events and communication.	We are in conversation with students regarding, not only the nature of events, but what factors will increase participation, to avoid the disappointing outcome of past initiatives; explore cohosting events with interdisciplinary research centres	GPD, in conjunction with executives of interdisciplinary research centres	ongoing
Implement stable Library funding.	No direct action to be taken, maintain dialog with resource librarians	EnSciMan Admissions and Studies Committee – chaired by GPD	ongoing

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in one year from the date of Senate approval.



**Graduate
Studies**

Office of the Vice-Provost and Dean
Yeates School of Graduate Studies

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Master of Health Science (MHSc)

Nutrition Communication

School of Nutrition

Faculty of Community Services

Last Updated: April 5, 2018

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FINAL ASSESSMENT REPORT

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 **Nutrition Communication** delivered by the School of Nutrition. 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 also 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.

Executive Summary

The School of Nutrition offers a Master of Health Science degree in Nutrition Communication that prepares graduates for dietetic careers in health and community settings, food service and food industries, education, private practice, and entrepreneurial endeavours.

Option 1 (practicum) students complete the program in four semesters and qualify to write the Canadian Dietetic Registration Exam and become dietitians. Option 2 (MRP) students complete the program in three semesters and are predominantly practicing dietitians who wish to expand their nutrition communication expertise and provide professional leadership in this field. The program provides students with opportunities to develop the capacity to:

- a. Identify and interpret a broad range of nutrition and food issues and perspectives.
- b. Identify, critically appraise and interpret research to form an evidence-based position.
- c. Plan, implement and evaluate effective, ethical dissemination strategies.
- d. Articulate and demonstrate a philosophical approach to practice that is consistent with academic integrity, ethical guidelines, jurisprudence and responsible conduct of research.
- e. Use knowledge translation principles to translate scientific information for diverse public and professional audiences.
- f. Recognize the complexity of knowledge and the contributions of other disciplines.

Analysis of the Periodic Program Review self-study report shows five primary strengths of the program: unique program focus, evidence-based approach, knowledge translation, diversity of perspectives, and student support.

The Periodic Program Review process has enabled the program to create a developmental plan that builds upon the program's strengths, takes action to address its weaknesses, and embraces opportunities identified. The priority areas of action identified in this plan are:

- a. Ensure the ongoing currency, breadth, and relevance of the curriculum.
- b. Enhance opportunities for preceptor engagement.
- c. Increase the number of Option 2 applications and overall MRP quality.
- d. Enhance students' communication skills.
- e. Create an "innovation ecosystem" for dietetics in the School of Nutrition at Ryerson.

Periodic Program Review

Master Health Science (MHSc) in Nutrition Communication

The School of Nutrition submitted a Self-Study Report to the Yeates School of Graduate Studies 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 Nutrition Communication consisted of **Dr. S. Berenbaum**, Professor, Division of Nutrition and Dietetics, College of Pharmacy and Nutrition University of Saskatchewan; **Dr. B. Roebbothan**, Professor, Division of Community Health and Humanities, Faculty of Medicine Memorial University of Newfoundland; and **Dr. A. Valeo**, Associate Professor, School of Early Childhood Studies Ryerson University.

The appraisal committee spent two days at the Ryerson School of Nutrition. 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); Associate Dean of YSGS, Dean of the Faculty of Community Services(FCS), Associate Dean of FCS, Graduate Program Director of the Nutrition Communication Graduate Program, and meetings with a group of current students, faculty and support staff.

The PRT site visit was conducted on October 6 and 7, 2016. The PRT report was communicated to the Associate Dean, YSGS on November 4, 2016, and the response to the report from Journalism was communicated to YSGS on January 30, 2017.

Program Strengths, Weaknesses and Opportunities

The Peer Review Team identified Program Strengths, Weaknesses and Opportunities and stated that the MHSc program in Nutrition Communication is a unique program in Canada with its stated focus of helping dietitians and future dietitians develop advanced communication knowledge and skills. This section will summarize these strengths, weaknesses and opportunities.

