

## **REPORT OF ACADEMIC STANDARDS COMMITTEE**

**Report #F2017-3; Dec 2017**

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

- **TRSM Entrepreneurship Co-op Revision**
- ***For Information: Periodic Program Review Follow-up Reports***
  - **Criminology**
  - **Health Services Management**
  - **Medical Physics**
  - **RTA Media Production**
- ***For Information: Chang School Certificates – Revisions (November 2017)***

### **A) TRSM ENTREPRENEURSHIP CO-OP REVISION**

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

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

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

The proposed schedule for the Entrepreneurship Co-op program considers that:

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

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

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

**Table 1: ENT CO-OP PHASING COMPARISON**

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

Work Term	** Take ENT580	* Take ENT570
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**CALENDAR COURSE DESCRIPTIONS**

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

**CURRENT**

**ENT 56A/B Entrepreneurial Skills Development**

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

**NEW**

**ENT 570 Entrepreneurial Self-Development Part 1**

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

**ENT 580 Entrepreneurial Self-Development Part 2**

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

**Recommendation**

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

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

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

### **i. CRIMINOLOGY Periodic Program Review Follow-up Report**

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

#### **Recommendation**

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

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

#### **Response**

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

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

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

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

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

Out-of-class events include:

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

###### *Priority #2 - Increasing SRC Excellence and Impact*

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

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

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

*Priority #4 – Continue to Attract Excellent Students at the Undergraduate Level*

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

**2. An update on the Department's plan to address issues identified in the mapping of required courses to program learning outcomes**

In 2016 the Department began to implement revisions to the curriculum to address some of the issues identified in the PPR. For example:

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

**3. An update on the refinement of the program learning outcomes**

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

**4. A complete set of recent course outlines, including the required SSH courses.**

The course outlines have been submitted.

The Academic Standards Committee also recommends a **two-year follow-up report** (due June 2018) for Criminology as follows:

1. The results of a graduate survey and a survey of employers.

**ii. HEALTH SERVICES MANAGEMENT Periodic Program Review Follow-up Report**

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

## **Recommendation**

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

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

## **Response**

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

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

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

#### *i. Conduct a strategic planning session*

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

#### *ii. Develop a marketing plan*

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

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

#### *iii. Adopt some systematic curriculum planning development model/process*

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

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

*iv. Review and revise policies related to the practicum*

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

*v. Enhance process for developing and monitoring quality indicators*

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

*vi. Enhance resources and supports available to the program and its faculty*

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

**2. An overview of the strategic planning outcomes, with reference to plans for addressing both student retention issues and the anticipated external threats to program admissions**

A key issue for the program is that as more people have degrees, the degree-completion option is less attractive. Therefore, the School is acting to introduce a Masters and increase the demand for our Certificate programs, while retaining the degree-completion programs for students who need them, particularly to enable promotions and admission to graduate programs.

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

**3. Refined program learning outcomes, ensuring they are specific to the Health Services Management program.**

The School has revised the Program Learning Outcomes which will be used in the AUPHA certification self-study. HSM Program Learning Outcomes:

1. Define, describe, and apply relevant policy concepts and theories to support decision making in the Canadian healthcare environment
2. Identify and describe management skills associated with core functions (human resources, financial management, governance and strategy, information management) within organizations across the health services sector
3. Recognize, describe, and analyze the roles of ethics, equity, and diversity in health services management, including access to and delivery of health care
4. Assemble, interpret, and evaluate extant research to support evidence-based management in healthcare
5. Collect, analyze and interpret quantitative and qualitative data to develop and effectively communicate evidence informed solutions to health service delivery problems
6. Identify the limits of knowledge and demonstrate personal responsibility and accountability in devising strategies to address complex health systems problems

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

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

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

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

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

The Academic Standards Committee also recommends a **two-year follow-up report** (due June 2018) for Health Services Management as follows:

1. Mapping and analysis of the required courses to the revised program outcomes.

#### **iii. MEDICAL PHYSICS Periodic Program Review Follow-up Report**

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

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

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

#### **Response**

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

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

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

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

### **Liberal Studies course groups of relevance to Medical Physics students**

After consultations with the ASC, the Program dropped this initiative.

### **Renewal and upgrade of Physics' laboratory equipment**

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

### **Addition of two new faculty members**

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

### **Addition of a new technical support staff member**

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

### **Creating joint undergraduate programs with other universities**

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

The Academic Standards Committee also recommends a **two-year follow-up report** (due June 2018) for Medical Physics as follows:

1. The results of a student, alumni, and employer survey. The employer survey could include co-op employers.

### **iv. RTA Media Production Periodic Program Review Follow-up Report**

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

### **Recommendation**

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

1. The initiatives outlined in the Developmental Plan and the Supplemental Developmental Plan.
2. A plan that will ensure all students have proficiency in all program learning outcomes.
3. The CVs of all faculty members in the School and all other faculty who have taught required courses to program students at the time the Periodic Program Review was submitted to the ASC.

### **Response**

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



### ***Priority 1: Implementing and developing the new curriculum***

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

#### **Supplemental developmental plan:**

*Requirement that students complete a minimum of 60 volunteer hours of creative community practice prior to graduation.*

Status: The class of 2018 will be the first to graduate having completed this requirement.

*Opportunities for FCAD to work with the Chang School to develop offerings for our students*

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

### ***Priority 2: Expanding RTA outreach***

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

#### **Supplemental developmental plan:**

*RTA Public Service provides students with the opportunity to volunteer their time and skills to help an individual or group that wouldn't otherwise be able to access high-end production facilities. The aim of the group is to offer students from all years and streams of RTA an avenue to produce high-quality work alongside local community initiatives and charities.*

Status: Ongoing. Students have produced PSAs, videos, and in-house material for a wide range of charitable organizations through this initiative.

