BOARD OF GOVERNORS
November 30, 2020
12:30 p.m. to 2:30 p.m.
Video and Teleconference
Livestream: https://youtu.be/KlQEn3ajzxw

Time		Item	Presenter(s)	Action	Page
12:30	**1.**	**IN-CAMERA DISCUSSION (Board Members Only)**	Tony Staffieri	Information	
12:35	**2.**	**IN-CAMERA DISCUSSION (Executive Group Invited)**	Tony Staffieri	Information	
		END OF IN-CAMERA SESSION			
1:10	**3.**	**INTRODUCTION**			
	3.1	Chair's Remarks	Tony Staffieri	Information	
	3.2	Approval of the November 30, 2020 Agenda	Tony Staffieri	**Approval**	
1:15	**4.**	**REPORT FROM THE PRESIDENT**	Mohamed Lachemi	Information	
	4.1	Opportunities Working Group: Ryerson Online	Gary Hepburn	Information	
1:50	**5.**	**REPORT FROM THE SECRETARY**	Julia Shin Doi	Information	
1:55	**6.**	**REPORT FROM THE INTERIM-PROVOST AND VICE PRESIDENT ACADEMIC**	Saeed Zolfaghari	Information	
	6.1	Ryerson University Library: Digital Infrastructure and Innovation	Carol Shepstone	Information	
	7.	**DISCUSSION ITEMS**			
2:15	7.1	**REPORT FROM THE CHAIR OF THE EXECUTIVE COMMITTEE**	Jack Cockwell	Information	
2:20	7.2	**REPORT FROM THE CHAIR OF THE FINANCE COMMITTEE**	David Porter	Information	
	7.2.1	Fiera Capital Report - September 30, 2020	Joanne McKee	Information	

7.2.2	2020-21 Enrolment and Budget Update	Glenn Craney	Information
7.2.3	Financial Statements (unaudited) for the period ending October 31, 2020	Joanne McKee	**Approval**
7.2.4	Purchasing Policy Amendments	Joanne McKee	**Approval**
7.2.5	Review of Revenue and Expenditures for Masters of Fine Arts in Scriptwriting and Story Design and Doctor of Media & Design Innovation	Glenn Craney	**Approval**

8. **CONSENT AGENDA**

8.1	Approval of the October 1, 2020 Minutes	Tony Staffieri	**Approval**

9. **FOR INFORMATION**

9.1	University Relations Monthly Metrics and Reach	Jennifer Grass	Information
9.2	Periodic Program Review Summary and Implementation Plan Reports approved in 2019-2020	Saeed Zolfaghari Kelly MacKay	Information

10. **TERMINATION**

2:30 **NEXT MEETING OF THE BOARD** – January 29, 2021

Index of Presenters

Board Members:
Jack Cockwell, Vice-Chair
Mohamed Lachemi, President & Vice-Chancellor
Catherine Paisley, Chair of the Audit Committee
David Porter, Chair of the Finance Committee
Tony Staffieri, Board Chair

Executive Group Members:
Deborah Brown, Vice-President, Administration and Operations
Glenn Craney, Deputy Provost and Vice-Provost, University Planning
Jennifer Grass, Assistant Vice-President, University Relations
Joanne McKee, Chief Financial Officer
Julia Shin Doi, General Counsel, Secretary of the Board of Governors and University Privacy Officer
Saeed Zolfaghari, Interim-Provost and Vice-President, Academic

Senior Management and Other Presenters:
Mark Dettweiler, Executive Director, Campus Development
Gary Hepburn, Dean, The G. Raymond Chang School of Continuing Education
Kelly MacKay, Vice-Provost, Academic
Glenda Mallon, Assistant Vice-President, Facilities Management and Development
Carol Shepstone, Chief Librarian

MISSION STATEMENT

The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.

As a leading centre for applied education, Ryerson is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity, and its commitment to accessibility, lifelong learning, and involvement in the broader community.

CONGRATULATIONS

A project led by psychology professor *Alexandra Fiocco* and another co-led by nursing professors *Josephine Wong* and *Mandana Vahabi* have received project grants from the Canadian Institutes of Health Research (CIHR) totalling $2.7 million. Prof. Fiocco's project, "Bringing relief to caregivers," will study the benefits of daily mindfulness practice for family caregivers of people with dementia. Profs. Wong and Vahabi's project, "Acceptance and Commitment to Empowerment (ACE) Intervention," will study the effectiveness of Acceptance and Commitment Therapy and collective empowerment strategies at reducing HIV-and-related stigmas and building community resilience.

Andrew Cividino (Image Arts '06) has won an Emmy Award for Outstanding Directing for a Comedy Series for "Happy Ending," the final episode of *Schitt's Creek*. *Ryan Lukasik* (RTA '08) won an Emmy Award for Sound Editing on the PBS program *Odd Squad*.

Former Board member *Marci Ien* has been elected Member of Parliament for Toronto Centre in a by-election to fill the seat previously held by former finance minister Bill Morneau.

Curtiss Randolph, who studied Image Arts at Ryerson, has received one of three 2020 New Generation Photography Awards for lens-based artists under the age of 35. The award, given by the National Gallery of Canada in collaboration with Scotiabank, includes $10,000, mentorship from the gallery's curatorial team, and exhibitions at the gallery and the Scotiabank CONTACT Photography Festival.

Julia Shin Doi, Ryerson's secretary of the Board of Governors, general counsel, and university privacy officer, has won the Chambers Diversity & Inclusion Award (North America 2020) for Outstanding Contribution in the In-House – Individual category. The award recognizes her achievements in fostering diversity and inclusion at Ryerson.

PARTNERSHIPS

CYBSERSECURITY AND THE ONTARIO GOVERNMENT – Rogers Cybersecure Catalyst is partnering with the Ontario government on conferences, workshops, and cybersecurity training for the public sector. On October 1, Cyber Catalyst delivered the first of these conferences, "Keeping Pace: Cyber Security in Ontario's Public Sector." It created the platform, developed the theme, organized the agenda and speakers, and supported the registrations for this virtual event attended by 800 members of the public sector. In addition, Cyber Catalyst has delivered, and is continuing to develop, training modules for tech leaders across the public sector, helping organizations advance their cybersecurity skillset and strategies. These modules are available on the website www.cybersecurityontario.ca.

PURCHASING AND SOCIAL VALUE – On November 5, Financial Services, in collaboration with the Office of the Vice-President, Equity and Community Inclusion, announced a partnership with the Canadian Aboriginal and Minority Supplier Council (CAMSC). This partnership will give Ryerson access to a new range of products and services from 450 Indigenous and racialized-owned businesses operating in Canada. The premise of the partnership is that every purchase the university makes has an economic, an environmental, and a social impact, and Ryerson is committing to placing social value alongside economic value in its decision-making process. Purchasing Services will proactively prioritize suppliers from the CAMSC network on behalf of Ryerson and thereby ensure that the university is investing in the advancement of Indigenous and racialized communities.

EVENTS AND INITIATIVES

INNOVATION PODCAST – Ryerson's Office of University Advancement and Alumni Relations has created a new podcast series dedicated to exploring the university's innovation, research, and collaboration. Hosted by journalism instructor Amanda Cupido (Journalism '12), *The Forefront* looks at how Ryerson researchers and leaders are tackling difficult and urgent questions. Podcasts so far have addressed ageing in Canada (with Michael Nicin, executive director of Ryerson's National Institute on Ageing), diversifying cybersecurity (with Charles Finlay, executive director of Rogers Cybersecure Catalyst), and The Future of Work (with Pedro Barata, executive director of the Future Skills Centre). Episodes also include interviews with a diverse group of Ryerson graduates, who share their informed perspectives on the subjects.

IMMIGRANT TOOLKIT – The Ryerson initiative Cities of Migration, part of Ryerson's Canada Excellence Research Chair in Migration & Integration, has launched the Immigrant Futures Project, which provides a toolkit for helping small, medium-sized, and regional communities in Canada to attract and retain immigrants. Resources include guides for city leaders to target the right data for understanding sources of growth, to map and engage with community assets, and to devise strategic plans for immigration growth. The project has been developed with support from Immigration, Refugees and Citizenship Canada (IRCC) and in partnership with the City of Moncton as well as economic development organizations in Halifax, Hamilton, and Leeds Grenville, ON.

CITY BUILDING RYERSON – On September 15, the Office of the Vice-President, Research & Innovation announced the establishment of City Building Ryerson, a university-wide "collaboratory" for research, learning, and engagement. The initiative is designed to foster partnerships with industry, stakeholders, and government and to strengthen interdisciplinary collaboration across Ryerson, while furthering the university's role in the building of sustainable, inclusive, resilient communities and cities. Its interim academic director is Pamela Robinson, who is also director of the School of Urban and Regional Planning, and its executive director is Cherise Burda, who was formerly executive director of the initiative's precursor, the City Building Institute. City Building Ryerson's first set of events is the "COVID in Focus" webinar series, which launched on September 24; moderated by Prof. Robinson, it features presentations by Ryerson researchers on urban public health issues related to the pandemic.

BLACK STUDENT, STAFF, AND FACULTY SUPPORT – On September 16 and 17, respectively, the Black Faculty and Staff Community Network and the Black Students Support Group held their first meetings of

the academic year. Both groups have relaunched virtually to build community and to create online safe spaces for Black-identified people at Ryerson to discuss issues such as those that were brought up in the Anti-Black Racism Campus Climate Review Report. The Black Students Support Group is hosted by Student Life and Campus Engagement, and it operates in collaboration with the Tri-Mentoring Program. At its Thursday online meetings, students discuss topics including anti-black racism, discrimination, and police brutality. The Black Faculty and Staff Community Network is co-chaired by Nikki Waheed, manager of experiential learning at the Centre for Excellence in Learning and Teaching, and Amiga Taylor Wheatle, program administrator in the Faculty of Law. Its monthly meetings are aimed at identifying, challenging, and discussing "issues of inequity and injustice"; supporting the recruitment and achievement of Black students; and strengthening relationships between, and promoting the professional development and career advancement of, Black faculty and staff.

RYERSON AWARDS NIGHT – On September 17, Ryerson Awards Night took place, uniquely, in the afternoon as a virtual event on Zoom. Originally scheduled for March 30, the event honoured recipients of Teaching and Education Awards; Scholarly, Research, and Creative Activity Awards; and Service and Leadership Awards. All recipients were celebrated with video galleries illustrating the work the individuals and teams have done to further Ryerson's commitments and advance our values. The event was hosted by Marilou Cruz, the Chang School marketing and communications manager; and Tony Conte, executive director of the Office of Administration and Operations. It was followed by a reception for award recipients hosted by myself and Chancellor Janice Fukakusa.

DIGITAL POW WOW – On September 25, Ryerson held its annual Pow Wow online. The event was run by students and hosted by Saagajiwe, the Indigenous research creation centre in the Faculty of Communication and Design. It was emceed by Jennifer Alicia Murrin (Mi'kmaq) and Denise B. McLeod (Sagamok Anishnawbek) and featured prerecorded video of dancers, drummers, singers, and remarks by university leaders including Joanne Dallaire, elder (Ke Shay Hayo) and senior advisor – Indigenous relations and reconciliation. On the same day, a Sacred Fire was initiated by Pow Wow Firekeeper Johnny Moore at a Sunrise Ceremony by the Humber River. The Pow Wow was preceded by an education week of online workshops and events, including discussions of Indigenous history, activism, art, design, medicine, food, dance, sports, and entrepreneurship, as well as a "kids' corner" featuring readings of Indigenous children's books.

LAW SCHOOL OPENING – On September 30, Ryerson's Faculty of Law was officially launched during an online event, involving a ribbon-cutting ceremony attended by Mayor John Tory. The event was hosted by Farah Nasser (Radio and Television Arts '03) and featured remarks by inaugural Dean of Law Donna E. Young, other university leaders, representatives of the class of '23, and barrister Annamaria Enenajor, who spoke about "Why the Law Matters Everyday." Representatives of the Canadian Association of Black Lawyers, the Law Society of Ontario, and the Ontario Bar Association delivered congratulatory greetings, and Indigenous singer iskwē presented stirring performances of two of her songs.

ORANGE SHIRT DAY – On September 30, members of the Ryerson Community participated in Orange Shirt Day by wearing orange shirts at an online event, in honour of survivors of residential schools. Members of the Orange Shirt Day organizing committee read from the book *Phyllis's Orange Shirt* by Phyllis Webstad, whose story of attending a residential school at age six, and having her new shirt

confiscated, inspired Orange Shirt Day as an annual national event. Guest speakers at the event included Joanne Dallaire and Monica McKay, director of Aboriginal Initiatives. Ryerson's participation in Orange Shirt Day was organized by the Ryerson Aboriginal Student Society and the Aboriginal Education Council, along with the Centre for Excellence in Learning and Teaching, Ryerson Library, and the schools of Early Childhood Studies, Midwifery, and Social Work.

DIVE: STUDENT AID – On October 5, the Ryerson Leadership Lab officially launched the innovative online learning tool *Dive: Student Aid*, which is based on documentary filmmaking, to teach the history of the 2016 decision by the then-Ontario government to make tuition free for lower-income students. Developed from a 2019 course in the Department of Politics and Public Administration and filmed by Toronto production agency Sandbox, the platform features interviews with people involved in the decision-making process, such as former premier Kathleen Wynne and former deputy premier Deb Matthews, as well as analysts representing different political parties and perspectives. Throughout the learning experience, learners are encouraged to "dive" deeper, accessing infographics, definitions of key terms, related videos that give further context, and additional reading material. The tool has already been used in some Ontario post-secondary programs and adult learning settings, and discussions are underway to use *Dive: Student Aid* as a model for further such learning tools.

PREMIER FORD AT RYERSON – On October 6, Premier Doug Ford participated in a conversation hosted by the Ryerson Democracy Forum, during which he took questions from moderator Martin Regg Cohn as well as some submitted by Ryerson students. The premier touched on his current more collaborative style of governing; the province's trade relationship with the United States; ways to improve messaging and compliance with COVID-19 regulations; the need for Ontario to attract more immigrants; ways for the provincial government to support mental health; and the possibility of assistance for postsecondary students and graduates with finances and finding jobs.

WORLD OF INNOVATION – On October 15, Ryerson launched the new marketing campaign "World of Innovation," which was created by University Relations. It features a website – innovation.ryerson.ca – that focuses on six key areas where Ryerson is innovating: urban design and infrastructure, urban health and wellbeing, governance and social justice, economic development, creativity and culture, and migration and integration. The site offers stories outlining exciting research by renowned Ryerson faculty working in each of these areas, as well as 15-second animated videos narrated by actor and Ryerson honorary doctor (2019) Eric McCormack.

WASTE REDUCTION WEEK – From October 19 to 25, the Sustainability Office hosted Ryerson's participation in the 19th annual Canadian Waste Reduction Week. The week's virtual events were focused on ways of ensuring proper waste disposal and finding sustainable alternatives to consumption and waste habits, despite increased societal dependency on single-use plastics during the pandemic. One highlight was the two-day Sustainability Fair, hosted virtually on Instagram by the Environment and Urban Sustainability Students' Association, which informed and educated students as well as introduced them to extracurricular opportunities.

LAB2MARKET – On October 28, the federal government announced $1.3 million of support for the research commercialization program Lab2Market (L2M), an initiative designed to help the Canadian

economy recover from the impact of COVID-19. Ryerson led the program's first cohort, focused on health innovation, in the spring, and it will continue to lead the program in southern Ontario. Over the next two years, 40 participating teams of students, researchers, and experienced advisors will develop, test, and commercialize innovative ideas. L2M will supply funding to explore their work's commercial potential as well as access to world-class mentors and like-minded entrepreneurs.

TRANS AWARENESS MONTH – November was Ryerson's annual Trans Awareness Month. Led by Positive Space, the university hosted a series of online events for Ryerson students, faculty, and staff that included a virtual kickoff on November 2; Trans Awareness Month Storytime, a reading of inclusive picture books; a talk by Prof. Marty Fink (Professional Communication) on trans women's archives and strategies for harm reduction and caregiving in response to COVID-19; a screening of and conversation about Sam Feder's documentary *Disclosure*; a panel discussion on trans and non-binary inclusion in the workplace; a conversation with author Jiaqing Wilson-Yang about her novel *Small Beauty*; and on November 20, Trans Day of Remembrance, which encouraged reflection on trans lives lost and on ways to create systemic change.

HEALTH SCREENING AND COVID-19 TRACKING AND MONITORING – On November 6, Ryerson adopted a new process for health screening, whereby faculty, staff, and essential visitors approved by senior leadership to access campus are required to complete a health screening form each time they seek to visit campus. The process is not required for students, and it is temporary, as Ryerson continues to explore a more sophisticated technological solution for health screening. In addition, Ryerson has developed a robust tracking and monitoring process for reporting COVID-19 cases on campus, in order to assess and manage possible risk to community members, assist public health agencies in contact tracing, and prevent any potential spread of the novel coronavirus. Ryerson is working under the direction of Toronto Public Health, which will conduct contact tracing of all positive cases and advise Ryerson of any additional measures needed to reduce the risk of transmission.

REMEMBRANCE DAY – On November 11, members of the Ryerson community joined in reflection online for a virtual Remembrance Day ceremony. In her opening remarks, Elder (Ke Shay Hayo) and Senior Advisor – Indigenous Relations and Reconciliation Joanne Dallaire spoke about the role of Indigenous men and women in World Wars I and II and the Korean War. The Toronto Concert Choir, featuring members of the Ryerson community, sang "O Canada," and Vice-President, Administration and Operations Deborah Brown read John McRae's poem "In Flanders Fields." In her closing remarks, Vice-President, Equity and Community Inclusion Denise O'Neil Green saluted the doctors, nurses, and healthcare providers who heal the wounded, as well as the people of different races who serve in the military but are often left out of history books. Video footage was provided by Veterans Affairs Canada, including a performance of The Last Post.

STRATEGIC VISION LAUNCH – On November 12, Ryerson virtually launched its Strategic Vision, which will guide the university through to 2030. The online event was hosted by Assistant Vice-President, Engagement Krishan Mehta, and it featured a panel discussion between Dean of the Faculty of Community Services Lisa Barnoff; Vice-Provost, Students Jen McMillen; Chief Human Resources Officer Jenny O'Donnell; and myself. We discussed the significance of the vision for steering our recovery from the COVID-19 pandemic; how the values it puts forward align with academic programs and student life

initiatives; how Ryerson will support its workforce in delivering the vision; and how the university will maintain its momentum as we adapt to new ways of teaching, learning, and creating the best student experience possible.

FALL GRADUATION CELEBRATION – On November 17, Ryerson held a virtual Graduation Celebration for members of the Class of Fall 2020, which includes 2,156 graduates, of whom 1,003 received undergraduate degrees, 743 received graduate degrees, and 410 received continuing education certificates. Graduands were able to register for Graduation Celebration Boxes, each of which included a blue mortarboard, a "2020" tassel, and an alumni welcome package. In addition, graduands were encouraged to contribute photos and special messages to the Online Yearbook. I was delighted to host the celebration, and Mohamad Fakih (honorary doctorate '19) delivered a special address. The event was presented by NexTech AR Solutions, which was founded by Ryerson 2019 Alumni Achievement Award winner Paul Duffy.

INTERNATIONAL STUDENT SUPPORT – During the fall term, Ryerson's International Student Support (ISS) office has partnered with the Recreation and Athletic Centre to deliver the program Strong Body Strong Minds, which provides exercises and strategies for the university's more than 4,000 international students to engage their bodies and minds together. The initiative is part of the ongoing support offered by ISS under the direction of Lyn-Marie Farley throughout the pandemic. This support has included providing more than $87,000 in relief funding and $34,000 in bursaries, creating a COVID-19 FAQ page and communicating with international students to help them understand the pandemic's impact on their status in Canada, welcoming new international students to campus with a virtual scavenger hunt and tips from ISS staff and current students, and running peer social programs to build community. A new partnership with the Tri-Mentoring program is introducing international graduate student mentoring. In the works is a winter survival session, as well as a partnership with the Career and Co-op Centre to help students navigate the current job market and get to know Canadian workplace culture.

from the **President's Calendar**

September 9, 2020: During the online launch of the Ryerson Venture Zone in Brampton, I was pleased to give remarks thanking Mayor Brown and all supporters, and looking forward to how the initiative will boost entrepreneurship and innovation in the region.

September 9, 2020: I spoke with Karen Weyman, chief of the St. Michael's Hospital Department of Family and Community Medicine, about Ryerson's plans for healthcare education.

September 10, 2020: I chaired a regular meeting of Ryerson's Opportunities Working Group (OWG).

September 10, 2020: I attended a Globe and Mail international postsecondary webcast on shaping the future of Canada's international education framework. It featured an interview with Larissa Bezo, president and CEO of the Canadian Bureau for International Education, followed by a panel discussion. Panel members included Asha Kanwar, president and CEO, Commonwealth of Learning; Neil Fassina, president, Athabasca University; Kristine Remedios, chief inclusion and social impact officer, KPMG; and John Stackhouse, senior vice-president, RBC. The discussion was moderated by Rita Trichur, senior business writer and columnist with the Globe and Mail.

September 11, 2020: I chaired a regular meeting of the Strategy and Planning Working Group of the Council of Ontario Universities (COU).

September 11, 2020: I spoke with Senator Murray Sinclair as part of the consultation process for assembling the task force on reconciling the legacy of Egerton Ryerson.

September 11, 2020: I attended a web presentation by Universities Canada offering an update on their strategy for recruitment and retention of international students, as well as the support the federal government can provide.

September 14, 2020: As chair of the education division within the United Way cabinet, I met with Meric Gertler, president of the University of Toronto, and Kelly Hannah-Moffat, vice-president, human resources & equity, about this year's United Way campaign.

September 14, 2020: Interim Provost and Vice-President, Academic Saeed Zolfaghari and I met with Ryerson's student recruitment team to thank them for their hard work and to discuss the new cycle of recruitment.

September 15, 2020: I was proud to deliver remarks welcoming participants and thanking supporters and cybersecurity corporates-in-residence at the launch of Rogers Cybersecure Catalyst's new Catalyst Cyber Accelerator.

September 16, 2020: Along with the presidents and principals of Brock University, The King's University, McGill University, Queen's University, and St. Mary's University, I participated in a roundtable discussion organized by Universities Canada on "Canada's universities and parliamentary Black Caucus: Addressing challenges and effecting positive change together on anti-black racism." MP Greg Fergus (Hull–Aylmer), chair of the Parliamentary Black Caucus, also participated, along with MP Matthew Greene (Hamilton Centre) and senators Mobina Jaffer (British Columbia) and Marie-Françoise Mégie (Québec).

September 17, 2020: For the virtual celebration of the Ryerson Awards, I delivered remarks honouring recipients, thanking nominators, and also thanking Ryerson faculty and staff for ensuring that student needs are met in our transition to online education.

September 22, 2020: I attended an online Toronto Board of Trade Recovery Summit about how Canada's recovery strategy compares to international strategies. Speakers included Canada's ambassadors to the United States, China, and France, as well as the high commissioner of Canada in India.

September 22, 2020: At Brampton City Hall, I met with Brampton Mayor Patrick Brown and some Brampton city councillors to discuss Ryerson's ongoing partnership with the City of Brampton and new ideas for the future.

September 24, 2020: I chaired a regular meeting of the OWG.

September 24, 2020: I participated in an online executive heads meeting of the COU with Ross Romano, Ontario's minister of colleges and universities, to discuss how universities can support the provincial government with COVID-19 testing, tracing, and research.

September 24, 2020: As a council member, I participated in an online meeting of the National Research Council (NRC).

September 25, 2020: I attended the launch of the 2020 United Way campaign, which included the panel discussion "Philanthropic Leadership in a Global Crisis."

September 25, 2020: Deputy Provost and Vice-Provost, University Planning Glenn Craney and I held an introductory meeting online with Shelley Tapp and Kelly Shields, respectively Ontario's deputy minister and assistant deputy minister of colleges and universities.

September 25, 2020: I participated in a virtual retreat of the COU's executive heads.

September 28, 2020: I recorded remarks to be delivered at Ryerson's Orange Shirt Day virtual event on September 30, during which I encouraged Ryerson community members to participate in the consultations of the task force about the legacy of Egerton Ryerson.

September 28, 2020: I recorded remarks that were later delivered virtually to open Ryerson's fifth annual Health Policy Conference, thanking participants for their commitment to building communities that are healthier, more equitable, and more inclusive.

September 30, 2020: Assistant Vice-President, International Anver Saloojee and I held an introductory meeting with Hala Abou-Hassira, chief representative of the Palestinian General Delegation to Canada.

September 30, 2020: I was pleased to attend the online opening celebration for Ryerson's Faculty of Law, for which I had previously recorded remarks and the ceremonial cutting of the ribbon.

October 1, 2020: I met online with Lisa Thompson, provincial minister of government and consumer services, and David DiPaul, her chief of staff, to discuss the new partnership between the Ontario government and Rogers Cybersecure Catalyst on cybersecurity training and education, as well as other ways Ryerson and the provincial government can work together to help boost economic recovery.

October 1, 2020: I met online with James St. John, director of the Central Ontario Building Trades' Hammer Heads program, which provides training for disadvantaged young people to learn and join trades. We discussed ways for Ryerson to integrate workers from the program in construction projects.

October 1, 2020: I met online with two representatives of the Toronto Board of Trade: Farah Mohamed, senior vice-president, strategic initiatives, policy and public affairs, and Roselle Martino, vice-president, public policy. We discussed the importance of developing talent to help Toronto recover from the pandemic.

October 2, 2020: Steve Orsini, president of the COU, and I, in my role as chair of the COU, spoke with Minister Romano about collaboration between universities and the Ontario cabinet.

October 5, 2020: I was pleased to deliver remarks for the online launch of *Dive: Student Aid*, an innovative documentary-style digital learning tool about student financial aid reform in Ontario created by the Ryerson Leadership Lab.

October 6, 2020: I met virtually with Premier Doug Ford to discuss Ryerson initiatives and ways in which the university can support the government's priorities. Following our meeting, I delivered remarks to welcome Premier Ford to the Ryerson Democracy Forum online event "Premier Doug Ford at Ryerson: Recovery in the Time of COVID-19."

October 8, 2020: I hosted a virtual meeting with a group of new faculty members to welcome them to Ryerson and discuss their experiences at the university so far.

October 8, 2020: Along with Associate Vice-President, Research and Innovation Naomi Adelson, I had an introductory meeting online with John Hepburn, newly appointed CEO and scientific director of innovation research organization Mitacs.

October 9, 2020: I spoke with psychiatrist David Goldbloom, senior medical advisor at the Centre for Addiction and Mental Health, to seek his advice on how Ryerson can best help its community members deal with the challenges posed by the pandemic.

October 13, 2020: I spoke with Janet Morrison, president and vice-chancellor of Sheridan College, as part of our ongoing discussion about our institutions' collaboration in Brampton.

October 13, 2020: I attended the Globe and Mail webcast "Skills for the New Economy." Speakers included Joe Cox, Canada Research Chair in Digital Disruption and Organizational Transformation at Athabasca University; Claudette McGowan, global executive officer for cybersecurity at TD Bank; and Nicole Verkindt, founder and CEO of the procurement platform OMX.