Strengths

- a. Overall, this is a very strong program and the program should be proud of its development over the years. The program has depth and breadth in most courses. There is significant research and scholarship. The level of knowledge application is high and the students have the opportunity for professional capacity and development.
- b. The program is committed to growth, change and improvement. It has shown much flexibility over the years in its willingness to make changes.
- c. Most program courses appear to be equivalent in currency and rigour, to those offered by other graduate level nutrition programs in Canada.
- d. The two program options are viable. Option 1 provides a great service to the dietetics profession by helping more individuals become registered dietitians. This option is accredited by the Partnership for Dietetic Education and Practice, the national accrediting body for the dietetics profession. Option 2 has an emphasis on research methodologies, critical thinking and systematic reviews, important elements in the research process. The program certainly enhances students' appreciation for research and scholarship.

- e. The program faculty are strong. Faculty have PhDs and engage in teaching and research in their areas of expertise. They also contribute administratively to the program and the university.
- f. Dr. Paisley's strong leadership is to be noted.

Weaknesses

These are areas that could be strengthened. They are offered in no particular order.

- a. This is a Masters of Health Science in Nutrition Communication but without experts in communication on faculty. The faculty, although strong, are not much different from faculty in other graduate nutrition programs across Canada, all of which have PhDs in nutrition, dietetics or food and teach/research in their area of expertise.
- b. The curricula and faculty are quite similar in many ways to other nutrition programs in Canada (although other programs do not call themselves a MHS in Nutrition Communication).
- c. The course NC8102 Epidemiology for Nutrition Research and Interpretation could be enhanced as previously discussed.
- d. We understand the rationale for removing electives from both options, but we wonder at what cost. The program is so tight (and we heard this many times from others) that it does not allow for students to explore areas of interest, as if often found in graduate programs.
- e. The research rigour in the program could be stronger. The program has set lofty goals for its masters program (e.g., 'ability to conceptualize, design, and implement research for the generation of new knowledge' and 'ability to produce original research, or other advanced scholarship...to merit publication'), difficult at the best of times even with thesis based masters programs. Option 1 students do not have a focus on research. Option 2 students appear to mostly conduct advanced literature reviews rather than conduct small research studies with the intent of collecting and analyzing raw data or participating directly in primary research.
- f. The scope of the Practicum Coordinator's responsibilities appear to be beyond what you would typically see in most other programs. She is commended for the time and effort she puts into the program, but we wonder if the program has unrealistic expectations for this position.
- g. The issue of funding, as with most nutrition programs across Canada, is a concern.

Opportunities

- a. There is an opportunity to differentiate this program from other nutrition graduate programs in Canada. Having a PhD expert in communications would truly set the program apart from other programs.
- b. The program has the opportunity to be a real leader in nutrition communication in Canada. Strengthening the communication focus of its course offerings and faculty expertise would make the program truly unique.
- c. Dr. Paisley has many very good ideas for future program development (e.g., preceptor education program). These should be further explored as very few programs of this nature exist in Canada.
- d. The Faculty of Communication and Design provides an opportunity for a partnership that would again provide a uniqueness to this graduate program. Although some discussions have happened with this Faculty, more should be done here.
- e. The program exists in a setting unique to Canada. Ryerson could be the envy of other nutrition graduate programs should they offer significant placements in the communications field (e.g., t.v., radio, newspapers, marketing, etc.). These opportunities often don't exist in other places in Canada.

Summary of PRT Recommendations with Graduate Program and YSGS Responses

Academic Recommendations

Recommendation 1: Continue to build on making this program unique with a focus on nutrition communication. Many programs cover aspects of what this program does in nutrition (but do not title their masters as such) but the fact that you have chosen to name the program as a MHSc in Nutrition Communication and to focus on some areas is unique. Identify other key communication issues that would truly help set this program apart.

