

CRI PPR- IMPLEMENTATION PLAN

Priority Recommendation # 1: Modify Curriculum and Learning Objectives

Rationale:

The School has had the same curriculum since the first year of the program in 2013-14. Some key learning during that time includes the difficulty for students to access 6 module courses, need for re-laddering of Creative and CRI/BSM core curriculum, and the challenges with managing curriculum relationships with multiple Schools. Also included in the learning is a series of gaps in learning objectives.

Implementation Actions:

1. Submit a major curriculum change to address the issues identified from the Periodic Program Review.
 - Reduce Module courses from 12 to 10.
 - Reladder and re-design the 11 CRI Core curriculum for the program. Move CRI700 HR from 4th to 3rd year and CRI710 Research from 4th to 2nd Year
 - Re-organization and redesign of CRI/BSM Core Curriculum to more purposefully work together.
 - Create new module for Event and Live Entertainment Management
 - Review Admission Standards and Optional Statement
 - Review course description and title for EID 100 Digital Skills International Innovation - no mention of international or innovation as is implied by course title.
2. Review learning objectives for the program to address gaps identified in PRT on pages (15- 17);
 - LO2b Transform creative ideas into commercial products and services through application of business and management concepts and practices applicable to media and cultural production
 - LO3b Develop strategies to access funding and investments; to facilitate the work of artists, writers, designers and media maker
 - LO5 Research
 - LO6 Project Management
 - LO8 Professional Capacity
3. Role of Module Courses. Assess the role of module courses in supporting the Learning Objectives of the program, can you find a way to map them.

Timeline:

1. Major Curriculum Change. Completed in June 2021
2. Learning Objectives. To be reviewed and re-written in 2022 or 2023
3. Role of Module Courses. Complete in 2022-23 after major curriculum changes are completed

Responsibility for:

1. Major Curriculum Change. Led by Chair and Staff, completed in June 2021
2. Learning Objectives. Led by Chair with support by faculty
3. Role of Module Courses. Led by Chair

1-Year Follow-ups

1. Submit a major curriculum change to address the issues identified from the Periodic Program Review.

Program Response: [Major curriculum changes](#) were submitted/approved in 21-22, including :

- Reladder and re-design the 11 CRI Core curriculum for the program. This included:
Move CRI700 HR from 4th to 3rd year and CRI710 Research from 4th to 3rd Year, CRI 600 from 3rd year to 2nd year.
- Reduce Module courses from 6 courses per, to 5 courses per.
- Reduce BA requirements from 42 credits to 40 credits.
- Re-organization and redesign of CRI/BSM Core Curriculum to more purposefully work together, including the repatriation of the financial management/accounting course previously taught by TRSM to a custom designed for CRI students course delivered by our own school/department ([ACC 340](#) discontinued from our curriculum and replaced with [CRI 460](#)).
- Create a new [minor for Event and Live Entertainment Management](#)

We also have been reviewing and carefully monitoring Admission Standards and Optional Statement, in close discussion with admissions.

2. Review learning objectives for the program to address gaps identified in PRT on pages (15- 17);

Program Response: These were reviewed/reflected on during the curriculum change process, we believe the adjusted curriculum better supports the stated learning objectives, in particular where the changes addressed the research methods course and the teaching of financial management and project management.

3. Role of Module Courses. Assess the role of module courses in supporting the Learning Objectives of the program, can you find a way to map them.

Program Response: Current modules are under review in many cases, in conversation with partner schools. There are proposals being worked through for new modules at various stages of development.

Program Next Steps: Upon full implementation/transition to the 2nd version the CRI curriculum, once the 1st version of the CRI curriculum is fully retired, the CRI curriculum committee will reflect on all of these points, evaluate the 2nd curriculum and begin discussions about additional major changes, including changes to modules. This is likely to start in the 24-25 academic year.

Priority Recommendation #2: Program Identity

Rationale:

The program has had an excellent start-up period and must now enter a new phase of maturation. The program can and should become a thought leader with respect to the creative industries. It can and should become the focal point of Toronto centred research and training about the creative industries.

CI has already made strides to embed EDI ideas in its curriculum. This is a good foundation but the School needs to continue to diversify the student body and faculty more. The School also develops programs to become a leader in the intersection of identity and the creative industries.