October 14, 2020: Along with representatives from the City of Brampton, I met with provincial Minister of Small Business and Red Tape Reduction Prabmeet Sarkaria. We discussed Ryerson's planned endeavours in the city.

October 15, 2020: I participated in the province's budget consultation, during which I made a presentation to Minister of Finance Rod Phillips about the importance of government support for post-secondary institutions.

October 16, 2020: As chair of council, I participated in a regular meeting of the Council of Ontario Universities (COU).

October 16, 2020: I met online with faculty members in the Department of Sociology, checking in on how they are dealing with the challenges posed by the pandemic.

October 19, 2020: At Brampton City Hall, I met with Mayor Patrick Brown and Janet Morrison, president and vice-chancellor of Sheridan College to continue our discussion about our institutions' current and potential future collaborative projects in Brampton.

October 19, 2020: I had an introductory conversation with Willowdale MPP Stan Cho, parliamentary assistant to the minister of finance. We discussed how Ryerson has responded to the pandemic.

October 19, 2020: I met online with faculty members in the Department of Psychology, checking in on how they are dealing with the challenges posed by the pandemic.

October 20, 2020: Steven Liss, vice-president, research and innovation and I met online with Alejandro Adem, president of the Natural Sciences and Engineering Research Council of Canada (NSERC), for an update on how NSERC is collaborating and partnering with universities.

October 20, 2020: Alongside other leaders in education as well as business, I sat on a panel organized by the France Canada Chamber of Commerce for the online event "Future of Education Post-COVID-19." We discussed ways to positively transform the education sector during and after the pandemic.

October 20, 2020: I hosted a virtual meeting with a group of new faculty members to welcome them to Ryerson and discuss their experiences at the university so far.

October 20, 2020: As a board member, I attended a regular meeting of the Hackergal board.

October 21, 2020: I spoke with Walied Soliman, chair of Norton Rose Fulbright Canada LLP, to welcome him as a new member of the Board.

October 21, 2020: I met online with faculty members in the School of Hospitality and Tourism Management, checking in on how they are dealing with the challenges posed by the pandemic.

October 22, 2020: I met online with faculty members in the Department of Marketing Management, checking in on how they are dealing with the challenges posed by the pandemic.

October 22, 2020: Along with Steve Orsini and a number of the COU's executive heads, I had an introductory meeting with Minister of Infrastructure Laurie Scott to explain the role of universities in the recovery from the pandemic and discuss areas of potential collaboration with the government.

October 22, 2020: I attended the virtual Leadership Council Summit hosted by Toronto venture capital firm ScaleUP Ventures. The keynote address was delivered by *Third Industrial Revolution* author Jeremy Rifkin.

October 26, 2020: I attended a virtual retreat for the Universities Canada board.

October 26, 2020: Along with Steve Orsini and some executive heads of the COU, I met online with Minister of Finance Rod Phillips to discuss the importance of government support for the post-secondary sector.

October 27, 2020: I attended the Globe and Mail webinar "The Future of Learning: Skills and Education for the New Economy," at which speakers from Athabasca University, the Brookfield Institute for Innovation and Entrepreneurship, Toronto Finance International, and the digital experience platform Flybits discussed ways to equip the workforce for the post-pandemic era.

October 27, 2020: I was a panellist in the Universities Canada online discussion "Cross-Country Check-Up: Examining the Issues Facing University Executive Heads," which covered challenges in leadership and institutional governance, as well as potential opportunities, during the global pandemic.

October 28, 2020: Along with Steve Orsini and several executive heads of the COU, I met online with Peter Bethlenfalvy, president of the Treasury Board Secretariat of Ontario, to discuss the importance of government support for the post-secondary sector.

October 28, 2020: I participated in Universities Canada membership meetings.

October 29, 2020: I moderated the Toronto Region Board of Trade's online panel discussion "Transformation and the Future of Work." Panellists included Susan Black, CEO of the Conference Board of Canada; Laurie Pezzente, senior vice-president of technology risk within Technology & Operations at RBC; John Hepburn, CEO and Scientific Director of Mitacs; and Armughan Ahmad, president and managing partner of digital at KPMG. The panellists discussed trends, challenges, and opportunities for organizations to rebound from the pandemic and do business differently.

October 29, 2020: I met online with faculty members in the Department of Computer Science, checking in on how they are dealing with the challenges posed by the pandemic.

October 30, 2020: I met online with Janet Morrison and Asima Vezina, president and vice-chancellor of Algoma University, to discuss our ongoing collaboration in Brampton.

October 30, 2020: I chaired a regular meeting of the COU Strategy and Planning Working Group.

October 30, 2020: I attended a virtual Canadian Club event during which Conservative Party Leader Erin O'Toole gave a speech about his political vision and then discussed it with Toronto Sun journalist Adrienne Batra.

November 2, 2020: I was a panellist for the online event "Re-thinking Governance in Times of Uncertainty" organized by the Dubai-based Center of Learning Innovations and Customized Knowledge Solutions. We discussed how the pandemic has affected management and governance structures of higher education institutions and how to rethink these structures in times of uncertainty. The discussion was chaired by Mohamed Zairi, senior advisor at the United Arab Emirates Prime Minister's Office. The other panellists were Ahmed Bawa, CEO of Universities South Africa; Riyad Y Hamzah, president of the University of Bahrain; and Henry Stoever, president and CEO of The Association of Governing Boards of Universities and Colleges.

November 2, 2020: I delivered remarks at a Ryerson-hosted virtual celebration of the Canadian launch of former Jamaican prime minister P.J. Patterson's memoir, *My Political Journey*.

November 3, 2020: I met online with faculty members in the Department of Electrical, Computer and Biomedical Engineering, checking in on how they are dealing with the challenges posed by the pandemic.

November 3, 2020: I met online with faculty members in the School of Fashion, checking in on how they are dealing with the challenges posed by the pandemic.

November 4, 2020: Along with Anver Saloojee, I met online with the new consul general of Jamaica, Lincoln Downer, to welcome him to Toronto and discuss Ryerson's ongoing partnership with institutions in Jamaica.

November 4, 2020: I attended a virtual meeting of Universities Canada that offered an update on geopolitical realities in the university sector.

November 4, 2020: At the first meeting of the Presidential Implementation Committee to Confront Anti-Black Racism, which was held online, I delivered introductory remarks thanking committee members for agreeing to take on this important and challenging work.

November 4, 2020: I attended the Ryerson International Issues Discussion series online event "The Day After: Making Sense of the U.S. Election." The discussion was moderated by Jo-Ann Davis, president of the Toronto branch of the Canadian International Council, and the speakers were Pulitzer Prize-winning journalist David M. Shribman and former Canadian ambassadors Jon Allen and Jeremy Kinsman.

November 5, 2020: Along with Glenn Craney and Assistant Vice-President, University Relations Jennifer Grass, I attended a meeting of the COU to discuss the new Ontario budget.

AGENDA ITEM: Opportunities Working Group: Ryerson Online

STRATEGIC OBJECTIVES:

   X   Academic
_____ Student Engagement and Success
_____ Space Enhancement
_____ Reputation Enhancement
_____ Financial Resources Management
_____ Compliance (e.g. legislatively required)
_____ Governance

ACTION REQUIRED: Information

SUMMARY:
Ryerson Online is one of four projects to come out of the Opportunities Working Group. Led by Gary Hepburn, Dean of The G. Raymond Chang School of Continuing Education, the Ryerson Online project aims to develop a university-wide strategy for online education.

BACKGROUND:
The Opportunities Working Group was created in April 2020 in response to the pandemic. The objective of the group is to identify opportunities and key partnerships to advance the university in the context of the challenges that the pandemic presents, and to create strategies to support these new opportunities. Ryerson Online is one of four priority projects of the Opportunities Working Group.

PREPARED BY:
Name: Nina Elmazaj, Manager, Special Projects
Date: November 27, 2020

APPROVED BY:
Name: Mohamed Lachemi, President and Vice-Chancellor
Date: November 27, 2020

Ryerson Online
Powered by The Chang School

**Presentation to
Board of Governors**

November 30, 2020

Gary Hepburn
Dean, The Chang School

Ryerson
University

"I want to get to the very top of my career."

Meet Fahad

Location: Edmonton, AB
Age: 31 years-old
Family: Married with two kids
Education: Undergraduate degree
Employment status: Employed full-time
Seeking: Short, career-focused program

Ryerson Online
Current Continuous Learner Profile

❏ Average age: 31

❏ 73% hold Bachelor's degree or higher

❏ Career-driven

❏ Most are employed already

Source: 2019 student survey

Ryerson
University

3

Ryerson Online
Potential Opportunities

❑ Competitive landscape

❑ Underserved need

❑ Growth potential

ON

4

Ryerson Online
The Chang School

Leader in online education.

Dedicated to continuous learners.

Short, career-focused programs.

Ryerson University

5

Ryerson Online
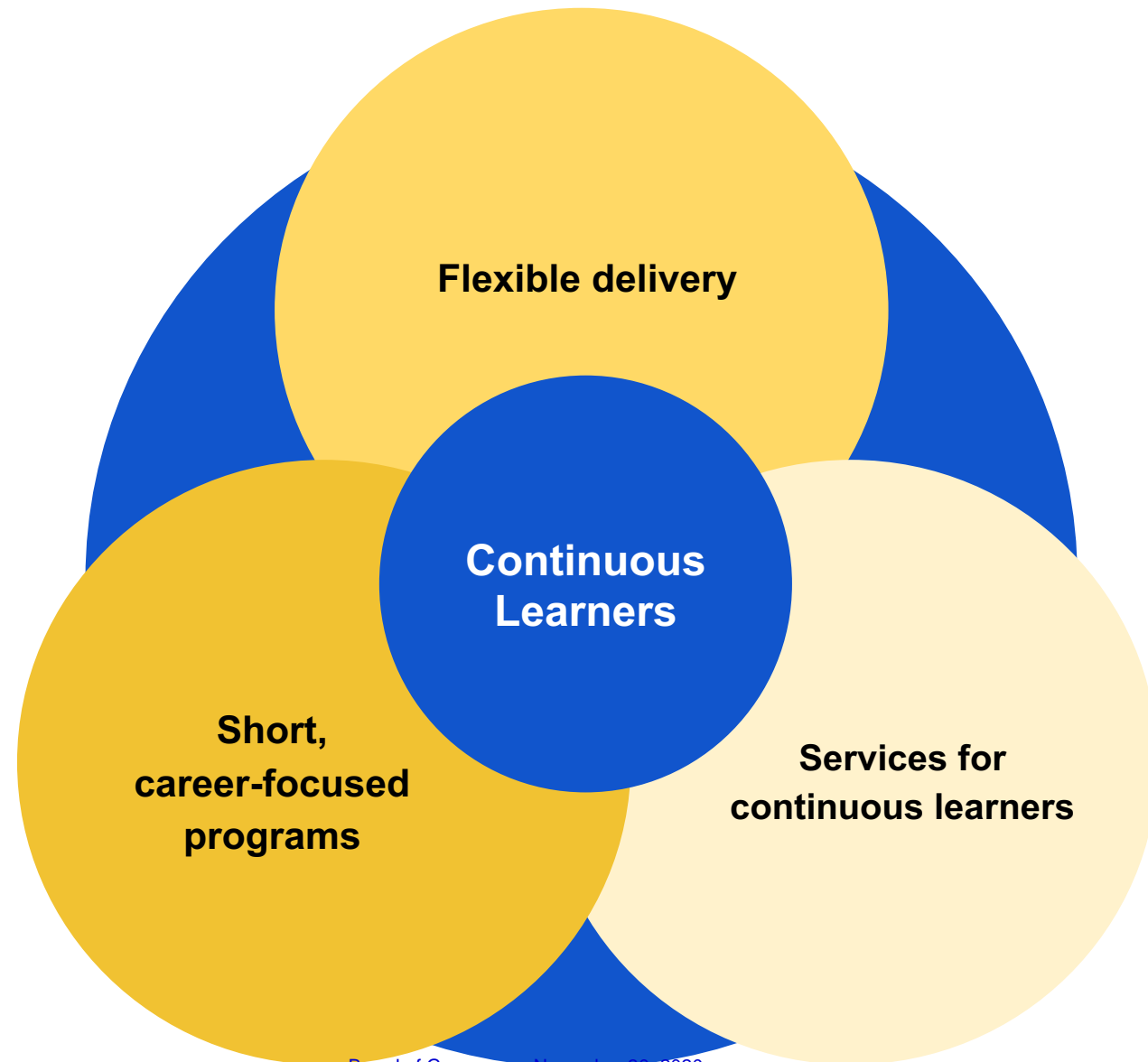## Chang School Enrollment
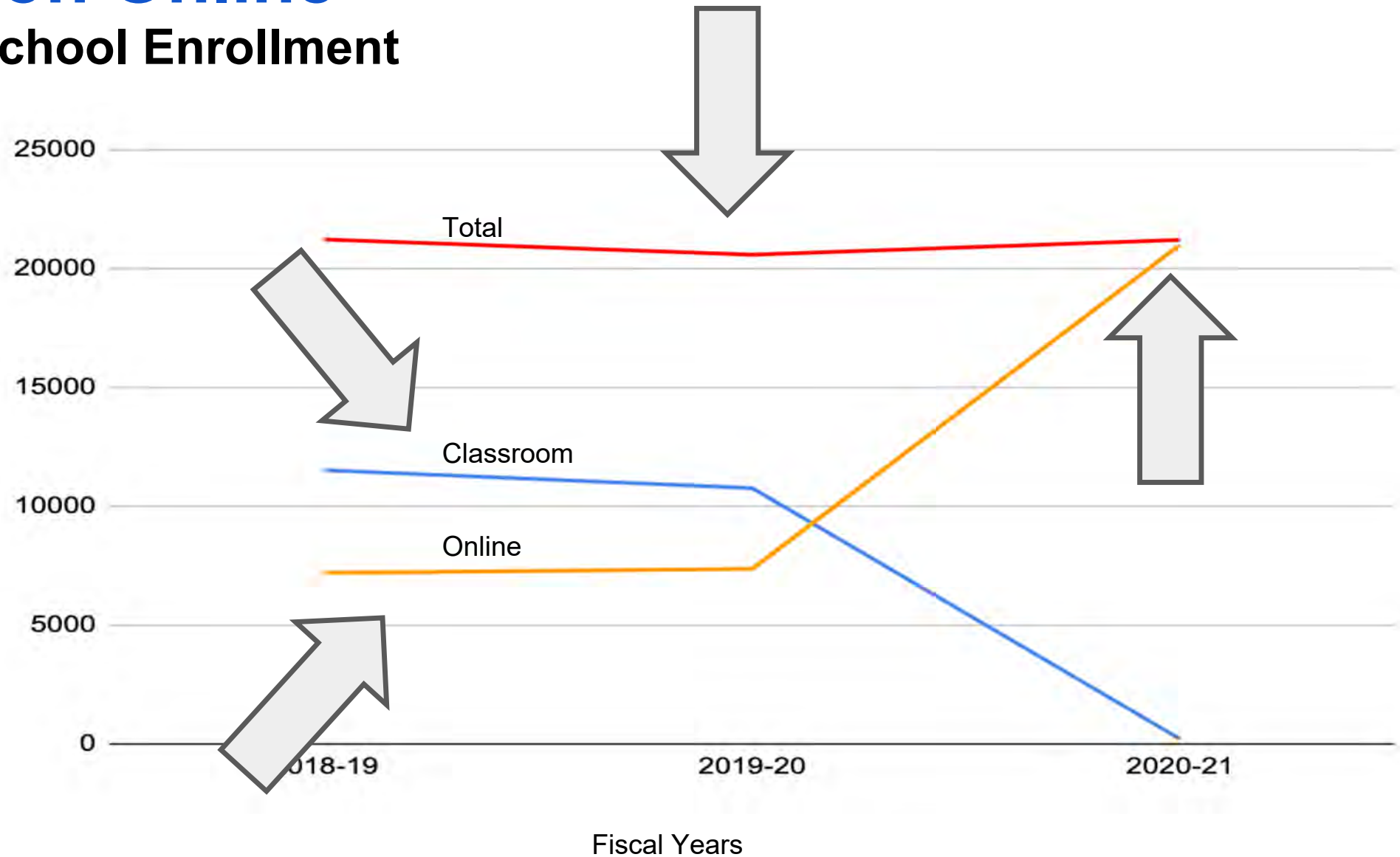
Ryerson Online
The Initiative

Ryerson Online
Next Steps

Programming Development

Service Enhancement

Marketing + Partnerships

Market Research + Data Analysis

Ryerson University

8

Ryerson Online
Benefits to Ryerson
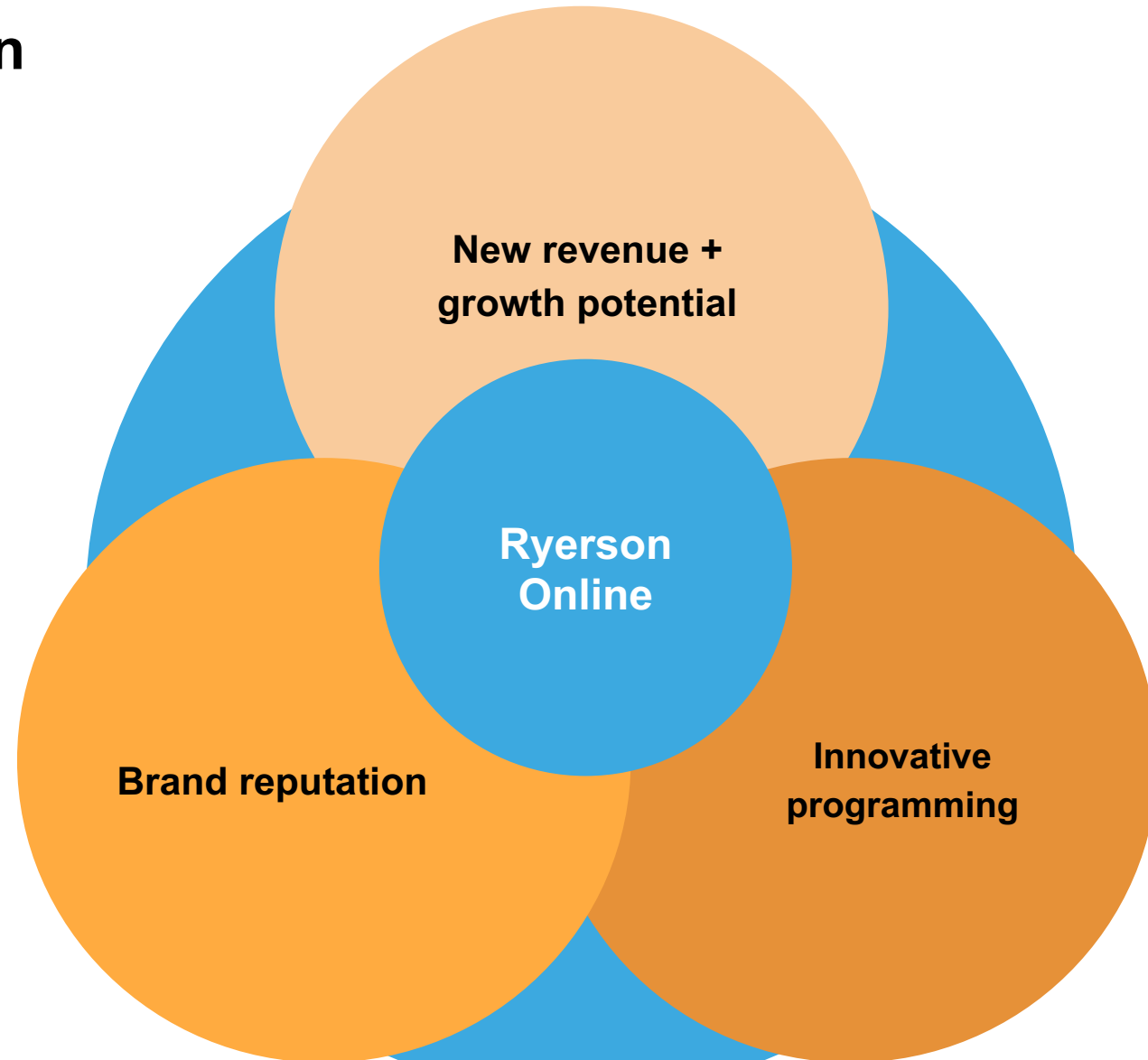
Ryerson Online
Moving Forward

Priority project

Partnership, collaboration and advice

Technological infrastructure
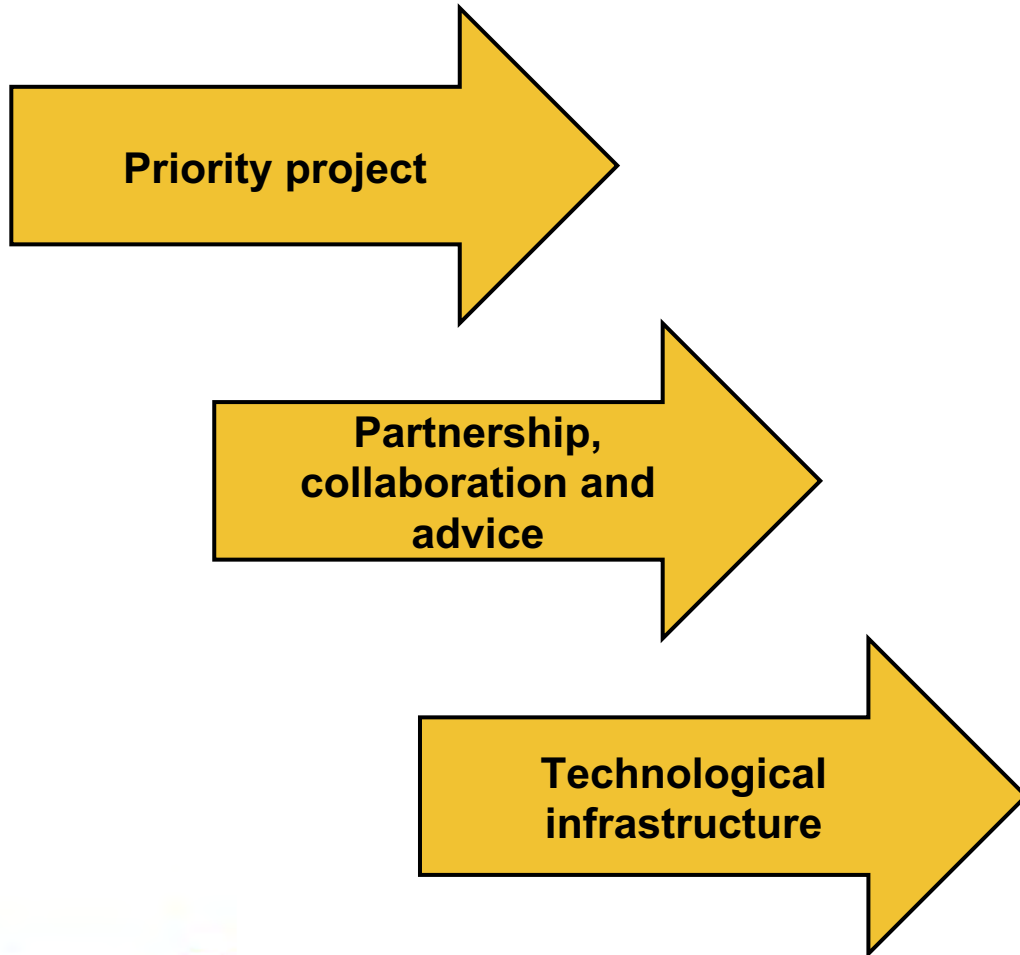
STRATEGIC VISION

2020-2030

Ryerson University

Ryerson Online

A forward-thinking approach to continuous learning.

MEMORANDUM

To: Members of the Board of Governors

From: Julia Shin Doi, General Counsel, Secretary of the Board of Governors and
              University Privacy Officer; Kyra Liss, Legal and Governance Advisor; Vidya
              Luckiram, Governance Coordinator; Jennifer MacInnis, Associate General
              Counsel and Assistant Secretary of the Board

Subject: Report from the Secretary

Date: November 24, 2020

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1. **Ryerson University Strategic Vision 2030**

   On October 29, 2020, Mohamed Lachemi shared the Ryerson University Strategic Vision
   2030 document with Board members. The Strategic Vision will serve as a foundational
   document for Ryerson over the next decade. The Strategic Vision
   (https://vision.ryerson.ca/) was released to the Ryerson community at the virtual launch
   event, which took place on November 12, 2020.

2. **Graduate Students' Union Fee Referendum 2020**

   The Election Procedures Committee met on November 6, 2020 to confirm the results of
   the Graduate Students' Union Fee Referendum process. Colleen Dempsey, the
   Returning Officer for the 2020-21 year, advised that the **Graduate Students' Union Fee
   referendum was passed** with a vote of 310 for yes and 211 for no. The Election
   Procedures Committee approved the results of the Graduate Students' Union Fee
   referendum.

3. **Board of Governors Elections 2021**

   The Election Procedures Committee approved the dates for the 2021 Board of
   Governors Elections. The nomination period is from February 1, 2021 to February 10,
   2021. The voting period for the Administrative Staff, Faculty, and Student Board of
   Governors elections is from March 1, 2021 to March 4, 2021, and the voting period for
   the Alumni Board of Governors election is from June 11, 2021 to June 22, 2021.

4. **Governance Essentials Training**

Financial Literacy Module One: On October 23, 2020, Joanne McKee, Chief Financial Officer provided Board members with an overview of the University's financial statements and an explanation of key financial concepts and the differences between for-profit and non-profit organizations.

Research and Innovation: On October 26, 2020, Steven Liss, Vice President, Research and Innovation gave Board members an overview of the goals and priorities for the University's research and innovation portfolio and presented highlights of the research activity taking place at the University.

Pension Literacy (Make-Up Session)**:** On November 6, 2020, Jan Neiman, Director, Pension and Benefits, along with Rhea Bowen and David Kenny of Willis Towers Watson, reprised their presentation on actuarial concepts and the Ryerson Retirement Pension Plan for Board members who were unable to attend the October 6, 2020 session.

Equity, Diversity and Inclusion: On December 1, 2020, Denise O'Neil Green, Vice-President, Equity and Inclusion, will provide Board members with a presentation outlining the University's mandate for equity, diversity and inclusion and the University's approach in addressing a range of systemic barriers at the University.

Thank you to Executive Group members, senior management, and Willis Towers Watson for providing insights and expertise in the Governance Essentials Training sessions offered to Board members.

5. **Council of Ontario University Secretaries Annual Conference**

The Board Secretariat team attended the Council of Ontario University Secretaries Annual Conference on November 6, 2020. The Annual Conference for governance professionals provides a forum to discuss governance best practices and challenges.

6. **Fall 2020 Graduation Celebration**

Ryerson University hosted the Fall 2020 Graduation Celebration on November 17, 2020 from 10:00 a.m. to 11:00 a.m. in a virtual webcast. The **Board Chair delivered congratulatory remarks** on behalf of the Board of Governors. A replay of the virtual graduation celebration is at https://www.ryerson.ca/convocation/f20/.