Nutrition Communication Response

In response to this recommendation, the graduate program in Nutrition Communication will review and revise program materials to ensure that the nutrition communication focus is clearly articulated, and task the MHSc Nutrition Communication program curriculum committee to:

- a. Review the curriculum of Canadian graduate nutrition programs to inform our efforts to further differentiate our program.
- b. Examine the breadth and depth of the nutrition communication focus reflected in our curriculum and identify areas for enhancement.
- c. Identify areas (e.g., course titles, outlines, and descriptions) where the program's nutrition communication focus can be articulated more clearly.
- d. Compare current and original course outlines to identify curriculum 'drift'.
- e. Examine NC8101 Epidemiology for Nutrition Research and Interpretation content, compare to original content, and identify areas where revisions are required to enhance program focus and differentiation.
- f. Identify opportunities to expand the depth of communication theory within NC8201 Theoretical Approaches to Nutrition and Health Behaviour

YSGS Response

YSGS supports efforts of NC in further differentiating itself from similar programs at other institutions, and in the enhancement of its curriculum offerings.

Recommendation 2: Work on collaborating with more programs at the university; there might be new and unique ways to work together with the Faculty of Communication and Design (e.g., joint courses/workshop; students collaborating on projects together in the community). This is an opportunity that other universities would not be able to capitalize on.

Nutrition Communication Response

In response to this recommendation, the graduate program in Nutrition Communication will continue to collaborate with Professional Communication program, with support from the Dean FCS, have purchased a "Strategic Communication" workshop, offered for all MHSc students on Jan 10 and 12, 2017 by a professor from Cornell, will investigate additional opportunities to collaborate. The appointment of an FCS Associate Dean, Graduate Studies and Strategic Initiatives, has expanded opportunities for collaboration and information sharing among FCS programs that has benefited preceptor and student education initiatives. The program will continue to pursue opportunities to collaborate with other FCS programs.

YSGS Response

YSGS encourages collaboration between NC with other programs at Ryerson, both within FCS and outside (continuing its collaboration with Professional Communication).

Recommendation 3: Strengthen the research component. We recognize that this is a professional program vs a thesis based program, however, as previously described, the research component and the Epidemiology course could be strengthened. A small well-defined research project where data are collected and analyzed (vs systematic literature searches) would be valuable for students. Projects focusing on researching communication strategies would fit well with a masters focusing on nutrition communication.

Nutrition Communication Response

We do not offer a thesis-based masters; however, it has been possible for some Option 2 (MRP) students to complete a small original research project within the 1-year program, many of which have led to publications.

Will revise GDLEs analysis using 2016 framework: We have provided a revised analysis of our MHSc GDLEs using the 2016 framework (Appendix I). We believe that the current program-specific expectations (Appendix I, column 3) align closely with the 2016 GDLEs framework across all six categories, and, that these expectations can be met by students in both Options 1 and 2.

YSGS Response

While we support the strengthening of SRC elements within the NC program, we advise against making changes that potentially would compromise degree completion.

Recommendation 4: Consider what the students had to say about the program. These did not necessarily transfer into concrete recommendations, but these comments are important to consider nevertheless.

- Course work not that difficult, but there is a lot of it
- The cases we work on are not that complex; we had more difficult cases in our undergraduate programs; more challenging cases are needed
- More content is needed in some courses and perhaps at a higher level
- At times, there is too much self-directedness and teaching themselves and other graduate students
- We would like more clinical courses; more needed before rotations on developing clinical skills
- If you did your undergraduate degree at ryerson, some of the courses are exactly the same in the graduate program; need to differentiate more
- Counseling work in courses was offered too early – too distant from actual placements
- Offer an orientation before rotations start
- More focus on two way communication and team building needed (too much focus on writing reports and on giving presentations)
- The program is recommended, but it does have more potential
- The unpaid internship is a problem
- More scholarships are needed
- A better understanding is needed of why we are charged what we are for this program

Nutrition Communication Response

We place great value on students' feedback concerning our program. One item raised by students was already on our radar and has been addressed:

- a. A motion was passed at Grad Program Council on Feb 1, 2017 to change NC8300 Professional Practice courses from Pass/Fail to graded.

