

SENATE MEETING AGENDA

TUESDAY, APRIL 5, 2022

SENATE MEETING AGENDA

Tuesday, April 5, 2022

Via ZOOM Video Conferencing

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the April 5, 2022 meeting.*
4. Announcements
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the March 1, 2022 meeting.*
6. Matters Arising from the Minutes
7. Correspondence
8. **Reports**
 - 8.1 **Report of the President**
 - 8.1.1 President's Update

Pages 1-10

Pages 11-19

8.2 Communications Report

Pages 20-22

8.3 Report of the Secretary

8.3.1 Update on Senate Elections 2022-2023

Pages 23-52

8.4 Committee Reports

8.4.1 Report #W2022-3 of the Academic Standards Committee (ASC):

K. MacKay

Pages 23-26

8.4.1.1. Discontinuing the Undeclared Science Program Option –
Faculty of Science

Motion: *That Senate approve discontinuing the
Undeclared Science Program Option – Faculty of
Science.*

Pages 26-29

8.4.1.2. Certificate modifications to Architecture – Chang School

Motion: *That Senate approve the certificate modifications
to Architecture - Chang School.*

Pages 29-37

8.4.1.3. Certificate modifications to Fundraising Management –
Chang School

Motion: *That Senate approve the certificate modifications
to Fundraising Management – Chang School.*

Pages 38-39

8.4.1.4. Certificate modifications to Project Management for
Technical Professionals – Chang School.

Motion: *That Senate approve the certificate modifications
to Project Management for Technical
Professionals – Chang School.*

Pages 39-51

8.4.1.5. Periodic Program Review for Early Childhood Studies –
Faculty of Community Services

Motion: *That Senate approve the Periodic Program Review for Early Childhood Studies – Faculty of Community Services.*

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8.4.1.6. For information: G. Raymond Chang School of Continuing Education Certificate Revisions

- i. Certificate in Nursing and Interprofessional Healthcare Leadership and Management: Course Deletion (Elective)
-

8.4.2 Report #W2022-3 of the Academic Governance and Policy Committee (AGPC): J. Simpson

8.4.2.1. Provost's Update

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

SENATE MINUTES OF MEETING
Tuesday, March 1, 2022
Via Zoom Video Conference

MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
A. M. Brinsmead	S. Benvie	I. Sakinofsky	S. Alvi
D. Cramb	T. Burke	J. Schmidt	Z. Aurony
G. Craney	D. Checkland	D. Scofield	H. Brahmhatt
T. Duever	A. Clements-Cortes	L. Shuman	N. Chen
C. Falzon	M. Doxtater	J. Spaniol	O. Gubych
K. Gharabaghi	L. Escandon	C. Thompson	C. Idzik
G. Hepburn	S. Farshadfar	K. Umpathy	B. Jalayer
R. Iannacito-Provenzano	N. George	M. Vahabi	Z. Khansari
M. Lachemi	E. Ignagni	I. Young	J. Rodriguez
S. Liss	L. Jacklin		H. Salih Makawi
K. MacKay	A. Jamal		P. Sivasundaram
J. McMillen	L. Kolasa		A. Smith
I. Mishkel	A. Lee		A. Surty
R. Parr	A. M. Lee-Loy		
A. Saloojee (<i>interim</i>)	S. McCartney		
C. Searcy	A. McWilliams		STUDENTS' UNION
C. Shepstone	P. Moore		REPRESENTATIVES:
J. Simpson	D. Oguamanam		M. Fast
P. Sugiman	R. Ott		T. Kuar
D. Taras	S. Rakhmayil		C. Ferworn (non-voting)
D. Young	H. Ramzan		
S. Zolfaghari	R. Ravindran		
SENATE ASSOCIATES:		ALUMNI:	
J. Caribou		S. J. Ali	
J. Dallaire		M. Clarke Rodrigues	
S. McFadden			
L. Patterson			
K. Train			
REGRETS:		ABSENT:	
S. Sabatinos		A. S. Ali	
T. Schneider			
H. Zarrin			

5:00 p.m. Start of Senate Meeting.

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the March 1, 2022 meeting.*

A. McWilliams moved; R. Ravindran seconded
Motion Approved.
4. Announcements - None
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the January 25, 2022 meeting.*

S. Zolfaghari moved; A. McWilliams seconded
Motion Approved.
6. Matters Arising from the Minutes - None
7. Correspondence - None

8. Reports**8.1 Report of the President**

8.1.1 President's Update

The President Reported:**1. Return to campus**

This is our first week fully back on campus. I want to take this opportunity to thank each of you for your work in planning for the return to campus. I know there has been a lot of planning and hard work from everyone to get us here.

There have been a lot of questions from students, faculty and staff, and this prolonged period of uncertainty has been challenging for all of us. Thank you for your continuous support of all our community members.

Throughout the entire planning process, we have been closely following the guidance and direction of our local public health authorities. In January, we made the decision to prepare for a gradual return to campus with a full return at the end of February. This was based on continued assurance from public health authorities that the spread of Omicron would begin to abate by the

end of January. In fact, at the time of our decision in mid-January, there were just over 4,000 people who were hospitalized and tested positive for COVID-19. Today, that number is down steeply with just 914 hospitalization of patients testing positive this week.

Last week, the Council of Ontario Universities issued a statement on behalf of all Ontario universities to confirm that all universities will maintain their COVID-19 vaccination policies until at least the end of the current term. This was shared with our community last Friday in Ryerson Today and I am pleased to see a consensus among all Ontario universities. In addition, we will continue to require a mask or face covering to be worn by every person at all times while indoors, and, we will maintain our mandatory daily health screening. As always, the health and safety of our entire community is our top priority. We will continue to monitor and update the community as necessary. I am excited to see our campus filled with energy and increasing activity and look forward to seeing all of you on campus.

We have been working closely with public health experts to ensure that we take the necessary steps to make our campus as safe as it can be, recognizing that no social space during a global pandemic can be perfectly safe. For most of our community, the return to campus presents very low risks; but, I am also aware that some members of our community face much higher risks due to personal and family circumstances. We are dealing with each on a case-by-case basis and offering as much support as possible. Some may have to make a difficult decision and delay their studies or take a leave of absence. I sympathize with everyone who is in this difficult position. However, we also have to think of other members of our community whose mental health and physical safety have been at risk throughout the pandemic.

We know that for many students, our campus is more than a place to learn. It is a place to build community, access support from peers, professors and services available. In some cases, it can even be a place of refuge where they are safe from family and/or partner violence. We know that a high percentage of university-aged women report being subjected to some kind of violence – mental, physical, or otherwise – by a partner. The rate is highest for women in marginalized communities - communities that include, among many others, trans, non-binary, racialized and women with disabilities. For many, coming to campus is one of very few opportunities to escape the violence. During the pandemic, they have not been able to leave their homes, being subjected to horrible and traumatic circumstances. In other cases, we are seeing students experience tremendous mental health challenges brought on by the social isolation that campus closures and other restrictions have caused.

There is no doubt that we are living in a challenging time in our history; but, as a university we must rely on our values to guide our actions. We must consider the risks and benefits to all vulnerable populations that make up our community.

2. Congratulations – Ryerson Awards

Ryerson Award winners were announced last week. The awards celebrate the achievements of faculty and staff in teaching, research, administration, service and leadership. This year, 381 recipients are being honoured. Congratulations to all nominees and recipients! We will celebrate the Ryerson Awards virtually on April 7.

3. Congratulations - Andrew Young and Sabrina Craig

I also want to share congratulations to our alumnus and current staff member in Computing and Communications Services - Andrew Young - and to our alumna Sabrina Craig. They were jointly named the #1 most influential Torontonians of 2021 by Toronto Life magazine for co-founding

and co-directing Vaccine Hunters Canada. In addition, Andrew recently received a Minister of Colleges and Universities' Award of Excellence in the category Everyday Heroes.

Andrew, Sabrina and the team of volunteers are truly heroes that have done incredible work to help get Canadians vaccinated. Vaccine Hunters Canada has helped some 1.2 million Canadians find vaccine doses.

4. Standing Strong Task Force Report – Action Plan and Renaming

As you know, a community update was shared on January 31 on the action plan for implementing the recommendations of the Standing Strong Task Force Report. The Provost will be providing an update on the work of the Renaming Advisory Committee today under her report. There is much work to be done on all recommendations, but I know that we are all committed to supporting the implementation of each of those 22 recommendations.

5. Ryerson International Strategy

As I'm sure you've read, we are beginning the work of refreshing our international strategy. This comes in light of the impact that the pandemic has had on post-secondary education and the mobility of international students worldwide. We will be launching a broad community consultation in the Spring with the aim of a public release of the revised plan by the end of the year. I encourage you all to participate in the consultations. I also want to thank colleagues from the office of International Enrolment for their dedicated and ongoing work in this area.

6. 2022-23 Budget

We are also starting our annual Budget process. We are again building the budget in a constrained environment, but, we will continue to be forward looking and support institutional priorities within a balanced budget framework – that's a requirement from our Board of Governors. The first town hall was this afternoon. There will be another one tomorrow and on Thursday. I encourage you to participate, if you weren't able to attend this afternoon's consultation.

Questions/Comments:

- Q/C:** I appreciate all your concerns about mental health as this is something that I am very passionate about. We look at the academics and we have continuously heard from students that the big issue that harms their mental health actually comes from the curriculum, the books that they have to read, and the way some professors treat the students. I understand that there is a regular academic review. My question is regarding what are the concrete actions that are being made to change the harmful curriculum when it presents issues of colonization, racism and sexism?
- A:** M. Lachemi – I would suggest that if you have some specific issues please let us know. It is very general when we talk about curriculum and I can tell you from my experience, should you need support from faculty – they've been working extremely hard to support the students. You don't have to do it here, but if you have examples let us know. It is something that we have to address if we have specific issues.
- C:** My point is to know what are the current academic revisions that are happening and how can students bring such concerns that can go up the chain so that finally the change can be made.
- A:** K. MacKay – We have institutional quality policies and, in particular, for existing programs, Policy 127 for curriculum modifications. There is a process for program reviews that occur in 8-year cycles. All programs must undergo review and as part of that review, they must solicit input from students and faculty and staff. They also must undergo an external peer review as part of that process and you will see that some of the reviews that are coming to

Senate tonight are on the agenda and they are the result of that process, where there are assessments related to the learning outcomes and whether or not programs are meeting them, whether there are gaps in the quality. In particular, as part of our framework, we ask departments to look at their programs critically with an EDI lens to look at how they can improve and enhance their curriculum with respect to this issue. The full process and procedures are part of our Senate policies as well as through the Quality Assurance Unit. There is a website that has a number of resources for Faculties to guide them through the process and elicit input for continuous improvement of their curriculum.

- A:** J. Simpson – I will just affirm the comments made by M. Lachemi and K. MacKay. We certainly want to be made aware of that. Students are welcome to communicate their questions, concerns to anyone that they are comfortable with in their Department or Program. I think that's one concrete avenue and the other is the program review process. Many of us are involved in that in some way. I meet with the review team at the very end. There is an opportunity for students in those processes to have a conversation with the review committee. What the students communicate is passed on in a report. I just want to affirm that those two avenues working together provide a range of ways for students to contribute to the conversations. I think it's very important for students to share their perspectives on these questions, so I appreciate your question.
- Q:** Thank you for bringing up program reviews as this is a very important part of keeping up with the market and making sure that students are getting the most updated curriculum. However, I do have some concerns regarding what happens if programs are delaying their program reviews. I am on the Academic Standards Committee and I understand that a lot of programs are delayed in submitting their Periodic Program Reviews. Is there a huge push in any kind of way to make them submit at the required time? What should we do to fix that issue?
- A:** K. MacKay - Some are delayed but they are in the minority. We do track them and we contact each program to let them know about their schedules. We are in touch with the deans' and associate deans' offices to alert them when programs have any delays. The pandemic has caused probably more delays than we would normally see across the sector as a whole as the departments have to deal with many things. We also offer support through our Curriculum Quality Assurance office, through our curriculum development consultants, as well as the Faculties and the deans' offices have some work programs as well. This process is part of a mandated process through the Ontario Quality Assurance Council. They also keep track of our progress on these things so there are checks and balances.
- C.** A previous Senator pointed to sensitivity to not only the pandemic but some current world events. I think sensitivity by faculty to that is an important factor. For example, I teach a course called Technology, Culture and Communication, and my first lecture back was weapons of war and that drew me to the Canadian context and I thought students had other things on their minds, so I shifted my lecture and I'm doing something else with them.

M. Lachemi - Some may ask about the power outage that happened last night in some of our buildings. We had major failure that happened to one of the feeders and the buildings that have been affected are being monitored closely. The FMD team and security team responded extremely well to the situation and we have been working with Toronto Hydro. We are expecting the power to be fixed in the Library, the POD, Jorgenson and the RAC between 6:30 p.m. and 7:30 p.m. The SLC will require more work and hopefully by tomorrow we will have the power restored in that location.

We are sorry about the technical and logistic issues, but we are glad about the excellent work being done by the FMD and security personnel.

8.2 Communications Report – Included in the agenda.

8.3 Report of the Secretary

8.3.1 Update on Senate Elections 2022-2023

Firstly, I just wanted to remind everyone that the Senate election will begin on Monday, March 7 at 8:00 a.m. and it will conclude on Thursday, March 10 at 4:30 p.m. It will only be student election this time around.

Secondly, I also want to let everyone know that we did have a discussion at the SPC meeting and due to room and technology restrictions, Senate meetings will remain virtual for the remainder of this academic year.

8.4 Committee Reports

8.4.1 Report #W2022-2 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Exception to Senate Policy #2 – Program Balance for the Faculty of Arts Double Major Programs – Faculty of Arts

Motion: *That Senate approve the exception to Senate Policy #2 – Program Balance for the Faculty of Arts Double Major Programs – Faculty of Arts.*

K. MacKay moved; H. Bramhbhatt seconded.

Motion Approved.

8.4.1.2. Periodic Program Review for Creative Industries – The Creative School

Motion: *That Senate approve the Periodic Program Review for Creative Industries – The Creative School.*

K. MacKay moved; R. Ott seconded.

Motion Approved.