*The RTA School of Media is partnering with TIFF once again this year.*

Status: The 2016 "Marshmallow Cloud" at TIFF installation was received with great enthusiasm; we are planning to continue the partnership.

*We are adjusting the format of RTA's annual "Upfront" showcase to provide better opportunities to bring students and the industry together.*

Status: The "Upfront" format was successfully tweaked this year to allow for greater student and industry participation. We plan to continue expanding this event.

### ***Priority 3: Strengthening our administrative structure***

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

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

**Supplemental developmental plan:**

*As planned in the PPR, RTA has now hired a Student Academic Coordinator, specifically to help first and second year students with their course planning.*

Status: Completed.

**Priority 4: Continuing to foster SRC activity**

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

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

**Supplemental developmental plan:**

*Increase our Transmedia Zone initiatives from 12-20 over the next five years.*

Status: Ongoing. Currently, the Transmedia Zone hosts 19 initiatives across a range of media and storytelling modes.

*Our Broadcaster in Residence is holding open office hours, and next month will be inviting Media Production students to work with him as audio producers and to create voice tracks for upcoming shows.*

Status: Ongoing. The Broadcaster in Residence initiative was extremely successful. We will be continuing the initiative with new broadcasters in future semesters.

*Planning for a “music industry hub” to be based within RTA, which will bring students together with industry leaders to foster innovation and growth in modern music-related businesses.*

Status: Launched, as “The Music Den”. An initial event was enormously successful – the initiative will continue.

*Creation of the Maker Space where all students in RTA programs can collaborate to prototype, create and design their work.*

Status: Ongoing. Particularly successful in terms of cross-collaboration across the various programs (Sport Media, New Media, Media Production) contained within RTA.

*Hack Nights are a weekly open studio opportunity to work on projects, share ideas and network with peers and professors.*

Status: Ongoing. Often (though not always) allied with the Maker Space, Hack Nights have given students and faculty a chance to further interact outside a classroom setting.

*Increasing the opportunities with RTA Productions, which was created as an opportunity for students to get paid production work that is facilitated by RTA staff.*

Status: Ongoing. RTA Productions continues to expand, offering services to the University as well as to external clients.

*RTA Sports is an opportunity for students interested in sports production to get involved in a wide variety of production roles.*

Status: Ongoing. Though primarily serving students in the Sport Media program, RTA Sports was designed specifically to be open to students in a range of media programs, and has seen participation from a large number of Media Production students.

*The RTA School of Media is partnering with the Ontario Science Centre to present a student installation in the Summer of 2016.*

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

#### ***Priority 5: Continuing to ensure quality of teaching***

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

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

#### ***Priority 6: Continual upgrading of facilities***

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

#### **Supplemental developmental plan:**

*The Allan Slaight Radio Institute, which provides state-of-the-art radio and audio production facilities to our students.*

Status: Launched, and slightly upgraded. Currently houses 5 broadcast studios and 4 connected interview rooms.

*With the opening of the Allan Slaight Radio Institute, SpiritLive has a new and updated home. It is a 24-hour a day, 7 days a week internet broadcaster, featuring original content produced by RTA students.*

Status: Ongoing. SpiritLive's goal is to continue providing RTA students with a platform from which they can create and disseminate media, putting to use the knowledge, skills, and creativity they have

honed in the RTA School of Media.

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

***Priority 7: Expanding RTA internationalization initiatives***

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

**Supplemental developmental plan:**

*Global Campus Network is expanding to provide more opportunities for students to collaborate.*

Status: Ongoing. The GCN continues to grow, and now has nearly two dozen international partners across six continents, including Google News Lab.

*Working with the Dean’s office to expand our international presence and provide international opportunities for students.*

Status: Ongoing. The Dean was and is a vital part of the “RTA In LA” initiative, and we will continue to work to expand opportunities in this sphere.

*Exhibition opportunities for students (both online and through festivals) .*

Status: Ongoing. A new addition to the curriculum that covers this area (RTA 810: Thesis Project II - Exhibition/Reflection) will commence in Winter 2018.

## **2. LEARNING OUTCOMES UPDATE**

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

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

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

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

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

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

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

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

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

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

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

### **3. ADDITIONAL CVs**


The required CVs have been submitted.

#### **C. For Information: CHANG SCHOOL CERTIFICATES - REVISIONS (November 2017)**

Chang School Certificate in:

- i. Canadian Social Work Practice: Course Additions and Deletions
- ii. Computer Security and Digital Forensics: Revised Course Description for CKDF 145
- iii. Food Security: Course Additions
- iv. Local Economic Development (LED): Course Additions and Deletions
- v. Music: Global and Cultural Contexts: Course Addition
- vi. News Studies: Course Deletions and Additions (Elective Category)
- vii. Public Relations: Course Addition and Deletion
- viii. Publishing: Course Additions

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Katherine Penny, Director, Curriculum Quality Assurance

Anne Marie Singh, Faculty of Arts, Criminology

Anne-Marie Lee Loy, Faculty of Arts, English

James Nadler, Faculty of Communication & Design, Creative Industries

Wendy Freeman, Faculty of Communication & Design, Professional Communication

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

Annette Bailey, Faculty of Community Services, Nursing

Andy Gean Ye, Faculty of Engineering and Architectural Science, Electrical & Computer Engineering

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

Vadim Bostan, Faculty of Science, Chemistry & Biology

Jeffrey Fillingham, Faculty of Science, Chemistry & Biology

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

Donna Smith, Ted Rogers School of Management, Retail Management

Val Lem, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Amanda Grant, Student

Ashley Blumson, Student