In the coming months, we will examine the following issues through curriculum meeting discussions:

- a. level of difficulty of coursework; articulation of graduate level expectations

- b. total student workload
- c. the suggestion re: adding clinical courses
- d. overlap between our BAsC and MHSc curricula
- e. scheduling of counselling workshops
- f. ensuring a breadth of communication activities
- g. discuss changing NC8104A/B Nutrition Comm Seminar from Pass/Fail to graded.

Please note the following corrections to information in the PPR report:

- a. at the present time, there is no mechanism in Ontario, or Canada, that would enable dietetic interns to be paid
- b. students participate in orientations (at Ryerson and at each practicum location) prior to their participation in the practicum courses.
- c. Students reported that one course in the curriculum is "entirely self-directed" (p. 2, paragraph 2 of Self-Study Report). We assume that this refers to NC8205 Directed Studies, taken by Option 2 students only. Through this course, each Option 2 student works closely with their faculty supervisor to identify course deliverables and outcomes that will support completion of their MRP. Students meet regularly with their faculty supervisor for guidance, obtain detailed feedback on submitted deliverables, and assess their progress through mid and end of semester evaluations. A standardized course outline, which is augmented to meet each student's learning needs and MRP goals, is used to ensure that the course meets our shared expectations in terms of student-faculty interaction, level of learning, and quality of outcomes.

YSGS Response

YSGS supports the program response, and echoes the values placed on student feedback before, during, and after the PPR. We encourage the participation and engagement of our graduate students on governance issues through GPCs and Department/School councils.

Administrative and Financial Recommendations

Recommendation 5

Strengthen the funding base for the program. It is expensive to offer a program for individuals aiming to attain registered dietitian status. It appears that similar programs in Ontario are paying field preceptors for their services or entering into exclusive agreements. This program may be at a disadvantage in the future in attracting high quality preceptors.

In addition, a program focusing on Nutrition Communication must look at state of the art communication technologies, and these are expensive.

Finally, the current responsibilities of the Practicum Coordinator are not reasonable or feasible. Additional funding to hire a second coordinator is probably warranted. We recognize that all of these suggestions would require external support.

Nutrition Communication Response

1. Examine options for paying preceptors:

We engaged the Dean and Associate Dean Grad Studies (FCS) in discussions of the ways in which program funding might be altered to enable payments to preceptors (Feb 3, 2017).

The impact on all Ryerson dietetic practical training programs at Ryerson needs to be considered. Further discussions upcoming.

2. Examine our technology needs:

Consult with faculty to determine technology needs. Seek the support of the Dean FCS and Associate Dean Grad Studies, FCS regarding acquisition of equipment, as well as funding for the ongoing licensing and access fees associated with these technologies.

3. Examine Practicum Coordinator position description:

We agree. We engaged the Dean and Associate Dean Grad Studies (FCS) to analyse the current human resource model used to implement the practicum components of our MHSc and PMDip Dietetics programs. When considered in relation to models used in the Schools of Social Work and Nursing, which involve similar responsibilities and tasks, inconsistencies were noted. Next steps involve discussion of alternative funding models with FCS Business Officer and UPO.

YSGS Response

YSGS supports the effective and appropriate funding of all our graduate programming. We support efforts of NC to work with FCS towards these goals.

Recommendation 6

Aim for more scholarships for students in both options.

Nutrition Communication Response

Contact Deans FCS and YSGS, Associate Dean Grad Studies, FCS, and the FCS Director of Development to discuss development of scholarships and awards.

YSGS Response

YSGS supports the program response.

Recommendation 7

Re-examine the responsibilities of the Practicum Coordinator.

Nutrition Communication Response

See response to the fourth recommendation above.

YSGS Response

YSGS supports the program response.