Implementation Actions:

1. Develop initiatives or communications which can celebrate CI research activities and build a stronger research culture.
2. Review the program's communication and marketing strategies to ensure the attractiveness for high quality students.
3. Create short overviews of each module to provide students with more background information.
4. Rejuvenate Program Advisory Council with representative diverse people.
5. EDI Content. Continue to embed EDI ideas into the curriculum.

Timeline:

1. Communications. Build out a plan with faculty at May 22 end of year meetings with launch of initiative in 2022/23
2. Communications and Marketing. Ongoing from 2021-23
3. Modules. Complete for 2021-22
4. PAC. Rebuild for meeting in 2022
5. EDI. Launch initiatives in 2021-22, with ongoing initiatives and support

Responsibility for:

1. Communications. Chair with support from faculty
2. Communications and Marketing. Chair with support from staff
3. Modules. Chair with support from staff
4. PAC. Chair with support from faculty and staff
5. EDI. Chair with support from faculty and staff

1-Year Follow Up

1. Develop initiatives or communications which can celebrate CI research activities and build a stronger research culture.
2. Review the program's communication and marketing strategies to ensure the attractiveness for high quality students.

Program Response: Program identity and communication strategies continue to evolve and are carefully being monitored and evaluated. The return to large scale in-person activities, in particular alumni, career/industry nights etc. has provided valuable network building and branding/content sharing opportunities which help build and tell the story of the program and

school. Interest in the CRI program remains strong, applications to the CRI program are down for 23-24, but remain the highest in the Creative School School Faculty. Some of this drop can be attributed to demographics and the launch of the overlapping Professional Music Program, but the overall high numbers reflect positively on the program's identity and resonance with high quality student applicants.

Steps have been taken internally at CRI to enhance the focus and culture around research, including formally designating (in Jan 2023) research as a co-equal top priority in departmental decision making with undergraduate teaching and taking account of research implications of decisions about teaching loading and class offerings etc. Two CRI-faculty members have been encouraged and supported to pursue graduate program director positions as of Winter 2023, in part because of their alignment with research programs and objectives.

Program Next steps: Continue to push research as a departmental priority in the transition to the next chair, continue to find ways to celebrate the research accomplishments of CRI faculty, continue to work with Dean's Office communications staff on sharing CRI stories and promoting an accurate and interesting narrative about the program and its students. There should be display space in the CRI office and/or on the CRI website devoted to celebrating the SRC of CRI faculty, and making sure students and applicants are aware our SRC and its impact. This should be undertaken during the 23-24 academic year, though some budget and facilities coordination may be required.

3. Create short overviews of each module to provide students with more background information.

Program Response: This process was interrupted. The academic manager who was leading it left TMU for employment elsewhere in W2023 and we are still in the midst of a transition to the new model, including hiring new staff. In addition, there are proposals for new modules circulating as well as requests from partner schools to alter their modules as various schools undergo curriculum reviews and revisions.

Program Next steps: When the hiring and transition to the new staff cluster arrangement is complete, and the current process of evaluating new modules to be developed and evaluating existing modules for change/retirement concludes, this process should be picked back up, and completed by no later than the start of the 24-25 academic year. We will consider all opportunities to support students with more information about module choices, including perhaps making use of alumni etc.

4. PAC. Rebuild for meeting in 2022

Program Response: This process is underway, all be it a year later than planned. The CRI faculty and staff completed a brainstorming/revisioning process over the course of Winter 2023, identifying a list of names to be invited. As of Spring 2023, the Work Placement, Alumni Outreach, and Industry Partnerships Specialist has taken the lead on organizing the re-launch of the PAC, invitations have gone out to the members and we already have confirmations from many participants of their desire to join (or rejoin) this group, including for the incoming chair of the new PAC. The first meeting of this new PAC has been scheduled for Oct 25, 2023.

Program Next steps:: Continue to support the invitation/organization process and organize initial

meetings and annual calendar for 23-24 academic year.

5. EDI. Launch initiatives in 2021-22, with ongoing initiatives and support

Program Response: The school continued its EDI work in 2022-23, including the hiring of a dedicated part-time staff member to support EDI work within the school, EDI initiatives and diverse and international members of the student community. Various supports were put in place and events were organized throughout the year.