Office of the General Counsel and Board Secretariat

2

7. Board of Governors Leadership Award and Medal

The recipient of the Board of Governors Leadership Award and Medal is **Eno Hysi, Ph.D. Biomedical Physics**. The award recipient was announced by the Board Chair at the Fall 2020 Graduation Celebration.

Special thanks to the members of the Board of Governors Award Selection Committee: Board members Silvana Babikian and MJ Wright; Michael Kolios, Associate Dean, Research and Graduate Studies, Faculty of Science; Kathleen Kellett, Associate Dean of Arts, Undergraduate Studies; Miljana Horvat, Associate Dean of Graduate Studies, Faculty of Engineering and Architectural Science; Cory Searcy, Vice-Provost and Dean of the Yeates School of Graduate Studies; and Josie Lee, Board Secretariat.

Ryerson University Board of Governors
Interim Provost and Vice-President Academic
Report for meeting of November 30, 2020

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BOARD GREETINGS

During the fall term, we have welcomed a diverse cohort of new Ryersonians and risen to the challenge of keeping all students engaged, no matter what their program or their home base, through remote learning and teaching. We continue to find exciting ways to foster innovation, collaboration and inclusion, including expanding and reimagining our delivery of experiential programming.

New Provincial Lockdown Protocols

On Friday, November 20, the Province of Ontario announced new safety protocols for the region as part of its COVID-19 Response Framework; these protocols took effect on Monday, November 23 at 12:01 a.m. At that time, Toronto entered the grey "Lockdown" phase of this framework, which is in place for a minimum of 28 days, to help halt or interrupt the transmission of COVID-19.

In response and in prioritizing the wellbeing of our community, Ryerson adopted stricter protocols to limit student, faculty and staff presence on campus. In various communications, the university underscored the importance of only coming to campus out of necessity, rather than preference, and made adjustments to ensure that any in-person activities that could take place virtually be moved to that format. Exceptions are only being granted in extenuating circumstances – for example, students whose academic success depends on campus resources are being supported appropriately.

Despite this sudden shift in regulations, Ryerson was well prepared to implement the necessary changes to classes, programming and operations quickly. The incredible work that the community undertook over the last several months as the COVID-19 guidelines evolved is carrying us forward and is allowing Ryerson to see its academic ambitions through.

Enrolment

Overall enrolment figures for the university stand at 10,056 confirmations, within 0.4% of the targeted 10,093. The domestic target was 8,760, and there were 8,936 confirmations. The international student target was 1,333, and there were 1,120 confirmations. International enrolments to the first year of degree programs increased by 13.5% from last year, with the top-five countries represented being China, India, Vietnam, the United States and South Korea. Graduate enrolment at the Yeates School of Graduate Studies (YSGS) hit its target, with international admissions decreasing by 9%, but domestic applications rising by 7%. For the fall term, The Chang School of Continuing Education reached a total enrolment of almost 19,000 for its online offerings, with enrolment in faculty-aligned academic programs up by 2%.

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Experiential Learning Programs

The [Ryerson Venture Zone](#) in Brampton is running its inaugural four-week Industry Challenge, whereby participants explore industry-driven problem statements in the field of community health and wellness. Other new Zone Learning programs include the Indigenous Fashion Support program supporting Indigenous entrepreneurs, and the Recovery Cohort program, launched by the Fabrication, Fashion and Transmedia Zones, designed to contribute to the post-pandemic rebuilding of the creative sectors.

The Faculty of Communication & Design (FCAD) is currently accepting applications for its inaugural fall 2021 cohort in the PhD program in Media & Design Innovation, the first of its kind in Canada. Students will engage in creative practice, both researching and solving complex problems in media and design.

Four new co-op programs have been approved in the Faculty of Arts, including English, History, Politics & Governance, and Sociology. All have been created by collaborations between the Faculty, the Career & Co-op Centre, and the participating academic departments.

New Initiatives

"[Operation Breakthrough: Innovations from FEAS](#)," an online initiative from the Office of Social Innovation and the Faculty of Engineering and Architectural Science (FEAS), shares innovations made by Ryerson educators and researchers in responding to COVID-19.

The Academic Integrity Office has developed "[Academic Integrity in Space](#)," a gamified resource in a science fiction setting that teaches about Policy 60 and academic integrity. It has been played by over 4,500 people, and several other institutions have expressed interest in using the resource.

The campus-wide common reading program "[Ryerson Reads](#)" has been launched by Consent Comes First Ryerson along with the Office of Sexual Violence Support and Education, and the Ryerson Library. It invites Ryerson community members to read and reflect on a book together during the academic year, providing an opportunity to listen to voices and stories that are vital to campus growth.

Fostering Inclusion

This fall, YSGS has granted 31 scholarships and bursaries totalling $43,000 to support Black graduate students, as well as $20,000 in Indigenous graduate scholarships and bursaries.

The Live Actor Simulation (LAS@R) team and the Experiential Learning Hub have been delivering the online series *Reflect and Resist: Anti Black Racism,* focused on supporting instructors and staff in the use

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of live actor simulation as a tool for advancing discussions in this critical conversation.

In October, the Library celebrated this year's Open Access Week, with the theme "Open with Purpose: Taking Action to Build Structural Equity and Inclusion"—a prompt for the academic community to consider the benefits of open access scholarly publishing through the lenses of equity, diversity, inclusion, and social justice.

World Access to Higher Education Day

Ryerson University has been a supporter of the World Access to Higher Education Day global movement since its inaugural launch in 2018, and this year, on Tuesday, November 17, academics around the globe examined *Access and Success in the Post-Pandemic World*.

In a special edition of Ryerson Today, departments across the university examined how COVID-19 has exacerbated the existing inequalities within our society, and the need for inclusive and accessible education to drive our civilization's recovery and growth. The newsletter also shared stories about taking new approaches to pedagogy to better meet the needs of our students in Canada and abroad, implementing measures so that scholarly, research and creative activities could continue, increasing Ryerson's scholarship offerings to create better opportunities for students, and the university's commitment to creating a sense of community that will facilitate learning. No matter the circumstances, Ryerson remains dedicated to supporting and improving access to a quality education for all students; an education that uplifts equity-seeking groups, that nurtures the whole person and that evolves with the needs and issues of our society.

CONGRATULATIONS

A team led by Ryerson professors *Dustin Little* (Chemistry and Biology) and *Scott Tsai* (Mechanical and Industrial Engineering), along with incoming professor *Darius Rackus* (who will join Chemistry and Biology in January 2021), has been awarded a grant of $235,800 by Canada's COVID-19 Immunity Task Force (CITF) to develop an inexpensive, portable and rapid test for COVID-19 immunity. The device they are developing is designed to detect small concentrations of antibodies and thus minimize false negatives. The project is one of 22 across the country to be funded by the CITF.

The Ryerson Review of Journalism (RRJ) has received four awards in the 2020 Association for Education in Journalism and Mass Communication (AEJMC) Student Magazine Contest. The Review itself has won first place in the Online Magazine category, for which staff members Catherine Abes, Hannah Alberga, Emily Latimer and Carly Lewis were cited, as well as their adviser, Sonya Fatah. Julia Simioni has won second place in the category Articles—First Person for "Show of Hand," about reporting on people with

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disabilities. Emily Latimer has won second place in the categories Articles—Feature and Articles—Reporting for "The Long, Dark Trail," about true crime podcasts. Sabina Seyidova has won third place in the category Articles—People for "The American Literary Journalist Who Had a Passion for Canada," about Edith Iglauer, who passed away at 101 last year.

Dorotea Bajic and *Laura Rendell-Dean*, both students in the undergraduate Graphic Communications Management program, have won first place in the Paperboard Packaging Alliance (PPA)'s 2020 Student Design Challenge. The PPA, which is run by the American Forest & Paper Association and the Paperboard Packaging Council, asked entrants to design innovative packaging toolkits for educators to use in the Trees into Cartons, Cartons into Trees program for primary school students, which highlights the sustainability of paperboard packaging. Bajic and Rendell-Dean's design, a hexagonal box filled with educational activities, will be put into production for use in the program.

Maria Fernanda Riano, a final-year student in the School of Performance's BFA Performance Dance program, has won this year's Hnatyshyn Foundation Developing Artist Grant for contemporary dance. The $10,000 prize, awarded by jury members from Quebec, Ontario, and British Columbia, is one of seven such grants awarded to performing artists with exceptional talent across Canada.

Marwa Al-Saqqar and *Maya Higeli*, both co-op students in Architectural Science, working in collaboration with Ryerson civil engineering students, have won first place in the student category of the Micromobility Sandbox Design Challenge run by the Institute of Transportation Engineers (ITE), an international organization with members in 75 countries. The team's winning design reimagines an existing traffic corridor in Las Vegas, Nevada, enhancing safety and "micromobility" (i.e. getting around an urban setting without a car) with features such as two-way lanes, paved with bioluminescent materials that glow at night, for bicycles, scooters and walkers. The team's design is also intended to be workable in other municipalities – for example, in Toronto on Front Street West.

Christopher Cleland and *Armando Macias*, both fourth-year students in Architectural Science, have won joint second prize in the Canadian Institute of Steel Construction's Architectural Student Design Awards. They received an Award of Merit consisting of $2,000 for their project Windswept, a design for a tower in Killarney Provincial Park. The project was advised by Prof. Vincent Hui.

EVENTS AND INITIATIVES

Ontario's Black NDP Caucus Panel – On October 1, the Ryerson Democracy Forum hosted the panel "Ontario's NDP Black Caucus: Why It Matters." Speakers included MPPs Jill Andrew (Toronto-St Paul's), the Opposition's culture and women's issues critic, who has lectured at Ryerson on diversity in fashion; Faisal Hassan (York South – Weston), the Opposition's youth engagement critic; and Laura Mae Lindo

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(Kitchener Centre), who has worked at Ryerson's Diversity Institute and currently serves as the Opposition's critic for anti-racism. Together, they discussed the formation and ongoing work of the Ontario NDP's historic Black Caucus—the first formal Black caucus formed by a political party in the province. The discussion was moderated by Ryerson Visiting Practitioner Martin Regg Cohn.

Murray Sinclair and Clem Marshall – On October 1, Saagajiwe kicked off its 13-month series of online *Moon Talks* with a discussion about racism featuring Senator Murray Sinclair and educator Clem Marshall that was attended by over 300 people. The discussion, which included questions from Ryerson community members, touched on topics such as the relationship between cultural history, blood memory and individual identity; the need for education that is not only about historical trauma, but resilience as well; the dialogue between Indigenous and Black communities and activists in Canada about change; and the strength that can be drawn from future generations and the building of community.

Leading the Charge – On October 8, the Centre for Urban Energy virtually hosted its fifth annual Leading the Charge conference, with the theme "Storage, Renewables and Transactive Energy." The conference was part of the Natural Sciences and Engineering Research Council of Canada (NSERC) Energy Storage Technology Network initiative, through which Ryerson and NSERC have been leading 15 universities, as well as 26 industry and government partners, focused on finding and securing ways to store and distribute excess renewable energy. This year's conference, once again bringing together academics, NSERC representatives, and decision-makers from energy companies and electricity operators, focused on transactive energy, a market-based system for peer-to-peer electricity distribution.

Democracy Summit and Festival – From October 13 to 15, the Ryerson Leadership Lab, in collaboration with the Open Democracy Project, hosted the third annual DemocracyXChange summit. This year's edition was online, with nearly 700 registrants and 67 speakers, including *Capital* author Thomas Piketty, federal Minister of Intergovernmental Affairs Dominic Leblanc, and new Green Party leader Annamie Paul. Keynote addresses about democracy and democratic institutions were followed by panels of experts discussing the topics. The summit also presented a screening of the disinformation documentary *People You May Know*, and a conversation with co-directors Charles Kriel and Katharina Gellein Viken. After the summit, from October 16 to 22, Ryerson and a number of partner institutions hosted the DemocracyXChange festival, featuring workshops and discussions that explored the intersections between democracy and areas such as faith, climate change, diversity and the law.

Social Justice Week – From October 26 to 30, the Unifor National Chair in Social Justice and Democracy hosted Ryerson's tenth annual Social Justice Week virtually, with the theme "Beyond Walls, Beyond Borders." This year's events addressed issues of isolation and confinement during the pandemic, as well as ways to support communities and their struggles across geographic borders. Local and international

Ryerson University Board of Governors
Interim Provost and Vice-President Academic
Report for meeting of November 30, 2020

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speakers discussed global issues, such as workers' rights, Black resistance, food justice and gender inequality. Innovation was also a focus, with a workshop on game design, access intimacy and disability justice, as well as a panel organized by the Social Ventures Zone and the Legal Innovation Zone about using technology to help increase access to justice.

Sanctuary Series – On November 5, the international webinar series *Sanctuary: What Next?*, which was co-presented by the Ryerson Faculty of Law along with organizations in the United Kingdom and the United States, kicked off with the Ryerson-hosted discussion, "Race, Migration, and Policing." Chaired by Unifor National Chair in Social Justice and Democracy Kikélola Roach, the webinar explored issues surrounding the policing of migrants, as well as their access to criminal justice and other public institutions. Speakers hailed from the London, UK-based Institute of Race Relations, the University of San Francisco, the Barnard Center for Research on Women in New York City, and the University of Toronto. *Sanctuary* was co-organized by Ryerson Criminology professor Graham Hudson and funded by his Social Science and Humanities Research Council Insight Grant on sanctuary cities in Canada. The series' six webinars, each hosted by a different institution, drew connections between the political economy of cities, the security practices of contemporary racial and colonial capitalism, and the migration apparatus.

Board of Governors Meeting
November 30, 2020

Saeed Zolfaghari
Interim Provost and Vice-President, Academic

Ryerson
University

New Provincial Lockdown Protocols

- New safety protocols in Toronto as of **November 23** for next **28 days**

- Adopted stricter protocols to limit staff, faculty, student presence on campus
  - Any in-person course activities that can be moved to a virtual format will no longer be offered in-person
  - Exceptions granted in extenuating circumstances
  - SRC activities moving forward

Ryerson University

Enrolment Update

- Fall undergraduate enrolment:
  - **Domestic students – slightly above target**
  - **International students – met target**

- International enrolments to first year of degree programs **roughly the same as last year**

- Graduate enrolment **slightly above target**

- Chang School fall term enrolment **higher than fall 2019**

Ryerson
University

3

Experiential Learning

- Ryerson Venture Zone in Brampton

- Indigenous Fashion Support program

- Recovery Cohort program

- New FCAD PhD program accepting applications

- New collaborative co-op programs

Ryerson University

New Initiatives

- Operation Breakthrough: Innovations from FEAS

- Academic Integrity in Space

- Ryerson Reads

Fostering Inclusion

- YSGS granted **31** scholarships and bursaries to support Black and Indigenous graduate students, totalling **$63,000**

- Reflect and Resist: Anti-Black Racism live actor simulation series

- Open Access Week

World Access to Higher Education Day

- **Tuesday, November 17, 2020**

- Special edition of Ryerson Today focused on WAHED stories
    - **ryerson.ca/access-higher-education/**

- New approaches to pedagogy that better meet the needs of our students

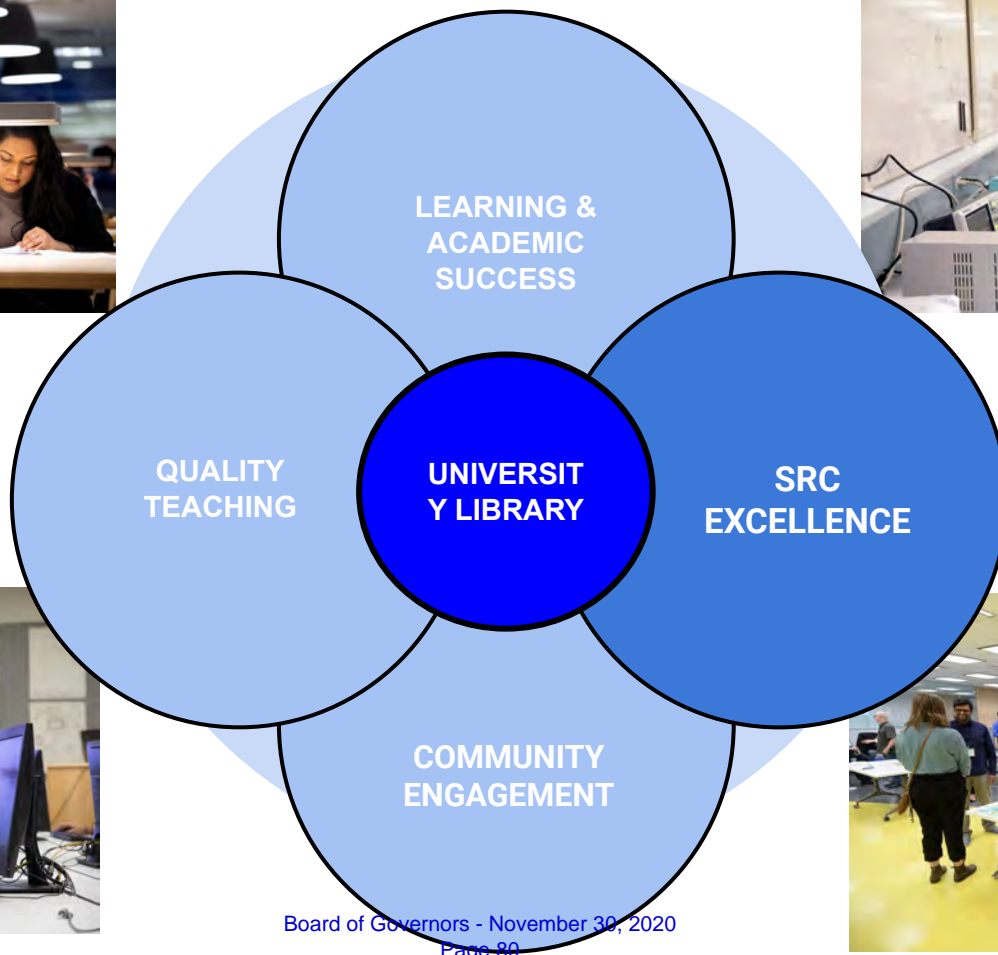- Commitment to supporting and improving access to quality education for all

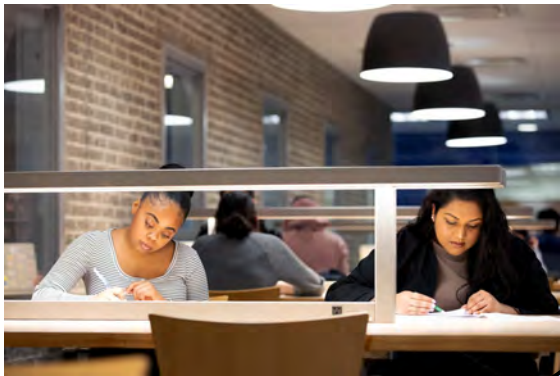World Access to Higher Education Day

Thank You

Ryerson University Library: Digital Infrastructure & SRC Innovation

Carol Shepstone, Chief Librarian

LEARNING & ACADEMIC SUCCESS

QUALITY TEACHING

UNIVERSITY LIBRARY

SRC EXCELLENCE

COMMUNITY ENGAGEMENT

Library as Digital Infrastructure

The Ryerson University Library is central to the digital infrastructure required to ensure SRC innovation and success.

The Ryerson Library provides a rich set of resources (digital, data, textual, visual, scholarly, published and community generated) and offers the latest tools and technology-enhanced spaces necessary for the creation of new ideas, knowledge, and understanding.

Ryerson Strategic Research Plan 2020-2025

Get connected. Be transformed.

Digital Strategy - Reputation, Innovation, Impact

- SRC Output and Discovery

- SRC Openness and Impact

- Knowledge Mobilization and Translation

- SRC Reputation and Rankings

- Partnerships and Grant Capacity

- National and International Collaborations

Get connected. Be transformed.

Open Digital Research Repository

Get connected. Be transformed.

Digital Content and Spaces - Incubators, R&D, Labs

Get connected. Be transformed.

RONALD D. BESSE INFORMATION AND LEARNING COMMONS

BIRD'S-EYE VIEW OF THE QUAD USING DRONE TECHNOLOGY

Ryerson University

Library

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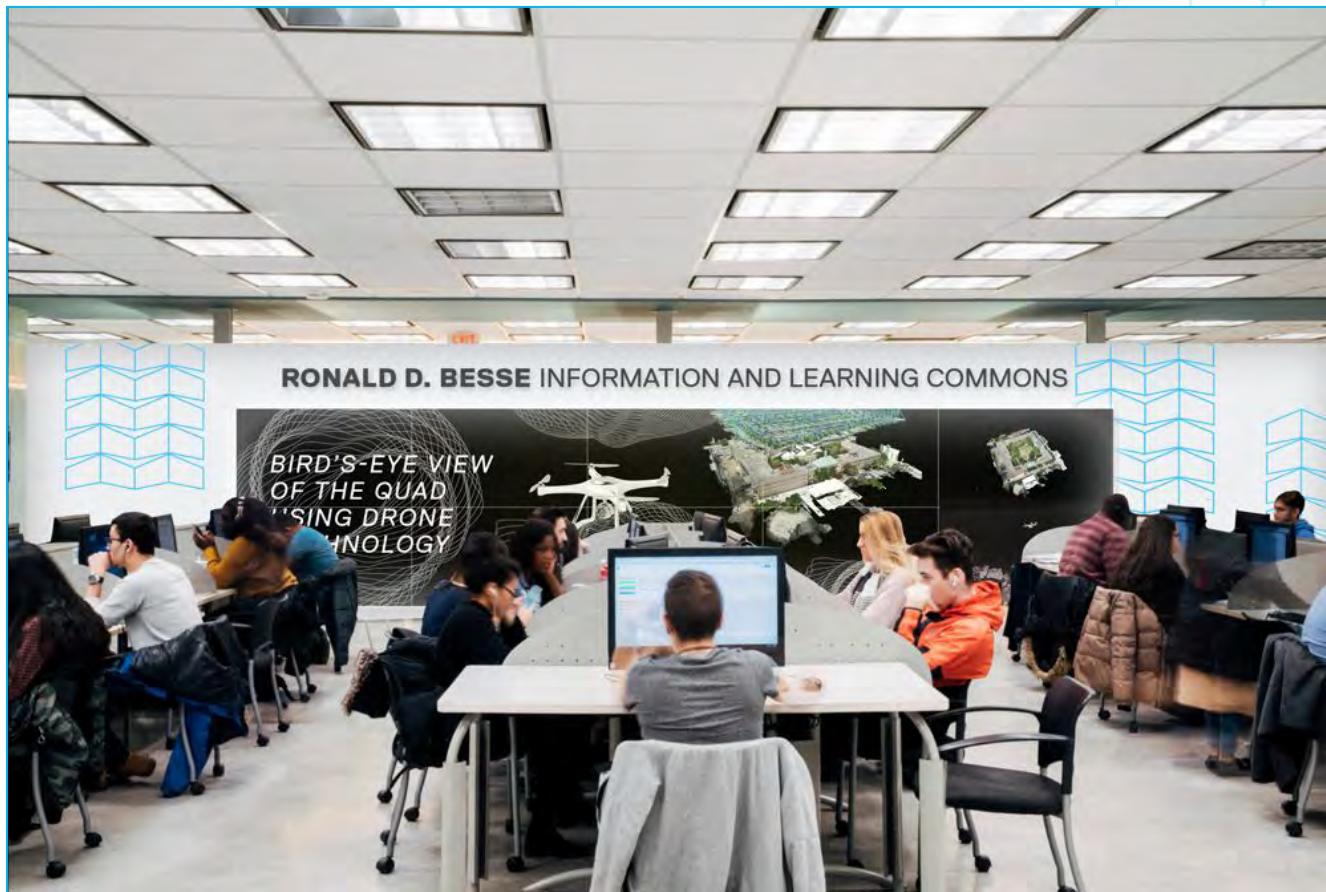
Library as SRC Partner & Collaborator

The mission of great research libraries has always been to advance research and learning by ensuring immediate and enduring access to the scholarly record and to the tools and expertise necessary to discover, use, and create knowledge.

...libraries are interdisciplinary spaces, virtual and physical, where students, faculty, and other community members can find the resources, technologies and expertise they need to advance knowledge and to serve the world.

Institute-wide Task Force on the Future of Libraries - MIT Libraries 2016

Ryerson University

Library

Get connected. Be transformed.

The Chinatown Heritage Project

Imprinting Canada: The McGraw-Hill Ryerson Press Collection
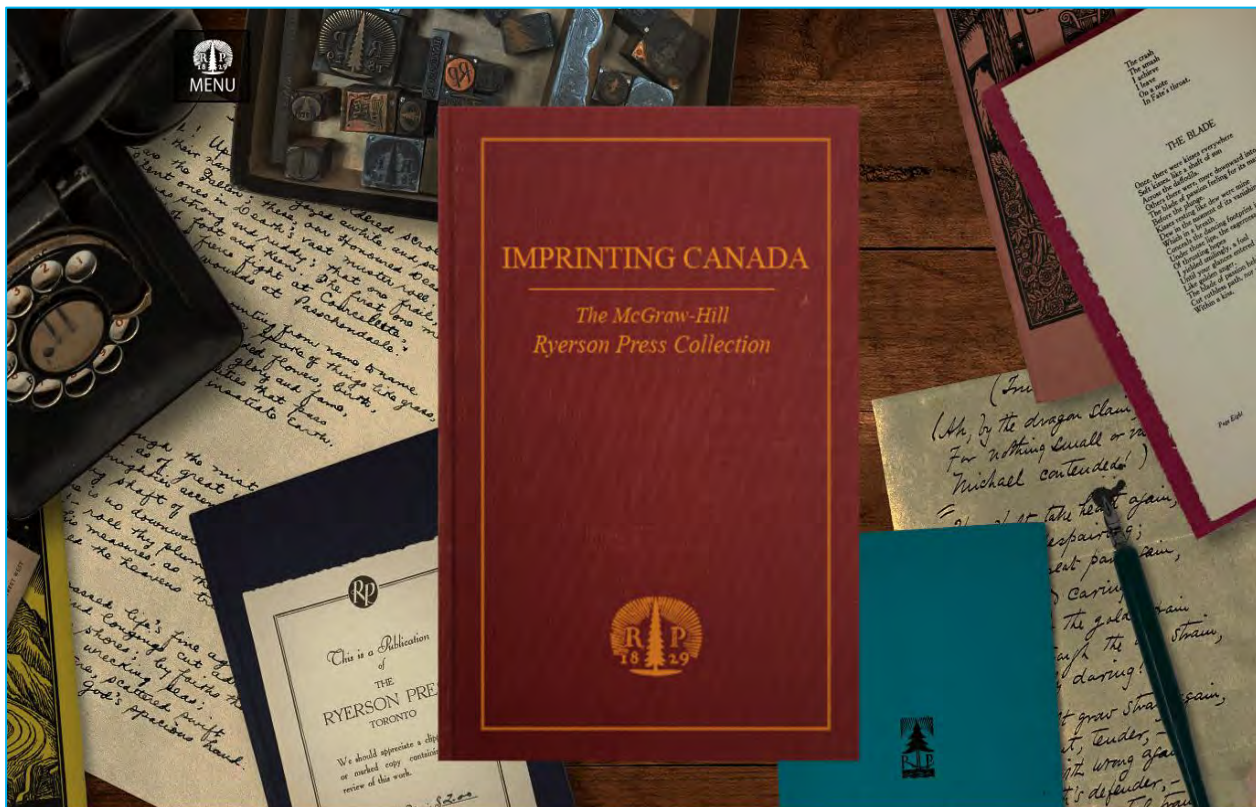
Dr. Ruth Panofsky, Department of English Ryerson, and Dr. Janet Friskney, Robarts Centre for Canadian Studies at York University, Art Seto, Graphic Communications Management, Val Lem, Ryerson Library (SSHRC)

Get connected. Be transformed.