8.4.1.3. Periodic Program Review for Professional Communications – The Creative School

Motion: *That Senate approve the Periodic Program Review for Professional Communications – The Creative School.*

K. MacKay moved; A. Clements-Cortes seconded.

Motion Approved.

8.4.1.4. Periodic Program Review for History – Faculty of Arts

Motion: *That Senate approve the Periodic Program Review for History – Faculty of Arts.*

K. MacKay moved; M. Vahabi seconded.

Motion Approved.

8.4.1.5. Discontinuing the certificate in Advanced Applied Digital Geography and GIS – Chang School

Motion: *That Senate approve discontinuing the certificate in Advanced Applied Digital Geography and GIS – Chang School.*

K. MacKay moved; G. Hepburn seconded.

Motion Approved.

8.4.1.6. Discontinuing the certificate in Advanced Architecture - Chang School

Motion: *That Senate approve discontinuing the certificate in Advanced Architecture – Chang School.*

K. MacKay moved; M. Vahabi seconded.

Motion Approved.

8.4.1.7. Discontinuing the certificate in Design Management - Chang School

Motion: *That Senate approve discontinuing the certificate in Design Management – Chang School.*

K. MacKay moved; G. Hepburn seconded.

Motion Approved.

8.4.1.8. Modifications to the Real Estate Management Minor – Ted Rogers School of Management

Motion: *That Senate approve the modifications to the Real Estate Management Minor – Ted Rogers School of Management.*

K. MacKay moved; M. Vahabi seconded.

Motion Approved.

8.4.2 Report #W2022-2 of the Academic Governance and Policy Committee (AGPC):

J. Simpson

8.4.2.1. Provost's Update

1. Introductory Remarks

After a gradual return to campus last month, I'm pleased that the community has now returned to in-person learning and teaching. It's really nice to see a more robust return of students, faculty and staff on campus. I also note that there are some of our colleagues who continue to struggle with COVID in significant ways, perhaps related to health reasons. I just want to thank everyone across the university, for their responsiveness, their work and their understanding. I and other leaders/administrators will continue to do the best we can with the information we have and will also be responsive to the needs as they arise. I ran into many staff, faculty and students that I hadn't met before today and it's just great to see folks returning to campus and enjoying the reality of that.

2. Report on the Renaming Process

I want to acknowledge the obvious – the work of the renaming committee, and the work on the initial recommendations builds on the commitments, process and contributions of the Standing Strong Task Force, and I would like to thank Joanne Dallaire and Catherine Ellis for their leadership of that task force. I'm always aware that the work that is following now builds on the work of that committee.

The entire committee is still meeting and we still have work to do, but it's been a great process so far. We started meeting in October 2021, and have been meeting weekly since then and it has been a very thoughtful and engaged process. I really appreciate the commitment of everyone involved on this committee. In particular, I want to thank the leadership of this committee: the Vice-Chair of the committee, Toni De Mello; Rachel DiSaia, Associate Director, Next Chapter Implementation and Coordination; Jennifer Grass, Assistant Vice President, University Relations; and Katherine Greflund, Senior Marketing Officer, University Relations, who have been central in facilitating this process with the committee. We really appreciate their response in this as well as their commitment over time.

Some of you will remember that at the Committee-of-the-Whole meeting in November, we informed Senate that the mandate of the committee was to produce a shortlist by the end of this term, and we are on track with this expectation. The community engagement that we facilitated ran from November 16 to December 7. We were joined in that process by an external research firm that helped us both develop the survey and also did most of the work in analyzing that data, so when we returned in January, they had a very careful and extensive report of the findings. At that point in January, we continued working with that research firm and then began working more extensively with the renaming firm who is continuing to help us think about naming categories and parameters that we will keep in mind in the process.

Once we establish the parameters, we'll be carefully reviewing name ideas, both that were submitted by the community and also professional namers at the renaming firm, with the goal of producing a shortlist at the end of the month. We are getting closer to the shortlist which will be submitted to President Lachemi at the end of the term.

Engagement Process

We heard extensively from community members. There was a formal 3-week engagement period at the end of 2021. We had extensive outreach and the survey addressed many questions about university values naming categories and name suggestions. We welcomed and received responses via regular mail, the Post, social media and also a survey. There was significant outreach throughout the process to particular internal and external stakeholder groups and we used existing communication channels and also more targeted strategies, e.g. social media assets.

It was such a robust process. Both the quality of the survey and the questions, and the information that really came to the surface and then the actual participation were superb. We had 21,000 surveys that were fully completed and just under 10,000 that were partially completed. We had 1,800 social posts, over 200 email responses, 3 responses via traditional mail, and part of the input contributed in the survey and other means of gathering input with about 2,200 unique names that were put on the table. Overall, we received 30,000 responses which was an excellent indicator of the seriousness and excitement with which the community is engaged in the renaming process.

I'll also note that the largest responding group was students in the process. We also heard from a significant number of faculty, staff, alumni and supporters. We also heard from a number of folks who do not have a current affiliation with the university, but wanted to contribute input.

A couple of high-level findings were that names that relate to place/location and values/vision and mission were preferred, and notable persons (which was a third category that is typical for renaming exercises) was the least support category. Some community members did note the value of commemorating individuals of diverse identities.

Now we are really engaged carefully in what are the things to consider in choosing a new name. We have a list of about 10 working criteria. There are so many things to think about. It's a complex process. There are many perspectives to consider. We are directly drawing on the community insights through the engagement process. There are also naming parameters that the renaming firm is assisting us with. Again, we are considering names submitted by community members and generated by professional namers, and all of the name possibilities that we are considering in a serious way have to go through a very significant process of checks – those are cultural checks and also legal checks. It's not a simple matter, as you might imagine, identifying a name for the university.

Next Steps

In the next few weeks, we will continue to consider names to reduce the list. It's an iterative process so it's been moved forward and the names that remain on our list and under consideration will receive more in-depth and listed cultural and legal screening, and, ultimately at the end of the term, we'll have a shortlist of viable name options plus rationale. So we want to submit not only a shortlist but also some explanation of why these names make sense and how they fit with the process and the input that we receive.

There are regular updates on the Next Chapter website and also via Ryerson Today and social media. You can also contact the committee at renaming@ryerson.ca

Questions/Comments:

- C:** J. Dallaire – I just wanted to say what a robust amount of work that the committee has done and convey congratulations to everyone on the committee on the very obvious commitment to doing this in a fashion that the Standing Strong Task Force was hoping for.
- C:** M. Lachemi – Thank you for your leadership to get us to what we have today. Very excellent work that you did with Catherine Ellis and the Standing Strong Task Force members.

As you can see the task of the Renaming Committee is really to reduce the suggestions from 2,200 students, so basically, it's a big task to move from over 2,200 suggested names to very few. It's a huge endeavor and they are doing excellent work. Thank you to Jennifer and Toni De Mello for chairing this committee.

- C:** T. De Mello – We have a lot to thank the Standing Strong Task Force for because I think we really used their model as a guide to focus on the process rather than the outcome. One of the things that has worked very effectively with this group is a group that contributes very openly. J. Simpson moderates in a way that the students speak up. There is equally shared voices and space. What we've really tried to focus on is even

though people can get tied to wanting to like the name, that the outcome is much less important than us feeling that the process went well. I think this is a crunch time when people are feeling that stress of having to produce a shortlist. We have done a lot of work to make sure that the committee feels comfortable, to be able to engage with each other and leave the process in a good way. The biggest thing that came from the Standing Strong Task Force for me is that everyone that I talked to mentioned how important it was and how proud they were to be a part of it. Jennifer and I spent a lot of time with Rachel Disaia trying to make sure that the process feels like one that everybody leaves saying that they are proud of the work that was done. So, I'm pretty happy about where we are.

C: M. Lachemi – Hearing from over 30,000 members of our community – that's very significant. And also, as Jennifer mentioned, huge participation from our students, faculty and staff, as well as an excellent number of alumni. When we talk about stakeholders, we really heard a lot from all our stakeholders.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business – None

12. Consent Agenda – None

C: M. Lachemi – I would like to recognize Anver Saloojee who started his new role as Interim Vice President Equity and Community Inclusion. At the last Senate meeting, I thanked Denise O'Neil Green for the excellent work she has done at Ryerson for the last 10 years, but also, I want to recognize Anver's leadership. Thank you very much for your help while we are starting the process of searching for our next Vice President, Equity and Community Inclusion (VPECI). For your information, you have seen that we have put together a search committee for the next VPECI, and we will keep the community informed of the process and hope that the outcome will come soon with some announcement for the next VPECI.

13. Adjournment
The meeting adjourned at 6:08 p.m.

Ryerson University
President's Update to Senate
April 5, 2022



APPOINTMENT

Maureen Helt has been appointed as the University's ombudsperson effective January 18. She comes to Ryerson with more than 25 years of legal experience, most recently as vice-chair and adjudicator at Tribunals Ontario. There, she mediated and adjudicated matters at tribunals including those for licence appeal, human rights, and social benefits, as well as at the Ontario Civilian Police Commission and the Ontario Parole Board. Previously, she served as senior legal counsel to the Ontario Energy Board, as discipline counsel at the Law Society of Upper Canada (now the Law Society of Ontario), and as an associate in the litigation department of Fasken Campbell Godfrey (now Fasken). In her new role in the Office of the Ombudsperson, she will work to address students' conflicts, dealing with issues such as academic appeals, academic misconduct, academic standing, reinstatement, and complaints about members of faculty or staff.

Guangjun Liu has been appointed the inaugural SOTI Industrial Research Chair in the Department of Aerospace Engineering. Guangjun is currently principal investigator for the department's Systems and Control Laboratory. Previously, from 2006 to 2016, he was Canada Research Chair in Control Systems and Robotics. In his new role, which is a cornerstone of Ryerson's \$2.5-million partnership with SOTI (Soft Object Technologies Incorporated), he will work with the company on advanced research to develop cutting-edge drone, or unmanned aerial vehicle (UAV), technology—including developing systems for self-navigation and smart avoidance. He will also teach, mentor, and supervise junior scholars in the field, for whom funding is being made available, through the partnership, for experiential learning opportunities. Guangjun holds a PhD in Robotics from the University of Toronto, as well as an MASc from the Chinese Academy of Sciences and a BASc from the University of Science and Technology of China.

CONGRATULATIONS

Anthony Chan, professor of accounting, has been named Fellow of the Chartered Professional Accountants of Ontario (FCPA)—the organization's highest honour, which recognizes leadership in the profession. The FCPA cited Chan's 35-year academic career, his "commitment to excellence in teaching," and his many contributions of professional knowledge as a community volunteer.

Molly Henry, professor of psychology, and *Mark Towler*, professor of mechanical and industrial engineering, have each received an infrastructure grant from the Canada Foundation for Innovation. The grants have been awarded through the John R. Evans Leaders Fund, which aims to improve health care outcomes and quality of life for older adults. Henry's grant will supply technological equipment for her research in addressing auditory perception deficits in areas such as speech comprehension that are often compromised later in life. Towler's grant will fund equipment for developing innovative medical devices to treat heart disease and osteoporosis.

Coralee McLaren, professor of nursing, and *Patrick Neumann*, professor of mechanical and industrial engineering, have each received Project Grants from the Canadian Institutes of Health Research for their innovative, cross-disciplinary work. McLaren's project involves developing novel rehabilitation strategies through dance for children with disabilities, to support their learning and wellbeing. Neumann's project, conducted along with nursing professors Susan Bookey-Bassett and Nancy Purdy, studies burnout among nurses and health-care aides by quantifying their workload using computer simulations of real hospital care units.

The *Ryerson Image Centre's* photohistory book *Documentary in Dispute*, by art historian Sarah M. Miller, has won the 2022 Alfred Barr, Jr. Award for Smaller Museums, Libraries, & Collections, which is given to "especially distinguished" catalogues in the history of art by the College Art Association. It has also won a Photography Network Book Prize in 2021 for innovation in photography scholarship.

PARTNERSHIPS

BLACK INNOVATION CONNECTIONS – The DMZ has partnered with the philanthropic organization Dream Legacy Foundation (DLF) to create the program Black Innovation Connections, which is designed to support Black founders in accelerating tech startups' growth. Supported by the federal government's Black Entrepreneurship Ecosystem Fund and by a \$3-million grant from FedDev Ontario, the three-month program helps founders achieve their objectives and key results for one quarter. It offers free access to DMZ supports and members benefits including workshops, mentorship, and peer-to-peer sessions, as well as DLF support including office and event space, a marketing consultant, and opportunities to pitch a venture committee through Black Innovation Capital. In addition, founders will receive \$5,000 each towards their startups.

CYBERSECURITY TRAINING FOR WOMEN AND BIPOC – On March 3, Rogers Cybersecure Catalyst and Mastercard officially launched two training programs to foster inclusion and diversity in the Canadian cybersecurity sector. The Mastercard Emerging Leaders in Cyber Initiative (ELCI) will support the development of female-identifying executive leaders in cybersecurity. This program will run from October 2022 to May 2023 with a cohort of 25 women leaders, who will learn from and engage with national and international experts in executive leadership in the field. The Mastercard Cyber Range Capstone Program will run through 2022, providing experiential learning for more than 150 diverse learners—women, new Canadians, displaced workers, and BIPOC learners—who have graduated from or are enrolled in Cyber Catalyst's Accelerated Cybersecurity Training Program. They will be offered hands-on training in the Cyber Range platform, which readies them for employment by providing opportunities to practice skills in a simulated cybersecurity environment.

EMPLOYING YOUNG CANADIANS IN DIGITAL TRANSFORMATION – On March 3, the federal government announced that it will work together with Ryerson-based employment hub Magnet to find employment for up to 16,800 students and young Canadians. The partnership emerges from the new \$4-billion Canada Digital Adoption program, designed to help small and medium-sized enterprises (SMEs) acquire and implement digital technologies. Through the program's Boost Your Business Technology fund, SMEs will receive wage subsidies of up to \$7,300 each; Magnet's social innovation

platform will match the businesses with postsecondary students or recent graduates who have been trained to support digital transformation.