Program Next steps: Reflection/evaluation of these initiatives and plans for the next and ongoing phase of this support is required. Consideration should be given to the role of the EDI support staff member in future budgeting processes and as the staff cluster plan evolves and hiring decisions are made. The contract and funding for the dedicated part-time EDI support focused staff position has ended at the end of the 22-23 academic year, so the long term support for this work requires careful consideration of next steps, and the place within the new staff cluster model of a dedicated EDI and community engagement role needs to be considered and supported going forward.

Priority Recommendation #3: Strengthen Human Resources

Rationale:

Although the module courses are taught by faculty outside the School of Creative Industries proper, the core CI faculty and staff would benefit from additional capacity. The core group is so small that, in spite of its incredible efficiency, it struggles to address all the aspects of the current program. If the University expects the program to further mature, the School needs to augment its core faculty.

Implementation Actions:

1. Systematically review staff resources related to servicing a larger cohort of students.
2. Increase the number of Faculty for the School.
3. Create an undergraduate program director structure.

Timeline:

1. Staff resources. Complete in 2022
2. Increase Faculty. Propose optimal faculty levels for the School 2022/23
3. Undergraduate Program Director: 2022-23

Responsibility for:

1. Staff Resource: Chair responsible for leading initiatives with support from the Dean office to review staffing levels.
2. Increase Faculty: Chair and Dean
3. Undergraduate Program Director: Chair and Dean

1-Year Follow Up

1. Systematically review staff resources related to servicing a larger cohort of students

Program Response: There has been significant change in this area since the PPR. These challenges in staffing support for a growing program underlined by the PPR were further complicated by the Academic Affairs Manager, Paula Rayson, being recruited away from TMU, and leaving in the Winter 2023 term. In response, The Creative School Dean's office completed a review of staffing levels. In place of a direct replacement of this staff management position, it was decided to implement a 'staffing cluster' which sees CRI and the School of Professional Communication (ProComm) share their staff team between both schools. This involves pooling the staff positions of CRI (Administrative Coordinator, Student Affairs Assistant, Work Placement, Alumni Outreach, and Industry Partnerships Specialist- a position supported by ancillary fees- all OPSEU staff) with the the staff positions of ProComm (Administration Manager, Manager- Academic and Student Affairs, Operational Assistant, Student Affairs Assistant, Creative Technologist- 2 MAC manager, 4 OPSEU Staff). This transition process was launched in Winter 2023, and is currently (as of Spring 2023) being built out and evaluated, including with up to 2 additional staff roles in this cluster to be hired (Student Affairs Assistants, OPSEU Staff). There is also an ongoing review of the resources and structure of the entire faculty of The Creative School in process that is reflecting on resource allocation across the faculty of The Creative School as a whole (the 360 Review). On balance, there are now more staff members available to support CRI (5 under the old set up; 8, up to 10 shared under the new set up), but with different skill sets and knowledge bases, and these resources are shared with another school, with many of the staff having been originally hired and trained by Professional Communication.

Program Next steps: Continued building out and evaluation of the staff cluster model, recruitment and training of new staff members. Careful consideration of expert knowledge at the staff level about CRI students and curriculum specifically is required as well as training and support for former ProComm staff who are now required to work with CRI. The staff cluster should be carefully monitored as it evolves to ensure that resources are adequately and sustainably shared between the two schools. Cultural integration of this staff cluster should take into account PPR notes about the need to maintain and support a unique identity for the school and its program and students (referred to in Priority Recommendation #2 above). Furthermore, with the budget and contract ending in July 23 for the part-time staff whose focus was EDI and Community Engagement, consideration ought to be given for integrating this role as a partial focus of one or more members of the staff cluster going forward.

2. Increase Faculty.

Program Response: The program agrees that additional increases in faculty may be required. We continue to monitor our resources and make the case that additional faculty hires are in the best interests of students, colleagues and our workplace environment. The UPO Indicator 11 of FTE/FTE Ratio for CR is 35 in 2021-22. This is up from the 31 data in 2019-20 cited in the PPR, and on the high end relative to faculty and university norms (23 and 29, respectively). As *Appendix A* indicates, CRI student/faculty rates are struggling to keep up with the level of growth of the program, increased service teaching demands and higher admission corridors.