Library SRC Collaborations - External and Internal

- *"Stolpersteine"* - online Holocaust rememberance exhibit - German Consulate
- *AI for All,* - AI and data literacy education - Ryerson Library, Toronto Public Library, Canadian Federation of Library Associations
- *Operation Canada: Toward a Theory of the War Diary*, wardiaries.ca - PI Irene Gammel, Director, Modern Literature and Culture Research Centre, English, Ryerson University (SSHRC)
- *"LOD3: Linked Open Data for Diversity and Difference"* PI Susan Brown, Professor and Canada Research Chair in Collaborative Digital Scholarship at the University of Guelph (SSHRC)
- *Decolonizing the Avant Garde,* PI Irene Gammel, (SSHRC)
- *Two-Spirit and NDN Trans Formation* PI Megan Scribe & co-applicant Lindsay Nixon (SSHRC)
- *The Real Winnie Project* https://therealwinnie.ryerson.ca/
- *Lesbian and Gay Liberation Canada,* PIs Constance Crompton, University of Ottawa & Michelle Schwartz, Ryerson University - and Ryerson Centre for Digital Humanities (CDH)
- *Local News Data Hub,* PI April Lindgren, Journalism Ryerson University
- *Yellow Nineties*, PI Lorraine Janzen, English, Ryerson University - and Ryerson CDH
- **SHOAH Foundation** - augmented reality digital SRC - University of Southern California
- **Canadian Foundation for Innovation - CFI -** projects
- ...and more

Get connected. Be transformed.

Aga Khan Museum Project

Michael Carter-Arlt, Immersive Media Specialist, (lead developer)
Cristina Pietropaulo, Operations Specialist (advisor)
Jimmy Tran, Research Technology Officer (advisor)
Jae Duk Seo, Graduate Assistant (web development and tech support)
Kelly Dermody, Elearning and Accessibility Librarian (advisor and researcher)
Ann Ludbrook, Scholarly Communications Librarian and Copyright Advisor (advisor and researcher)
Sally Wilson, Web Services Librarian (coordinator, advisor and researcher)
Fangmin Wang, Head of Library Information Technology Services (coordinator and researcher)

Mohamed Dahnani - Special Advisor to the President, Strategic Projects (connector)

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Canada Council for the Arts Grant

Planispheric Astrolabe Artifact

Animated Folio

Augmented Reality Islamic Artifact

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Remastered Exhibition
Aga Khan Museum Collaboration

ORIGINAL ARTWORK

ANIMATED FOLIO

ORIGINAL ARTWORK
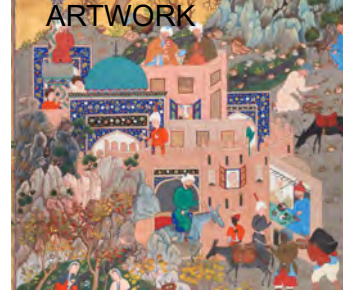
3D RENDER

HOLOGRAPHIC RENDER

"Haftvad And The Worm"

Folio from the *Shahnameh* (Book Of Kings) of Shah Tahmasp

Ryerson University

Library

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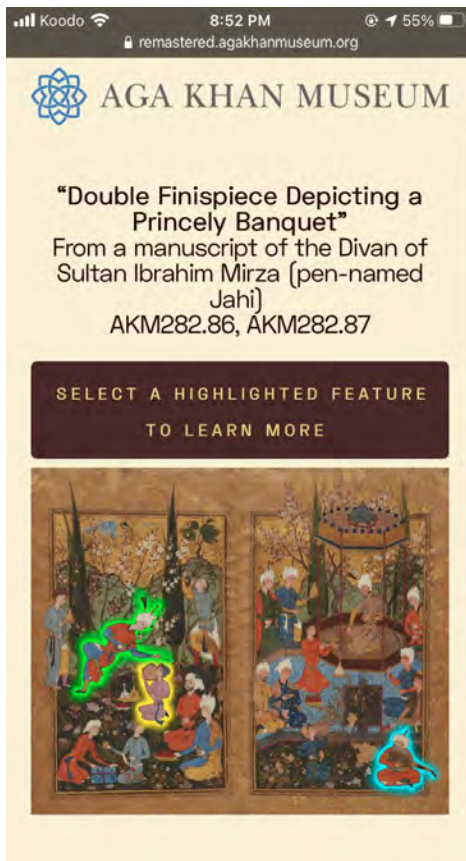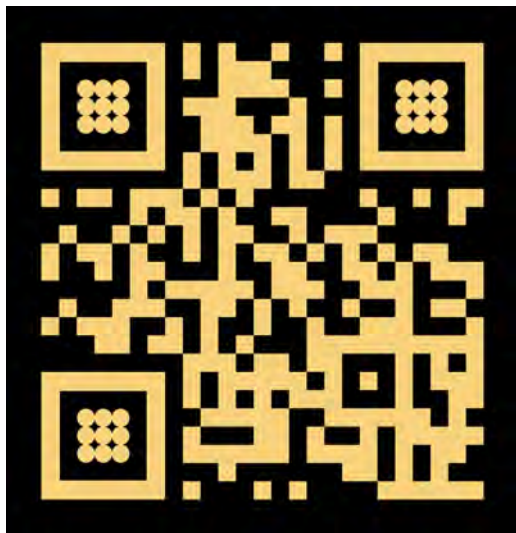
Remastered Exhibit - Digital Restoration

ORIGINAL ARTWORK

RESTORED ARTWORK

ORIGINAL ARTWORK

RESTORED ARTWORK

"Women Consult an Astrologer" from a manuscript of *Akhlaq-i Nasiri*

Double Finispiece from a manuscript of the *Nigaristan* of Ahmad Ghaffari

Ryerson University

Library

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Questions & Thanks

cshepstone@ryerson.ca

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Ryerson
University

Library

BOARD OF GOVERNORS MEETING
November 30, 2020

AGENDA ITEM: Fiera Capital Report - September 30, 2020

STRATEGIC OBJECTIVES:

_____   Academic
_____   Student Engagement and Success
_____   Scholarship, Research and Creative Activity
_____   Graduate Program Development
_____   Space Enhancement
_____   Reputation Enhancement
__X_   Financial Resources Management
__X_   Compliance (e.g. legislatively required)
__X___Governance

ACTION REQUIRED: Information

SUMMARY:

On September 30, 2020, Ryerson's Endowment Funds (the "Fund"), which are managed by Fiera Capital ("Fiera"), had a market value of $156.54 million compared to a book value of $119 million. The Fund outperformed the benchmark for the year-to-date as well as during the third quarter. The performance results as of September 30, 2020 are as follows:

	Performance	Benchmark	Value Added
Year-to-date	4.95%	3.15%	1.80%
Third-quarter	4.66%	3.23%	1.43%

BACKGROUND:

Ryerson pays annual fees to Fiera (effective October 1, 2015) on a flat basis of 0.25% the fund value. A donation equal to 10% of the fee is received by Ryerson from Fiera each year. On an endowment fund of $156.54 million, the net cost to Ryerson for the management of the Fund, after taking into account the donation, is estimated at approximately $352,215 or 23 basis points.

On April 26, 2019, realized gains of $4.65 million were transferred from the Fund to a newly created stabilization fund also managed by Fiera. On September 30, 2020 this stabilization fund had a market value of $4.76 million. During the third quarter, the stabilization fund earned a 0.14% return. This represents 0.08% of value added, as compared to the benchmark return of 0.06%. Ryerson pays annual fees to Fiera on the stabilization fund on a flat basis of 0.15% of the fund value.

Attached is Fiera's September 30, 2020 Report with commentaries.

SUBSEQUENT EVENTS:

On October 7, 2020, Ryerson realized investment gains in the Fiera-managed fund by redeeming $9.18 million. The full redemption amount was transferred to the stabilization fund, also managed by Fiera, thereby increasing the balance of the stabilization fund to approximately $13.94 million.

PREPARED BY:
Name: Anna Zsamboki, Director, Treasury & Investing Services
Date: November 5, 2020

APPROVED BY:
Name: Joanne McKee, Chief Financial Officer
Date: November 5, 2020

FIERA CAPITAL

NOVEMBER 25, 2020

Ryerson University

DAVID PENNYCOOK
Executive Vice Chairman

NICOLAS TROTTIER, CFA, CAIA
Vice President

Asset Mix

	Dec. 31 2019	Jun. 30 2020	Sep. 30 2020	Benchmark
Short-Term	7.3%	5.9%	6.6%	5%
Bonds	23.9%	20.3%	16.2%	20%[1]
Total Equities	61.8%	60.6%	64.5%	60%
Canadian	31.9%	29.2%	32.2%	30%
Foreign	29.9%	31.4%	32.3%	30%
Diversified Real Asset Fund	7.0%	13.2%	12.7%*	15%
Total Fund	100.0%	100%	100.0%	100%
Market Value	$148.6 Mill	$149.4 Mill	$156.5 Mill	

*Real Estate (3.5%), Infrastructure (4.4%), Agriculture (4.8%)

Market Value Stabilization Fund as of September 30, 2020: $4,757,142

Cash Flow January 1, 2020 to September 30, 2020: $478,975

[1] 10% Short-Term Bonds/10% Universe Bonds

Annualized Performance
EFT Pooled Fund

September 30, 2020

	Q3-2020	Value Added	Year to date	Value Added	1 year	Value Added	2 years	Value Added	3 years	Value Added	4 years	Value Added	5 years	Value Added
Total Portfolio	**4.66**	**1.43**	**4.95**	**1.80**	**8.12**	**1.99**	**7.97**	**1.81**	**8.24**	**1.93**	**7.69**	**1.55**	**8.29**	**1.49**
Benchmark**	3.23		3.15		6.13		6.16		6.31		6.14		6.80	
Bonds	**0.95**	**0.36**	**7.40**	**0.99**	**7.27**	**1.24**	**7.34**	**0.72**	**5.45**	**0.51**	**3.26**	**0.35**	**3.91**	**0.33**
50% FTSE CAN ST & 50% FTSE CAN Universe	0.59		6.41		6.03		6.62		4.94		2.91		3.58	
Canadian Equities	**6.02**	**1.29**	**-2.81**	**0.28**	**-1.29**	**-1.26**	**2.78**	**-0.68**	**4.65**	**0.39**	**5.56**	**0.09**	**7.22**	**0.06**
S&P/TSX Composite	4.73		-3.09		-0.03		3.46		4.26		5.47		7.16	
U.S. Equities	**7.63**	**0.80**	**14.40**	**5.65**	**23.04**	**6.87**	**17.33**	**5.95**	**20.52**	**5.75**	**18.77**	**4.48**	**17.50**	**3.44**
S&P 500 Total Return - Cdn$	6.83		8.75		16.17		11.38		14.77		14.29		14.06	
International Equities	**8.93**	**6.15**	**11.37**	**15.67**	**20.80**	**19.41**	**14.60**	**13.38**	**13.68**	**10.83**	**14.05**	**8.67**	**13.43**	**8.25**
MSCI EAFE NET $Cdn	2.78		-4.30		1.39		1.22		2.85		5.38		5.18	
Alternative Investments	**1.08**	**-0.20**	**2.65**	**-1.93**	**5.92**	**-0.39**	**N/A**		**N/A**		**N/A**		**N/A**	
Blended Benchmark	1.28		4.58		6.31		N/A		N/A		N/A		N/A	

Fiscal year to date: May 1, 2020 to September 30, 2020: 8.39% vs. BM 7.13%

Investment Management Fee: 25 bps

Performance Benchmark : 5% FTSE CAN TBILL 91 days; 14% FTSE CAN Univ; 14% FTSE CAN Short Term Bond; 30% S&P TSX Comp; 15% S&P 500 $Cdn; 15% MSCI EAFE NET $CDN; 7% FTSE CAN TBILL 91 + 5%

Current Benchmark : 5% FTSE CAN Treasury Bills (91 days) ; 20% (50% FTSE CAN ST & 50% FTSE CAN Universe) ; 30% S&P/TSX Composite ; 15% S&P 500 $Cdn ; 15% MSCI EAFE NET $Cdn ; 15% (FTSE CAN TBILL 91 + 5%)

Bonds

Canada 3 & 10 Year Bond Yield
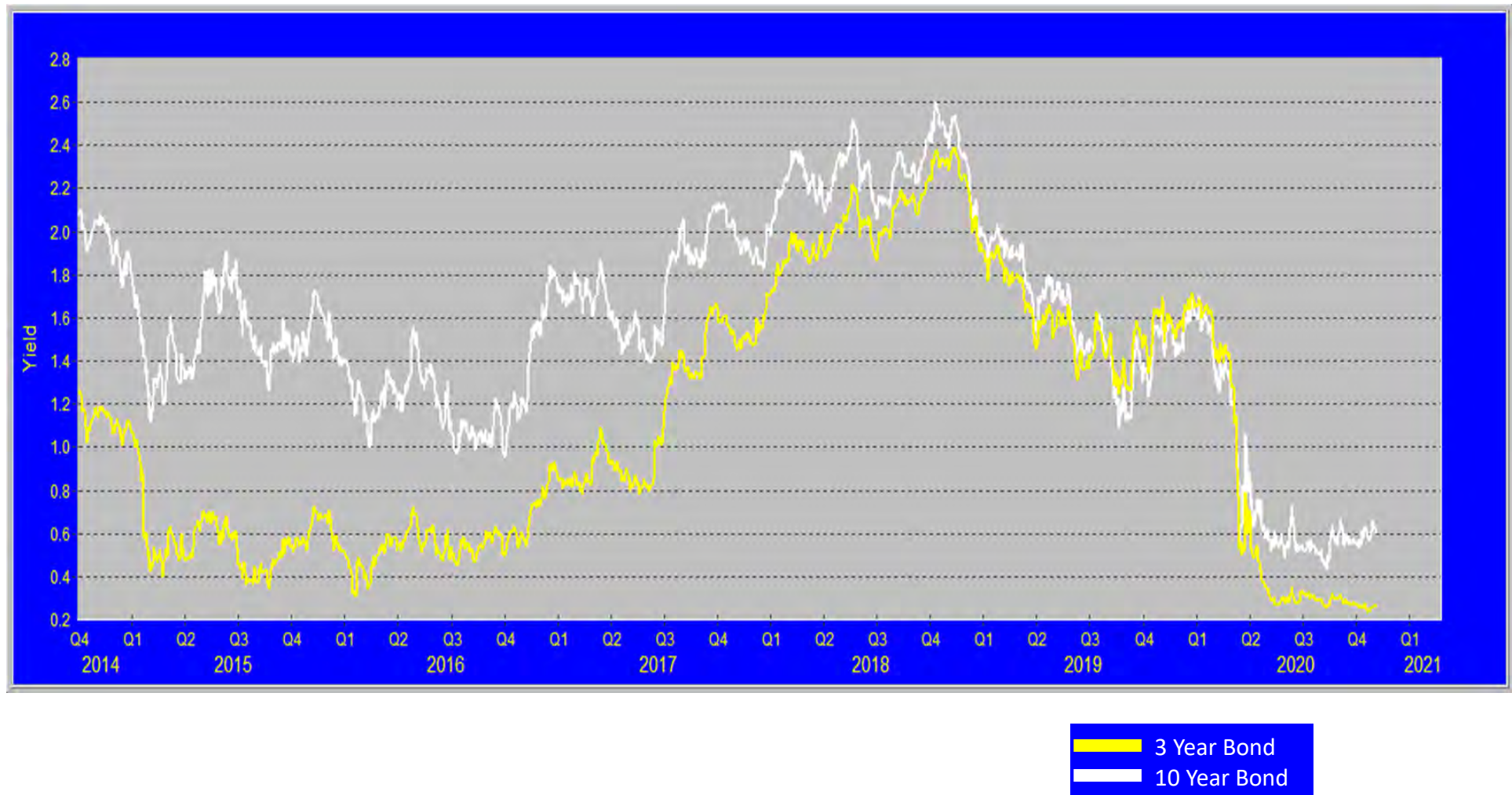
As of September 30, 2020

Source: bonddata

Bond Analysis

September 30, 2020

	Portfolio Weights	Benchmark
Sector Commitments		
Government of Canada	7%	40%
Provincial/Municipal	51%	31%
Corporate	41%	29%
Quality & Characteristics		
AAA	8%	43%
AA	25%	32%
A	55%	14%
BBB	10%	11%
Duration (Yrs)	5.4	5.7
Yield To Maturity	1.2%	0.9%

Totals may not sum to 100% due to non-rated securities and money market securities.

Benchmark: 50% FTSE CAN ST & 50% FTSE CAN Universe

Canadian Equities

Sector Allocation & Contribution

Q3 2020

Sector	Performance, Q3-2020 (%) Portfolio	Index*	Weight Sep 30 (%) Portfolio	Index*	Contribution to Value Added, Q3-2020 (%) Sector	Security
Energy	-12.4	-8.1	6.7	10.8	0.52	-0.35
Materials	8.5	9.1	11.1	15.5	-0.15	-0.08
Industrials	15.2	13.6	19.5	12.5	0.54	0.26
Consumer Discretionary	7.7	8.4	5.0	3.5	0.05	-0.03
Consumer Staples	9.8	9.1	6.0	4.4	0.07	0.02
Health Care	8.0	-14.3	0.2	0.9	0.16	0.04
Financials	3.7	4.0	28.9	28.4	-0.01	-0.07
Information Technology	0.6	3.6	10.9	10.3	0.05	-0.40
Communication Services	6.1	2.0	5.0	5.2	0.01	0.20
Utilities	11.2	11.0	3.8	5.3	-0.07	0.00
Real Estate	21.6	4.1	3.0	3.2	0.01	0.43
Total	6.1	4.7	100.0	100.0	1.18	0.04

Top 3 Stocks By Sector

	Portfolio (%)	Index* (%)
1. Energy	**6.73**	**10.76**
Pembina Pipeline	2.12	0.68
Keyera Corp	1.84	0.20
Cdn Natural Res	1.60	1.11
2. Materials	**11.11**	**15.50**
Franco Nevada Corp	3.93	1.56
Nutrien Ltd	3.29	1.31
CCL Industries Inc	1.49	0.34
3. Industrials	**19.46**	**12.48**
Cdn Natl Railway	5.20	4.43
Cdn Pacific Railway	4.63	2.41
Waste Connections	3.38	1.60
4. Consumer Discretionary	**4.97**	**3.51**
Restaurant Brands	2.82	1.02
Dollarama	1.63	0.65
5. Consumer Staples	**5.95**	**4.43**
Metro Inc	3.39	0.71
Loblaw Cos Ltd	1.53	0.50
Saputo Inc	0.57	0.35
6. Health Care	**0.22**	**0.94**

	Portfolio (%)	Index* (%)
7. Financials	**28.90**	**28.42**
Royal Bank of Canada	8.12	5.85
Toronto Dominion BK	6.82	4.89
Brookfield Asset Mgt	4.70	2.71
8. Information Technology	**10.89**	**10.31**
Kinaxis Inc	2.82	0.23
Constellation Sftwr	2.53	1.30
Open Text Corp	2.31	0.67
9. Communication Services	**5.01**	**5.20**
Telus Corp.	2.45	1.32
Quebecor Inc	1.93	0.26
Rogers Communication	0.63	0.81
10. Utilities	**3.79**	**5.29**
Brookfield Infr Prtr	2.27	0.82
Fortis Inc	1.35	1.11
11. Real Estate	**2.97**	**3.17**
Firstservice Corp	2.02	0.29

■ Securities which are part of the top ten holdings.
Top ten holdings represent 46.4% of the portfolio.

This page displays the top three holdings above 0.30% for each sector in the portfolio.

Cash and money market positions are excluded from security weights calculations.

*S&P/TSX Composite

Foreign Equities

US Equity ESG
Sector Allocation & Contribution

Q3 2020

Sector	Performance, Q3-2020 (%)		Weight Sep 30 (%)		Contribution to Value Added, Q3-2020 (%)	
	Portfolio	Index*	Portfolio	Index*	Sector	Security
Energy	0.0	-21.3	0.0	2.1	0.74	0.00
Materials	11.6	11.1	9.9	2.6	0.30	0.03
Industrials	20.1	10.3	9.7	8.3	0.06	0.64
Consumer Discretionary	13.6	12.8	14.0	11.6	0.13	0.08
Consumer Staples	3.6	8.3	6.8	7.0	0.00	-0.30
Health Care	8.6	3.8	15.8	14.2	-0.15	0.86
Financials	2.4	2.4	18.2	9.7	-0.31	-0.04
Information Technology	4.1	9.8	20.2	28.2	-0.21	-1.08
Communication Services	1.3	6.8	5.3	10.8	0.01	-0.27
Utilities	0.0	4.1	0.0	3.0	0.09	0.00
Real Estate	0.0	0.0	0.0	2.6	0.19	0.00
Total	7.6	6.8	100.0	100.0	0.83	-0.08

FIERACAPITAL

	Portfolio (%)	Index* (%)
1. Energy	**0.00**	**2.06**
2. Materials	**9.93**	**2.62**
Sherwin Williams Co	4.66	0.20
Linde Plc	3.28	0.45
Ecolab Inc	1.99	0.18
3. Industrials	**9.67**	**8.29**
Graco Inc	2.84	0.00
Carrier Global Corp	2.55	0.09
Otis Worldwide Corp	2.40	0.09
4. Consumer Discretionary	**14.04**	**11.55**
Autozone Inc	3.89	0.10
Nike Inc	3.74	0.56
Lowes Co	3.57	0.45
5. Consumer Staples	**6.77**	**7.02**
Pepsico Inc	4.36	0.69
Colgate Palmolive Co	2.41	0.24
6. Health Care	**15.81**	**14.23**
Unitedhealth Grp Inc	4.84	1.06
Johnson & Johnson	4.69	1.41
Becton Dickinson	3.47	0.24

	Portfolio (%)	Index* (%)
7. Financials	**18.23**	**9.67**
Moodys Corp	7.08	0.17
MSCI Inc	4.18	0.11
Cme Group Inc	2.70	0.22
8. Information Technology	**20.22**	**28.15**
Microsoft Corp	8.00	5.71
Mastercard Inc	5.92	1.07
Oracle Corp	3.32	0.41
9. Communication Services	**5.33**	**10.80**
Alphabet Inc	5.33	1.58
10. Utilities	**0.00**	**2.97**
11. Real Estate	**0.00**	**2.64**

■ Securities which are part of the top ten holdings.
Top ten holdings represent 52.9% of the portfolio.

This page displays the top three holdings above 0.30% for each sector in the portfolio.

Cash and money market positions are excluded from security weights calculations.

*S&P 500 Total Return - Cdn$

11

International ESG
Sector Allocation & Contribution

Q3 2020

Sector	Performance, Q3-2020 (%)		Weight Sep 30 (%)		Contribution to Value Added, Q3-2020 (%)	
	Portfolio	Index*	Portfolio	Index*	Sector	Security
Energy	0.0	-15.0	0.0	2.8	0.58	0.00
Materials	12.3	8.7	3.6	7.6	-0.21	0.12
Industrials	12.9	8.2	28.7	15.2	0.68	1.18
Consumer Discretionary	6.2	7.6	10.5	11.9	-0.03	-0.16
Consumer Staples	6.0	2.4	19.3	11.9	-0.04	0.68
Health Care	0.6	0.9	10.3	14.4	0.09	-0.03
Financials	0.2	-3.2	9.9	15.1	0.34	0.32
Information Technology	18.8	6.0	17.8	8.6	0.28	2.01
Communication Services	0.0	2.0	0.0	5.5	0.04	0.00
Utilities	0.0	1.0	0.0	4.0	0.07	0.00
Real Estate	0.0	0.9	0.0	3.1	0.06	0.00
Total	9.1	2.8	100.0	100.0	1.86	4.12

International ESG
Top 3 Stocks By Sector

FIERACAPITAL

	Portfolio (%)	Index* (%)
1. Energy	**0.00**	**2.77**
2. Materials	**3.57**	**7.62**
Chr.Hansen Hldgs A	2.28	0.09
Fuchs Petrolub Se	1.29	0.03
3. Industrials	**28.67**	**15.23**
Ihs Markit Ltd	4.15	0.00
Schindler Holding AG	3.93	0.08
Intertek Group	3.78	0.10
4. Consumer Discretionary	**10.49**	**11.86**
Shimano Inc	3.14	0.11
Intercontl Hotels	2.89	0.07
Essilorluxottica	2.65	0.28
5. Consumer Staples	**19.34**	**11.94**
Nestle Sa	7.47	2.59
Unilever Nv	4.68	0.64
L'Oreal	4.63	0.60
6. Health Care	**10.28**	**14.36**
Roche Hldgs AG	5.80	1.76
Novo-Nordisk As	4.48	0.87

	Portfolio (%)	Index* (%)
7. Financials	**9.87**	**15.07**
London Stock Exch	3.96	0.27
Cmnwlth BK of Aust	2.33	0.59
Housing Devel Fin	1.57	0.00
8. Information Technology	**17.79**	**8.62**
Keyence Corp	7.31	0.62
Taiwan Semiconductor	6.44	0.00
Sap Se	4.03	1.19
9. Communication Services	**0.00**	**5.47**
10. Utilities	**0.00**	**3.97**
11. Real Estate	**0.00**	**3.10**

■ Securities which are part of the top ten holdings.
Top ten holdings represent 52.9% of the portfolio.

This page displays the top three holdings above 0.30% for each sector in the portfolio.

Cash and money market positions are excluded from security weights calculations.

*MSCI EAFE NET $Cdn

Alternative Income

Diversified Real Assets Fund

Fiera Infrastructure

- Invests in the global mid-market core and core-plus infrastructure assets and aims to diversify across the members of the Organization for Economic Co-operation and Development (OECD), sub-sectors and types of projects.

- Assets generate stable and predictable cash flows and operate under regulatory frameworks, long-term contracts or concessions, or have monopolistic characteristics.

Fiera Properties

- Produces growing income and stable total returns through direct investment in real property across Canada.

- Strategy is comprised of institutional grade retail, office, industrial and multi-residential properties. Core real estate is attractive based on its investment characteristics, ability to stabilize portfolio performance and to protect against inflation.

- Strategy is risk-managed with established exposure limits by asset size, debt, property type, region and development.

Fiera Comox

- The Fiera Comox Agriculture Strategy is dedicated to building a diversified global portfolio of assets, primarily farmland, generating stable, attractive returns over the long-term for investors.

- Strategy seeks to create unique partnerships with best–in-class local operators and invests primarily in the sectors of staple row crops, animal protein (dairy, beef), permanent crops and timberland.

Compliance

The undersigned confirms that, throughout the 3-month period ending September 30th, 2020:

The portfolio managed by Fiera Capital Corporation for Ryerson University (the "Account") was in compliance with the investment guidelines and restrictions applicable to the Account.