STUDENTS SUPPORTING BUSINESS RECOVERY – Over the course of the winter term, the Ted Rogers School of Management (TRSM) is partnering with The Beach Business Improvement Association to support small-business recovery and growth. Students in the Retail Management program’s course “Leading in Retail Service Organizations” have been matched with shops in the Beaches neighbourhood and tasked with devising innovative strategies for service and retail to help the businesses recover from the impact of COVID-19. In their efforts to expand the businesses’ customer reach, they are not only gaining experience of putting theory into practice, but also helping revitalize the local community.

EVENTS AND INITIATIVES

RETURN TO CAMPUS – Following the transition back to campus, Ryerson, along with all other Ontario universities, is continuing to maintain existing COVID-19 vaccination requirements. Proof of vaccination is still required for accessing campus or in-person university activities off-campus. Well-fitted masks or face coverings are still required to be worn, and health screening remains mandatory for all students, faculty, staff, contractors, and visitors accessing campus buildings. Due to the easing of health measures, certain spaces on campus, including the Mattamy Athletic Centre, the Recreation and Athletic Centre, and the Library, have expanded their hours. Please see www.ryerson.ca/covid-19/campus-status for updates.

ROBOTICS AND INTERACTIVE ART – From January 21 to 29, the Design + Technology LAB hosted the interactive installation *Assembly Line*, which enabled participants to interact and make art with an industrial robot arm. Participants gathered outside the LAB’s Church Street location and drew forms and scribbles on their phones, which the robot reproduced as 3D images in a cube-shaped screen, visible through the LAB’s window. The installation was part of the DesignTO Festival, which this year focused on socially distanced window installations. In related news, from January 21 to 30, the PHI Centre in Montreal premiered *Animachina*, a series of performance art videos by musician KROY, in which she interacts with the same robot. The videos were created at Ryerson under the supervision of LAB director Jonathon Anderson.

STORIES SPARK CHANGE – On January 27, author, editor, and cultural critic Roxane Gay joined journalism professor Eternity Martis for the online discussion “Stories Spark Change,” about how survivors of sexual violence can reclaim their stories as part of the process of healing. The two writers spoke about their memoirs—Gay’s *Hunger* and Martis’ *They Said This Would Be Fun*—and about how university students are using writing to share and work through their experiences with trauma. The event, which was hosted by Farrah Khan, manager of Consent Comes First at the Office of Sexual Violence Support and Education, was part of the educational initiative Consent Action Week, held in late January at universities across Ontario. It was also part of *We Deserve Healing Not Harm*, a speaker series of five talks focused on survivors of gender-based violence, held throughout 2021–22 and organized by Consent Comes First in conjunction with Consent Is Golden at Wilfred Laurier University and the Sexual Assault Support Centre at Carleton University.

SHOWCASING CREATIVITY – On January 27, The Creative School hosted RUBIX, its annual showcase of scholarly, research, and creative activity—this year reimagined as a livestreamed event, along with an ongoing online exhibition. Featuring 54 faculty participants, the 10-hour event featured interactive demonstrations of creative projects in virtual “rehearsal” development spaces; “PechaKucha” sessions during which presenters told the stories of their research in 400 seconds each, using 20 slides; and roundtables on hot-button issues facing creators and researchers. Themes emerging from the talks included the interaction between humans and artificial intelligence; the future of journalism; adapting design to the need for sustainability in a post-pandemic world; and fostering inclusion and decolonization in research, creative work, and public spaces. Digital exhibits of innovative work are accessible online at <https://www.ryerson.ca/the-catalyst/rubix-2022/digital-exhibits>.

CHANGES IN INTERNATIONALIZATION – On February 15, Ryerson announced several changes to its international portfolio and strategy, resulting from a thorough review of the international strategy undertaken in July to October 2021, and further discussion by key leaders. The Office of the Provost and Vice-President, Academic will now oversee the University’s international portfolio. Glenn Graney, deputy provost, international and university planning, has been given a one-year appointment to oversee Ryerson International (RI) and develop a strategy to guide international activities over the next 10 years. Todd Carmichael will continue in the role of interim executive director of Ryerson International and will also serve as the University’s interim senior international officer (SIO). A formal search for the SIO position will begin shortly. The RI team will launch a broad consultation with leaders and partners from across the university in spring 2022, with the goal of creating a revised International Strategy, to be released to the public by the end of 2022.

CYBERSECURITY INNOVATION NETWORK – On February 17, the Government of Canada announced that Rogers Cybersecure Catalyst, as part of the National Cybersecurity Consortium (NCC), will co-lead its new Cyber Security Innovation Network (CSIN). The NCC, which was established in 2020 by cybersecurity centres at five Canadian universities including Ryerson, will distribute up to \$80 million of federal funding over four years to high-impact projects across Canada that will advance research and development, increase commercialization, and train skilled workers to address the national cybersecurity talent gap. It will also promote diversity within the field. The NCC’s application to lead the CSIN involved collaborations with 35 postsecondary institutions, 46 private sector firms, and 34 not-for-profit organizations; the projects it will greenlight will be delivered by organizations across Canada in all three sectors.

WINTER STATION – From February 21 to March 31, an art installation by Ryerson architectural science students is on display at Woodbine Beach as part of *Winter Stations*, an exhibition of winning entries from an international design competition. A team of 15 students under the direction of Prof. Vincent Hui devised and built the installation, a pavilion called “S’Winter Station,” working remotely with virtual reality technology. The pavilion incorporates an existing lifeguard stand and features panels made from concrete and beach towels to protect visitors from the elements—in keeping with the exhibition’s theme, “Resilience.”

ENABLING CHANGE – On February 24, the provincial government announced funding of \$150,000 through its Enabling Change program for the University’s project Enabling Work Integrated Learning:

Employment for Students with Disabilities. The project, which was led by Kiaras Gharabaghi, dean of the Faculty of Community Services, ran from May 1, 2021 until March 31, 2022. Team members worked with students with disabilities (SWD) and prospective employers to devise a sustainable model for Work Integrated Learning (WIL), taking into account the effects of COVID-19 on WIL programs (e.g., technological adaptation and the shift to remote work). The model has been designed for use at Ryerson and other post-secondary institutions, as well as by employers and policy makers, to better meet the needs of SWD, improving their prospects of employment and earnings.

CONFRONTING ANTI-BLACK RACISM – On February 25, the University launched the website *Confronting Anti-Black Racism*, which tracks progress towards addressing the 14 recommendations from the *Anti-Black Racism Campus Climate Review Report*. It also includes links to support services for Black community members and copies of the Report and other related documents. Under the direction of the *Presidential Implementation Committee to Confront Anti-Black Racism*, the University has made key progress thus far. The Student Working Group has established a Black Student Advisory Committee, which has facilitated community consultations and conducted a survey of experiences of anti-Black racism. The Faculty Working Group has revised approaches to hiring and mentorship in order to attract more Black candidates and retain more Black scholars and workers. The Staff Working Group has gained insight on employee needs through consultations with internal and external groups.

TRACKING UKRAINE-RUSSIA MISINFORMATION – On February 26, the Social Media Lab at TRSM launched *The Ukraine-Russia Conflict Misinfo Dashboard*, a website tracking false or misleading information related to the conflict. Set up by lab co-directors Anatoliy Gruzd, Canada Research Chair in Privacy Preserving Digital Technologies, and Philip Mai, manager of Academic Communications – University Relations, the site is available in English, Ukrainian, and Russian. It tracks and enumerates claims, including miscaptioned and mischaracterized photos and videos, along with the dates they appeared online, and it evaluates the information they provide, linking to review articles by reliable third-party fact-checking sites from around the world.

PROVINCE SUPPORTS MEDICAL SCHOOL – On March 15, at a press conference held at Rogers Cybersecure Catalyst, Premier Doug Ford announced the Province of Ontario's support for Ryerson's proposed school of medicine. The school will be allocated 80 undergraduate seats and 95 postgraduate positions. Also present at the announcement were Christine Elliott, deputy prime minister; Jill Dunlop, minister of colleges and universities; and Prabmeet Sarkaria, president of Ontario's treasury board and MPP for Brampton South, who declared his pride that the city would host the province's first new medical school in over 20 years. Thank you to everyone in our community who has helped us reach this milestone, including all those who have engaged with our town halls and surveys, and especially the nearly 200 people across the university who have been involved in developing the proposal. The medical school's planning committee is in discussions with the City of Brampton to confirm a location for the school; it will also continue regular consultation with the province, the Ontario Ministry of Health, and community leaders in Brampton. The school aims to start accepting students in the fall of 2025.

COVID-19 WASTEWATER TESTING – March 2022 sees the planned conclusion of the work by a team of Urban Water Research Centre researchers to sample and analyze Toronto wastewater for the presence of SARS-CoV-2, the virus that causes COVID-19. Led by biology professor Kimberley Gilbride and

geography professor Claire Oswald, the team started its work in wastewater surveillance in summer 2020, and by the fall was monitoring 17 different sites, including hospitals, shelters, long-term care homes, and two Ryerson residences: the Daphne Cockwell Health Sciences Complex and the International Living/Learning Centre. Their work has been part of Ontario's Wastewater Surveillance Initiative (WSI), in collaboration with the Province of Ontario, Toronto Public Health, Toronto Water, and Unity Health (St. Michael's Hospital). The data has led to several public health interventions since summer 2021, and it has been shared online by Toronto Public Health. The sampling and analysis is now being handed over to a commercial lab so the team can focus on related research questions.

ADDRESSING HEALTH CHALLENGES IN INDIA – With nearly \$2 million in funding from the Canadian Institutes of Health Research (CIHR), through its Team Grant: Global Alliance for Chronic Diseases (GACD) Primary and Secondary Prevention of Cancer program, Ryerson nursing professors Mandana Vahabi and Josephine Wong are co-leading an international team of researchers in preventing and screening for cervical cancer in India. Along with Aisha Lofters, chair of implementation science at Women's College Hospital, they have embarked on a five-year project to improve health literacy and community support for HPV screening, and to offer self-sampling and clinical screening tests to women in low-income rural and urban settings in eight Indian states. The three principal investigators have developed the project in collaboration with Canadian and Indian colleagues including researchers from Mumbai's Tata Memorial Centre, which provides 70 per cent of cancer care in India. To raise awareness about HPV, cervical cancer, and screening, they will use arts-based outreach (including community theatre, graphic novels, and illustrated pamphlets) and focus on a family-centred approach to reduce stigma attached to cervical cancer. The researchers estimate that at the end of their five-year project, at least 27,647 women will have engaged with the program and close to 5,500 will undertake self-sampling.

from the President's Calendar

February 2, 2022: I spoke with Sarita Verma, dean, president, and CEO of the Northern Ontario School of Medicine, about potential collaboration in the area of healthcare education.

February 3, 2022: I met with Mitch Frazer, chancellor of Ontario Tech University and former chair of our board, to update him about ongoing projects at Ryerson.

February 3, 2022: For the guest lecture series in the Business Law class taught by Ralph Lean, distinguished counsel in residence, I delivered remarks virtually to welcome Marci Ien (RTA '91), Canada's minister for women, gender equality, and youth, back to campus.

February 4, 2022: I chaired a regular roundtable of executive heads of the Council of Ontario Universities (COU).

February 4, 2022: At the Ontario Khalsa Darbar (OKD) in Mississauga, which is the central gurdwara, or Sikh temple, in the GTA, I and Associate Director, Government Relations Matthew Baker met with leadership from the OKD, seeking their engagement with our strategy for healthcare education in the Region of Peel.

February 7, 2022: In Brampton, along with Assistant Vice-President, University Relations Jennifer Grass and Vice-President, Research & Innovation Steven Liss, I met with Anna-Maria Kaneff, executive vice-president of the developer and construction company Kaneff Group, to discuss potential collaboration in the area of real estate.

February 7, 2022: I chaired a special meeting of COU executive heads to discuss planning for the rest of the winter term.

February 7, 2022: I virtually attended the Enactus Ryerson Regional Showcase, a mock competition for teams of student presenters to prepare for the Enactus National Competition in March, which showcases students' projects aimed at community empowerment through sustainable entrepreneurship.

February 8–9, 2022: I attended the Universities Canada virtual conference "Accelerate / Propulsion 2022," during which speakers from academia, politics, business, finance, and the media discussed issues such as preparing for future health crises, addressing climate change, and the changing role universities will play in the future.

February 8, 2022: I met with Ted Dowbiggin, president of Dowbiggin Capital, and Cliff McCracken, senior vice-president of Concord Pacific Developments, for an update on plans for the Concord Sky project at 383 Yonge Street.

February 9, 2022: I had lunch with Siamak Hariri (honorary doctor of architecture '17), founding partner of Hariri Pontarini Architects, to update him on the progress of the Master Plan.

February 9, 2022: Matthew Baker and I met online with Sara Singh (PhD, Public Policy '17), deputy leader of the Ontario New Democratic Party and MPP for Brampton Centre, to update her on the progress of the medical school proposal and on the University's renaming process.

February 10, 2022: I spoke with Stephen A. Jarislowsky, founder of the Jarislowsky Foundation, which has endowed the Jarislowsky Democracy Chair, to update him on the University's approach to democracy, and on the ways we are bridging scholarly research with inclusive public dialogue.

February 10, 2022: I recorded welcoming remarks for the CERC in Migration's annual conference, which was held on February 15, with the theme "Migration and the City." I affirmed our commitment to building back better, including fostering inclusive and vibrant communities, shared prosperity, and a more diverse, safe, and livable city.

February 11, 2022: Along with Jennifer Grass and Louise Cowin, executive director, Athletics & Recreation, I met with representatives of Maple Leaf Sports Entertainment and Toronto FC to discuss plans to enhance Lamport Stadium for the 2026 FIFA World Cup, and to explore the possibility of collaboration with Ryerson.

February 11, 2022: I delivered welcoming remarks for the Multifaith Shabbat Experience, which my office co-hosted virtually along with Hillel Ryerson. I spoke about the University's commitment to the event's theme, "Building Community," and about our support for an ongoing dialogue on antisemitism.

February 14, 2022: I visited the School of Urban and Regional Planning's new and improved classroom space in the South Bond Building.

February 15, 2022: In Brampton, I attended a Brampton Board of Trade pre-budget consultation with Ontario Minister of Finance Peter Bethlenfalvy, during which I updated him on the progress of our community consultations about the proposed medical school.