Since the PPR underlined this issue: there have been 3 new additions to the faculty of CRI: two at the assistant professor level and one at the associate level, (recruited as an external chair hire). However, in parallel, one assistant-level faculty member left the School of Creative Industries in 2021-22 and associate professor/chair Chris Gibbs returned to his home department in the Ted Rogers School of Management after his Chair term ended in December 2022. In addition, a one year Limited Term Faculty (LTF) position granted to the School for 2022-23 was not renewed. Against this backdrop, the school has continued to dramatically increase enrollment and growth (going from 177 FTEs in the first year cohort of 2018-2019, to 262 FTEs in the first year cohort of 2020-21, with steady stream admissions corridors at that target since). Post-PPR curriculum revisions have seen CRI repatriate some of the required courses that had previously been taught by other departments, meaning CRI now teaches a higher percentage of CRI-required courses itself than it did under the old curriculum studied by the PPR. In addition, the launch of the interdisciplinary BFA in Professional Music Program has added 50 more students per year to various CRI required courses which are also required courses in that program, as are certain CRI elective courses which now must be run every year and delivered to the music students.

With this growth, the CRI Faculty TFA contingent has increased by a net of one since 2019-20, from 8 FTE to 9 FTE. Furthermore, of the 9 CRI faculty, 2 individuals who are counted fully by UPO data as being among the CRI FTE complement are actually cross-appointed to other schools/programs as conditions of their letters of appointment (SR to Professional Music/ MD to IMA), a third member of CRI's FTE count is a CRC-1 who- though affiliated with CRI- does not regularly teach in the CRI program at this point. A 4th member is co-program director of the Professional Music Program. This nuance is not picked up on the FTE data, but has a significant impact on our teaching capacity, service obligations and bench strength in practice.

As research intensive faculty working in a school without its own in-house grad program, CRI professors- by choice and by necessity- are also deeply involved in teaching, supervision and administration of interdisciplinary graduate programs outside of the School of CI such as the Masters of Digital Media, the PhD In Media and Design Innovation and the MA/PhD in Communication and Culture.

Program Next Steps: As the PPR points out, delivering this program and maintaining the SRC productivity levels of this faculty contingent requires "incredible efficiency" which may not be sustainable in the long term, in particular amidst growth of the program. Ongoing review of the faculty contingent, that takes into account: The requirements of the CRI program offerings at present, including the professional music program's additional students and required course offerings and the extent to which CRI faculty are in many cases actually shared with other programs and departments and may be 'double-counted' in terms of their availability to CRI. This should aim to establish an optimum number of faculty for CRI and also to develop a clear recruitment plan and schedule. Careful consideration should be given to building enough bench strength to cover sabbaticals and leaves, and to the need to support research-intensive faculty by more equitable rotations and sharing of large course teaching responsibilities and service obligations. A long term hiring plan should be developed that includes specific faculty/expertise profiles that the school identifies as key growth and coverage needs.

3. Undergraduate Program Director: Chair and Dean

Program Response: This has been done and committed to. The details are just being finalized, but

an Associate Chair/UPD role will exist as of the 23-24 academic year.

Program Next Steps: Implement this new role and build it out for a long term, clearly articulated position, working carefully with the new chair and CRI staff.

Priority Recommendation #4: Administrative & Student Experience

Rationale:

With the explosive growth of the program's number of students course offering, the PPR identified the need to develop strategies to increase the percentage of paid internships for students and the need to create an undergraduate program director structure. Furthermore the program review has identified the need to invest in programs or services which can add value to the current or alumni experience.

Implementation Actions:

1. Develop strategies to increase the percentage of paid internships for students.
2. Create an undergraduate program director structure
3. More fully articulate the role of the internship program and its role within the curriculum.
4. Consider future development such as co-op or possibility for 2nd internship.
5. Identify and invest in programs or services which can add value to the current student or alumni.
6. Focus on graduate employment and alumni experience.