The Fiera Fund held in the Account (the "Fund") was in compliance with the investment guidelines and restrictions applicable to the Fund.

The undersigned confirms that, to the best of his knowledge, no investigation or disciplinary action has been commenced against Fiera Capital Corporation during the period by any securities regulatory authority.

Dated October 14th, 2020

Thomas Di Stefano, CFA
Interim Chief Compliance Officer

Current Economic Scenarios
October 2020

MAIN SCENARIO
RAPID RECOVERY

PROBABILITY 45%

A therapeutic is discovered in the near-term and proves sufficient in gaining control over the proliferation of the virus. As the outbreak recedes, sentiment improves drastically and isolationism and social distancing measures abate in accordance. In response, factories and services are able to reopen for business in a smooth fashion, while government efforts to bridge the income gap stemming from the economic stop prove successful in alleviating the damage to both businesses and consumers. As a result, economic activity snaps back dramatically at a rapid pace during the third quarter as confidence is restored and pent-up demand is unleashed, while the lagged impact of massive monetary and fiscal stimulus amplifies the rebound through the second half of 2020 and into 2021. As an extended period of robust, above-trend growth ensues, newly announced stimulus measures are unlikely (and unnecessary) in this optimistic scenario.

SCENARIO 2: SUBDUED RECOVERY
PROBABILITY 30%

Stringent mitigation efforts prove successful in stemming the spread of the pandemic and flattening the global infection curve, which brings about a certain degree of confidence that we are regaining control over the propagation of the disease and its potential growth impacts. At the same time, confidence prevails that a viable medical solution to treat the coronavirus will be made available in the coming year. As a result, economic activity resumes during the third quarter of 2020 as major economies progressively restart their engines, albeit at a slower, more subdued pace. Factories and other workplaces take time to return to full capacity and not every job lost during the crisis is won back. As the virus has not yet been completely eliminated, social distancing behaviours are only partially loosened and lingering health fears prompts some reluctance from consumers and businesses to re-engage fully, which ultimately restrains the magnitude of the economic recovery in the coming year. As the economy will take longer to return to pre-COVID levels under this subdued recovery scenario, monetary and fiscal stimulus is almost certain to remain extremely accommodative and policymakers will refrain from reigning-in their supportive measures over the 12-18 month time horizon.

SCENARIO 3: ECONOMIC STAGNATION
PROBABILITY 25%

In this downside scenario, no clear medical solution is discovered and social distancing guidance remains. While strict mitigation efforts ultimately prove successful in containing the contagion and spurs some resumption in economic activity during the summer, the fact that the outbreak hasn't been fully conquered and the risk of a second wave of infections leaves the economy in a vulnerable position, with local quarantine efforts necessary for affected areas. Reopening plans are delayed and even reversed, the population goes back into partial lockdown-mode, and the steep contraction in the second quarter makes way for a stagnant growth environment through 2021 as heightened levels of fear and anxiety leave consumers and businesses hesitant to spend until a vaccine is made available. These factors become self-fulfilling in that the loss of business revenues and potential for corporate bankruptcies results in job losses that further dampen spending intensions and economic activity in the coming 12-18 months. The good news, however, is that the monetary and fiscal impulse will remain firmly in place under this dire economic scenario - which inevitably helps to alleviate the economic damage and reduces the likelihood of this calamitous outcome.

Firm Overview

- Publicly-traded, independent Canadian investment management firm

- Assets under management: $171.0 as at June 30, 2020

- Controlled and significantly owned by its principals

- 750+ employees including more than 200 investment professionals

- Offices across Canada, the United States and Europe

#1 largest endowment and foundation manager in Canada

3rd largest independently owned investment manager in Canada

more than $5 billion in multi-employer assets under management

5th largest pension investment manager in Canada

Source: Benefits Canada

FIERA CAPITAL SHARE OWNERSHIP

56%	Public Shareholders
19%	Employees
11%	Natixis Investment Managers
7%	Natcan
7%	Desjardins

Appendix

Portfolio Summary

Stabilization Fund

	Sep. 30 2020	Benchmark
Cash & Short-Term	100.0%	100% (0-100)
Market Value	$4,757,142	

Annualized Performance

Stabilization Fund

	Q3-2020	Value Added	Year to date	Value Added	1 year	Value Added	Since* Inception	Value Added
Total Portfolio	**0.14**	**0.08**	**0.79**	**-0.04**	**1.26**	**0.01**	**1.49**	**0.12**
FTSE CAN Treasury Bills (91 days)	0.06		0.83		1.25		1.37	

Compliance

The undersigned confirms that, throughout the 3-month period ending September 30th, 2020:

The portfolio managed by Fiera Capital Corporation for Ryerson University Stabilization Fund (the "Account") was in compliance with the investment guidelines and restrictions applicable to the Account.

The Fiera Fund held in the Account (the "Fund") was in compliance with the investment guidelines and restrictions applicable to the Fund.

The undersigned confirms that, to the best of his knowledge, no investigation or disciplinary action has been commenced against Fiera Capital Corporation during the period by any securities regulatory authority.

Dated October 14th, 2020

_____

Thomas Di Stefano, CFA
Interim Chief Compliance Officer

Fiera Real Estate CORE Fund

Portfolio Characteristics as at September 30th, 2020

Sector

Industrial	33.8%
Office	31.3%
Retail	17.3%
Multi-Residential	6.5%
Development	7.1%
Value-Add	0.3%
Cash & Other Assets	3.7%

Province
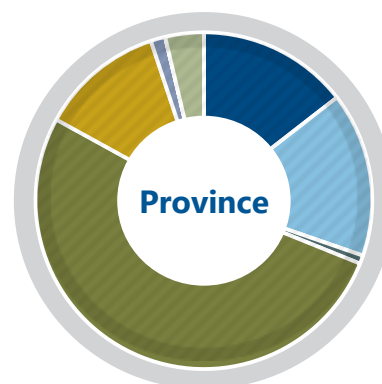
British Columbia	14.5%
Alberta	15.8%
Manitoba	0.8%
Ontario	51.9%
Quebec	11.9%
Nova Scotia	1.4%
Cash & Other Assets	3.7%

KEY STATISTICS	Q3 2020
Gross Assets Under Management (CORE Fund)	$2,865 M
Largest Asset (proportionate share)	523,540 sf
Largest Tenant (% of base rent in last quarter):	5.3%
Capital Structure (loan to value):	24.4%
Average Lease Term Remaining (excludes Multi-Res)	6.9 years
Leasable Area (prop. share; excludes Multi-Res)	10,906,739 sf
Occupancy Rate	94.6%
Property Count	110

Fiera Infrastructure Fund
Portfolio Investments

North America

- Raging River
- Emily Carr University of Art + Design
- BC Housing SRO
- Surrey Pretrial Services
- Saskatoon Civic Operations Centre
- Airport Solar
- Dorena Hydro
- Clark Canyon
- Huntington
- North Star
- Enterprise Data Centre Borden
- Royal Ottawa Hospital
- Providence Care Hospital
- Quinte Consolidated Courthouse
- Cedar Point II
- Tobacco Valley
- Marion
- Billy Bishop Pedestrian Tunnel
- New Oakville Hospital
- South West Detention Center
- Portal Ridge
- Willow Springs
- Springbok I
- Springbok II
- Red Horse II
- Balko Wind
- Red Horse III
- Alta Luna
- Mississippi II
- Conterra

Europe

- Levantera
- Thames Water
- Cory Riverside Energy
- Wightlink
- IslaLink

Key

Water and Wastewater (U)		Social PPP (SC)	
Hydroelectric (H)		Transportation (T)	
Wind (W)		Telecom Fibre (F)	
Solar (S)		Energy from Waste (EW)	
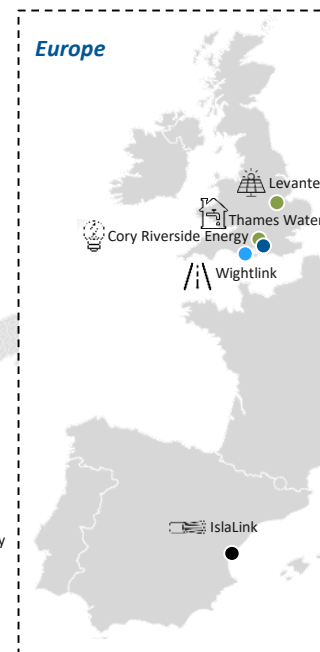
PPP

Woodford Portfolio

Canada	BC Housing SRO Initiative (SC)
Canada	Quinte Consolidated Courthouse (SC)
Canada	South West Detention Center (SC)
Canada	Surrey Pretrial Services Centre (SC)
Canada	Billy Bishop Pedestrian Tunnel (SC)
Canada	Enterprise Data Centre Borden (SC)

EllisDon PPP Partnership

Canada	New Oakville Hospital (SC)
Canada	Saskatoon Civic Operations Centre (SC)
Canada	Emily Carr University Art + Design (SC)
Canada	Providence Care Hospital (SC)
Canada	Royal Ottawa Hospital (SC)

Energy

Desert Sky Portfolio

USA	Airport Solar – 47 MW (S)
USA	Balko Wind – 300 MW (W)
USA	Huntington – 50 MW (W)
USA	Red Horse III – 30 MW (S)
USA	Alta Luna – 28 MW (S)
USA	Marion – 5 MW (S)
USA	Mississippi II – 52 MW (S)
USA	North Star – 100 MW (S)
USA	Portal Ridge – 31 MW (S)
USA	Red Horse II – 85 MW (W/S)
USA	Springbok I – 108 MW (S)
USA	Springbok II – 150 MW (S)
USA	Tobacco Valley – 26 MW (S)
USA	Willow Springs – 108 MW (S)

Energy from Waste

UK	Cory Riverside Energy (EW)

Canadian Wind

Canada	Cedar Point II – 100 MW (W)

Rooftop Solar

UK	Levantera Developments (S)

North American Hydro Portfolio

Canada	Raging River Power & Mining (H)
USA	Dorena Hydro (H)
USA	Clark Canyon Hydro (H)

Utilities

Sonnet LP

UK	Thames Water (U)

Telecom

Spain	IslaLink (F)
USA	Conterra (F)

Transportation

UK	Wightlink (T)

24

Fiera Comox Agriculture Fund
Portfolio Investments

FIERACAPITAL

Portfolio Footprint

10
agricultural commodities

_____

150,000
acres of land

_____

8
climate regions

Excel Farms
Sub regionally diversified row crop platform
- Sectors: Grains/Oilseeds/Pulses
- Geography: Australia (Victoria)
- Feature: 19,000 acres

Auvil Fruit Company
Vertically integrated tree fruit producer
- Sectors: Apples/Cherries
- Geography: US (Washington)
- Feature: 2,800 acres; 100M lbs of apples and 2M lbs of cherries
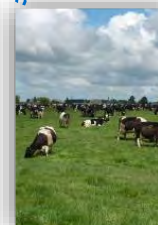
Rangitata
Partnership with highly credible dairy farms
- Sectors: Dairy
- Geography: New Zealand (South Island)
- Feature: 12,000 acres; 17,000 cattle, 50M liters of milk
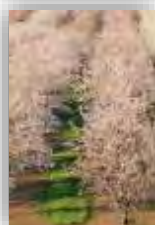
Orland Almonds
Vertically integrated nut crop operations
- Sectors: Almonds
- Geography: US (California)
- Feature: 4,000 acres; 3,000 tons p.a.

Sweet Tree
World's largest maple syrup producer
- Sectors: Maple Syrup
- Geography: US (Vermont)
- Feature: 18,000 acres; 0.5M taps

Eastern Australia Cropping
Institutional-grade agriculture enterprise
- Sectors: Cotton/Grains
- Geography: Australia (QLD)
- Feature: 93,000 acres; 50,000 bales p.a.

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BOARD OF GOVERNORS MEETING
November 30, 2020

AGENDA ITEM: 2020-21 Enrolment and Budget Update

STRATEGIC OBJECTIVES:

   x   Academic
_____Student Experience
_____Space Enhancement
_____Reputation Enhancement
_____Financial Resources Management
_____Compliance (e.g. legislatively required)
_____Governance

ACTION REQUIRED: Information

SUMMARY:
An updated snapshot of 2020 enrolment at the undergraduate and graduate level.

BACKGROUND:
University Planning annually comes to the Finance Committee and the Board to provide an enrolment update.

COMMUNICATIONS STRATEGY: N/A

PREPARED BY:
Name: Glenn Craney, Deputy Provost and Vice-Provost, University Planning
Date: November 11, 2020

APPROVED BY:
Name: Saeed Zolfaghari, Interim-Provost and Vice-President Academic
Date: November 11, 2020

Enrolment & Budget Update Fall 2020

Board of Governors
November 2020

Ryerson University

Overview

- Overall enrolments continue to increase at Ryerson with more than ***46,000 students*** enrolled in Fall 2020.
- Enrolment assumptions in the final, Board approved, 2020-21 Operating Budget were:
  - Flatlined **domestic** enrolments (to remain in the corridor); and
  - Flatlined **international** enrolments (decreased from original projection due COVID-19 travel restrictions)
- On track to exceed tuition related enrolment targets as specified in the 2020-21 Preliminary Budget of April 2020.
- Successful launch of Juris Doctor program with entering class of more than 160 students

Fall 2020 Enrolment Update

	Actual Nov 1, 2019	Budget Target April 2020	Estimated Nov 1, 2020	Estimated vs Budget	%
Undergraduate Enrolment					
Domestic Year 1 intake (Nov 1)	8,478	8,442	8,700	258	3.1%
International Year 1 intake (Nov 1)	947	650 to 950	955	5 to 305	0.5 to 46.9%
Total Undergraduate FFTEs	36,190	36,350	37,600	1,250	3.4%
Graduate Enrolment					
Total FT+PT Fall headcount	2,817	2,827	2,935	108	3.8%
Total Fall FTEs	2,617	2,620	2,700	80	3.1%

Extraordinary COVID-19 Costs

- As at the end of the second quarter, we have recorded an additional:
    - $4 M increased costs directly related to COVID-19;
    - $6 M net loss in ancillary operations

- A preliminary survey of projected costs / net losses are expected to be between $25 M to $30 M by year end.

- It is expected that the $15 M provision will be fully expended and at least $10 M more may be required

- We have identified internally restricted funds to offset these costs if funding does not materialize.

Extraordinary COVID-19 Costs – High Level Details

Estimated Cost / Net Loss	Amounts
Additional TA Support	$2.5 M
Hardware / Software to support e-learning	$ 3.0 M
PPE Provision	$1.0 M
Course Virtualization / learning support	$1.3 M
Research Support	$0.6 M
Residences (net loss)	$8.3 M
University Business Services (net loss)	$5.7 M
Other University Events / Programs (net loss)	$4.0 M

BOARD OF GOVERNORS MEETING
November 30, 2020

AGENDA ITEM: Financial Statements (unaudited) for the period ending October 31, 2020

STRATEGIC Objectives

_____   Academic
_____   Student Engagement and Success
_____   Space Enhancement
_____   Reputation Enhancement
__x__   Financial Resources Management
_____   Compliance (e.g. legislatively required)
__x__   Governance

ACTION REQUIRED: Approval

SUMMARY:
The second quarter unaudited financial statements for the six month period ending October 31, 2020, indicate that Ryerson is on track to balance the 2020-21 budget as approved by the Board of Governors in April 2020.

BACKGROUND:
The Balance Sheet summarizes the assets and liabilities as of the period ending October 31, 2020. Best estimate projections to the end of the fiscal year, April 30, 2021, have been provided where practical. Also, comparisons to the actual results for the previous year-end, April 30, 2020 are included.

The Statement of Operations summarizes the major revenues and expenditures with actuals for the six month period ending October 31, 2020. The 2020/21 annual budget has been allocated to this 2nd quarter budget in order to make comparisons to the actuals. Best estimate projections to the end of the fiscal year, April 30, 2021, have been provided based on the actual results to date, trends, and expected changes.

As some figures in the financial statements are dependent on actuarial assumptions and market conditions, estimates are not practical and have been noted as only adjusted at year-end.

HIGHLIGHTS

COVID-19 Pandemic Financial Impacts

The 2020/21 approved preliminary budget projected a net $20.7 million ("M") one-time-only ("OTO") deficit resulting from potential financial impacts of the COVID-19 pandemic. This amount consisted of two primary factors:

1. Estimated loss of international fees revenues of $14.4M offset by related delivery expenses of $8.9M for a net loss of $5.5M. This provision was attributed to the lower assumptions in projected international enrolment increases from travel restrictions.

   October 31st update: Current enrolment projections indicate that some of the additional international enrolment growth has materialized, reducing the net OTO loss from $5.5M to approximately $2M at this 2nd quarter. This may then result in meeting the originally (prior to the pandemic) projected revenue by year-end.

2. Expense provision of $15M for OTO additional costs and losses also relating to the pandemic.

   October 31st update: As the effects of COVID-19 continue to evolve, it is difficult to predict the full impact on total costs and losses for the remaining year.

   At this time, we have incurred costs of at least $4M and forecast additional expenditures of $9M. Examples of additional costs include, the virtualization of courses, additional teaching assistant funding to support online and remote teaching, increased IT (hardware and software) expenditures and procurement of personal protective equipment.

   The ancillary operations, in particular, have been significantly impacted by the pandemic without staff and students on campus, which has resulted in a projected net loss of approximately $6M, compared to this time last year, and expected to double by year-end.

   It is therefore anticipated that the initial $15M provision will be fully consumed by year-end and an additional $10M may be required to cover further anticipated costs and losses. We have identified internally restricted funds that may be required to offset these expenses / losses in fiscal 20-21 if other funding or supports do not materialize. However, it is important to note that these funds would normally have been available for other discretionary and strategic priorities.

Balance Sheet:
- The cash and investments position remain in a solid position. Investments include a temporary increase of $171M of deferred revenue contributions relating to the federal wage subsidy grant. These will be recognized and disbursed as a "flow through" in the Statement of Operations at April 30, 2021. The projected details are provided in the Statement of Cash flows.
- Accounts receivable and deferred revenues are at their highest point at this time of the year, reflecting the normal student fee cycle. Winter term fees have been assessed but are not yet due nor earned as of October. Given the pandemic, payments on student accounts are delayed, but it is too early to estimate impacts on bad debt allowances. Reasonable provisions are being made.
- All other assets and liabilities are trending as expected for this time of year.

- Employee future benefits (pension and other) are only updated at the fiscal year-end as they are dependent on actuarial assumptions and related market conditions that are updated only at the fiscal year-end.
- Net assets are directly impacted by operating results and most significantly from the market driven volatility of the employee future benefits and the interest rate swaps. Refer to details in the Statement of Net Assets.

Statement of Operations:
- Tuition domestic revenues are expected to be close to budget. International enrolment growth has improved and losses as originally estimated may not materialize based on enrolment projections provided by the Planning Office.
- Regular government operating grants are expected as originally planned.
- Government grants and contracts for restricted purposes will include the Federal Wage Subsidy flow through of $171M and funding for Future Skills Centre which are reflecting a large level of activity in grant revenues. The wage subsidy disbursements will offset the grant. The expenditures for payments made to other institutions and sub-grantees are reflected as a separate expenditure category.
- Salaries and benefits are expected to increase as in prior years with only a minor variance to the budget.
- Materials and supplies are also projected to be near budget.
- The OTO provision for COVID-19 related expenses and losses of $25M is expected to be required by year-end as explained previously.
- Bursaries/scholarships are projected to be consistent with the budget.
- The unrealized gain of $2.1M on interest rate swaps is based on a change in expected long-term interest rates. There is no change projected for the rest of the year as market conditions that will exist at year-end are not estimated.
- Excess of expenses over revenues are projected to year-end at $(23.2)M. If other funding does not materialize, then $25M of COVID-19 related costs and losses need to be recovered from internally restricted reserves.

ATTACHED:
- Financial Statements (unaudited) for the period ending October 31, 2020

PREPARED BY:
Name: Ivan Gottlieb, Director, Financial Planning
Ravi Haldavnekar, Controller & Director of Financial Accounting & Reporting
Nadia Ferrari, Director, Budget Administration and Advisory Services
Liana Quach, Manager Accounting and Reporting
Date: November 11, 2020

APPROVED BY:
Name: Joanne McKee, Chief Financial Officer
Date: November 11, 2020

Financial Statements
October 31, 2020
(unaudited)

Ryerson University
CONSOLIDATED BALANCE SHEETS
[amounts in thousands]

	Period Ended October 31, 2020 Actual - Unaudited $	Year Ended April 30, 2020 Actual - Audited $	Year Ended April 30, 2021 Projected $	Comments
ASSETS				
Current				
Cash, cash equivalent & short term investments	170,761	120,132	79,056	Cash + Investments together ($665M) reflect lower YTD capital project activity in 20-21 compared to the previous year. Cash includes $171M wage subsidy grant, most of which is a flow through. Lower cash proejcted at year-end due to COVID-19
Accounts receivable	176,421	34,888	38,000	Increase in projected year end reflects an anticipated slowdown of payment patterns due to COVID -19
Prepaid expenses	6,835	16,319	16,500	Consistent with prior years.
Inventories	1,622	1,645	900	Consistent with prior years.
Current portion of long-term note receivable	324	315	157	Student Campus Centre & RFI
Total current assets	**355,964**	**173,299**	**134,613**	
Investments (endowment & capital purposes)	493,745	330,037	319,160	This includes long term cash including endowment investments. See Cash comment above.
Employee future benefits - pension	5,570	5,570	5,570	No change - only updated at year end by actuaries.
Long-term note receivable	4,107	4,274	3,950	Student Campus Centre & RFI
Capital assets, net	1,257,785	1,262,011	1,253,559	Capital Plan - reduced activity in 20-21 as compared to previous year
Total Assets	**2,117,171**	**1,775,191**	**1,716,852**	
LIABILITIES AND NET ASSETS				
Current				
Accounts payable and accrued liabilities	77,568	81,552	70,000	Reflects reduced Capital project activity as compared to the previous year.
Deferred revenue	192,430	19,126	20,000	Reflects seasonal patterns , timing of government grants, & deferral of winter tuition.
Current portion of long-term debt	8,098	7,819	3,991	Current portion of BMO & TD loans.
Current portion of fair value of interest rate swap	5,907	6,252	5,907	SWAP at fair value reflecting changes in market conditions. Q2 actual is projected at year end as future market conditions are not estimated
Total current liabilities	**284,003**	**114,749**	**99,898**	
Employee future benefits - other	25,510	25,510	25,510	No change - only updated at year end by actuaries.
Long-term debt	265,071	269,178	261,360	BMO / TD loans & the debenture issue
Fair value of interest rate SWAP	32,648	34,502	32,648	SWAP at fair value reflecting changes in market conditions. Q2 actual is projected at year end as future market conditions are not estimated
Deferred revenue contributions	278,278	115,133	107,278	Externally restricted research grants and donations received in advance of expenditures, Q2 actual includes the $171M wage subsidy grant
Deferred capital contributions	267,964	269,475	266,453	Externally restricted grants and donations for capital purposes, amortized over the life of the assets
Total Liabilities	**1,153,473**	**828,547**	**793,147**	
Net assets				
Endowments	136,533	136,285	136,581	Donations and matching grants
Other	827,164	810,359	787,124	See statement of Net Assets attached
Total net assets	**963,697**	**946,644**	**923,705**	
Total Liabilities and Net assets	**2,117,171**	**1,775,191**	**1,716,852**	

Ryerson University
CONSOLIDATED STATEMENT OF OPERATIONS
[amounts in thousands]

Comments

	Period Ended October 31, 2020 Prorated Budget $	Period Ended October 31, 2020 Actual - Unaudited $	Year Ended April 30, 2020 Actual - Audited $	Variance Fav (Unf) Actual vs Budget $	Year Ended April 30, 2021 Projected $	Comments
REVENUE						
Government grants for general operations	129,407	130,083	259,811	676	260,166	Q2 consistent with budget.
Government grants and contracts for restricted purposes	67,697	73,533	118,382	5,836	318,066	Research grants timing recognizes income as expensed. Includes federal grants for Future Skills, Cybersecure and Magnet -flow through offset in expenses. Projected year end results includes $171M wage subsidy grant offset as a flow through in expenses.
Student Fees	191,842	197,905	375,132	6,063	380,960	Domestic enrolment consistent with budget. Estimated that the $14.3M international tuition losses may not materialize and may be in line with original (pre pandemic) base budget assumptions by year end.
Sales and services	16,114	4,116	34,636	(11,998)	8,232	Reflects significant reduction in ancillary services due to the pandemic and limited on campus activity.
Donations recognized	2,738	2,995	13,924	257	5,990	Recognition of revenues earned to match expenses incurred.
Amortization of deferred capital contributions	5,845	6,201	12,269	356	12,402	Amortization of contributions for capital projects over life of assets.
Investment, and Other Income	3,575	6,269	19,017	2,694	12,538	Large variety of misc. income, OTO HST rebates recovered which have offset the reduction in investment income from lower interest rates.
	417,218	**421,102**	**833,171**	**3,884**	**998,354**	
EXPENSES						
Salaries and benefits	249,460	254,612	510,515	(5,152)	527,725	Reflects planned budget - staff and faculty growth (including expenses related to International enrolment), wage and benefit escalation, and expenses related to new Federal grants managed (e.g. Future skills, Cybersecurity & Magnet).
Materials, supplies, repairs and maintenance	84,797	77,204	179,693	7,593	200,429	In line with budget. Reflects activity related to new Federal grants, including the Ryerson portion ($34M) of the $171M Wage subsidy grant. .
OTO costs/losses relating to COVID- 19*	9,000	10,000	5,200	(1,000)	25,000	Covid 20-21 projected costs include UBS net losses of $13.5M + $15M departmental costs as projected in the Preliminary Approved budget. .
Bursaries and scholarships	25,095	23,827	51,366	1,268	47,654	In line with budget
Interest	6,688	6,288	12,266	400	13,056	Includes interest on TD / BMO loans & on the $130M bond issue.
Inter Institutional Expense (incl sub-grants)	12,000	11,853	38,304	147	164,706	Category reflects flow through grant activity to partner institutions or entities.
Amortization of capital assets	22,124	22,613	48,002	(489)	45,226	Amortization of Capital Assets over the life of the assets.
	409,164	**406,397**	**845,346**	**2,767**	**1,023,795**	
Revenue less expenses, before unrealized gain (loss) on Interest rate swaps	**8,054**	**14,705**	**(12,175)**	**6,651**	**(25,441)**	
Unrealized gain (loss) on interest rate swaps		2,199	(9,370)	2,199	2,199	TD & BMO SWAP's reflect market conditions. Q2 actual is projected at year end as future market conditions are not estimated
Excess of revenue over expenses (expenses over revenues)	**8,054**	**16,904**	**(21,545)**	**8,850**	**(23,242)**	

CONSOLIDATED STATEMENT OF CHANGES IN NET ASSETS
For the Period Ended October 31, 2020
(with comparative figures at April 30, 2020)

	Unrestricted	Investment in Capital Assets	Employee Future Benefits	Internally Restricted Carry Forwards	Net Assets before Endowments	Endowments	Period Ended October 31, 2020 Actual - Unaudited	Year Ended April 30, 2020 Actual - Audited
	$	$	$	$	$	$	$	$
Net assets, beginning of year	(257,846)	717,501	(19,940)	370,645	810,360	136,285	946,645	1,164,008
Change in Accounting Policy	-						-	-
Net Assets, beginning of year	(257,846)	717,501	(19,940)	370,645	810,360	136,285	946,645	1,164,008
Revenue less expenses	16,904	-	-		16,904		16,904	(21,545)
Internally Restricted endowments	(100)				(100)	100	-	-
					-			
Endowment contributions						148	148	665
Allocation of carry forwards	-			-				
Employee Future Benefits Remeasurements			-		-		-	(196,483)
Investment in Capital Assets	(978)	978						
	-							
Net Assets, end of year	(242,019)	718,478	(19,940)	370,645	827,164	136,533	963,697	946,645

Ryerson University
CONSOLIDATED STATEMENT OF CASH FLOWS
[amounts in thousands]

	Period Ended October 31, 2020 Actual - Unaudited $	Year Ended April 30, 2020 Actual - audited $	Year Ended April 30, 2021 Projected $	Comments
OPERATING ACTIVITIES				
Revenue less expenses	16,904	(21,545)	(23,242)	See Statement of Operations
Add (deduct) non-cash items				
Amortization of capital assets	22,613	48,002	45,226	
Amortization of deferred capital contributions	(6,201)	(12,269)	(12,402)	
Change in fair value of interest rate swap	(2,199)	9,370	(2,199)	Per CPA-NFP standards; reflects change in market conditions
Unrealized loss (gain) on investments	189	(2,232)	189	Reflects changes in market value not realized as cash
Employee future benefits contributions	-	(6,752)	-	
Net change in deferred revenue contributions	163,145	15,444	(7,855)	Reflects timing variations of externally restricted grants and donations received vs. spent
Net change in non-cash working capital balances	37,293	(25,613)	(17,078)	
Cash provided by operating activities	**231,744**	**4,405**	**(17,361)**	
INVESTING ACTIVITIES				
Decrease (increase) in note receivable	158	296	324	
Acquisition of capital assets	(18,387)	(60,540)	(36,774)	Capital Plan
Decrease (Increase) in investments	(163,897)	1,423	10,877	Variations in the timing of Capital Plan expenditures versus timing of various funding sources
Cash used in investing activities	**(182,126)**	**(58,821)**	**(25,573)**	
FINANCING ACTIVITIES				
Contributions received for capital purposes	4,690	8,500	9,380	
Endowment contributions	148	665	296	
Capitalization of investment income (loss) in endowments	-	-	-	
Repayment of long-term debt principal	(3,828)	(7,394)	(7,818)	
Cash used in financing activities	**1,010**	**1,771**	**1,858**	
TOTAL CASH, CASH EQUIVALENT & SHORT TERM INVESTMENTS				
Total Net increase (decrease) in cash & short term during the year	50,628	(52,645)	(41,076)	
Cash & cash equivalents & short term beginning of year	120,132	172,776	120,132	
Cash & cash equivalents & short term end of year	**170,761**	**120,132**	**79,056**	

DRAFT RESOLUTION

RE: Financial Statements (unaudited) for the period ending October 31, 2020
_____

BE IT AND IT IS HEREBY RESOLVED:

THAT the Board of Governors approves the Financial Statements (unaudited) for the period ending October 31, 2020, as presented.