February 15, 2022: I attended a virtual presentation by Trillium Health Partners, which announced philanthropist Peter Gilgan's gift of \$105 million to the hospital, which is being renamed The Peter Gilgan Mississauga Hospital.

February 15, 2022: I met online with Pierre Ouellette, president of l'Université de l'Ontario français, to discuss the potential for collaboration between our institutions.

February 16, 2022: I recorded welcoming remarks for the Muslim Student Association's Second Annual Qira'atul Qur'an Competition, which was held on February 20. I congratulated them for promoting the message of unity that is part of Islam and that aligns with our university's values.

February 16, 2022: I met with Franco Vaccarino, former president of the University of Guelph, to discuss his current activities.

February 16, 2022: At the Mattamy Athletic Centre, I attended the second half of the Ryerson Rams women's basketball game against the University of Toronto Varsity Blues. I was happy to greet students and cheer on our Rams, who prevailed 98–53.

February 17, 2022: I met with Edward Rogers, chairman of Rogers Communications, to update him on the progress of Ryerson's Master Plan and Strategic Vision 2020–2030.

February 17, 2022: For the guest lecture series in Ralph Lean's Business Law class, I delivered remarks virtually welcoming Prabmeet Sarkaria, president of Ontario's treasury board.

February 17, 2022: I attended a virtual fireside chat hosted by the Coalition of Innovation Leaders Against Racism (CILAR), featuring a discussion with artist and educator Robert Small about "Innovating Black History Month in Your Organization and Communities."

February 17, 2022: I attended the Government of Canada's Official Black History Month Virtual Celebration, which was hosted by Ahmed Hussen, minister of housing and diversity and inclusion, and during which remarks were given by Prime Minister Justin Trudeau and Minister Ien.

February 23, 2022: I attended the Faculty of Engineering and Architectural Science's event "Orientation 2.0: Engineering Integration Day," designed to orient first- and second-year engineering students to the on-campus experience. My pre-recorded welcoming remarks were screened in classrooms at the beginning of the event.

February 23, 2022: I attended the virtual book launch for *The Next Age of Uncertainty: How the World Can Adapt to a Riskier Future* by former Bank of Canada governor and current Osler, Hoskin & Harcourt special advisor Stephen Poloz. The event featured a discussion about innovation and disruption between Poloz and John Stackhouse, senior vice-president at the Office of the CEO at RBC.

February 23, 2022: I hosted the University's online farewell event for outgoing Vice-President, Equity and Community Inclusion Denise O'Neil Green, at which I delivered marks congratulating her for her great legacy here, in making EDI one of our defining values. I was pleased to virtually present her with a framed print of a photograph of Martin Luther King Jr. with his son, Dexter, which is part of the Ryerson Image Centre's Black Star Collection (and which she subsequently received in person).

February 23, 2022: I chaired a special COU executive heads meeting to continue our planning for the rest of the winter term.

February 24, 2022: I met online with Melinda Rogers-Hixon, deputy chair and director of the board at Rogers Communications, to update her on the progress of Ryerson's Master Plan and Strategic Vision 2020–2030.

February 24, 2022: I gave remarks at the Black Faculty and Staff Community Network's virtual farewell event for Denise O'Neil Green, to thank her for what she has done for me, for our university, and for our community.

February 25, 2022: Along with Matthew Baker and Deputy Provost, International and University Planning Glenn Craney, I met with Paul Morrison, acting chief administrative officer of the City of Brampton, to update him on our progress with the proposed medical school and to reinforce our commitment to Brampton.

February 25–27, 2022: I travelled to the University’s Cairo campus, where I attended a Universities of Canada in Egypt board meeting and reception and met with the organization’s CEO and president, Magdy Elkady.

March 1, 2022: I participated in the University’s first Budget Town Hall of 2022, which was held at the Ted Rogers School of Management, and during which students, faculty, and staff provided input on priorities for the budget for the 2022–23 academic year.

**SENATE MEMBERSHIP (2022-2023)
FACULTY**

	<u>TERM NUMBER</u>	<u>YEAR IN TERM</u>	<u>DEPARTMENT/SCHOOL</u>
<u>Arts</u>			
David Checkland	(2)	(1 st)	Philosophy
Anne-Marie Lee-Loy	(1)	(2 nd)	Chair, English
Joshua Price	(1)	(1 st)	Criminology
Julia Spaniol	(1)	(2 nd)	Psychology
<u>Community Services</u>			
Esther Ignagni	(2)	(1 st)	Director, Disability Studies
Mandana Vahabi	(2)	(1 st)	Daphne Cockwell School of Nursing
TBD			
TBD			
<u>The Creative School</u>			
Robert Ott	(2)	(1 st)	Chair, Image Arts
Layal Shuman	(1)	(2 nd)	Graphic Communications Management
Michael Bergmann	(1)	(1 st)	School of Performance
TBD			
<u>Engineering and Architectural Science</u>			
Donatus Oguamanam	(2)	(1 st)	Chair, Mechanical & Industrial Eng.
Ravi Ravindran	(2)	(1 st)	Mechanical & Industrial Engineering
Karthi Umapathy	(1)	(2 nd)	Biomedical Engineering
Jennifer McArthur	(1)	(1 st)	Architectural Science
<u>Science</u>			
Dejan Delic	(1)	(1 st)	Chair, Mathematics
Noel George	(1)	(2 nd)	Chemistry & Biology
Lawrence Kolasa	(2)	(1 st)	Mathematics
Pedro Goldman	(1)	(1 st)	Physics
<u>Ted Rogers School of Management</u>			
Sergiy Rakhmayil	(1)	(1 st)	Accounting & Finance
Boza Tasic	(1)	(1 st)	Global Management
Chris MacDonald	(1)	(1 st)	Chair, Law & Business
TBD			
<u>G. Raymond Chang School of Continuing Education</u>			
Sam Benvie	(2)	(2 nd)	Architectural Science, FEAS
Amy Clements-Cortes	(1)	(2 nd)	Interdisciplinary Studies
<u>Lincoln Alexander School of Law</u>			
Angela Lee	(1)	(2 nd)	
<u>Librarian</u>			
TBD			
<u>At-Large</u>			
Alex Ferworn	(1)	(1 st)	Computer Science, Faculty of Science
Kateryna Metersky	(1)	(1 st)	Nursing, Faculty Community Services
<u>Canadian Union of Public Employees</u>			
Laurie Jacklin			
<u>Ryerson Faculty Association</u>			
Ian Sakinofsky			
<u>Indigenous Faculty</u>			
Michael Doxtater			

**SENATE MEMBERSHIP (2022-2023)
STUDENTS AND ALUMNI**

<u>NAME</u>	<u>DEPARTMENT/SCHOOL</u>	<u>TERM</u>
<u>Arts</u> TBD		
<u>Community Services</u> TBD		
<u>The Creative School</u> TBD		
<u>Engineering and Architectural Science</u> TBD		
<u>Science</u> TBD		
<u>Ted Rogers School of Management</u> TBD		
<u>School of Graduate Studies</u> TBD TBD		
<u>G. Raymond Chang School of Continuing Education</u> TBD TBD		
<u>Lincoln Alexander School of Law</u> TBD		
<u>At-Large</u> TBD TBD		
<u>RSU/CESAR/RGSU Representatives</u> TBD	President, Continuing Education Students Association of Ryerson (CESAR)	
TBD	Ryerson Graduate Students' Union (RGSU)	
TBD	Vice-President Education, Ryerson Students' Union (RSU)	
<u>Alumni</u> Syeda Jaana Ali Meghan Clarke Rodriguez		1 st 1 st

**SENATE MEMBERSHIP (2022-2023)
EX OFFICIO**

Janice Fukakusa	Chancellor
Mohamed Lachemi	President, Vice-Chancellor and Chair of Senate
Jennifer S. Simpson	Provost and Vice-President Academic
Saeed Zolfaghari	Vice-President, Administration and Operations
Steven Liss	Vice-President, Research and Innovation
Ian Mishkel	Vice-President, University Advancement and Alumni Relations
Anver Saloojee (<i>Interim</i>)	Vice-President, Equity and Community Inclusion
TBD	Vice-Provost, Academic (Search Committee in progress)
Roberta Iannacito-Provenzano	Vice-Provost, Faculty Affairs
Jen McMillen	Vice-Provost, Students
Glenn Craney	Deputy Provost and Vice-Provost, University Planning
Pam Sugiman	Dean, Faculty of Arts
Charles Falzon	Dean, The Creative School
Kiaras Gharabaghi	Dean, Faculty of Community Services
Tom Duever	Dean, Faculty of Engineering and Architectural Science
Donna Young	Dean, Lincoln Alexander School of Law
David Cramb	Dean, Faculty of Science
Daphne Taras	Dean, Ted Rogers School of Management
Cory Searcy	Vice-Provost and Dean, Yeates School of Graduate Studies
Gary Hepburn	Dean, G. Raymond Chang School of Continuing Education
Robyn Parr (<i>Interim</i>)	Registrar
TBD	Chief Librarian (Search Committee in progress)
Donna Bell	Secretary of Senate (Non-Voting)

SENATE ASSOCIATES (non-voting)

Anne-Marie Brinsmead	Chang School of Continuing Education
Lena Patterson	Chang School of Continuing Education
Shawn McFadden	Canadian Union of Public Employees
Kelly Train	Canadian Union of Public Employees
Jeremie Caribou	Indigenous
Elder Joanne Dallaire	Indigenous

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2022–3; Apr. 2022

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

- A. FOS – Discontinuation of the Undeclared Science Program Option
- B. CHANG SCHOOL – Certificate Modification for Architecture
- C. CHANG SCHOOL – Certificate Modification for Fundraising Management
- D. CHANG SCHOOL – Certificate Modification for Project Management for Technical Professionals
- E. PERIODIC PROGRAM REVIEW – Early Childhood Studies – Faculty of Community Services
- F. *For Information:* CHANG SCHOOL CERTIFICATE – Revision (March 2022)

A. FOS – Discontinuation the Undeclared Science Program Option**Summary**

The Faculty of Science introduced the Undeclared Science Program in 2008. It was a one-year entry option offered to students to introduce them to all our common science programs (Biology, Chemistry, Contemporary Science, Mathematics and its Applications and Medical Physics) in first year by taking the foundational courses before committing to a discipline. Since its inception the Mathematics and its Applications program was removed in 2013 from the common first year science platform and the Contemporary Science program was discontinued in 2019 and therefore the ability for students to select these options directly from the Undeclared Science platform is no longer available. Our other programs in FoS are not direct entry programs from the Undeclared option and students need to apply directly to transfer to Biomedical Sciences, Financial Math, Math and its Applications or the Computer Science programs.

This proposal provides a rationale for the discontinuation of the Undeclared Science program. To accompany this change, we propose the admissions numbers allocated to FoS for this option be reallocated to other Science programs.

Proposal

We propose to eliminate Undeclared Science as an option that students can choose when applying for admission to programs in FoS. This one-year option was designed to capture students that were unsure of which science program they wished to major in and therefore gave them an extra year to choose. However, this option is filled with only approx. 8% of the admissions to FoS. (Table 1) Furthermore, it is not a popular option (not very competitive) and therefore the GPA of students entering this option is often much lower than students directly entering other options which are very competitive (Table 2). This latter fact has resulted in disproportionately more undeclared students being in academic peril at the end of first year than in the options it flows into. Students that are on probation, or worse, RTW, cannot be matriculated into the other programs, and are left without a home program or department. Of the students accepted in 2009/2010, less than half graduated (Table 3). Recent indications suggest that this outcome has not improved in recent years.

Table 1. Recent admissions targets for Undeclared Science: The table below shows that over the last 4 years 8% or less of the FOS overall admissions were Undeclared Science students.

Year	FOS Admission Target	Undeclared Science Target	Percent (%)
2016	824	65	7.89
2017	839	68	8.10
2018	850	68	8
2019	942	78	8.17
2020	1019	76	7.46
2021	1018	56	5.5

Table 2. Average entering average to Undeclared Science program and the various programs that the program feeds into.

Year	Undeclared Science	Biology	Chemistry	Medical Physics
2017	78.9	82.7	78.6	80.7
2018	80.3	84	79.9	80.3
2019	80.4	84.7	79.7	80.4
2020	80.4	85.6	84.4	82.0

Table 3. Outcomes for Undeclared Science students. The table below shows the outcomes of students (%) accepted into the undeclared science program in 2009, 2010 and 2014-2016 admission cycle.

Exit reason	F2009	F2010	F2014	F2015	F2016
Graduated	42%	48%	49%	59%	32%
Discontinued	26%	22%	22%	19%	23%
Dismissed	13%	7%	4%	7%	8%
Withdrew	13%	13%	12%	3%	15%
Transfer: BTM	-	2%	14%	7%	10%
Transfer: Engineering	3%	2%	-	-	-
Transfer: Food and Nutrition	-	2%	-	-	-

Therefore, we propose:

- 1) To remove the Undeclared Science one-year program from the application options to eliminate having students without a program at the end of first year,
- 2) Reallocate the Undeclared Science admissions targets to the other programs. Table 4 indicates the historic distribution of students to the downstream programs. Table 5 shows the proposed target number to other programs to maintain overall average admissions to FoS programs

Table 4. Undeclared Science students' destination programs within FOS*. Our analysis of which programs within FOS Undeclared Science students transfer to shows that their distribution, normalized to 100% is as shown in the table below (averaged over timespan of program).

Program	Undeclared Students transferred (%)
Biology	62.95
Chemistry	17.35
Medical Physics	14.65
others	5.05

*Will be discussed with admissions and based on average incoming GPAs on applications

Table 5. New Proposed admission targets for Biology, Chemistry, Medical Physics and Biomedical Science. Matriculated admissions from 2019-2021 and the proposed new targets for each program to maintain the overall admissions numbers.

Program	2019	2020	2021	Proposed*
Biology	172	182	192	192
Chemistry	83	75	65	72
Medical Physics	68	54	37	60
Biomedical Science	165	197	204	240
Undeclared Science	78	76	55	0
Total	566	584	553	564

*these numbers may change after our pending UPO consultation meeting

3.0 Outcomes and Implementation of Discontinuation of Undeclared Science Program

The outcomes of discontinuing this program will be:

- A) Admission for Fall of 2023, the option for Undeclared Science will no longer be available and admissions will be re-distributed (Table 6).