Recommendation 8

Continue to provide preceptors with the support they need. As there is competition for preceptors from programs in Ontario the program needs to continue to monitor the situation and if possible, offer incentives to preceptors.

Nutrition Communication Response

- 1 Continue to provide preceptor support: through the activities of our Developing Preceptor Excellence Committee. We currently offer bi-annual preceptor education events, web-based education resources, a bi-annual newsletter, open classroom events, and a process through which preceptors can apply for Associate Member status in YSGS as incentives for preceptors who supervise practical training for our students.
- 2 Regarding incentives to preceptors: see the fourth recommendation above.

YSGS Response

YSGS supports the program response.

Recommendation 9

Continue to explore the feasibility of conducting an employer survey. We note the difficulty of such a survey, but it could give more insight into community and societal needs.

Nutrition Communication Response

Since there are confidentiality and privacy issues associated with conducting employer surveys at the individual program level, a provincial or national survey, conducted by Dietitians of Canada or the College of Dietitians of Ontario, might be more feasible and appropriate

YSGS Response

YSGS supports the program response.

Implementation Plan

Academic Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>Continue to build on making this program unique with a focus on nutrition communication. Many programs cover aspects of what this program does in nutrition (but do not title their masters as such) but the fact that you have chosen to name the program as a MHSc in Nutrition Communication and to focus on some areas is unique. Identify other key communication issues that would truly help set this program apart.</p>	<p>1.a Review of all program curriculum</p> <p>1.b Identify areas to enhance nutrition communication focus</p> <p>1.c Identify areas to better articulate nutrition communication focus.</p> <p>1.d Analyse curriculum drift.</p> <p>1.e Analyse NC8101 and revise.</p> <p>1.f Analyse NC8201 and revise.</p>	<p>1.a Graduate Program Director</p> <p>1.b MHSc Curriculum Committee</p> <p>1.c MHSc Curriculum Committee</p> <p>1.d MHSc Curriculum Committee</p> <p>1.e MHSc Curriculum Committee; NC8101 instructor</p> <p>1.f MHSc Curriculum Committee; NC8201 instructor</p>	<p>1.a Review of all program curriculum completed Jan 2017</p> <p>1.b Curriculum updated to enhance breadth and depth of nutrition communication focus May 2017</p> <p>1.c Revised course outlines and website materials to better articulate nutrition communication focus May 2017.</p> <p>1.d Curriculum drift monitoring is ongoing.</p> <p>1.e NC8101 revised for fall 2017</p> <p>1.f NC8201 revised for fall 2017</p>
<p>Work on collaborating with more programs at the university; there might be new and unique ways to work together with the Faculty of Communication and Design (e.g., joint courses/workshop; students collaborating on projects together in the community). This is an opportunity that other universities would not be able to capitalize on.</p>	<p>1.a Complete workshop.</p> <p>1.b Communicate with ProComm to explore opportunities to collaborate.</p> <p>2. Explore opportunities for collaboration with other FCS professional programs.</p>	<p>1.a Graduate Program Director</p> <p>1.b Graduate Program Director</p> <p>2. Graduate Program Director</p>	<p>1.a Workshop completed Jan 2017.</p> <p>1.b Ongoing</p> <p>2. Ongoing; e.g., MHSc students provided opportunity to audit MN8936 in winter 2018; Nursing faculty hired to provide mindfulness workshop for MHSc students in Apr 2018.</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>Strengthen the research component. We recognize that this is a professional program vs a thesis based program, however, as previously described, the research component and the Epidemiology course could be strengthened. A small well-defined research project where data are collected and analyzed (vs systematic literature searches) would be valuable for students. Projects focusing on researching communication strategies would fit well with a masters focusing on nutrition communication.</p>	<p>Revise GDLEs.</p>	<p>Graduate Program Director, MHSc Curriculum Committee.</p>	<p>GDLEs revised and disseminated Jan 2017.</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>Consider what the students had to say about the program. These did not necessarily transfer into concrete recommendations, but these comments are important to consider nevertheless.</p> <ul style="list-style-type: none"> • Course work not that difficult, but there is a lot of it • The cases we work on are not that complex; we had more difficult cases in our undergraduate programs; more challenging cases are needed • More content is needed in some courses and perhaps at a higher level • At times, there is too much self-directedness and teaching themselves and other graduate students • We would like more clinical courses; more needed before rotations on developing clinical skills • If you did your undergraduate degree at Ryerson, some of the courses are exactly the same in the graduate program; need to differentiate more • Counseling work in courses was offered too early – too distant from actual placements • Offer an orientation before rotations start • More focus on two-way communication and team building needed (too much focus on writing reports and on giving presentations) • The program is recommended, but it does have more potential • The unpaid internship is a problem • More scholarships are needed • A better understanding is needed of why we are charged what we are for this program 	<ul style="list-style-type: none"> a. Change NC8300 to graded b. Address other student suggestions 	<ul style="list-style-type: none"> a. Curriculum committee; Graduate Program Director b. Curriculum committee; Graduate Program Director 	<ul style="list-style-type: none"> a. NC8300 changed to graded as of winter 2018 offering b. Ongoing