November 30, 2020

BOARD OF GOVERNORS MEETING
November 30, 2020

AGENDA ITEM: Purchasing Policy Amendments

STRATEGIC OBJECTIVES:
_____Academic
_____Student Experience
_____Space Enhancement
_____Reputation Enhancement
 X Financial Resources Management
 X Compliance (e.g. legislatively required)
 X Governance

ACTION REQUIRED: Approval

I. **SUMMARY**

Ryerson University ("University") undertakes periodic reviews of its policies to ensure continued relevance and compliance. The last revision of the University's Purchasing Policy ("Policy") was in 2013. In addition there have been significant legislative changes to the procurement requirements for publicly funded agencies, so the University has undertaken a review of the Policy. Further, the approver of this policy has changed so it will now be approved by the Board of Governors.

II. **BACKGROUND**

The Policy sets out ethical, efficient, and accountable practices for sourcing and procuring goods and services to ensure compliance with the regulatory framework that governs University purchases. Financial Services is the Policy owner.

The Purchasing Procedures ("Procedures") have also been revised. The Procedures set our informative instructions on how to procure goods and services.

The review of the Policy and the Procedures was undertaken by Financial Services with extensive internal consultation with University stakeholders and external consultation with other Universities and policies to establish best practices.

Assistance was provided by the office of the General Counsel and Board Secretariat and external counsel. The University's Executive Group has been consulted.

The main points that the Policy revisions addressed are:
1. Updated principles:
    a. aligned with Broader Public Sector Procurement Directive and applicable inter-provincial and international trade agreements;
    b. addition of buying with impact - local and diverse suppliers; and
    c. addition of accessibility - equal access to opportunities to do business with the University
2. Inserted compliance requirement with the Conflict of Interest Policy when purchasing on behalf of the University
3. Roles and responsibilities of Purchasing Services and individuals purchasing on behalf of the University are clearly defined

The main points that the Procedure revisions address are:

1. Revised professional services definition
2. Procurement value - guidance on how to estimate.
3. Purchasing thresholds (only one change):
    a. Dollar thresholds are not changed
    b. Increased flexibly when using a vendor of record
4. Clarity on how to award an Invitational Process – no longer required to select low bid
5. Request to waive process is clearly defined:
    a. Clarity for approvals, emergency situations and public disclosure.
6. Inclusion of the Supply Chain Code of Ethics:
    a. Adopted revised version directly from the BPS Procurement Directive.
7. Addition of payment process

The remainder of the Policy and Procedure were updated for language, format and readability.

PREPARED BY:
Name: Vincenzo Carinci, Director, Strategic Procurement and Payment Services
        Kate Salter, Senior Legal Counsel
Date: November 11, 2020

APPROVED BY:
Name: Joanne McKee, Chief Financial Officer
Date: November 11, 2020

Purchasing Policy

- **Related Documents:** Purchasing Procedures, Conflict of Interest Policy, Execution of Contracts, Approval Authority Schedule Policy
- **Owner:** Financial Services
- **Approver:** Board of Governors
- **Approval Dates:** May 1982, January 2001, December 2006, November 2011, November 2013

I. Purpose

The purpose of this Policy is to ensure that ethical, efficient and accountable practices are used for sourcing and procuring Good and Services, and other supply chain related activities at the University.

II. Principles

The Policy incorporates these guiding principles:

a. **Openness, Transparency, and Fairness**
The University shall conduct procurement processes in an open, fair, transparent, and efficient manner that provides fair treatment to suppliers.

b. **Value for Money**
The University shall purchase Goods and Services that demonstrate value for money, which includes consideration of business needs, timing, supply, and procurement method.

c. **Reciprocal Non-Discrimination**
The University shall ensure that supplier access to compete for business opportunities is consistent with the applicable trade agreements, legislation, and procurement directives.

d. **Buying with Impact**
The University shall leverage its purchasing power to create social, sustainable, and economic value in diverse communities by seeking out and utilizing diverse suppliers across the University.

e. **Accessibility**
The University shall incorporate accessibility requirements into purchases.

III. Scope and Application

This Policy applies to the purchase of any Good and/or Service by or on behalf of the University from any funding source.

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Individuals purchasing Goods and/or Services on behalf of the University shall abide by this Policy and its associated Procedures.

IV. Definitions

Goods: means physical goods or software products that can be produced, bought and sold.

Procurement Value: means the total cost of the contract, from the date of first supply through to the expiry date of the contract, in Canadian dollars, excluding applicable taxes and including all applicable charges such as extension options, warranties, maintenance, training, currency exchange, and freight.

Services: means intangible products that do not have a physical presence.

University: means Ryerson University.

Vendor of Record: means a procurement arrangement, established through a competitive process, that authorizes one or more qualified vendors to provide Goods and/or Services for a defined period on terms and conditions as set out in a contract.

V. Policy

1. The University shall make all purchases in accordance with applicable law, including but not limited to trade agreements, procurement directives, contract law, procurement law, privacy legislation, accessibility legislation, and any other legislation as may be applicable.

2. All purchases of Goods and/or Services made by or on behalf of the University shall be undertaken in accordance with the appropriate procurement process as determined having regard to the total Procurement Value of the Good and/or Service being acquired and as detailed in the Procurement Procedures.

3. All purchases of Goods and/or Services made by or on behalf of the University shall be undertaken in accordance with the Conflict of Interest Policy and Procedures.

4. All purchases of Goods and/or Services made by or on behalf of the University are subject to approval by the respective University authority in accordance with the Approval Authority Schedule Policy

5. All purchases of Goods and/or Services made by or on behalf of the University shall be undertaken in accordance with the *Broader Public Sector Supply Chain Code of Ethics.*

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6. Any exceptions to this Policy must be authorized by the Chief Financial Officer or delegate.

VI.   Roles and Responsibilities

1. Faculty and staff shall use the proper procurement method in accordance with the Purchasing Procedure, and seek guidance from Purchasing Services as required by the Purchasing Procedure.

2. Purchasing Services shall:
   a. In accordance with the Purchasing Procedures, manage the procurement process for purchases of Goods and/or Services greater than or equal to $100,000, and provide assistance and guidance to faculty and staff for purchases of Goods and/or Services under $100,000;
   b. Make recommendations to align proposed non-competitive procurements with applicable laws, trade agreements, and procurement directives;
   c. establish internal and external Vendors of Record arrangements f, and provide guidance to faculty and staff on how to utilize Vendors of Record;
   d. ensure compliance with all applicable laws, including trade agreements and procurement directives;
   e. facilitate procurement training and support for faculty and staff; and
   f. monitor purchases of Goods and/or Services or compliance with this Policy.

VII.   Jurisdiction

This Policy falls under the jurisdiction of the Chief Financial Officer.

The Director of the Procurement Department is responsible for the interpretation and application of this Policy, and the creation and promulgation of such procedures and guidelines as necessary or desirable to give effect to this Policy

VIII.   Next Review Date

This Policy is subject to review every five (5) years.

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Purchasing Procedures

- **Related Documents:** Purchasing Policy
- **Owner:** Financial Services
- **Approval Dates:** December 2006, February 2012

I.   Purpose

These procedures (the "Procedures") assist in the interpretation and application of the University's Purchasing Policy, set out the processes for the purchase of Goods, Services, and/or Professional Services (Consulting and Non-Consulting) by or for the University, and establish the requirements for purchasing approval thresholds.

II.   Definitions

Bid: means a Supplier submission in response to a University procurement opportunity.

Consulting Services: means Professional Services involving the provision of expertise or strategic advice that is required by the University. These are the "thinkers" and their advice often results in a report with recommendations presented for consideration and decision making.

Competitive Bid Process: means the purchasing process by which potential Suppliers are invited to Bid on the supply of Goods, Services and/or Professional Services (Consulting and Non-consulting). This can include an Invitational Competitive Procurement or a Competitive Procurement.

External Funding Agencies: means organizations that provide research or other funding to the University.

Free on Board or Freight on Board (FOB): means the University takes delivery of Goods being shipped to it by a Supplier once the Goods leave the Supplier's shipping dock.

Goods: means physical goods or software products that can be produced, bought and sold.

Limited Tendering: means a procurement method whereby the University contracts with Supplier(s) and the Competitive Bid Process and Invitational Competitive Procurement process is waived.

Non-Consulting Services: means Professional Services involving a person or entity who is contracted to provide tactical or operational services. These are the "do-ers" who tend to have a hands on role, actively creating, executing or handling the work.

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Payment Terms: means the period of time before payment becomes due following an invoice from a Supplier. Payment terms are net 30 days from the invoice date, unless otherwise stated on the Purchase Order.

Procurement Value: means the total cost of the contract, from the date of first supply through to the expiry date of the contract, in Canadian dollars, excluding applicable taxes and including all applicable charges such as extension options, warranties, maintenance, training, currency exchange, and freight.

Purchase Order or **PO:** means the document generated by Purchasing Services following receipt of a Purchase Requisition binding the University to the purchase of Goods, Services and/or Professional Services (Consulting and Non-consulting).

Purchase Requisition: means a request for the purchase of Goods, Services and/or Professional Services (Consulting and Non-consulting) initiated using the University's online requisition system.

Purchaser: means the University department, division, group, or individual requiring the procurement of Goods, Services and/or Professional Services (Consulting and Non-consulting).

Professional Services: means the supply of a service requiring specialized knowledge and skill, often requiring a license, certification, or registration. Professional Services can be considered either Consulting Services or Non-Consulting Services depending on the type of work. Contact Purchasing Services for further guidance.

Request for Competitive Bid: means a form that is required before commencing a Competitive Procurement process.

Services: means intangible products that do not have a physical presence, excluding Professional Services.

Single Source: means a non-competitive process used to acquire Goods, Services and/or Professional Services (Consulting and Non-consulting) from a specific Supplier, even though there may be more than one Supplier capable of delivering the same Goods, Services and/or Professional Services (Consulting and Non-consulting).

Sole Source: means a non-competitive process used to acquire Goods, Services and/or Professional Services (Consulting and Non-consulting) from a specific Supplier because there are no other Suppliers available or capable of providing the required Goods, Services and/or Professional Services (Consulting and Non-consulting).

Supplier: means an individual or entity that provides Goods and/or Services which submits a Bid in response to a University procurement opportunity.

University: means Ryerson University.

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Vendor of Record (VOR): means a procurement arrangement, established through a competitive process, that authorizes one or more qualified vendors to provide Goods, Services and/or Professional Services (Consulting and Non-consulting) for a defined period, usually not longer than three (3) years, on terms and conditions as set out in a VOR contract.

III. Determining Preliminary Information

To determine the correct procurement processes to use for the purchase of Goods, Services and/or Professional Services (Consulting and Non-consulting) on behalf of the University, the prospective Purchaser must first determine:

1. What is being purchased:

   a) Identify the category(ies) that the purchase falls under — (1) Goods; (2) Services and Professional Services (Non-Consulting) ; and (3) Professional Services (Consulting Services).   Purchases could involve one, two or all three categories.
   b) Identify the requirements and specifications for the purchase. Purchasing Services can assist the Purchaser to refine the requirements and specifications.

2: The Procurement Value:

   a) The Purchaser must estimate the value of the Goods, Services and/or Professional Services (Consulting and Non-consulting) being purchased.   To estimate the Procurement Value, or develop a budget, the Purchaser should examine the historical spend where possible. Contact Purchasing Services for assistance

   b) Before making a purchase, the Purchaser must confirm there is sufficient budget available. Proof of budgetary approval will be required for contract execution.

3: If there is an existing contract or Vendor of Record:

   a) Before making a purchase, the Purchaser should confirm whether there is a VOR arrangement in place for the particular Good, Service and/or Professional Service (Consulting and Non-consulting) being procured. The Purchaser should contact Purchasing Services for further guidance.

4: If there is an opportunity to utilize a local or diverse supplier:

   b) Before making a purchase, the Purchaser should confirm if there is an opportunity to work directly with a diverse supplier or if there is an opportunity to incorporate social initiatives as part of the supplier selection criteria. The Purchaser should contact Purchasing Services for further guidance.

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IV. Procurement Thresholds

The following tables establish the applicable procurement process a Purchaser must follow based on the Procurement Value of the purchase as required by the applicable trade agreements and procurement legislation the University is bound by. The method by which these purchases can be paid for is also outlined.

Where there is potential that Procurement Value may exceed a particular Procurement Threshold:

(1) due to future additional costs and potential for scope increase; or
(2) where the Procurement Value is close to the higher end of a Procurement Threshold;

then the next highest Procurement Threshold category should be used to determine the appropriate Procurement Method. For example, if purchasing Non-Consulting Services and the Procurement Value is $99,000, although the requirement is to obtain three quotations, it is strongly encouraged that the Purchaser use a Competitive Procurement required in the higher Procurement Threshold category due to the likelihood that the contract value will exceed $99,000.

If multiple identical or similar purchases from the same Supplier are required, or similar purchases are required closely in time, then those purchases should be procured together and will cumulatively determine the Procurement Value. Purchasing Services can help bundle appropriate purchases together under the same procurement exercise. The overall value of a purchase cannot be split across multiple procurements to avoid the applicable Procurement Thresholds.

Table 1: Purchasing Goods, Services, and/or Professional Services (Non-Consulting)		
Procurement Value*	**Procurement Method**	**Payment Method**
Less than $5,000**	One Bid	1. Purchasing Card; 2. Self-Service Invoicing; or, 3. Purchase Order
$5,000 - $24,999	Three Bids are **recommended** One Bid is acceptable	1. Purchase Order; or 2. Purchasing Card (exception basis)
$25,000 - $99,999	Invitational Competitive Procurement Three Bids are **required**	Purchase Order

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| $100,000 and greater | Competitive Procurement | Purchase Order |

*Canadian dollars and excludes applicable tax.
**whenever possible, Purchasing Card or Self-Service Invoicing is the recommended payment method for this spend level.

Table 2: Purchasing Consulting Services		
Procurement Value*	**Procurement Method**	**Payment Method****
$0 - $99,999	Invitational Competitive Procurement Three Bids are **required**	Purchase Order
$100,000 and greater	Competitive Procurement	Purchase Order

*Canadian dollars and excludes applicable tax.
**Purchasing Card or Self-Service Invoicing is the recommended payment method for a Procurement Value of up to $5,000.

Table 3: Purchasing from a VOR list		
Procurement Value*	**Number of Suppliers Required**	**Payment Method****
$0 - $24,999	Minimum of one (1)	Purchase Order
$25,000 - $99,999	Minimum of three (3) Invite all Suppliers if the VOR list has less than three (3) Suppliers	Purchase Order
$100,000 -$249,999	Minimum of five (5) Invite all Suppliers if the VOR list has less than five (5) Suppliers	Purchase Order
$250,000 but not to exceed the VOR ceiling limit set out in the VOR contract	Minimum of seven (7) Invite all Suppliers if the VOR list has less than seven (7) Suppliers. The value of the procurement will determine whether all Suppliers on the VOR	Purchase Order

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	list must be invited to Bid.	

*Canadian dollars and excludes applicable tax.
**Contact Payment Services to inquire about alternate payment methods.

V. Obtaining Competitive Bids

1. Invitational Competitive Procurement

The Purchaser is responsible for this procurement process.

An invitational competitive process involves requesting Bids from at least three (3) qualified Suppliers for a specific scope of deliverables.

Requests for Bids must require that each Bid include: price, description of Goods, Services and/or Professional Services (Consulting and Non-consulting) offered, delivery FOB, and Payment Terms. In the event that other evaluation criteria is relevant to the Bid it should be identified to the Supplier prior to requesting Bids. For requests involving alternate Payment Terms, contact Purchasing Services for further guidance.

All Bids received must be attached to the Purchase Requisition. In the event the Purchaser is unsuccessful in obtaining Bids from at least three Suppliers, they may still proceed with a Purchase Requisition by furnishing documentation that demonstrates that at least three Suppliers were invited to Bid.

The Supplier with the lowest priced Bid should be awarded the contract. A business rationale with the Purchase Requisition must be included when recommending an award to a higher cost Bid.

The Purchaser issuing the procurement should (1) advise the unsuccessful Suppliers that they were not selected for the contract award; and (2) negotiate a contract for the purchase of the Goods, Services and/or Professional Services (Consulting and Non-consulting) with the successful Supplier.

2. Competitive Procurement

Purchasing Services is responsible for facilitating this procurement process.

The Competitive Bid Process requires that procurement documents are posted on a public tendering site for a specified number of days, as outlined in the applicable trade agreements and procurement directives.

Prior to a Competitive Bid Process a Request for Competitive Bid must be submitted to Purchasing Services. The Purchaser must have a detailed description of what they

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require with precise specifications. These specifications will be used to develop the scope of deliverables for the Competitive Bid Process.

Depending on both the nature and the dollar value of the purchase, different procurement methodologies may be used. Purchasing Services will determine the most appropriate procurement process and draft the procurement documents.

The most common types of procurement documents used by the University are:

a) Request for Proposal ("RFP"): RFPs are generally required for complex projects estimated to have a total Procurement Value of more than $100,000. The RFP is publicly posted allowing Suppliers to view and submit Bids that include pricing and qualitative responses to evaluation criteria set out in the RFP document.

b) Request for Quotation ("RFQ"): RFQs are generally used when the specifications are known and price is the main or only factor in selecting the successful Supplier.

c) Request for Supplier Qualification ("RFSQ"): A request for Suppliers to respond to a publicly posted document for the ongoing provision of specific Goods, Services and/or Professional Services (Consulting and Non-consulting) and establishing a VOR list.

Following the Competitive Bid Process, Bids that are received will be evaluated and scored, and a successful Bid will be selected.

3. Vendor of Record Procurement

When Goods, Services and/or Professional Services (Consulting and Non-consulting) of the same nature are required often, Purchasing Services will recommend that a VOR list is established by issuing a Competitive Procurement using the RFSQ document. Upon completion of this Competitive Bid Process, a VOR list of Suppliers qualified to provide the Goods, Services and/or Professional Services (Consulting and Non-consulting) is created. A VOR contract, usually no longer than three (3) years, is entered into with each of the prequalified Suppliers on the VOR list.

Once the VOR list is established, a second stage process is initiated to obtain Bids when a purchase is required from these prequalified Suppliers. The number of Suppliers that are invited to the second stage process is outlined in section IV, Procurement Thresholds, Table 3 above.

If Bids from multiple Suppliers on the VOR list are required, Purchasing Services will facilitate the procurement process. A Statement of Work ("SOW") is issued to the VOR list and Bids are requested.   The SOW sets out the scope of deliverables required, the timeline for delivery, and any other relevant specifications or project details. The SOW is issued to the number of Suppliers on the VOR list required by the Procurement

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Thresholds and these Suppliers are invited to submit a Bid which responds to the evaluated criteria set out in the SOW document.

VI. Contract Requirement

Unless otherwise advised by Purchasing Services or the General Counsel and Board Secretariat, contracts should be drafted using the standard Ryerson template and negotiated with the assistance of the office of the General Counsel and Board Secretariat as follows:

Contract Requirements Goods, Services, and/or Professional Services (Consulting and Non-consulting)	
Procurement Value	**Agreement**
Goods - Less than $5,000	Vendor Quotation
Services and/or Professional Services (Consulting and Non-consulting) - Less than $5,000	Services Agreement (under $5000)
Goods and/or Services $5,000 - $100,000	Purchase Order
Professional Services (Consulting and Non-consulting) $5,000 - $100,000	Professional Services Agreement
Goods, Services and/or Professional Services (Consulting and Non-consulting) $100,000 and greater	As advised by Purchasing Services

All contract review, approvals and execution shall adhere to the Execution of Contracts Policy.

The Purchaser must execute a contract prior to the commencement of Services and/or Professional Services (Consulting and Non-consulting), or the provision of Goods over $5,000.

VII. Debrief

1. A debrief may be requested by any Supplier that submitted a Bid within 60 days of the procurement process at issue.
2. The purpose of a debrief is to give the University an opportunity to provide feedback to Suppliers on their Bid and its evaluation following the completion of a procurement process.

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VIII. Bid Dispute

1. Where a Supplier wishes to dispute the award of a contract or its own evaluation under a procurement process, it must send a written letter outlining its complaint to bids@ryerson.ca with the following information:
   - Subject of Email: "Bid Dispute", procurement number and title
   - name and address of the Supplier; and
   - detailed statement of the grounds of the dispute and any supporting documentation.

2. The Director, Strategic Procurement and Payment Services, or their delegate, will provide a response to the Supplier within a reasonable timeframe.

IX. Request to Waive the Competitive Bid Process

There are circumstances that allow the Competitive Bid Process to be waived provided certain criteria are met that fit a Limited Tendering exception (including Sole or Single Source) or the non-application provisions of the:
   a) Canadian Free Trade Agreement (CFTA);
   b) Canada-European Union Comprehensive Economic and Trade Agreement (CETA); or
   c) Trade and Cooperation Agreement between Ontario and Quebec (OQTCA).

Failure to adequately plan is not a sufficient reason to waive the Competitive Bid Process and proceed with non-competitive purchasing.

1. If a Purchaser wishes to make a purchase without following the Competitive Bid Process, they must request a copy of a Request to Waive the Competitive Bid Process Form ("RTW Form") from Purchasing Services.

2. The RTW Form must be approved **in advance** of any commitment being made to the Supplier.

3. The approval requirements for an RTW Form are:

   a) The purchase of Goods, Services and/or Professional Services (Non-consulting):
   i)   Up to $100,000 must be approved by an Assistant Vice President, Dean, Executive Director or equivalent position.
   ii) $100,000 or greater must also be approved by the respective the Vice President or equivalent position (e.g. Chief Financial Officer)
   iii) $1,000,000 or higher the President must also be informed.

   b) For Professional Services (Consulting Services):
   i)   up to $1,000,000 must be approved by the Chief Financial Officer and the President;

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      ii) $1,000,000 or greater must be approved by the Board of Governors.

4. Emergency Purchase
An emergency purchase is a circumstance in which an immediate purchase is necessary to prevent or address a situation that could result in a threat to human life, serious damage to property, or suspension of the provision of an essential service.

In an emergency purchase situation, a Purchaser may obtain the necessary Goods, Services and/or Professional Services (Consulting and Non-consulting) required to address the emergency, and seek the required approvals after the fact. Immediately after the emergency has been contained and addressed, the Purchaser should prepare a Purchase Requisition and note (1) the nature of the emergency; and (2) include the approved RTW form.

5. Public Disclosure requirement

When a Limited Tendering exception applies, Purchasing Services must publicly disclose the conditions that justified the waiver of the Competitive Bid Process and the total value of the award if it was $100,000 or more.

This information is also collected and reported to the Province of Ontario.

X. Collaboration

The University is continuously looking for areas to leverage spend through collaborative contracts. There are numerous opportunities for the University to join collaborative contracts with external organizations such as the Ontario Government.

Check the Purchasing Services website or contact Purchasing Services for details on available collaborative contracts and how they can be accessed.

XI. Supplier Payment

1. Payment for invoices under $5,000
Upon receipt of Goods or completion of Services, there are two ways to pay a Supplier:
a) Ryerson Purchasing Card (P-Card)
      The P-Card is the preferred method of payment for low dollar purchases. Some restrictions may apply, including acceptance by the Supplier. Contact Payment Services for details.

b) [Self-Service Invoicing](#) (SSI)

The SSI entry process in the [Invoice Approval System](#) is appropriate for processing payments when the P-Card is not accepted by the Supplier. Some restrictions may apply, contact Payment Services for details.

If a Supplier requires a Purchase Order, please contact Purchasing Services for further guidance.

2. Payment for invoices over $5,000
   a) Upon receipt of Goods or completion of Services and/or Professional Services (Consulting and Non-consulting), the Supplier must submit an invoice to Payment Services via POinvoices@ryerson.ca, unless otherwise agreed to by Payment Services.. The payment will be made within the Payment Terms as long as:
      - a Purchase Order has been created and has sufficient funds available; and,
      - a Purchase Order number is included on the Supplier's detailed invoice.

   b) If an invoice is greater than $5,000, an approval via the financial system is required before a payment is released. This approval confirms receipt of the Goods or completion of Services to the satisfaction of the University.