Table 6. Implementation schedule for discontinuation of Undeclared Science

Date	Task
Fall 2022	Last intake of undeclared students Admission numbers ~ 70
Fall 2023	Increase in admission numbers for other programs

- B) Students in the Common First-Year platform (Biology, Chemistry, and Medical Physics programs) will still have the option to transfer between those programs, thus maintaining the academic flexibility that was

supposed to make the Undeclared Science program attractive to strong students that were still unsure which STEM major they would ultimately study.

- C) This change will have no impact on the curricula of FoS programs. Student wishing to transfer to any other program in FoS not on the common platform will be able to do that using the current procedure.
- D) We envision that, by reallocating admissions targets from the discontinued Undeclared Science to programs that have a high ratio of applications to matriculations and a high cutoff admissions grade average, we will be able to admit better-prepared students to those programs.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this Discontinuation of the undeclared Science Option – Faculty of Science.***

B. CHANG SCHOOL – Certificate Modification for Architecture

Introduction and Rationale

It is being proposed that the Certificate in Architecture's curricula be updated to reflect the certificate's status as the only online (virtualized) certificate offered at the university level in Ontario that bridges the gap between labour market demand for Canadian born and non-Canadian born workers requiring Ontario university credentials to be employed and to be promoted in their profession as Building Science, Architectural Technologists and Architectural Technician professionals. The updated certificate structure (see below) directly responds to the needs of continuous learners by providing university credentialing that strengthens their ability to integrate into a socially progressive innovation economy and to meet labour market-driven demand for Building Science professionals including Architectural Technologists and Technicians, and for Architecture, Engineering, and Related Services' Professionals. Real estate, including residential and non-residential buildings, is in a growth trajectory in Ontario and Canada, with job postings increasing to 2,152 in the past year from 1,152.¹ The instructors, the Curriculum Committee and the Program Advisory Council unanimously support the updating of this certificate's curricula.

It is being proposed that select courses be deleted from the Certificate in Architecture, effective Fall 2022, that have low enrollment or are not technically advanced hand-drawing courses. These deletions will make room for the additions of technically advanced and sustainable building-oriented courses that will prepare university architecture degree graduates robustly for managerial, highly technical positions in the professions of architectural technologists and technicians.

Courses Deleted

- CKAR 103 Architectural Studio - Fundamental (Required)
- CKAR 300 Architectural Drawing (Required)
- CENT 500 New Venture Startup (Electives)
- CKAR 209 Digital Graphics for Architecture and Design (Electives)

The above deletions will be accompanied by the following technically advanced course additions.

¹ Burning Glass Labor Technologies

Course Additions

- CKAR 601 Building Science for Architectural Preservation and Conservation (Added as a Required Course)
- CKAR 215 Computer-Aided Architectural Drawing (Added as an Elective Course)

The following courses are being changed from elective courses to required courses to complete the new curriculum:

- CKAR 500 Sustainable Buildings
- CKAR 785 Building Info Modelling (REVIT)

Prerequisite Changes

The following course prerequisites are being changed to allow students to take two courses a term in order to complete the certificate faster. This has been asked for by students repeatedly. In addition, one of the prerequisite courses below is being deleted as previously mentioned in this memo. The other prerequisite course no longer exists. The prerequisite course structures being updated are as follows:

Current Prerequisites

- CKAR 205 Building Codes and Regulations
 - Prerequisites: CKAR 310 Materials and Methods or CKAR105
- CKAR 500 Sustainable Buildings
 - Prerequisites: CKAR 103 Architectural Studio - Fundamental and CKAR 310 Materials and Methods

The revised prerequisite course structure are as follows:

Revised Prerequisites

- CKAR 205 Building Codes and Regulations
 - Prerequisites: None.
- CKAR 500 Sustainable Buildings
 - Prerequisites: CKAR 310 Materials and Methods

A review of the 140 active certificate candidates', who registered since 2016/17 and have taken at least 1 course towards the certificate, records shows:

Course	Number of Students that Need to Complete
CKAR 103	110
CKAR 205	54 (45 of these student need 103)
CKAR 300	82 (29 of these students need 205,77 need 103)
CKAR 310	47 (34 of these students need 300, 27 need 205, 38 need 103)

Additionally, comparing the number of electives to the number of required courses certificate candidate's need to complete resulted in the following table:

# of Electives Needed.	Needs 4 Required	Needs 3 Required	Needs 2 Required	Needs 1 Required	Needs 0 Required
0	1	1	3	1	10
1	13	6	31	7	2
2	0	30	22	6	7
Count	14	37	56	14	19

Students who have not taken CKAR103 and/or CKAR300 will be given the options to move to the updated curriculum because these two courses are not in the updated curriculum.

Implementation Date

The requested implementation date is Fall 2022.

Current Certificate Structure

Required Courses

CKAR 103 Architectural Studio - Fundamental
 CKAR 205 Building Codes and Regulations
 CKAR 300 Architectural Drawing
 CKAR 310 Materials and Methods

Electives (select 2)

CENT 500 New Venture Startup
 CKAR 209 Digital Graphics for Architecture and Design
 CKAR 500 Sustainable Buildings
 CKAR 785 Building Info Modelling (REVIT)
 CTEC 210 Fundamentals of Project Management

Revised Certificate Structure

Required Courses

CKAR 205 Building Codes and Regulations
 CKAR 310 Materials and Methods
 CKAR 500 Sustainable Buildings
 CKAR 601 Building Science for Architectural Preservation and Conservation
 CKAR 785 Building Info Modelling (REVIT)

Electives (select 1)

CKAR 215 Computer-Aided Architectural Drawing
 CTEC 210 Fundamentals of Project Management

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the certificate modifications to Architecture – Chang School.***

C. CHANG SCHOOL – Certificate Modification for Fundraising Management

Introduction

The Fundraising Management Certificate ranks 3rd within Community Services certificates and 20th for certificate programs Chang-wide. Analysis of the program, incorporating recommendations received via Joint Committee and student surveys as part of the January 2020 certificate review self-study, identified two changes to the program outlined to optimize marketability and address enrollment numbers, particularly in electives. Firstly, it is being proposed that a new certificate structure be implemented to bring the total number of courses down from 6 to just 5 courses.

Fundraising Management Certificate

The academic home of the Fundraising Management Certificate resides in The Chang School. The Chang School is an Approved Provider, through the Fundraising Management Certificate, for the Certified Fund Raising Executive (CFRE). Full participation in each course is applicable for 39 points in Category 1.B – Education of the CFRE International application for initial certification and/or recertification.

While the Fundraising certificate itself is viable and profitable, yielding approximately \$147K in contribution margin after overhead costs for CE over the past 5 years, there is a 50% drop off in enrollments for the electives after students take the required courses and a relatively high number of discontinuations. See **Table 1** for certificate student enrollments from 2014 through to the Fall semester of 2021.

Table 1 - Fundraising Management Certificate Student Enrollment

Course	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	Grand Total
CINP912 Marketing for Nonprofits [R]	26	22	28	24	20	25	32	18	195
CINT916 Introduction to Fundraising [R]	15	39	33	33	24	33	38	16	231
CVFM201 Operations of Fundraising [R]	28	37	18	33	8	25	19	15	183
CVFM202 Donor Centered Fundraising [R]	36	21	31	14	26	21	14	16	179
CVFM203 Fundraising Campaigns [E]	22	16	20	22	14	13	16		123
CVFM205 Data Analytics for Fundraising [E]							5		5
CVFM302 Entrepreneurial Fundraising [E]	27	15	23	9	13	7	20	2	116
CVFM303 Annual Giving Programs [E]	11	22		23	16	16	8	2	98
Total	165	172	153	158	121	140	152	69	1,130
[R]= required, [E]= elective									

Based on the results of the self-study review in January 2020 and with the objectives of increasing enrollment in electives, ensuring the program meets the needs of the target professional learners, the following changes are recommended:

- 1. Certificate structure, offering schedule and required online development**

Analysis of the certificate program as part of the January 2020 certificate review self-study included consideration of decreasing the number of required courses (from 4 to 3) and increasing the number of elective courses offered (from 3 to 5) to further promote and enhance certificate registration and graduation.

Feedback from students obtained through a survey conducted during the certificate review self-study (Appendix A), resulted in recommendations for improvement such as adding availability of online courses each semester or at the very least increasing frequency of offering beyond once per academic year, updating the required texts for courses and adding more video lecture material.

Since the certificate review was conducted, considering the impacts of COVID-19 and looking at enrollment figures, it has become apparent that offering additional choice in electives and keeping content options spread out across semesters where some courses are only offered once per year, may be posing a challenge for students to complete the program.

With these considerations in mind, we are proposing to reduce the number of courses in the certificate, to be able to offer the courses more frequently and enhance graduation rates.

It is therefore recommended that the certificate structure be updated from 6 courses to 5 required courses according to the changes outlined in **Table 2**.

Student transfer requests

It is further recommended students who wish to transfer to the new 5 course program from the discontinued 6 course program, who have 3 or more courses, be granted an exemption from the rule that they must register prior to completing 50% of the new program. It is noted that students who have 2 or fewer courses can transfer and still meet the 50% rule without having to request an exception.

Table 2. Certificate Structure Proposed Changes

<i>Required Courses</i>	<i>Proposed status in new structure</i>	<i>Proposed Delivery Schedule in new structure</i>	<i>Proposed Online Development</i>
CINP 912 Marketing for Nonprofits	Remove	NA	NA
CINT 916 Introduction to Fundraising	REQUIRED	Offer in FALL, WINTER and SPRING	Recently Developed
CVFM 201 Operations of Fundraising	REQUIRED	WINTER	Currently underdevelopment
CVFM 202 Donor Centered Fundraising	REQUIRED	SPRING (to be taken as last course)	Revise course title Redevelop for Spring 2023
<i>Electives (select 2)</i>			

CVFM 203 Fundraising Campaigns	<i>remove</i>	NA	NA
CVFM 205 Data Analytics for Fundraising	REQUIRED	FALL	Newly developed
CVFM 302 Entrepreneurial Fundraising	<i>remove</i>	NA	NA
CVFM 303 Annual Giving Programs	<i>remove</i>	NA	NA
CVFM 304 Fundraising Techniques	Add/ REQUIRED	FALL	Develop a new course for fall 2022 (combining content from 202, 303 and 302).

2. Proposed new course: code, title and description

CVFM 304 Fundraising Strategies (TBC)

This course explores all of the different ways donors can contribute to a charity. Topics covered include direct mail and annual giving programs, major gifts and fundraising campaigns, planned giving, and other forms of philanthropic investments. Students will also learn about campaign development, evaluation, stewardship best practices, fundraising volunteer recruitment, and other effective fundraising tools.

Current Certificate Structure

Required Courses

CINP 912 Marketing for Nonprofits
CINT 916 Introduction to Fundraising
CVFM 201 Operations of Fundraising
CVFM 202 Donor Centered Fundraising

Electives (select 2)

CVFM 203 Fundraising Campaigns
CVFM 205 Data Analytics for Fundraising
CVFM 302 Entrepreneurial Fundraising
CVFM 303 Annual Giving Programs

Proposed Certificate Structure

Required Courses

CINT 916 Introduction to Fundraising
CVFM 201 Operations of Fundraising
CVFM 202 Donor Centered Fundraising

CVFM 205 Data Analytics for Fundraising
CVFM 304 Fundraising Strat. & Practices

Implementation: Fall 2022

Appendix A - Fundraising Management Certificate Survey Report - July 2019

Fundraising Management Certificate Survey Report

Summary of Findings

The survey of all students enrolled in 2 Fundraising Management courses in Spring term 2019 as well as current active Certificate students was carried out in May 2019. From 81 students invited to take the survey, 25 have partially or fully completed the questionnaire[#]. The results presented in this report reflect the findings from fully and partially completed questionnaires. Most respondents were either registered or were planning to register in Fundraising Management certificate program. Learning and updating existing skills as well as professional development were the leading enrolment drivers for students.

The respondents were largely satisfied with the program and have commended the curriculum, program relevance to their careers, and transferable skills gained. Online delivery options were also praised. Within the suggestions, respondents recommended including a digital fundraising course/materials, bringing a professional designation (CFRE) into the program, and focusing more on Canadian content vs. US or UK based. One comment noted heavy concentration on major gifts and less on “smaller” donors and “behind the scenes jobs”. Incorporating more real life examples in lectures was also suggested. A co-op opportunity or a job board would be beneficial to students.

While the curriculum practicality and relevance to industry were agreed on by nearly all respondents, career progression was rarely the outcome achieved as a result of this certificate.

The most positive aspects of the program includes the flexibility, combination of personal learning and reflection with technical knowledge, videos and interactive discussions, variety of readings, instructors, the assignments, and peers.

Within the suggestions for improvements, several students asked for a greater availability of online and on-campus courses, and one respondent would have liked more info about the workload prior to enrolling. Discussion board improvements, and more video lectures and visual examples of projects were also mentioned. One student criticized an instructor for their lack of preparedness.

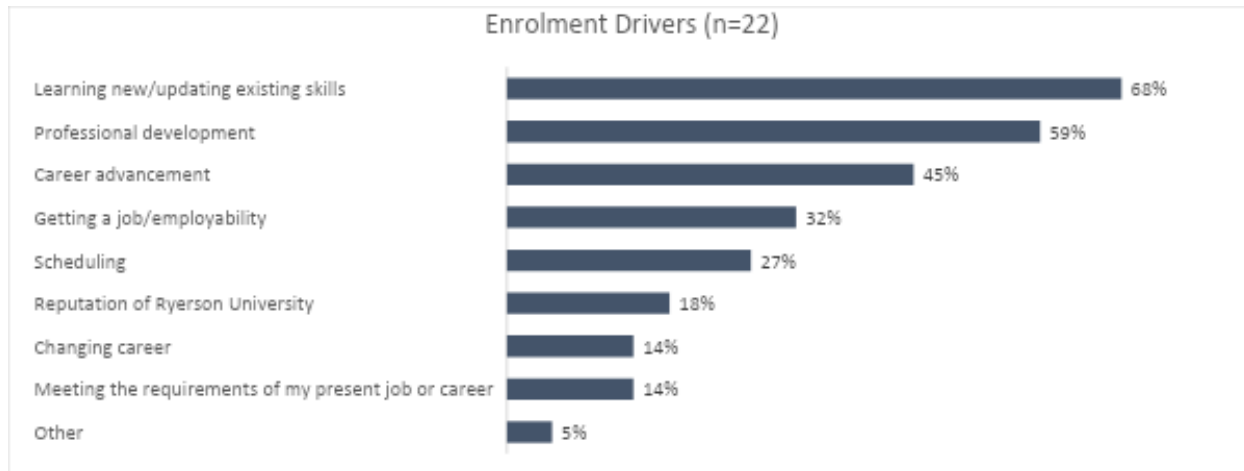
Registration Status

n=30	#	%
I am currently registered in Fundraising Management	12	40%
I intent to register in Fundraising Management	2	7%
I have no intention to register in any certificate**	13	43%
I am either registered or intend to register in a certificate other than Fundraising Management*	3	10%

[#]If selected, this option routed a respondent to a “thank you” page and excluded from the questionnaire.