Timeline:

1. Internships/Co-op. Begin initiatives in 2021-22 with ongoing development
2. Structure. Propose an Undergraduate Program Director structure for 2022-23.
3. Graduate/Alumni. Begin initiatives in 2021-22 with ongoing development

Responsibility for:

1. Internships/Co-op. Led by staff with support from Chair
2. Structure. Chair and Dean
3. Graduate/Alumni. Led by staff with support from Chair

1-Year Follow-up

- 1. Develop strategies to increase the percentage of paid internships for students.**

Program Response: A two pronged strategy has increased the number of paid internships by 23% since this review. This strategy involved adjusting the requirements around what kinds of companies the students may intern with. It now permits students to intern in non-creative sector companies as long as the role itself is associated with the creative sector (for example, communications intern with Canadian Tire). The second part of the strategy focused on encouraging companies to budget for paid roles by sharing funding sources to assist with this (eg. SWPP and

Canada Summer Jobs funding).

2. Create an undergraduate program director structure

Program Response: As discussed elsewhere, this has been done and will take effect for the 23-24 Academic Year.

3. More fully articulate the role of the internship program and its role within the curriculum.

Program Response: The role of the internship program is to connect theory and practice with regards to a range of courses, such as digital literacy (CRI 300) to creative ideating (CRI 600) to financial fundamentals and the growth of creative sector businesses (CRI 460, 400, and CRI 800), as well as module-specific courses. (In a review of the required internship reflections from students, these courses are routinely mentioned in response to the question regarding which courses were useful/relevant in the internship experiences.) For a program of study that is largely theoretical and academic, the internship also provides hands-on, experiential learning that fosters the development of professional skills and deep learning opportunities. This experience helps students clarify particular preferences, strengths, and understanding of career pathways. It also helps students access sector-specific opportunities following graduation. We continue to support and enhance opportunities for students to learn about the internship in years 1-2, and create synthesis between learning in classrooms with internship requirements, and to use coursework in year 4 to reflect on the experience. The UPD/Associate Chair role will further these conversations by carefully connecting the curriculum committee's work with the Work Place Coordinator's Office.

4. Consider future development such as co-op or possibility for 2nd internship.

Program Response: We have explored the possibility of co-op programming, including the timing, how it would impact the curriculum, and what additional gains would be achieved through this. Though we appreciate the suggestion, it is not an avenue the program wishes to pursue at this point, since the internship experience provides excellent industry experience without the addition of a 5th year to the degree.

A second internship was also considered. While we explored this possibility, there are some significant drawbacks. One involves access to paid vs unpaid internships and a desire to balance opportunity fairly. That is, with a limited number of paid internship roles available, a second internship opportunity attracts students who, in many cases, have already completed a paid internship. As applicants with experience, they present strong applications, and are likely to be hired (as opposed to the student who has had no internship experience at all). Consequently, the chances of students without experience landing paid internships will decrease, while a handful of students will have the advantage of two paid internships. (This is not a hypothetical situation. We see this happening with our internal internship job board, as students who have already completed internships sometimes try to apply for paid roles intended for students engaged in the internship application process. We have had to take steps to stop this happening.)

A second consideration relates to the ministry guidelines for unpaid internships. In order for an internship to be legally compliant, it must be in exchange for course credit if it offers less than minimum wage. This means that a second internship would need to be attached to a new course,

for which students would register and pay. The historic student objection from other programs was to the idea that students would pay the university (the course fee) in order to work for a company for less than minimum wage. This advantages privileged students over those with financial challenges. At this point, we are satisfied that the current single internship is the optimal strategy for students and learning objectives, but we will continue to monitor and evaluate the other options.

5. Identify and invest in programs or services which can add value to the current student or alumni.

Program Response: We have identified a handful of initiatives that we are pursuing to improve the student and alumni experience. These include: a Community and Inclusion Coordinator to assist with actioning the initiatives outlined in the School's ECI Action Plan; a series of workshops for international students; a diversity-focused job board for equity deserving groups (internships and jobs). We also intend to continue to build our portfolio of alumni spotlights (digital assets that tell the stories of our alumni achievements) to celebrate and share the successes of our alumni.