   If an invoice is less than $5,000, it will not require an electronic approval before a payment is released to a Supplier. In the event a payment should not be released to the Supplier, Payment Services must be contacted to place a hold on the invoice.

   c) If approved on an exception basis, the P-Card can be utilized for invoices over $5,000.

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Appendix 1 Supply Chain Code of Ethics

In accordance with the Broader Public Sector (BPS) Procurement Directive, effective April 1, 2011, and as amended from time to time, the University formally adopts the Ontario BPS Supply Chain Code of Ethics, as follows:

Ontario Broader Public Sector (BPS) Supply Chain Code of Ethics

Goal: To ensure an ethical, professional and accountable BPS supply chain.

I. Personal integrity and Professionalism

Individuals involved with Supply Chain Activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all Supply Chain Activities within and between BPS organizations, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

II. Accountability and Transparency

Supply Chain Activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

III. Compliance and Continuous Improvement

Individuals involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and laws of Canada and Ontario. Individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels and to share leading practices.

DRAFT RESOLUTION

RE: Purchasing Policy Amendments

_____ _____

BE IT AND IT IS HEREBY RESOLVED:

THAT the Board of Governors approves the amendments to the Purchasing Policy
and Procedures as presented.

November 30, 2020

BOARD OF GOVERNORS MEETING
November 30, 2020

AGENDA ITEM: Review of Revenue and Expenditures for proposed Master of Fine Arts in Scriptwriting and Story Design

STRATEGIC OBJECTIVES:
   __X__   Academic
   _____   Student Engagement and Success
   _____   Space Enhancement
   _____   Reputation Enhancement
   _____   Financial Resources Management
   _____   Compliance (e.g. legislatively required)
   __X__   Governance

ACTION REQUIRED: Approval

SUMMARY:
The proposed program has undergone thorough assessments of academic quality and financial viability. It is consistent with Ryerson's mission, builds on existing academic strengths, and responds to student demand and societal need.

The proposed program has been approved internally by Senate and has been approved by the Ontario Universities Council on Quality Assurance (the "Quality Council"). The Quality Council is responsible for the quality assurance approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle.

As in the past, programs that have been approved by the Board will not be launched until the Provost determines that sufficient student demand materializes and that the necessary resources are available.

BACKGROUND:
The Master of Fine Arts in Scriptwriting and Story Design is a new, interdisciplinary two-year graduate program proposed by the School of Performance, the School of Image Arts, and the RTA School of Media. The program grows out of a need for greater interdisciplinary learning and teaching across the University, and out of the need to incubate emerging, creative voices in the art of script-based creative writing.

The exponential expansion in visual media in the late 20th and early 21st centuries has meant concomitant growth in the need for dramatic content and a growing need for writers who create work across a variety of media. Writers are being asked to develop new forms amid the accelerating expansion of the internet and social media, while continuing to serve the still-thriving demand for media of stage and screen. The nature of storytelling industries is in a

process of profound transformation, yet for all modern media the script is still the foundation for all that follows, and the core principles of creative writing remain.

The program will be unique and innovative in Canada, and one of only a handful in North America that teaches writing for dramatic forms spanning stage, television, film, and various forms of new and expanding media.

The program will build on Ryerson's outstanding reputation in film, television, theatre, and digital media and further enhance Ryerson's growing role within the Canadian and international creative industries.

COMMUNICATIONS STRATEGY: Information on the approved program will be posted on the Ryerson website and used in recruitment literature.

ATTACHMENTS:
Program Summary including analysis of projected revenue and expenditures

PREPARED BY:
Name   Glenn Craney, Deputy Provost and Vice Provost, University Planning
Date   November 11, 2020

APPROVED BY:
Name   Saeed Zolfaghari, Interim Provost and Vice-President, Academic
Date   November 11, 2020

Ryerson University
New Program Approval Summary for Board of Governors

Name of Program: Scriptwriting and Story Design	**Degree:** Master of Fine Arts (MFA)
Proposed starting date: September 2021	**Proposed Tuition Fee (2020-21):** $9,220.12

Brief program description:
- The MFA in Scriptwriting and Story Design is a new, interdisciplinary two-year graduate program proposed by three schools within the Faculty of Communication and Design: the School of Performance, the School of Image Arts, and the RTA School of Media. The program stems from a need for greater interdisciplinary learning and teaching across the university, and the need to incubate emerging, creative voices in the art of script-based creative writing.
- Exponential growth in visual media in the late 20th and early 21st centuries has meant concomitant growth in the need for dramatic content and, more specifically, a growing need for writers who create work across a variety of media. Writers are being asked to develop new forms amid the accelerating expansion of the internet and social media, while continuing to serve the demand for media of stage and screen. The nature of storytelling industries is in a process of profound transformation, yet for all modern media the script is still the foundation, and the core principles of creative writing remain.
- The program will be unique and innovative in Canada, and one of only a handful in North America that teaches writing for dramatic forms spanning stage, television, film, and various forms of new and expanding media.
- The program will build on Ryerson's outstanding reputation in film, television, theatre, and digital media and further enhance Ryerson's growing role within the Canadian and international creative industries.
- Initial intake for the proposed program is 16 students, with a planned steady-state enrolment of 29.3 FTE.

Evidence of societal need and student demand:
- The program will serve an important societal need in the Canadian creative community and beyond. As the global demand for storytelling across venues has never been greater, so too is the need for a program that fosters and strengthens creative voices within Canada's diverse society.
- The MFA has the potential to be an extraordinarily high-impact/high-visibility Master's program for Ryerson, unique in Canada and rare internationally, that will further cement the university's reputation as a preeminent center of practical creative arts post-secondary education.
- All of the Canadian comparator programs examined have limited spaces and none have programs that explore dramatic writing across the disciplines of film, theatre, television, and emerging media.
- Information from recent graduates pursuing MFA degrees indicates a shortage of opportunities in suitable programs within Canada: as a result, many qualified Ryerson students have undertaken the considerable expense of study in the United States (Syracuse University, UCLA, RIT, the School of the Art Institute of Chicago, the School of the Museum of Fine Arts, Boston, and Savannah College of Art & Design, among others), the United Kingdom (Goldsmiths College, London) and France (Le Fresnoy).

Fit with Ryerson mission, Strategic Mandate Agreement and resources:
- The program's aim and goals are consistent with the academic goals and values of the Academic Plan 2020-2025.
- As a professional, production-based program with a carefully established balance of applied learning and historical/critical studies, this proposed program was designed to be congruent with Ryerson's approach to education – one that combines theory and application and that prepares students for careers in professional fields.
- The program is consistent with the areas of focus and growth identified in Ryerson's Strategic Mandate Agreement with the Government.
- As the proposed MFA builds on existing programs in the Faculty of Communication and Design, the Faculty is ready to deliver it in a cost-effective manner.

Program Costing

Summary of enrolment, revenue and expenditures at steady-state (details on next page)

	Year 0	Year A	Year B	Steady State
Enrolment (Annualized FTE)		10.3	24.7	29.3
Total Revenue		$232,623	$555,293	$660,348
Direct Costs including OTO	$17,000	$256,492	$297,794	$282,194
Total Expenditures	$17,000	$308,016	$413,853	$419,264
Annual funds to be allocated for institutional costs including student support/(deficit)	($17,000)	($75,394)	$141,440	$241,084

*The program will be launched upon receipt of a sufficient number of funded master's spaces. These may come from newly allocated spaces from the Ministry of College and Universities and/or the redistribution of existing spaces from within the University.

Table 1: Estimated Enrolment, Revenue and Expenditures - MFA in Scriptwriting and Story Design

	Year 0 2020/21	Year A 2021/22	Year B 2022/23	Steady State
a) Enrolment				
Annualized FTE		10.3	24.7	29.3
b) Revenue				
Tuition fees		$ 95,275	$ 227,430	$ 270,457
Grants		$ 137,348	$ 327,863	$ 389,891
TOTAL Revenue		$ 232,623	$ 555,293	$ 660,348
c) Expenditures				
Instructional and research related salaries		$ 147,429	$ 171,714	$ 171,714
Administration and co-ordination support salaries		$ 43,667	$ 52,000	$ 52,000
Non-salary operating		$ 6,667	$ 11,500	$ 11,500
Benefits and pensions related to direct salaries		$ 40,130	$ 46,980	$ 46,980
Subtotal Direct Costs		*$ 237,892*	*$ 282,194*	*$ 282,194*
Ongoing library costs		$ 5,000	$ 5,000	$ 5,000
New buildings financing (10% of net incremental revenue)		$ 23,262	$ 55,529	$ 66,035
New buildings operating (10% of net incremental revenue)		$ 23,262	$ 55,529	$ 66,035
Subtotal Indirect Costs		*$ 51,525*	*$ 116,059*	*$ 137,070*
Total Ongoing Expenditures		*$ 289,416*	*$ 398,253*	*$ 419,264*
One-time costs/investments	$ 17,000	$ 18,600	$ 15,600	$ -
TOTAL Expenditures	$ 17,000	$ 308,016	$ 413,853	$ 419,264
Annual funds to be allocated for institutional costs including graduate student support/ (deficit)	$ (17,000)	$ (75,394)	$ 141,440	$ 241,084

DRAFT RESOLUTION

RE: Review of Revenue and Expenditures for proposed Master of Fine Arts in Scriptwriting and Story Design

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BE IT AND IT IS HEREBY RESOLVED:

THAT, on the basis of the review carried out, the program approvals of Senate, and on the basis of the planned revenue and expenditures presented, the new Master of Fine Arts (MFA) in Scriptwriting and Story Design is deemed financially viable and may be offered September 2021 at the discretion of the Provost and Vice President Academic.

November 30, 2020

BOARD OF GOVERNORS MEETING
November 30, 2020

AGENDA ITEM: Review of Revenue and Expenditures for proposed Doctor of Philosophy in Media and Design Innovation

STRATEGIC OBJECTIVES:
  X   Academic
____ Student Engagement and Success
____ Space Enhancement
____ Reputation Enhancement
____ Financial Resources Management
____ Compliance (e.g. legislatively required)
  X   Governance

ACTION REQUIRED: Approval

SUMMARY:
The proposed program has undergone thorough assessments of academic quality and financial viability. It is consistent with Ryerson's mission, builds on existing academic strengths, and responds to student demand and societal need.

The proposed program has been approved internally by Senate and by the Ontario Universities Council on Quality Assurance (the "Quality Council"). The Quality Council is responsible for the quality assurance approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle.

As in the past, programs that have been approved by the Board will not be launched until the Provost determines that sufficient student demand materializes and that the necessary resources are available.

BACKGROUND:
The proposed doctoral program in Media and Design Innovation, within the Faculty of Communication and Design, will appeal to practitioners in the design and communication fields who are interested in developing advanced credentials through a terminal degree, and who wish to pursue intensive scholarly project-based research.

The practice-based PhD in Media and Design Innovation is an innovative, program that builds on Ryerson's history of applied education and addresses the need for scholarpractitioners in communication and creative industries and related academic fields. The program offers concentrations in the fields of media and design and offers students the possibility of an internship in a field related to their proposed research project.

The program curriculum introduces students to the study of innovative research methodologies. Doctoral candidates will complete a qualitative research methods course that supports their research question as well as a practice-based research methods course that is focused on the emerging fields of media and design innovation, and research methodologies. The curriculum also includes a required graduate colloquium, two elective courses drawn from affiliated graduate programs and a directed reading course to prepare for comprehensive examinations.

COMMUNICATIONS STRATEGY: Information on the approved program will be posted on the Ryerson website and used in recruitment literature.

ATTACHMENTS:
Program Summary including analysis of projected revenue and expenditures

PREPARED BY:

Name   Glenn Craney, Deputy Provost and Vice Provost, University Planning
Date   November 11, 2020

APPROVED BY:

Name   Saeed Zolfaghari, Interim Provost and Vice-President, Academic
Date   November 11, 2020

Ryerson University
New Program Approval Summary for Board of Governors

Name of Program: Media and Design Innovation	**Degree:** Doctor of Philosophy (PhD)
Proposed starting date: September 2021	**Proposed Tuition Fee (2020-21):** $7,612.63

Brief program description:

- The doctoral program in Media and Design Innovation will appeal to practitioners in the design and communication fields who are interested in developing advanced credentials through a terminal degree and who wish to pursue intensive scholarly project-based research.
- The practice-based PhD in Media and Design Innovation is an innovative program that builds on Ryerson's history of applied education and addresses the need for scholar-practitioners in the communication and creative industries.
- The program offers concentrations in the fields of media and design and offers students the possibility to conduct an internship in a field related to their proposed research project.
- Initial intake for the proposed program is 6 students, with a planned steady-state enrolment of 24 FTE.

Evidence of societal need and student demand:

- Graduates of the proposed PhD in Media and Design Innovation will be well positioned to find employment in the growing creative and cultural industries, and the academic sector with a particular emphasis on applied or practice-based teaching opportunities.
- With the combination of practice-focus and scholarly study, graduates will be particularly prepared to teach in creative programs at both the university and college level. In addition to academic careers as professors, staff and administrators in universities, there is evidence of societal need within the publicly-funded college system for applicants who hold a completed doctorate.
- There is considerable interest amongst current students in Ryerson's Faculty of Communication and Design (FCAD) master's programs for an FCAD-specific, practice-based doctoral program.
- This will be Ryerson's first FCAD practice-based PhD, a program devoted to Media and Design Innovation exclusively, and provides an excellent opportunity for Ryerson to be at the forefront of contemporary media creativity.
- The program's practice-based approach offers an opportunity to engage in socially relevant research topics, such as: creation of demonstration projects that test a communication strategy or technology; production of prototypes of new financial models for emerging technologies in the field of journalism; or development of exhibitions or publications within the fields of media and design that investigate a current issue or trend with multimedia solutions.

Fit with Ryerson mission, Strategic Mandate Agreement and resources:

- The program is consistent with the Academic Plan 2020-2025. The goal of the program is to deliver an interdisciplinary education that balances scholarship and creative project-based research to meet the needs of the academic, cultural, and non-profit communities for skilled and qualified scholars. A focus on the career-ready aspect of the degree is consistent with Ryerson's mission.
- The program is consistent with the areas of focus and growth identified in Ryerson's Strategic Mandate Agreement with the Government.
- The program leverages the established strengths in graduate programming within the Faculty of Communication and Design and can therefore be offered efficiently with minimal changes to existing resource levels.

Program Costing

Summary of enrolment, revenue and expenditures at steady-state (details on next page)*

	Year A	Year B	Year C	Year D	Steady State
Enrolment (Annualized FTE)	4.0	10.0	16.0	22.0	24.0
Total Revenue	$143,531	$358,827	$574,124	$789,420	$861,185
Direct Costs including OTO	$172,436	$175,770	$208,036	$240,303	$272,569
Total Expenditures	$206,143	$252,535	$327,861	$403,187	$449,806
Annual funds to be allocated for institutional costs including student support/(deficit)	($62,612)	$106,292	$246,263	$386,233	$411,379

*The program will be launched upon receipt of a sufficient number of funded doctoral spaces. These may come from newly allocated spaces from the Ministry of Colleges and Universities and/or the redistribution of existing spaces from within the University.

Table 1: Estimated Enrolment, Revenue and Expenditures - PhD in Media and Design Innovation

	Year A 2021/22	Year B 2022/23	Year C 2023/24	Year D 2024/25	Steady State
a) Enrolment					
Annualized FTE	4.0	10.0	16.0	22.0	24.0
b) Revenue					
Tuition fees	$ 27,405	$ 68,514	$ 109,622	$ 150,730	$ 164,433
Grants	$ 116,125	$ 290,314	$ 464,502	$ 638,690	$ 696,753
TOTAL Revenue	$ 143,531	$ 358,827	$ 574,124	$ 789,420	$ 861,185
c) Expenditures					
Instructional and research related salaries	$ 80,000	$ 80,000	$ 106,666	$ 133,333	$ 159,999
Administration and co-ordination support salaries	$ 57,000	$ 57,000	$ 57,000	$ 57,000	$ 57,000
Non-salary operating	$ 6,667	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Benefits and pensions related to direct salaries	$ 28,770	$ 28,770	$ 34,370	$ 39,970	$ 45,570
Subtotal Direct Costs	*$ 172,436*	*$ 175,770*	*$ 208,036*	*$ 240,303*	*$ 272,569*
Library	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
New buildings financing (10% of incremental revenue)	$ 14,353	$ 35,883	$ 57,412	$ 78,942	$ 86,119
New buildings operating (10% of incremental revenue)	$ 14,353	$ 35,883	$ 57,412	$ 78,942	$ 86,119
Subtotal Indirect Costs	*$ 33,706*	*$ 76,765*	*$ 119,825*	*$ 162,884*	*$ 177,237*
Total Ongoing Expenditures	$ 206,143	$ 252,535	$ 327,861	$ 403,187	$ 449,806
One-time costs/investments					
TOTAL Expenditures	$ 206,143	$ 252,535	$ 327,861	$ 403,187	$ 449,806
Annual funds to be allocated for institutional costs including graduate student support/ (deficit)	$ (62,612)	$ 106,292	$ 246,263	$ 386,233	$ 411,379

DRAFT RESOLUTION

RE: Review of Revenue and Expenditures for proposed Doctor of Philosophy in Media and Design Innovation

BE IT AND IT IS HEREBY RESOLVED:

THAT, on the basis of the review carried out, the program approvals of Senate, and on the basis of the planned revenue and expenditures presented, the new Doctor of Philosophy (Ph.D.) in Media and Design Innovation is deemed financially viable and may be offered September 2021 at the discretion of the Provost and Vice President Academic.

November 30, 2020

Marketing & Communications
Monthly Metrics & Reach

September 2020

Media Relations

- Planned and conducted media outreach for Indigenous Education Week & Digital Pow Wow, securing coverage on CBC radio and TV, Rabble, APTN, ELMNT FM and more.
- Secured coverage in the Toronto Star and 980 CFPL Radio for a joint report from the Future Skils Centre, Diversity Institute and Environics on the future of work.
- Supported the official launch of the Faculty of Law and secured feature coverage in Toronto Star.
- Media coordination on interviews with Donna Young for Canadian Lawyer and Lawyer's Daily.
- Media trained all new professors within the Faculty of Law and added all to the Faculty Experts Database.
- Secured coverage for a LIZ company in the Toronto Star and Globe and Mail.
- Ryerson faculty experts were pitched to the media and widely quoted on various breaking news topics, including the US Presidential debate and COVID-19's effects on domestic violence, travel fees and protocols, housing prices, job recovery and phase rollbacks.

Publications

- Published 13 editions of Ryerson Today including a special edition for Back to School.
- Published 26 Ryerson Today stories over the month.

- Edition with the highest open rate of 52.8% was distributed on September 18 and featured a message from President Lachemi with an update on the winter term.
- Story with the most amount of clicks (11,521) was the update on the winter term.
- Ryerson Today email subscribers have risen to 68,000 (an increase of 10,000 recipients).
- Stories and layout is underway for the Winter 2021 edition of Ryerson University Magazine.

Marketing

- Launched TRSM's BComm digital campaign (end of Sept.). The campaign will target prospective undergraduate students, highlighting how TRSM prepares them to adapt in the world of business.
- Created a montage video for the Faculty of Law's Opening Celebration which was played as part of a larger compilation video on Zoom featuring guest speakers, as well as the Open House and 2021 campaign videos (developed by UR).
- Led refresh for the Chang School's winter campaign (launched Sept. 19). The campaign targets prospective undergraduate and adult learners with creative and messaging that is an extension of the fall campaign — This way forward.
- Finalized the refreshed 2021 International Admissions Handbook with the International Enrollment team and sent it to print (3,000 copies).
- Developed a Faculty of Arts Welcome Video for social channels which focused on easing students' concerns about starting a new semester virtually.
- Created Opportunities Working Group video for the October 1 BOG meeting, highlighting four key

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initiatives and the progress made since the pandemic began.

- Developed key elements of the Ryerson Awards Night video, including graphics, opening video, and transitions. More than 230 employees took part in the virtual celebration shared via Zoom.
- Created 'We're Here for You' Library video for social and IG stories which welcomed students back and promoted their virtual services.
- Finalized Kira videos for Ryerson Law which will be used to help recruit the next cohort of students.
- Preparing for Reputation Campaign launch (Oct. 1). The campaign website, digital and print ads are being finalized. Writing and research/interviews is underway for 22 articles to be featured on the website. The media plan is set and campaign assets are being delivered to the media agency.
- Leading the creation of TRSM's MBA campaign (launches Oct. 28). Campaign creative will highlight their new curriculum focused on leading for performance and wellbeing.
- Continuing to launch Law campaign assets including video, retargeting ads and IG stories. Mid-campaign check-in showed positive results.
- Finalizing the Toward Ryerson 2030 plan with Advancement and the International Strategy plan with Ryerson International for the end of October.
- Working on the creative refresh for the 2020/21 YSGS Recruitment Campaign. The creative concept has been approved, and we are working with an agency on the proposed media plan (Phase 1 launches at the end of Oct.).

Website

- For the first time ever we have experienced decreases in web traffic year over year. 1.7%

fewer visits, 4.3% fewer visitors, and 4.9% fewer pages viewed.

- Visits from desktop increased year over year from 60.4% in 2019 to 67.1% in 2020, while there were decreases in mobile from 37.2% in 2019 to 31.6% in 2020, and tablet from 2.5% in 2019 to 1.3% in 2020.
- We have experienced a 35% increase overall in international visits year-over-year. Visits increased from the US 66% (+26,536), India 49% (+12,217), UAE 65% (+3,381), China 73% (+3,036), Hong Kong 106% (+2,458). These countries represent the five which experienced the highest total number of visit increases.

Social Media

- **Facebook:** Gained 474 fans to reach 77.5K. Most engaging post had 432 engagements and featured an aerial campus beauty shot looking southbound on Yonge, with a message wishing our audience a good long weekend before the start of a new school year.
- **Instagram:** Gained 717 fans to reach 34.5K. At 3.2K engagements, the most engaging post was a photo of Andrew Civadino and Dan Levy alongside a congratulatory message for their Emmys win.
- **Twitter:** Gained 110 followers to reach 59.1K. Most engaging tweet had 736 engagements, and included a welcome back message with a GIF of Eggy celebrating, which was posted on the first day of virtual classes.
- **LinkedIn:** Gained 2,840 followers to reach 247.6K. Experienced a 14% increase in page views. Most engaging post congratulated Andrew Cividino and Dan Levy for their Emmys win and linked to a video of their acceptance, garnering 1400 reactions.

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Digital Marketing

- Launched a digital campaign promoting the new podcast from Alumni - *The Forefront*.
- Worked with several agency partners to launch TRSM's BComm recruitment campaign.
- Continued working with agency partners on the Faculty of Law recruitment campaign and the year-round MBA search and display ad campaign.
- Wrapped the fall recruitment campaign for The Chang School and worked with agency partners on the winter campaign.
- Preparing for multiple campaign launches in October (developing media plans, briefing agencies, planning website refreshes and setting up new conversion tracking, evaluating creative requirements, etc.) including the large-scale reputation campaign.

Ryerson University

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Marketing & Communications
Monthly Metrics & Reach

October 2020

Media Relations

- Secured coverage on "the future of learning" for Gary Hepburn and The Chang School in the Toronto Star.
- Successfully placed "Are the robots coming to take your job?" op ed written by Pedro Barata, Wendy Cukier, and Andrew Parkin (FSC) in Ottawa Citizen, Montreal Gazette and The Province.
- Planned and conducted media outreach for the Democracy Xchange Summit hosted by the Ryerson Leadership Lab and co-presented by the Faculty of Arts, as well as the Democracy Forum series hosted by the Faculty of Arts.
- Secured coverage in Lawyer's Daily for official Law School launch.
- Media trained Idil Abdillahi, assistant professor from the School of Disability Studies.
- Completed faculty expert database maintenance: reaching out to over 80 existing faculty members in the database to thank them for their support and request profile updates; added several new experts to the database.
- Generated extensive media coverage by compiling and pitching faculty experts to speak on various breaking news topics including COVID-19's impact on the economy and Trump testing positive for the illness, the Nagorno-Karabakh conflict, and the U.S. presidential election.

Publications

- Ryerson Today produced 12 editions.
- Most opened edition with 44.6% was the Oct. 7 RT with story on the new Brampton Zone open for business.
- New Brampton Zone open for business story has highest clicks at 1,203.
- The story 5 Daily Non-Negotiables to Stay Resilient had the most pageviews with 2,657.
- Ryerson University Magazine Winter 2021 edition is nearing completion. Edition is focused on equity and social justice.

Marketing

- Launched "A World of Innovation" 2020 Ryerson Reputation Campaign (Oct 1). Developed by Marketing & Creative Services, in collaboration with OVPRI, this integrated advertising campaign positions Ryerson as a leader in research that has meaningful impacts on the city of the future. The campaign showcases an immersive website (featuring 22 articles), a 1-minute animated video and six 15-second animated videos. Channels include: broadcast, pre-roll, display ads, native ads, social (paid and organic) and some print media.
- Worked with the Office of the Registrar (RO) on a fun and informative video and teaser to help promote Ryerson's Virtual Fall Open House (Nov. 9-20).

Prepared by:
Marketing and Creative Services (University Relations)
& University Communications (Central Communications)

- Created and launched a campaign for TRSM's MBA program (launched October 28). Currently developing retargeting assets.
- Led the creative development and execution for University Advancement's Fall Appeal digital campaign targeting alumni who are donors and non-donors (launched beginning of October).
- Launched a digital campaign for Alumni promoting the new Forefront Podcast.
- Finalized the Toward Ryerson 2030 plan with Advancement and the International Strategy plan with Ryerson International (end of October).
- Launched Phase 1 of the 2020/21 YSGS Recruitment Campaign. This year's campaign features an evolved creative approach from last year's campaign which ended early due to COVID-19.
- Led the creation of eight ads for the upcoming Alumni Magazine including ads for University Advancement, YSGS, the Chang School, and more.
- Working with International Enrolment to develop and launch an awareness campaign for the end of November.
- Developing a West Coast digital campaign for the Chang School, which will build off learnings and interest from the fall campaign.

Website
- Last month we saw a loss year-over-year for the first time ever. Comparing October 2020 to 2019, we have equalled last year's traffic. 0.10% more visits, 0.62% more visitors, and 1.68% fewer pages viewed.
- Visits from desktop increased year-over-year from 61.1% in 2019 to 68.9% in 2020, while there were decreases in mobile from 36.9% in 2019 to 29.8% in 2020, and tablet from 2.1% in 2019 to 1.3% in 2020.

Social Media
- **Facebook:** Gained 375 fans to reach 77,840. Most engaging post was an autumn campus beauty shot of Lake Devo full of yellow leaves, with 1,323 engagements.
- **Instagram:** Gained 480 followers to reach 35,001. Most engaging post was autumn campus beauty shot of Lake Devo, with 4,340 engagements.
- **Twitter:** Gained 170 followers to reach 59,301. Most engaging organic tweet was a Halloween-themed video featuring CUI, with 201 engagements.
- **LinkedIn:** Gained 2,374 followers to reach 249,552. Most engaging post congratulated MP-Elect and alumna Marci Ien, and had a total of 1,200 engagements.