^{**} A number of students who had no intention of enrolling in any certificate program did not complete the questionnaire (i.e., only partially completed).

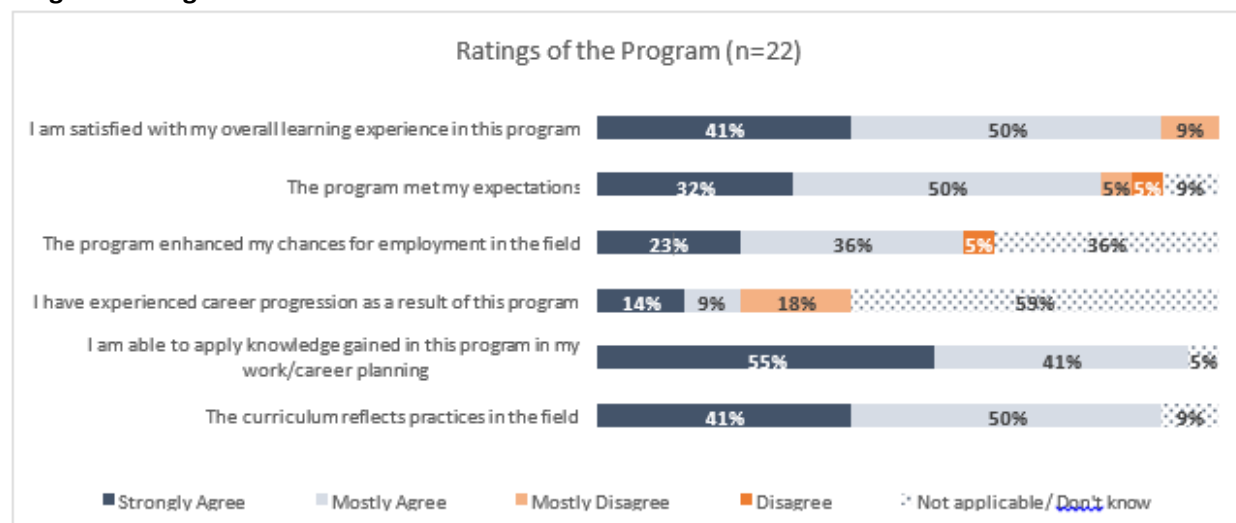
Enrolment Drivers



Other:

- *Online availability*

Program Rating



Student Comments: Program curriculum and its application to their career objectives

I'm only one course in, but quite a bit of the reading material is UK and US based as opposed to Canadian. Good content but I'd rather see more local content where possible.

Very good course!

Overall the certificate program has been great - I am working in the fundraising field even before I've finished the certificate.

I very much like the online format, so I can continue my career while building skills in the evenings and weekends.

Please allow for work experience to transfer to credits. Website said to email, but response was that work experience doesn't apply.

It gives a good solid base of knowledge and skills. As a certificate, it wouldn't be reasonable to expect further depth.

The only comment I have, which is probably due to the profession itself and not necessarily Ryerson's program, is the strong leaning towards Major Gifts style fundraising. While I really do understand that many fundraisers are drawn to that part of fundraising and that many jobs in the sector funnel people towards major gifts, my preference and personality are better suited to 'smaller' donors, writing, thank yous, and those types of more behind the scenes jobs. I also strongly believe fundraisers in general are a bit behind the times when it comes to digital fundraising! Ryerson should consider looking into having an entire course dedicated to online fundraising and the digital world we now live in. It is a very different style of fundraising and needs a different approach from direct mail and major gifts. These topics were touched upon but not heavily talked about in most courses.

I really enjoy the program so far, but I wish there was a job board or some way of connecting students with employers like a co-op in order to help us get our foot in the door in the professional door. The certificate is great and I do see value in my schooling, however, without a co-op opportunity attached to Ryerson University I know it will be really difficult to find a job after this (like every other discipline), so I would hope the school finds a way to have a co-op opportunity after the certification to help students find work where these skills are applicable.

I think the program is a good baseline for people. I have used the program as a way to confirm the knowledge I gained through working in the non-profit sector. There might be more opportunity to bring in details for a CFRE into the program, maybe even recommend how to achieve a designation.

I think for the most part, it has been a very good learning experience for me.

I appreciate that the curriculum provides skill sets that are transferable.

I find so far that the curriculum is well suited to the career objectives.

Too many discussion posts, more real life examples would have been nice

Reflection on the Program: Most Positive Aspects

So far good

Philanthropy

I've enjoyed being able to do it all online. As someone who works full time and has other after-work endeavors, the flexibility has been very necessary.

The two courses in which I am enrolled are my first but I intend to pursue the Fundraising Management certificate program, and have found the two courses extremely valuable for understanding aspects of fundraising at the small organization I work for. I can also see it helping me if I wish to pursue a career further and apply to other, larger organizations in the non-profit sector.

I liked the quizzes.

I am taking the introductory course right now and am loving the personal learning and reflection coupled with building technical knowledge. It is helping me apply what I am learning and to think about fundraising from a donor's perspective.

I have enjoyed courses that have a variety of readings (ie. not primarily a single textbook) and that require conversation between students

The faculty has always been wonderful! People with great experience and stories to share. Also, fellow students have been lovely to get to know, and the vast majority were also willing to share stores, tips, information, etc from their own careers.

The modules are positive. The assignments are good ways to start learning the professional processes in this field.

Learning that enhances my skills and knowledge.

The online courses have offered a range of teachings and all have different outlines and ways of learnings (essays, tests, groups work, etc.). It has been positive to build a network of people from a cross the country who can be resources for each other (including professors).

I think the videos and interactive discussion were the most positive, because it gave me a chance to get support from my peers and hear their thoughts as well.

The instructors have been phenomenal!

This is only my first course and as such, I feel as if I would need more experience in order to effectively answer this question.

The prof is awesome.

Suggestions for Improvements

More availability of online courses each semester. It would be nice to know that all classes could be completed in a 2 year window. Looking ahead it seems as though it will be a challenge to get all classes in

Everything seems alright

The only reason for not marking "strongly agree" on all has more to do with individual instructors than the program in its entirety. I've found that some courses, for example, require outdated texts (my very expensive and required marketing book was more than a decade old and talked about MySpace). During other courses it's clear that the instructor hasn't taken the time to look through the modules and make sure they're current (links don't work, due dates haven't been updated). For the amount I pay and the time I put into it, those details matter to me. Overall, however, I'm very happy with the certificate program and am glad I enrolled.

I completed my MSc online, and I was a little bit taken aback by the amount of deadlines and assignments for both the courses I am in. I would have loved more information about this work before signing up for two courses. In future, I will take only one.

A better method to the discussion boards. Many people seem to participate near the end of the week.

Offer courses on-campus a bit more often so the option of doing it 'live' is available.

Perhaps adding more video lecture material over the strict powerpoint style of module notes.

No. I am completely satisfied

The online course offerings are very spread out. It might be helpful to recommend an order or plan to offer the courses in a particular order to help people with planning. I will not be able to complete my program until 2020 as my last course is not available until Jan. I will have a term of taking no course as I have completed all others.

I think that story-telling is something I enjoy and so it would have been really nice to hear about past experiences, so that I can compare and contrast to my own experiences. It's always a fun way of learning.

It would be helpful if there were more visual examples of projects e.g. campaign plan

So far, I feel that more courses should be made available to students in order to complete the program within a 1 yr timeline. I found that the 900 series courses were not available in order to take the next set of courses. This set me back in terms of being able to keep on track to finish the certificate within a year

Demographic Profile

Gender		
	#	%
Female	17	81%
Male	4	19%
Age (n=22)		
20 to 24	4	18%
25 to 29	2	9%
30 to 34	6	27%
35 to 39	1	5%
40 to 44	3	14%
45 to 49	1	5%
50 to 54	2	9%
55 or older	1	5%
Prefer not to answer	2	9%
Education		
High school graduate	4	18%
College certificate	1	5%
College diploma	3	14%
Bachelor's degree	8	36%
University graduate certificate	1	5%
Master's degree	5	23%
Employment		
Working full-time	14	64%
Working part-time	6	27%
Studying full-time	3	14%
Studying part-time	10	45%
Doing something else (e.g., looking after dependents)	2	9%
Voluntary position/Co-op/Internship	4	18%

Place of Residence

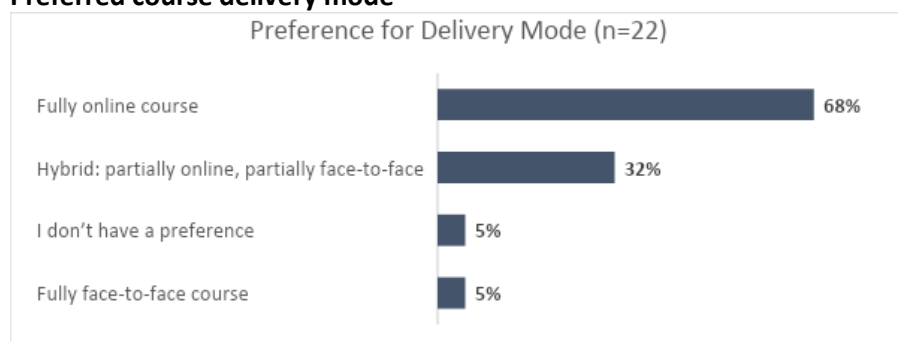
- *Aurora, Ontario*
- *Halifax, NS*
- *Hamilton*
- *Los Angeles, California, USA*
- *Milton*
- *Mississauga*
- *Toronto*
- *Winnipeg, MB*

Job Title

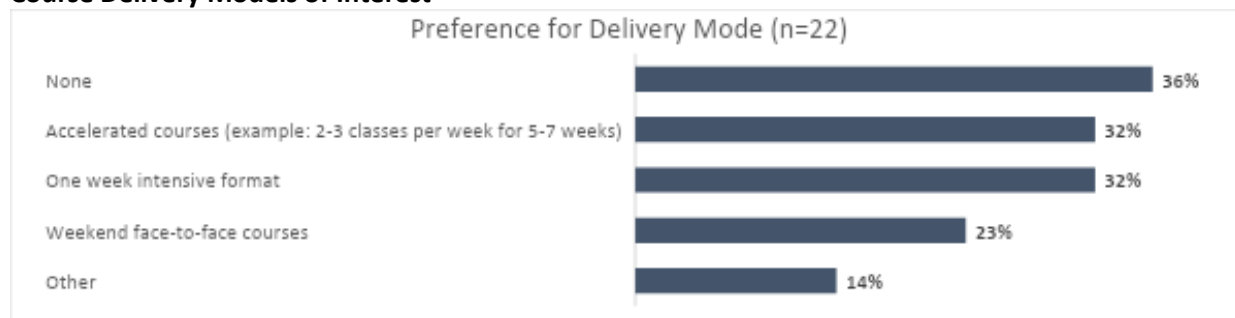
- *Development Coordinator*
- *Outreach program for seniors*
- *Coordinator, Individual Giving*
- *Program Manager*

- *Public Sector Manager*
- *Director of Education*
- *Designer and Marketing Coach (Freelance)*
- *Executive Director*
- *Philanthropic Gift Advisor*
- *Donor Advised Funds Specialist*
- *Event Executive*
- *constant observer at hospital*
- *Emergency After Hours Social Worker - Children's Aid Society (part time)*
- *Summer student job for the summer, admin ass. Studying full time in the school year*
- *Senior Manager, Cultural Services*
- *Copywriter and Residential Support Worker*

Preferred course delivery mode



Course Delivery Models of Interest



Other:

- *Distance Ed for me is only online, but some webinar type classes may be helpful*
- *I need fully online*
- *Weeknight courses*

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the certificate modifications to Fundraising Management – Chang School.***

D. CHANG SCHOOL – Certificate Modification for Project Management for Technical Professionals**Introduction**

We are proposing the repositioning of the course CKPM 217 *Agile Project Management* from the elective category to the required category.

Rationale

In addition to CTEC 210 *Fundamentals of Project Management*, we need to add CKPM 217 *Agile Project Management* as a second required course to ensure that we cover both predictive (traditional / waterfall) and adaptive (agile and hybrid) project management, based on the latest update to the *PMP Exam Content Outline*.