Administrative and Financial Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>Strengthen the funding base for the program. It is expensive to offer a program for individuals aiming to attain registered dietitian status. It appears that similar programs in Ontario are paying field preceptors for their services or entering into exclusive agreements. This program may be at a disadvantage in the future in attracting high quality preceptors.</p> <p>In addition, a program focusing on Nutrition Communication must look at state of the art communication technologies, and these are expensive.</p> <p>Finally, the current responsibilities of the Practicum Coordinator are not reasonable or feasible. Additional funding to hire a second coordinator is probably warranted. We recognize that all of these suggestions would require external support.</p>	<ol style="list-style-type: none"> 1. Discuss options for paying preceptors. 2. Examine technology needs. 3. Submit PC position description for review. 	<ol style="list-style-type: none"> 1. Graduate Program Director; senior Ryerson administrators. 2. Graduate Program Director. 3. Graduate Program Director; HR. 	<ol style="list-style-type: none"> 1. June 2017: it was determined that we cannot pay preceptors. 2. Sept 2017: current technology needs are met. 3. PC position description is currently being reviewed by HR. (Mar 2018)
<p>Aim for more scholarships for students in both options.</p>	<p>Contribute to efforts of Associate Dean, Graduate Programs and Special Initiatives to expand scholarships and awards.</p>	<p>Graduate Program Director.</p>	<p>Ongoing.</p>
<p>Re-examine the responsibilities of the Practicum Coordinator.</p>	<p>PC position description submitted for review.</p>	<p>Graduate Program Director; HR.</p>	<p>PC Position description currently under review (Mar 2018).</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Continue to provide preceptors with the support they need. As there is competition for preceptors from programs in Ontario the program needs to continue to monitor the situation and if possible, offer incentives to preceptors.	<ol style="list-style-type: none"> 1. Continue preceptor education and training efforts. 2. Examine preceptor incentives. 	<ol style="list-style-type: none"> 1. Graduate Program Director, Practicum Coordinator, Program Administrator. 2. Graduate Program Director, Practicum Coordinator, Program Administrator. 	<ol style="list-style-type: none"> 1. Ongoing: Preceptor education events in April and Nov 2017, newsletters in April and Nov 2017, continued support for applications for Associate Member Status, YSGS. Planned provincial Dietetic Knowledge Exchange event for May 2018. 2. Participation in School activities and preceptor education events promoted as incentives for preceptors (ongoing).
Continue to explore the feasibility of conducting an employer survey. We note the difficulty of such a survey, but it could give more insight into community and societal needs.	Explore opportunities for national level employer survey with Dietitians of Canada.	Graduate Program Director.	Mar 2018: Dietitians of Canada has no plans for national employer survey at this time.

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in one year from the date of Senate approval.