6. Focus on graduate employment and alumni experience.

Program Response: Since the time of this review, the Work Placement Specialist has become the Work Placement, Alumni Outreach, and Industry Partnerships Specialist. This role now includes a focus on graduate employment opportunities. These opportunities are actively sought and gathered via communications with the existing network of industry partnerships and with the alumni network as well as with online job searches. The jobs and opportunities are shared with the alumni community directly via regular email (a 'jobs and opportunities' email list with 800+ members, with the option to opt out at any time) and on a very active LinkedIn Group (900+ members) exclusively for CI alumni. We also promote professional development opportunities like the ADaPT program. Further, the Specialist provides professional references and recommendations, and continues to respond to requests for resume and cover letter feedback from alumni.

We have increased and made public our tracking and reporting of alumni by publishing [annual reports online](#) (pp 40-46) on our school website. These reports include statistics about what kinds of industries and job titles are most common in the alumni group, what kinds of higher education degrees and certificates are most common, and approximate full-time employment figures. Notably, in 2021, the Jobs and Opportunities emails yielded 23 full-time jobs for CI alumni.

With further regards to the alumni experience, we have introduced a major spring event (Industry Connect) to which all alumni are invited to meet industry professionals and reconnect with each other to discuss various opportunities. Attendance at Industry Connect this year was at capacity with 261 people present (alumni, industry guests, and current students). We have also committed to supporting the activities of the Alumni Association by promoting events, publicizing the group and assisting with projects. We commissioned an Alumni Association report that detailed the work accomplished by the group, which includes an active online presence and regularly publishes profiles of various alumni. We also created a portfolio of alumni spotlights (articles, interviews, photographs) to share and celebrate the achievements and successes of our alumni. These are currently on our alumni page on our website [here](#) and our goal is to add to this portfolio each year.

Next Steps: We will continue monitoring the internship and work placement programs, and reflecting on recent positive change and further developments since the PPR. The creation of the UPD/Associate Chair Role (and their plan to closely coordinate) in particular, will ensure a direct path from the Work Placement, Alumni Outreach, and Industry Partnerships Specialist to the academic leadership of the school.

Priority Recommendation #5: Physical Resources

Rationale:

The CI program has no physical space of its own beyond the departmental offices and meeting room. Classes are offered in spaces which are controlled either by FCAD or by the University. This makes for certain efficiencies in space use – an absolute necessity at an institution with the serious space constraints that prevail at Ryerson. Nonetheless, the lack of dedicated program space does have one significant drawback – it makes it more challenging for students to feel they have an academic home. This might undermine the student experience for individuals pursuing the CI degree.

Implementation Actions:

1. Dedicated Space. Work with university planning and the Dean’s office to identify strategies for dedicated program space or classrooms.

Timeline:

1. Dedicated Space. Start discussions in 2021/22 for future implementation.

Responsibility for:

1. Dedicated Space. Chair and Dean

1-Year follow-up

1. **Dedicated Space. Work with university planning and the Dean’s office to identify strategies for dedicated program space or classrooms.**

Program Response: Since this review, The School of Creative Industries has moved its administrative and faculty offices to Kerr Hall South 349 (from RCC) into a suite of offices as a defined space with CUPE1 shared office, boardroom, faculty/staff offices and meeting spaces. This creates more and better space for the employees of the school, but does little for students. There are no new or different student-centred spaces associated with this move. The relocation also removes the school from the RCC Hub of the Creative School Faculty, meaning anecdotal, there seems like there is very little walk-in traffic from students in the offices at this point, and much less than there was during pre-covid times, when the offices were located in the RCC.

Regarding the one existing, dedicated CRI student space: Better signage and definition of the CI Student Lounge (RCC231) was undertaken in 2020/2021/2022 - the space was revamped, a mural painted, and signage erected better defining the space. And a

security camera was installed by central Security. The space remains small, open to the public, and without a door due to fire exits to the building being located in the space (and the requirements associated with not closing those off). There are discussions ongoing through the Faculty-wide 360 review of resources about opening up more of the student focused spaces and technologies that are currently deeply siloed within the creative school to CRI students who currently lack access to spaces and equipment owned by other schools or their own similar resources. Positive conversations have been had about sharing bookable, dedicated classrooms with other schools and about CRI students getting access to the professional music studios, for example.

Next Steps: Much more needs to be done, either through the 360 review process or after it to ensure that CRI students have access to spaces, technologies and experiences that are enjoyed by other students in the Creative School. CRI faculty and staff are participating in the 360 review and making this case, conversations will continue as that process unfolds.