Current Curriculum Structure**Required Course**

CTEC 210 Fundamentals of Project Management

Electives – Group A (select 3)

CKPM 123 Strategic Project Mgt (Tech Prof)
 CKPM 203 Planning and Scheduling
 CKPM 211 Leadership in Project Management
 CKPM 212 Project Cost and Procurement Management
 CKPM 216 Project Management Internship
 CKPM 217 Agile Project Management
 CKPM 220 Rescuing Failing Projects
 CKPM 456 Enterprise Project Mgt (Tech Prof)

Electives – Group B (select 2)

CCMN 114 Short Management Reports
 CCMN 432 Communication in the Engineering Professions
 CDCE 400 Exploring Leadership Skills
 CKSS 210 Lean Six Sigma Continuous Improvement
 CKSS 211 Lean Six Sigma Sust Bus Enterprise
 CMHR 405 Organizational Behaviour
 CMHR 650 Management of Change

Revised Curriculum Structure**Required Course**

CTEC 210 Fundamentals of Project Management
 CKPM 217 Agile Project Management

Electives – Group A (select 3)

CKPM 123 Strategic Project Mgt (Tech Prof)
 CKPM 203 Planning and Scheduling
 CKPM 211 Leadership in Project Management
 CKPM 212 Project Cost and Procurement Management
 CKPM 216 Project Management Internship
 CKPM 220 Rescuing Failing Projects
 CKPM 456 Enterprise Project Mgt (Tech Prof)

Electives – Group B (select 1)

CCMN 114	Short Management Reports
CCMN 432	Communication in the Engineering Professions
CDCE 400	Exploring Leadership Skills
CKSS 210	Lean Six Sigma Continuous Improvement
CKSS 211	Lean Six Sigma Sust Bus Enterprise
CMHR 405	Organizational Behaviour
CMHR 650	Management of Change

Implementation Date

The requested implementation date is Fall 2022.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the certificate modifications Project Management for Technical Professionals – Chang School.***

E. PERIODIC PROGRAM REVIEW – Early Childhood Studies – Faculty of Community Services

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 **Early Childhood Studies** program. The 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 Implementation Plan identifies 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 the recommendations.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE EARLY CHILDHOOD STUDIES PROGRAM

The Early Childhood Studies (ECS) program submitted a self-study report to the Vice-Provost Academic on June 14, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student, alumni and employer surveys, 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 all faculty members in the Department of ECS and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Laurie Ford, Director, Early Childhood Education Programs and Director of Training Ph.D. Program, School and Applied Child Psychology, University of British Columbia, and Dr. Nathalie Rothschild, Director, Early Childhood and Elementary Education, Department of Education, Concordia University, were appointed by the Dean of Community Services from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on February 22, 23 and 25, 2021.

The visit included meetings with the Provost and Vice-President Academic, Vice-Provost Academic; Dean, Faculty

of Community Services; the program Director, the periodic program review team, representatives from the Curriculum Committee, the Chief Librarian, and an additional library representative. The Peer Review Team (PRT) also met with several faculty members and staff of the Early Childhood Studies program, the Early Learning Centre (ELC) Manager, the Program Advisory committee, students and alumni.

In their report, dated April 6, 2021, the PRT provided feedback that describes how the Early Childhood Studies program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT commended the program for developing a clear and detailed self-study report and appendices. The main areas of strength identified by the PRT include:

- **Engagement.** Through our meetings and through the documents shared with us, we can see very high levels of passion and engagement with the program. This was seen across all levels: faculty, students, staff, community members, alumni. There is a lot of pride in this program. The graduates are excellent ambassadors for the program in the field of early childhood, and the program is very well respected in the community and sector.
- **Reflective of Ryerson Mission.** It was highlighted during the PPR process that Ryerson has a very strong focus on experiential learning given its polytechnic roots, and that its location as an urban institution is advantageous in that it gives students the ability to connect with leaders in culture, business, government. The ECS program clearly reflects this mission, in terms of the diverse internship opportunities it offers students, the make-up of the program advisory committee, and its community partnerships.
- **Reflective of the Field of Early Childhood Studies.** The ECS program is very reflective of the field of early childhood in terms of the range of courses offered, the fact that it presents diverse perspectives on early childhood (i.e., developmental, sociocultural, etc.), the research profiles of its faculty members, the three lab schools, and the community partnerships. In this way, students get a very realistic picture of the field. The breadth of the curricular opportunities for students, including a wide array of practicum opportunities, is beneficial not only to more traditional undergraduate students but also those students from a less traditional pathway into university.
- **Strong Faculty and Support Team.** The ECS team is very strong. The faculty have active research programs in diverse and contemporary areas. There is a caring and supportive advising team. The staff are highly skilled and supportive, and clearly very appreciated by students and faculty. Both faculty and staff have strong and positive relationships with the students. Current students and alumni speak highly of the program faculty and staff.
- **Commitment to Diversity.** The ECS program appears to have a strong commitment to equity, diversity, and inclusion as well as indigeneity in multiple ways. This commitment is reflected in the diversity of students admitted; faculty research, teaching and service to the profession; new hires; and practicum placements. A diversity of theoretical perspectives throughout the curriculum, faculty teaching, and research, and practicum experiences is also valuable.

The self-study also identified areas of improvement, such as:

- **Program Sequence and Integration (Scope and Sequence of the Program).** There are many strengths to the program itself and breadth of course work offered. The reviewers also recognize that given the challenges posed by the COVID-19 pandemic in the last year, the curriculum committee has not been able to meet as frequently as it has in the past and through the interviews, faculty indicated that indeed work in this area was originally a goal for the past year. With this in mind, the reviewers strongly recommend that time be made and care taken to look carefully at how the program works together. As often happens, new courses come online, new instructors are hired, etc., and it can be difficult to make

time to step back and look at how everything works together while trying to run the program. We recommend time be spent examining the following:

- The scope, sequence, and overall integration of the program (what is taught where and why). Keep the overall plan and goals of the program at the forefront and make that clear not only to the core faculty but also the sessional instructors. Ensure that sessional instructors are clear where the courses they teach fit into the overall scope and sequence of the program. Consider both horizontal and vertical linkages across courses in the program, to identify overlap and gaps across coursework and identify a learning sequence where courses build on one another.
- While there are opportunities for instruction on professional writing in the program, the students indicated that this was often elective and not systematic. As part of the curriculum revisions, we suggest exploring ways to integrate systematic instruction in professional writing very early (first term) in the program and embed throughout the program. Scaffold the scholarly writing preparation throughout the curriculum to help students move to greater skill and independence.
- As a part of the work on scholarly writing, explore ways to be more strongly and systematically connected with the experiences available at the library early in the program and throughout.
- The students also raised a need to incorporate more information on supporting the mental health and social emotional learning needs of young children given the challenges faced by young children today. This could be incorporated systematically into core courses and/or through new coursework or electives with this focus.
- The students raised the need to look more critically at the expectations and requirements in each year of the program, as the third year seems particularly heavy. The reviewers could see how this may be a difficult year. As the curriculum revisions are completed, a critical eye in dispersing work load expectations more evenly throughout the program is suggested.
- There does not appear much opportunity in the curriculum for preparation on leadership and management in the field of early childhood. Given the current priorities in the sector, and student career interests, it might also be helpful to consider an additional elective course (perhaps in the upper levels) in this area for students wanting to pursue that career path in response to needs of the profession. For example, an advanced leadership course in place of one of the research methods courses for students who do not plan to pursue graduate study.
- **Faculty Hires, Core Faculty/Sessional Faculty Coordination, Access of Undergraduate Students to Core Tenure Track Faculty**
 - Given class sizes are increasing, there does appear to be a need for additional tenure track faculty. If there are additional hires, it is important to ensure they are connected not only with the the graduate programs but also through teaching in the undergraduate program.
 - There are strong sessional instructors in the program but students reported that they could complete the program with little or no contact with core tenure track faculty. Explore increased and systematic opportunities for students to learn from and engage with tenure track faculty. If there is not opportunity for core faculty to do more teaching in the undergraduate program, find creative ways to systematically connect undergraduate students with the core faculty in meaningful ways so they make connections through colloquia series, guest presentations/visits/lectures in other classes, community of practice models for larger classes with lectures and small group discussions sessions, etc.
- **Sessional Faculty Support.** Continue to explore useful meaningful work space for sessional faculty so they have private space to meet together and with students.
- **Efficiency and Clarity on Roles of Program Advisors and Staff Support**
 - There is a very strong staff team with different roles, including program advisors. Faculty and students spoke highly of their work and support. It may beneficial to use this time of PPR to look

- carefully at and review roles and responsibilities. Ensure equity and not too much burden on any one or two staff members. Make sure that students are clear on the roles of different staff members and where to turn for advisement and support so as to again not over burden any one or two staff.
- The workloads are extremely heavy and the COVID-19 pandemic has added even more work to a highly skilled and hard-working team. As the program grows, these workloads will likely continue to grow. The reviewers perceive a need to explore some additional staff support (new hires) to better support the needs of the program faculty and students as well as the overall well-being of the staff team.
 - Ensure that there is proactive mental health and wellness resources for staff along with ensuring they have opportunities for specific intervention and support when needed.
- **Other**
 - The information on the Program Advisory Council was impressive in the Self Study document, but the mission and clarity were less clear from the perspective of members at our session. This may be the result of COVID-19 and changing membership; however, perhaps it would be a good idea to look at the overall purpose of the group and ensure the members around the table are clear on their purpose and roles.
 - There was some mixed feedback on the opportunities for students to provide feedback on the program across the Self Study and our conversations with alumni and current students, with the latter indicating limited opportunities for feedback on the overall program while in the program. The PRT suggests this be carefully monitored to ensure that current students have an opportunity to provide feedback in a safe, systematic, and meaningful way.
 - The PRT suggests the program collect more consistent data on current students and graduates. This information is important and helpful in targeting applicants to the program and ensuring a diverse group of graduates. It can also be helpful in better understanding completion and/or attrition rates.

The Director of Early Childhood Studies submitted a response to the PRT Report on May 17, 2021. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of Community Services on November 9, 2021.

The Academic Standards Committee completed its assessment of the Early Childhood Studies Program Review on March 17, 2022. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report, as follows:

1. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
 - a. An update on the status of the recommendations in the Implementation Plan, including revisions to the program learning outcomes.

Presented to Senate for Approval: **April 5, 2022**

Start date of next Periodic Program Review: **2024-25**

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES

RECOMMENDATION 1a. *Program Sequence and Integration (Scope and Sequence of the Program).* Maintain a clear sense of the overall plan and goals of the program so that all faculty (including sessional instructors) are clear about where courses they teach fit into the broader scope/sequence of the program.

Department's Response: Faculty in ECS agreed that this was important feedback and therefore we allocated time to discussing ways in which we could integrate sessional instructors more into our planning, which will require us to put associated costs in the budget (as sessional instructors are not paid to participate in this way within the current structure of the university and the CUPE collective agreement).

Dean's Response: The School agrees with the need to consider linkages across program courses including identifying overlap and gaps and developing a strong course sequencing. The School had been aware of this need and included its intention to engage in ongoing curricular review in the Self Study. The School's curriculum committee is moving forward with this plan.

The School acknowledges that integrating sessional instructors into planning is important, but that it comes with associated costs to support instructors to attend planning meetings (not work which is included in their current contracts).

RECOMMENDATION 1b. *Program Sequence and Integration (Scope and Sequence of the Program).* Integrate systematic instruction in professional writing from the first term in the program and scaffold scholarly writing preparation throughout the curriculum.

Department's Response: We have set up a sub-committee to address writing, and the library will be consulted in support of proposed changes. The sub-committee will review the possibility of renewing a course in writing that has been included in previous years in the first year of the program.

Dean's Response: The School agrees and has established a curriculum sub-committee to build cohesion across the program, beginning with exploring how to best meet writing expectations. The sub-committee will consider integrating a writing course into the first year of the program.

RECOMMENDATION 1c. *Program Sequence and Integration (Scope and Sequence of the Program).* More strongly and systematically connect with library services early in the program and throughout to support scholarly writing.

Department's Response: We have set up a sub-committee to address writing, and the library will be consulted in support of proposed changes.

Dean's Response: The School and the curriculum sub-committee looking at writing expectations will consult with the library in support of any proposed changes.

RECOMMENDATION 1d. *Program Sequence and Integration (Scope and Sequence of the Program).* Incorporate content on supporting the mental health and social/emotional learning needs of young children

into the curriculum through integration into existing coursework or through the development of new (elective) courses.

Department's Response: We agree that it is important to think of new ways to consider the wellness of our students, and that embedding reflection opportunities and support into the program is a positive idea. While some faculty have engaged in this kind of initiative, we could expand this with guidance from beyond our school so that we are considering mental health and wellness in new, embedded ways.

Dean's Response: The School agrees that this is an important curricular area and notes that some faculty have engaged in initiatives to embed reflection and support opportunities into their courses. The School notes that this could be expanded to be considering issues of mental health and wellness in new ways.

RECOMMENDATION 1e. Program Sequence and Integration (Scope and Sequence of the Program). Disperse workload expectations and requirements more evenly across the curriculum to avoid a heavy third year in particular.

Department's Response: In terms of the third year being more difficult than others, we would like to know more from the reviewers, if possible. If more detail about aspects of the third year curriculum could be provided, they would inform the questions and focus groups that we could carry out among our students to identify concrete areas for change. For example, is it related to overlapping assignment dates among different courses, the nature or impact of placement, specific courses in combination or the number of required courses?

Dean's Response: The School was not clear about the source of the heavy workload in the third year of the program. In order to address this concern, the School is considering focus groups with students to better understand the nature of the problem (overlapping assignment dates, nature or impact of the third year placement, combination of specific courses, etc.).

RECOMMENDATION 1f. Program Sequence and Integration (Scope and Sequence of the Program). Consider the addition of an advanced leadership course in place of one of the research methods courses for students who do not plan to pursue graduate study but who would benefit from preparation in leadership and management in the field.

Department's Response: The ECS faculty understand that the research methods sequence can be challenging for some students, but we wish to respond to this concern as well as to the suggestion of incorporating a leadership course in the place of one of our research courses. First, while our degree program enables our graduates to register with the College of Early Childhood Educators of Ontario (CECE), it is also an academic program with the requirement to interpret research. Even from the CECE's perspective, there is a need to be able to engage with research in the practice of ECE:

The CECE's Code of Ethics and Standards of Practice "sets out the professional knowledge, skills, values and expectations applicable to all [registered early childhood educators] RECEs" (p.4). RECEs are legally obligated to follow the Code of Ethics and Standards of Practice. The expectation is that RECEs maintain currency by engaging in research is illustrated by several standards of practice (see Standards 1 through 4C available on their website: <https://www.college->

ece.ca/en/Documents/Code_and_Standards_2017.pdf

The CECE's standards of practice highlight why it is important that students in our program complete research courses, as it is an expectation that as RECEs they will continue to engage with research to ensure that their practice is based on the most current evidence in the field.

While leadership courses are important for RECEs who wish to pursue a management career, the focus of the standards of practice is that RECEs "understand the value of reflective practice and leadership development" (p. 14). Professional development that enhances leadership can be undertaken once our students graduate from the program. Community colleges offer post-diploma (degree) certificate programs related to early childhood management/administration. Community colleges also offer Honours Bachelor of Early Childhood Leadership programs degrees.

Because of the many academic courses that are built on theory and research in the program, being able to consume this material requires a high level of understanding, both in learning about research methods (Research I) and in carrying out a student-driven research project (Research II). In this way, Research II provides experiential learning through the design and carrying out of a research project, which is in line with the university's priority in experiential learning. Our school is not alone in this need to balance professional knowledge building with academic and research knowledge building - 7 of the 9 schools in the Faculty of Community Services have 2 or more research course requirements. Our program enables all of our graduates to go on to being reflective educators, graduate students or professionals in a range of child-related fields with the foundational knowledge of how to consume, interpret and apply research-based knowledge. We believe that when the reviewers have this broader context they will understand the need to retain our current research curriculum, as delivered in both of our research methods courses as well as its embedded nature throughout our curriculum. To address the suggestion of having a professional leadership course, we wish to highlight that many of our students will not pursue a career as an Early Childhood Educator, nor will they be qualified with a bachelor's degree to act in a leadership role in the field. For those students who wish to pursue leadership in the field after gaining valuable experience working as an RECE, they will be well served by a certificate in leadership at that time.

Dean's Response: The School did not accept this recommendation. They confirm that while their program enables a professional registration (with the College of Early Childhood Educators of Ontario), it is also an academic program with the goal of teaching students to interpret research. The School is committed to balancing professional and academic/research knowledge building within the program. The School will retain their current research methods curriculum which they believe enables graduates to become reflective educators, graduate students or professionals in a range of fields. The School responded that professional development to enhance leadership may best be pursued once students graduate from the program. They indicate that students wanting to pursue leadership in the field will be better served by a certificate in leadership or other post-diploma or degree programs related to early childhood management/administration. The Dean's Office supports the School's focus on research methods as core to the curriculum.

RECOMMENDATION 2. Faculty Hires, Core Faculty/Sessional Faculty Coordination, Access of Undergraduate Students to Core Tenure Track Faculty. There is a need for additional tenure-track faculty based on increasing class sizes. In the event of new hires, ensure they are involved in undergraduate teaching. Explore increased

and systematic opportunities for students to learn from and engage with tenure-stream faculty. If tenure-stream faculty cannot do more teaching in the undergraduate program, find other routes to connect students and faculty in meaningful ways (colloquia series, guest lectures in classes, etc.).

Department's Response: We are unclear on the reviewers' suggestion that we ensure that tenure track faculty are not only engaged in graduate teaching, but also in undergraduate. Our confusion lies in the fact that many new tenure stream faculty do not teach in the graduate program in their first year, but even if they do, their course requirements pre-tenure are to teach $\frac{3}{4}$ courses in the undergraduate program. Perhaps there was a misunderstanding of our workloading model. We appreciate the acknowledgement here that with increasing enrollments over the years, that our tenured faculty complement has not grown in proportion to that increase. We are indeed aware that students may graduate from our program with little to no experience with

tenure-track/tenured faculty. We are somewhat concerned about the point made on limited opportunities for the core faculty to teach in the undergraduate program, because in fact they do, but yes, there are not enough contact-hours with the current number of core faculty to reach all of our students. We completely agree with this assessment and would like to be able to increase hires in the school of core faculty, particularly since Ryerson University ranks 19th of the 21 Ontario universities in faculty to student ratios

<https://www.rfanet.ca/wp-content/uploads/2021/05/Ryerson-University-student-to-faculty-ratio-2006-20..pdf>.

Dean's Response: The School agrees that their tenure-stream faculty complement has not grown in proportion to increased enrollment and is aware that students may graduate from ECS with little or no experience with tenured or tenure-stream faculty. They recommend hiring 2-3 additional (non-replacement) RFA faculty, with a focus on hiring racialized faculty.

As part of the university's response to the TRC a number of Indigenous-focused positions were added across the university, and ECS received a new (non-replacement) .5 tenure-stream position (shared with Child and Youth Care). This position has been filled by an Indigenous scholar. ECS additionally hired a Black scholar in July 2021, although this is not a new position (replacement hire).

The Dean's Office understands that many departments and programs in the university sector are experiencing the need for a greater number of tenure-stream faculty. Given the constrained fiscal times, it is unlikely that additional faculty positions will be provided from the university in the next few years. Given this, PRT report's suggestions of ways to ensure greater contact between undergraduate students and tenure-stream faculty could be helpful to the School in meeting this goal in the immediate future.

RECOMMENDATION 3. *Sessional Faculty Support.* Explore meaningful work space for sessional instructors so they have a private space to meet with students.

Department's Response: Thank you for thinking about our sessional faculty and the important role that they play in our school. As mentioned above, we do wish to take your suggestion of incorporating them into planning through including paid time for them to attend faculty strategizing meetings in our budget, and also to looking and advocating for more space for them to work and to meet with students privately.

Dean's Response: The School agrees and appreciates the important role sessional instructors play in the School.

In addition to finding ways to include instructors in program planning, the School is advocating for more space for instructors to meet privately with students.

The Dean's Office recognizes the need for private meeting spaces for instructors and students. As a result of tremendous growth over the last two decades, Ryerson is facing a space crisis that impacts all levels of the university.

The Dean's Office will work with ECS to continue to advocate for space for sessional instructors to meet with students.

RECOMMENDATION 4. *Efficiency and Clarity on Roles of Advisors and Staff Support.* Review the roles and responsibilities of the staff team to distribute work equitably across the team and to ensure students know where to turn for advising and support. The workload for staff (enhanced by the pandemic) is heavy and growing and increased staff positions to better support faculty and students are needed. Ensure proactive mental health and wellness resources for staff.

Department's Response: Thank you for thinking of our very dedicated staff members, and yes, there is absolutely no question that they have been overburdened due to COVID. We are always looking for clarity in their roles and how best to communicate that, and I as Director of the school take your feedback very seriously and have begun discussions on how to define and log work that is being done, identify gaps and ensure that we all work together to lessen load. This may help to identify ways in which potential new hires could fill those gaps. Your suggestion speaks not only to protecting our staff from burnout and supporting their wellness, but it also speaks to the very real issue of retention. I think that the suggestion to clarify to students is critical, as well. This year we began to create FAQs and refer students to not only the right person for a given matter within the school, but beyond it. We will continue to think of ways to make this information not only clear and readily available, but redundant through multiple modes of communication that are relevant to our students (e.g., D2L Brightspace notifications, Twitter, and others). You also suggest that there be proactive mental health and wellness resources for staff and we look to the university and its leadership in this area, as formal measures, time off for working extra hours during the pandemic, sessions offered through the university and other initiatives will go a long way to supporting our hard-working staff.

Dean's Response: The School understands that clarity on staff roles and communicating this transparently is important. The School Director has begun the process of logging work, identifying gaps and spreading work across the team. The School has created FAQs to help refer students to the appropriate staff, both within the School and beyond. The School looks to the university for mental health and wellness support for Staff. The Dean's Office supports the School to continue encouraging staff to use the university's resources. Over the course of the pandemic, the university has increased its attention to and offering of support through Mental Health and Wellbeing.

RECOMMENDATION 5a. *Other.* The Program Advisory Council (PAC) could be more clear about their role and purpose.

Department's Response: Thank you for your feedback on your meeting with the Program Advisory Council, and we regret that the membership has just changed recently and that indeed, we must clarify the roles within the

council for clarity. We are very privileged to have these many voices contributing to our program, and we look forward to meeting them within the coming months and getting their input on the many changes that we hope to continue with as we move forward with our curriculum, and with your recommendations.

Dean’s Response: The School acknowledges that membership on the PAC had changed immediately prior to the PRT site visit, and that they are looking forward to working with the PAC to clarify roles as they make curricular changes and respond to the PRT report

RECOMMENDATION 5b. Other. Ensure that students have the opportunity to provide feedback about the program in safe, systematic and meaningful ways.

Department’s Response: Regarding the opportunities for student feedback, we completely agree and during our May meetings we discussed the importance of yearly surveys and focus groups to constantly have input on our program and on our student needs. We will also think through, and consult on, ways to provide new forums for our students to share in which they will feel supported, but in which faculty and staff may not be present. We will also work in partnership with our Course Union, the student representatives, towards establishing new ways to raise student voices.

Dean’s Response: The School agrees and has discussed the importance of yearly surveys and focus groups. They are planning on creating new forums for students to share feedback in supportive ways. They are working with the Course Union to establish ways to raise student voices.

RECOMMENDATION 5c. Other. Collect more consistent data on current students and graduates to aid in targeting applicants to the program and ensuring a diverse group of students.

Department’s Response: No Department-specific response was given.

Dean’s Response: The Dean's Office supports, where possible, the collection of data to inform School practices, especially with the goal of identifying communities to target for outreach and to ensure an ongoing diverse group of applicants to the School. The Dean's Office also recognizes that this work is often beyond the capacity of Schools who are already overburdened with administrative work.

IMPLEMENTATION PLAN

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation # 1
Recommendation: Hire more full-time faculty
Rationale: Identified as a need in faculty SWOT. This will support the development of a doctoral program and will enhance capacity for nonteaching tasks and initiatives
Objective: Hire 2-3 additional (non-replacement) RFA faculty, especially those representing ethno-racial minorities - in particular from Indigenous groups

<p>Actions:</p> <ul style="list-style-type: none"> • Advocate for positions with the Dean • DHC to develop appropriate recruitment materials and strategies to attract suitable candidates • Review CV, short-list, interview, select and appoint
<p>Timeline: July 2021: .5 FTE non-replacement Indigenous hire was completed. 2022-23: 2-2.5 additional non-replacement hires.</p>
<p>Responsibility for leading initiative: Director and DHC Chair</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>

<p>Recommendation # 2</p>
<p>Recommendation: Collect, communicate, and facilitate more career options for students</p>
<p>Rationale: Identified as a need in NSSE by students: the shift from ECE to ECS broadens curriculum and focus, but more opportunities are needed for student to learn about career options reflected in this change.</p>
<p>Objective: Enhance graduates' employment opportunities</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Seek guidance from other Schools / Universities • Develop and maintain appropriate databases • Offer advisory and referral services • Work more closely with Ryerson's Career and Co-op Centre
<p>Timeline: Starting in Fall 2021. Ongoing monitoring and evaluation to be conducted</p>
<p>Responsibility for leading initiative: Program Director</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>

<p>Recommendation # 3</p>
<p>Recommendation: Conduct ongoing curriculum review</p>
<p>Rationale: Curriculum mapping exercise, students' focus groups, and study by Dr.Berman pointed to need for ongoing curriculum review</p>
<p>Objective: Review curriculum for gaps, overlaps, coherence, and rigour</p>

<p>Actions:</p> <ul style="list-style-type: none"> • Faculty to collectively identify priorities and responsibilities • Individual faculty members to identify areas of interest (e.g. Field Education, writing skills), methodology for review, timelines and resources needed • Procure internal resources to examine specific aspects of the curriculum, conduct study & report back to faculty for curriculum revision
<p>Timeline: Starting in May 2021.</p>
<p>Responsibility for leading initiative: Chair of Curriculum Committee</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair / Director of School</p>

<p>Recommendation # 4</p>
<p>Recommendation: Develop a doctoral program in ECS</p>
<p>Rationale: Identified in faculty SWOT; need for appropriately qualified instructors, researchers and policy advisors; raising profile of work with young children and families</p>
<p>Objective: Write the proposal for the doctoral program</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Build on current LOI initiative by Dr. Langford & Berman to write a full proposal • Seek support from with the Ryerson community (student, colleagues and administrators), and other organization (e.g. Colleges, the College of ECEs and other stakeholders) for the proposed program
<p>Timeline: LOI submitted 2019. Full proposal by Fall 2022- Spring 2023.</p>
<p>Responsibility for leading initiative: Dr. Berman and other interested faculty</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Director of School & Faculty Dean, YSGS</p>

<p>Recommendation # 5</p>
<p>Recommendation: Develop a plan for recording, sharing, reviewing and celebrating excellent teaching</p>
<p>Rationale: Teaching and its quality is currently conceptualized/assessed/recorded/shared etc. in very limited ways. ECS faculty, including RFA and CUPE instructors, are well- positioned to expand the scope of this work.</p>
<p>Objective: To develop processes for recording, sharing, reviewing and celebrating teaching within the School; to create a model for other schools to consider</p>

<p>Actions:</p> <ul style="list-style-type: none"> • Set up a school committee for Teaching (as for SRC, Curriculum etc.) to define its mandate, prepare and present a plan, report on progress etc. • Work with the Teaching Chair in FCS • Work with the Learning and Teaching Office • Recognize and celebrate excellence through nominations for teaching awards
<p>Timeline: Begin work in Winter 2022 and report progress to faculty at the end of the academic year</p>
<p>Responsibility for leading initiative: Departmental Curriculum Committee</p>
<p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair/Director of School</p>

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: ***That Senate approve the Periodic Program Review for Early Childhood Studies, Bachelor of Arts – Faculty of Community Services.***

F. For Information: CHANG SCHOOL CERTIFICATE – Revision (March 2022)

- i) Certificate in Nursing and Interprofessional Healthcare Leadership and Management: Course Deletion (Elective)

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Robyn Parr, Interim Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

Marcia Glasgow, Office of the Vice President Equity and Community Inclusion

Jason Lisi, Director, Curriculum Quality Assurance

Andrea Migone, Faculty of Arts, Politics and Public Administration

Andrew Hunter, Faculty of Arts, Philosophy

Christopher Gibbs, The Creative School, Creative Industries

Abhay Sharma, The Creative School, Graphic Communications Management

Eric Liberda, Faculty of Community Services, Occupational & Public Health

Diane Pirner, Faculty of Community Services, Nursing

Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science

Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering

Hilary Evans Cameron, Lincoln Alexander School of Law, Law

Vadim Bostan, Faculty of Science, Chemistry and Biology
Gagan Gupta, Faculty of Science, Chemistry and Biology
Farid Shirazi, Ted Rogers School of Management, Information Technology Management
Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy
John Papadopoulos, Library
Linda Koechli, Chang School of Continuing Education
Kimberly Carter, Chang School of Continuing Education
Zaima Aurony, Student
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