Digital Marketing
- Launched the Fall Appeal alumni fundraising campaign for Advancement, a campaign for the Alumni P.J. Patterson virtual event, and a campaign for Arts Democracy Forum events.
- Launched the large-scale Reputation campaign, the Yeates School of Graduate Studies recruitment campaign and The Chang School's winter enrolment campaign with agency partners.
- Continued working with agency partners on the Faculty of Law recruitment campaign, TRSM's BComm recruitment campaign and the MBA recruitment campaign.
- Wrapped a digital campaign promoting the new podcast from Alumni - *The Forefront*.
- Recent changes to Facebook advertising back-end management (stronger security and personal identification measures, more scrutiny of social and political issue ads) have required many hours of troubleshooting across most campaigns for the digital team, but moving forward we're hoping to see some benefits from these changes.

Prepared by:
Marketing and Creative Services (University Relations)
& Central Communications

AGENDA ITEM: Periodic Program Review Summary and Implementation Plan Reports approved in 2019-2020

STRATEGIC OBJECTIVE

__X_   Academic
____   Academic
____   Student Engagement and Success
____   Space Enhancement
____   Reputation Enhancement
____   Financial Resources Management
____   Compliance (e.g. legislatively required)
____   Governance

ACTION REQUIRED: Information

BACKGROUND:

As required by Senate Policy 126, Section 13.4, which states: *The Provost and Vice-President Academic is responsible for the presentation of the PPR Executive Summary and its associated implementation plan to the Board of Governors for its information.*

SUMMARY:

Attached is the Summary and Implementation Plan Reports for the following Periodic Program Reviews approved in 2019-20:

Undergraduate:
- AEROSPACE ENGINEERING (BEng)
- CHEMICAL ENGINEERING (BEng)
- ENGLISH (BA)
- INTERNATIONAL ECONOMICS AND FINANCE (BA)
- RETAIL MANAGEMENT (BComm)

Graduate:
- ECONOMICS (MA, PHD)
- MATHEMATICS (MSC)
- PHILOSOPHY (MA)
- PUBLIC POLICY AND ADMINISTRATION (MA)
- SPATIAL ANALYSIS (MSA)
- URBAN DEVELOPMENT (MPI)

This report was sent to the Quality Council on June 29, 2020.

COMMUNICATIONS STRATEGY: These reports have also been posted on the Ryerson Curriculum Quality Assurance website: www.ryerson.ca/curriculumquality

PREPARED BY:
Name: Tina West, Director, Curriculum Quality Assurance
Date: November 27, 2020

APPROVED BY:
Name: Saeed Zolfaghari, Interim Provost and Vice-President, Academic
Date: November 27, 2020

Saeed Zolfaghari
Interim Provost and Vice-President, Academic

June 29, 2020

Dr. Ian Orchard
Senior Director Academic
Quality Assurance Council of Ontario Universities
180 Dundas Street West, Suite 1100
Toronto, ON, M5G 1Z8

Dear Dr. Orchard,

Ryerson University is pleased to provide you with the Final Assessment Reports for the following Cyclical Program Reviews approved during the 2019-2020 academic year:

Undergraduate:
AEROSPACE ENGINEERING (BEng)
CHEMICAL ENGINEERING (BEng)
ENGLISH (BA)
INTERNATIONAL ECONOMICS AND FINANCE (BA)
RETAIL MANAGEMENT (BComm)

Graduate:
ECONOMICS (MA, PHD)
MATHEMATICS (MSC)
PHILOSOPHY (MA)
PUBLIC POLICY AND ADMINISTRATION (MA)
SPATIAL ANALYSIS (MSA)
URBAN DEVELOPMENT (MPl)

These reports have been posted on Ryerson University's Curriculum Quality Assurance website (www.ryerson.ca/curriculumquality), which is linked to the Provost's website, and copies will be distributed to the Board of Governors. The Final Assessment Reports are also available on our Senate website within the agendas of the Senate meetings when the reviews were presented.

The Vice-Provost Academic's Office will ensure the timely monitoring of the implementation of the recommendations and the appropriate distribution of the scheduled monitoring reports through Senate. Please do not hesitate to contact my office if you require any further information.

Best regards,

Saeed Zolfaghari

c.   Dr. Kelly MacKay, Vice-Provost Academic
        Donna Bell, Secretary of Senate
        Dr. Cory Searcy, Dean, Yeates School of Graduate Studies
        Dr. Bettina West, Director, Curriculum Quality Assurance

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)
Bachelor of Engineering
In Aerospace Engineering
Faculty of Engineering and Architectural Science

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 **Aerospace Engineering** 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 AEROSPACE ENGINEERING PROGRAM

The Aerospace Engineering program submitted a self-study report to the Vice-Provost Academic on December 3, 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 a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all RFA faculty members in the Department of Aerospace Engineering and all other faculty who have recently taught core courses (required and/or elective).

Three arm's-length external reviewers, Dr. Peter Grant, Professor and Aerospace Major Chair, Faculty of Applied Science and Engineering at the University of Toronto, Dr. Regina Lee, Associate Dean of Research and Graduate Studies, Lassonde School of Engineering at York University, and Dr. Alexander Ferworn, Professor in the Department of Computer Science at Ryerson University, were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on May 7 and 8, 2019.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, Faculty of Engineering and Architectural Science; Associate Dean FEAS undergraduate; Chair, Aerospace Engineering; and the Associate Chair, Aerospace Engineering. The PRT also met with several members of the Department of Aerospace Engineering including staff, students, and faculty members, as well as with Faculty of Science Chairs from Mathematics, Chemistry, Physics and Computer Science, and the Chief Librarian. A general tour of the campus was provided, including a tour of the program's laboratory facilities and the library.

In their report, dated May 30, 2019, the Peer Review Team (PRT) provided feedback that describes how the Aerospace Engineering program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The Peer Review Team (PRT) also noted that the Aerospace Engineering program is in high demand by students, and graduates of the program are in demand within the aerospace industry. The curriculum is in line with other aerospace departments within Canada and was recently accredited by the CEAB.

The main areas of strength identified by the PRT include:
- Students engaged in the program and in extracurricular student clubs that the program supports.
- The 'hands on' approach to curriculum, faculty instruction and the RIADI program.
- Well designed and executed laboratories, run by experienced and professional technical staff.
- Alignment with the experiential learning goal in Ryerson's strategic plan.

The PRT also identified areas for improvement, including the large size of first year service courses which negatively affect the learning experience; a lack of appropriate study space for students; incorporation of student feedback; on campus student safety; and the need for improved gender diversity.

The Chair of the Aerospace Engineering program submitted a response to the PRT Report on June 10, 2019. The response to both the PRT Report and the Program's Response was submitted by the Acting Dean of the Faculty of Engineering and Architectural Science on November 26, 2019.

The Academic Standards Committee completed its assessment of the Aerospace Engineering Program Review on February 13, 2020. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental 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 by June 30, 2021, as follows:

1. Information on the FEAS EDI Task Force mandate, membership, and activities;
2. Report on the status of the initiatives outlined in the Implementation Plan.

Presented to Senate for Approval: April 7, 2020

Start date of next Periodic Program Review: 2024-25

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

RECOMMENDATION 1. Working closely with the First-year Engineering Office, class sizes for 1st year service courses should be capped at somewhere around 150 students if possible.
Department's Response: Large class sizes are common in the first year of the program. All first year classes, except AER 222, have the potential to be large (more than 150 students). The subjects of these courses are: Mathematics, Chemistry, Physics, Computer Science, and Economics. The program agrees that large classes are detrimental to student learning. However, since these courses are managed by departments outside FEAS, the program must work through the Faculty to address such changes. The program will ask the Associate Dean of Undergraduate studies to work with service departments to lower class sizes.
Dean's Response: not specifically addressed.

RECOMMENDATION 2. The university as a whole should investigate new ways to generate appropriate study space. These spaces should have outlets.
Department's Response: With increasing enrollment in the university, more pressure will be placed on student study space. Ideally, study space dedicated to program students only would alleviate student concerns. The program will make a request through the Dean of FEAS to have more study space made available to program students. This would be a long-term goal since space for any purpose at Ryerson is in very short supply.

Dean's Response: The Faculty recognizes that space issues are one of the biggest threats facing our programs. The Department has developed a significant research facility at Downsview Airport (DAIR), which has helped alleviate some of the space stresses facing the Department. This facility is expected to continue to grow and is already a showpiece for the Department.

RECOMMENDATION 3. IT support for aerospace computing needs to be carefully examined in consultation with the Faculty level support staff. An alternative solution may be required for the suite of specialized software that are available only in the limited space with one technician.

Department's Response: The PRT recognizes that IT support for the program has remained unchanged over the past decade, even though student enrollment in the program has grown 40%. IT support is the one function of the program and the Aerospace Department that is under the most pressure. As artificial intelligence, big data analysis, and integrated engineering software platforms become the norm, pressure on IT capability will only increase. The program will request a new IT position that can support the undergraduate program and research needs of the Department of Aerospace Engineering.

Dean's Response: Needed ongoing investments will be made to ensure continued contribution to the discipline and community. Specific curricular development efforts will be made to improve experiences for greater interdisciplinarity and flexibility for students within the department, across the Faculty and university. Finally, proper staffing will support these goals in a reliable and sustainable manner.

RECOMMENDATION 4. A method should be developed for ensuring the student feedback is taken seriously by all faculty within the department and a clear message to the student is provided in implementing the solution.

Department's Response: The faculty course surveys done at the end of each course do not provide direct feedback on student experience. The program will consider developing its own survey with a free form written section for students to supply feedback. This survey can be developed in conjunction with the efforts currently underway in FEAS. The results of the survey can be compiled at the end of the Winter term and supplied to the Aerospace Curriculum Committee (ACC) along with results from the CEAB GA survey and Industrial Advisory Committee (IAC) review. The recommendations of the ACC involve program curriculum and course content. The ACC recommendations must be approved by the Department Council which has representation from the student body. In this manner, the students will be informed of program changes resulting from student surveys.

Dean's Response: It is a priority for the Faculty to develop a student-centered culture in all Departments. The Faculty has established an "all-in approach" to all Faculty activities which will continue to develop and enhance the student experience.

RECOMMENDATION 5. The department should continue to explore new ways to address gender diversity within the faculty and student body.

Department's Response: Approximately 16% of the undergraduate students are female in 2018-2019. This number has risen from about 9% a decade ago. Progress is being made but it is slow. The point at which student choice can be influenced is while they are considering career options in high school. The female faculty in the program have visited high schools in the past, which may explain the rise in the number of female students. However, more can be done. The program along with FEAS should consider high school student competitions to make student aware of Aerospace as a career option. In the past, the program has run rocketry and radio-controlled aircraft competitions. In terms of the faculty compliment, the Department Hiring Committee (DHC) has been making an effort to actively encourage qualified female candidates to apply for existing faculty positions. It has been working with the Human Resources department to craft appropriate job postings to encourage diverse applicants. The DHC will continue to do so when additional positions become available.

Dean's Response: not specifically addressed.

RECOMMENDATION 6. The program should try to incorporate emerging aerospace fields such as UAVS, autonomous systems, and AI in the curriculum as these fields mature.

Department's Response: This point made by the PRT reflects the rapidly changing engineering environment in aerospace. The program must incorporate these emerging fields to maintain its advantage as a leading edge engineering program. The ACC can create a subcommittee to investigate how these fields can be merged with the program. If these fields can be combined with integrated engineering software platforms and cloud based connectivity, a truly advanced, efficient, state-of-the-art educational experience would be available to students.

Dean's Response: The Department will review its program structure to limit duplication. The Department will also look at ways to include new technologies, such as unmanned aerial vehicles (UAVs) and artificial intelligence (AI). The Department's Developmental Plan includes a full curriculum review, which should address the PRT's recommendations.

RECOMMENDATION 7. The program should explore ways to increase the multi-disciplinary nature of the program perhaps by engaging students and faculty from other programs around the University.

Department's Response: The program has one potential pathway to engage students from other disciplines. The capstone courses could be reconfigured to do projects with large teams that utilize a number of disciplines to provide comprehensive solutions. This would require buy-in from other disciplines and a logistics framework to allow efficient interaction of team members. A competitive format can be used between teams to enhance productivity and innovation.

Dean's Response: refer to Dean's response to recommendation 6.

RECOMMENDATION 8: The program should create opportunities for community outreach which, in turn, would create opportunities for student engagement.

Department's Response: There are several possible pathways to enhance community outreach and student engagement. Mentioned previously in recommendation 5, high school visits and design competitions would create community engagement. Another pathway involves extra-curricular student teams. At present, a number of student teams exist within the aerospace undergraduate cohort that work to enter internationally sponsored design competitions. These teams are open to all willing student participants, and have always been multidisciplinary as a result. Greater support and encouragement by the program would satisfy this recommendation without significantly altering the program. A final pathway would be to create an open elective course focusing the impact of aviation and space exploration. Aerospace has a rich history and has broad community interest which can be used to create a liberal studies course with a wide appeal.

Dean's Response: The Faculty of Engineering and Architectural Science recognizes the value of the program to students, faculty and the public at large. As such, needed ongoing investments will be made to ensure its continued contribution to the discipline and community.

RECOMMENDATION 9: The program should seek higher visibility on campus and engage more members of the Ryerson community.

Department's Response: Greater visibility of artifacts clearly associated with the program will enhance its presence in the University community. One possibility is to use artifacts created by the student competition teams placed around campus to publicize program capability. Such artifacts could include aircraft created to enter the SAE Heavy Lift Competition, or rockets created to enter the Spaceport America Cup, or even the personal flying device in the to Go-Fly competition. Student teams are willing to display their entry after a competition is complete since entries in following years require completely new craft.

Dean's Response: Specific curricular development efforts will be made to improve experiences for greater interdisciplinarity and flexibility for students within the department, across the Faculty and university.

RECOMMENDATION 10: The program should continue to grow the CIP and RIADI programs so that all students have this opportunity for experiential learning.

Department's Response: The Cooperative Internship Program (CIP) and the Ryerson Institute for Aerospace Design and Innovation (RIADI) provide internships to students to enhance experiential learning and career readiness. In fact, the RIADI program is unique in the University and predated the cooperative program. These programs provide a tremendous benefit to student experience and career preparation. The program will make a greater effort to use its existing links with industry to create more internship opportunities.

Dean's Response: refer to Dean's response to recommendation 4 and 6.

IMPLEMENTATION PLAN

Priority Recommendation #1: *Working closely with the First-year Engineering Office to cap class sizes for 1st year at somewhere around 150 students if possible.*
Rationale: *The program agrees that large classes are detrimental to student learning. Reducing class sizes can be helpful in improving the first year students learning.*
Implementation Actions: • *The program will work through the Faculty to reduce class sizes, especially in first year to below 150.*
Timeline: *Department will send the request to the Associate Dean in Fall 2020*
Responsibility for **a) leading initiative:** *Associate Chair Undergraduate* **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean*

Priority Recommendation #2: *Working with the Dean of FEAS to investigate new ways to generate appropriate study space for the program students.*
Rationale: Study space dedicated to program students would alleviate student study space concerns.
Implementation Actions: • *The program will continue to work through the Dean of FEAS to have more study space made available to program students.*
Timeline: *Long term due to the campus space limitation*
Responsibility for **a) leading initiative:** *Department Chair* **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean*

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Priority Recommendation #3: *IT support for aerospace computing needs to be carefully examined in consultation with the Faculty level support staff.*
Rationale: *IT support is the one function of the Department that is under the most pressure. As artificial intelligence, big data analysis, and integrated engineering software platforms become the norm, pressure on IT capability will only increase.*
Implementation Actions: • *The program will request a new IT position that can support the undergraduate program and research needs of the Department of Aerospace Engineering*
Timeline: *Request will go to the Dean in Fall 2020*
Responsibility for **a) leading initiative:** *Chair* **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean*

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Priority Recommendation #4: *Developing a method to ensure the student feedback is taken seriously by all faculty within the department.*
Rationale: *The faculty course surveys done at the end of each course do not provide direct feedback on student experience. The program needs to develop its own survey and develop guidelines to improve the program using student surveys.*
Implementation Actions: *e.g.* • *The program will develop its own survey with a free form written section for students to supply feedback.* • *The results of the survey will be compiled at the end of each winter term and supplied to the ACC along with results from the CEAB GA survey and IAC review.* • *ACC recommendations must be approved by the Department Council which has representation from the student body.*
Timeline: *2021-22 academic year*
Responsibility for **a) leading initiative:** *ACC* **b) approving recommendation, providing resources, and overall monitoring:** *Department Council*

Priority Recommendation #5: *Exploring new ways to address gender diversity within the faculty and student body.*
Rationale: *Though the percentage of female students are increased during the past decade, the program still need to do more to attract female students. Progress is being made but it is slow.*
Implementation Actions: • *The program along with FEAS will visit high schools to make student aware of Aerospace as a career option.* • *The program will run competitions such as rocketry and radio-controlled aircraft to attract female students.* • *The Chair and DHC will make every effort to actively encourage qualified female candidates to apply for existing faculty positions for any new faculty position.*
Timeline: *Ongoing*
Responsibility for **a) leading initiative:** *Department Chair, DHC, FEAS* **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean*

Priority Recommendation #6: *Incorporating emerging aerospace fields in the curriculum.*
Rationale: *The engineering environment in aerospace is rapidly changing. The program must incorporate the emerging fields to maintain its advantage as a leading edge engineering program.*
Implementation Actions: • *The ACC will create a subcommittee to investigate how the new subjects can be merged with the program.* • *The ACC will prepare the recommendation to the Department Council for approval.* • *The Department gradually implements the approved changes to the program.*
Timeline: *Process will be initiated in 2020-2021 academic year*
Responsibility for **a) leading initiative:** *ACC and Associate Chair* **b) approving recommendation, providing resources, and overall monitoring:** *The Department Council*

Priority Recommendation #7: *Exploring ways to increase the multi-disciplinary nature of the program.*
Rationale: *Improving multi-disciplinary form of education will enhance productivity and innovation.*
Implementation Actions: • *The capstone course coordinators will explore possibility of reconfiguring the projects to utilize students from other disciplines.*
Timeline: *Academic year 2020-2021*
Responsibility for   **a) leading initiative:** *Capstone Course Coordinators*   **b) approving recommendation, providing resources, and overall monitoring:** *Department Associate Chair*

Priority Recommendation #8: *Creating opportunities for community outreach and student engagement.*
Rationale: *To enhance community engagement and program visibility*
Implementation Actions: • *The program along with FEAS will visit high schools to make student aware of Aerospace as a career option.*   • *The program will run competitions such as rocketry and radio-controlled aircraft to attract young students.*   • *The Department will give greater attention and support to extra-curricular student teams and encourage them to enter into national and internationally sponsored design competitions.*   • *The Department will create a liberal-studies course focusing on the impact of aviation and space exploration.*
Timeline: *Ongoing*
Responsibility for   **a) leading initiative:** *Department Chair*   **b) approving recommendation, providing resources, and overall monitoring:** *FEAS*

Priority Recommendation #9: *Seeking higher visibility on campus and engaging more members of the Ryerson community.*
Rationale: *This will enhance program visibility on campus and improve the multidisciplinary nature of the program.*
Implementation Actions: • *The program will have higher participation in Ryerson Engineering Day*   • *The Department will place around campus artifacts created by the student competition teams to publicize the program capability.*
Timeline: Ongoing
Responsibility for   **a) leading initiative:** *Department Associate Chair*   **b) approving recommendation, providing resources, and overall monitoring:** *Department Chair*

Priority Recommendation #10: *Growing the CIP and RIADI programs.*
Rationale: *This will enhance students experiential learning through internships.*
Implementation Actions: • *The program will make a greater effort to use its existing links with industry to create more internship opportunities through RIADI and CIP.*
Timeline: Ongoing
Responsibility for   **a) leading initiative:** *CIP and RIADI Directors*   **b) approving recommendation, providing resources, and overall monitoring:** *FEAS Dean*

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)
Bachelor of Engineering
In Chemical Engineering
Faculty of Engineering and Architectural Science

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 **Chemical Engineering** 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 CHEMICAL ENGINEERING PROGRAM

The Chemical Engineering program submitted a self-study report to the Vice-Provost Academic on November 28, 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 a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all RFA faculty members in the Department of Chemical Engineering and all other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Eric Croiset, Professor and Chair of the Department of Chemical Engineering at the University of Waterloo, and Dr. Stephen Wylie, Associate Professor in the Department of Chemistry and Biology at Ryerson University, were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on April 24 and 25, 2019.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, Faculty of Engineering and Architectural Science; Chair, Chemical Engineering; and the Associate Chair, Undergraduate. The PRT also met with several members of the Department of Chemical Engineering including staff, students, and faculty members. A general tour of the campus was provided, including a tour of the program facilities and the library.

In their report, dated September 3, 2019, the Peer Review Team (PRT) provided feedback that describes how the Chemical Engineering program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The Peer Review Team (PRT) also noted that the Chemical Engineering program is strong, as attested by their high-quality and dedicated staff, and the fact that they recently received the highest accreditation ranking from CEAB.

The main areas of strength identified by the PRT include:
- its mandatory co-op component;

- the mechanisms put in place to ensure students' success, such as early intervention, first year in two years, and transitional course offerings;
- a very active CSChE student chapter, which speaks of the leadership quality of some of the students in the Chemical Engineering program.

The PRT also identified areas for improvement. The most significant recommendation for the undergraduate program is to make a current contractual administrative staff permanent for the long-term sustainability of the co-op program. The PRT also noted that 3-4 additional faculty members should be hired in order to accommodate a modest increase in the number of incoming students, from approximately 110 currently to 120.

The Chair of the Chemical Engineering program submitted a response to the PRT Report on October 10, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Engineering and Architectural Science on November 26, 2019.

The Academic Standards Committee completed its assessment of the Chemical Engineering Program Review on January 23, 2020**.** The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental 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 by June 30, 2021**,** as follows:

1. Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice;
2. Revisit the co-op employer survey to elicit feedback from more employers;
3. Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations.

Presented to Senate for Approval: March 3, 2020

Start date of next Periodic Program Review: 2024-25

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

RECOMMENDATION 1. The Department should look at the reasons behind the relatively low retention and graduation rates. Despite existing mechanisms toward student's success, first year retention rate seems to be too high. Measures should then be taken to at least consistently reach the retention and graduation rates of FEAS.
Department's Response: The Department has also noted these lower statistical numbers for retention and graduation rates. The Department will refer to its Curriculum Committee for further investigation, with the objective to provide possible reasons for the relatively low retention and graduation rates. Furthermore, the Curriculum Committee will provide a plausible course of action to be taken to increase the retention and graduation rates to at least match those of the FEAS rates.
Dean's Response: not specifically addressed.

RECOMMENDATION 2. The curriculum review committee should investigate practical ways to increase the number of professional elective courses offering.
Department's Response: The Department agrees with the PRT to increase the number of professional elective courses offered each year. This greater pool of professional elective courses offered annually will benefit the

students with their educational experience and career choices. The Department will refer to its Curriculum Committee as to ways to increase the number of professional elective courses offered annually. A solution would be to increase the number of professional elective courses in the seventh and eight semesters from which the students can select. This solution would of course require an increase in the number of faculty required to teach the extra professional elective courses, which will increase the teaching workload and cost for the Department. This possible solution and added cost will be discussed with the Dean for additional financial resources.

Dean's Response: The Department will look at ways to improve the range of technical elective course offerings.

RECOMMENDATION 3. The curriculum review committee should critically review the prerequisites for upper year courses and remove them when not absolutely necessary. The department should also investigate options to bring more flexibility in the promotion rules.

Department's Response: The Department realizes that the prerequisites are holding back some students that are not following the normal course sequence for a number of reasons, such as failing a course, not following the co-op work term sequence or taking a lighter course load. The Department will ask its Curriculum Committee to review the prerequisites of all the chemical engineering undergraduate courses, and to provide recommendations for removal if they are not necessary. There are no promotion rules in the department; students are allowed to take courses if they have the necessary prerequisites.

Dean's Response: The Department will review its prerequisite structure to ensure that prerequisites are appropriate and that student progression is not unnecessarily impeded.

RECOMMENDATION 4. The Department should explore best practices to prepare TA for their job (with clear expectation of their duty and time commitment). It is recommended to also initiate a formal TA evaluation process by the students.

Department's Response: The Department has already in place, as required by the CUPE 3 collective agreement, the requirement that instructors meet with their TA at the start of the semester to outline and agree upon the TA's responsibilities and time commitment for each task. The instructor also meets with the TA at midpoint and end of semester to provide evaluative feedback. A formal TA evaluation process by the students will require the agreement between the university and the TA's union (CUPE 3).

Dean's Response: not specifically addressed*.*

RECOMMENDATION 5. The Department should make every effort to fully establish a departmental culture where students are the priority, to avoid undesired "incidents" like inappropriate comments in class, instructors not showing up regularly for some undergraduate labs, unannounced class cancellation or lax invigilation during tests and exams.

Department's Response: Instructors will be reminded about Ryerson's Workplace Civility and Respect Policy, and are referred to Ryerson's Guide to Civility. In addition, the Department will schedule a civility training session through Ryerson's Human Resources for all faculty and staff this academic year. Instructors are reminded to inform students in advance or through D2L of any class cancellations barring any unforeseen reasons. Moreover, instructors will be asked to attend the undergraduate labs in their courses if possible. They will also be asked to be present during their exams and review, along with their invigilators, their invigilation duties.

Dean's Response: It is a priority for the Faculty to develop a student-centered culture in all Departments. The Faculty has established an "all-in approach" to all Faculty activities which will continue to develop and enhance the student experience.

RECOMMENDATION 6. The Department should establish pre-semester meetings between instructors to ensure reasonable time expectations from students for each course, as well as good distribution of course deliverables.

Department's Response: The Undergraduate Program Director will endeavour to schedule this pre-semester meeting for the purpose of spreading out the course assessments for a given cohort of students and to determine

the time expectations from students for each course.
Dean's Response: Please see response to Recommendation 5.

RECOMMENDATION 7. The Department could better take advantage of the services the Library can offer.
Department's Response: The Department will investigate with Ryerson's library as to the appropriate workshops that are beneficial to the students in the capstone course. This may include literature review techniques and database searches.
Dean's Response: not specifically addressed.

Recommendations that would involve FEAS and possibly the University:

RECOMMENDATION 8: Make the current contractual administrative staff permanent.
Department's Response: The Department thank the PRT for making this recommendation. This contractual administrative staff position is vital for both assisting the department and administrating the large mandatory co-op program. This position became permanent on August 1, 2019.

RECOMMENDATION 9: There are some very old undergraduate lab setups that should be discarded and replaced, likely with financial help of the FEAS and/or University.
Department's Response: The Process Measurements Laboratory was currently renovated and updated. The Department will review the lab equipment in the Unit Operations Laboratory and take the necessary action. Laboratory equipment in the Unit Operations Laboratory is very costly and will require financial assistance from the Dean.
Dean's Response: not specifically addressed*.* See response to recommendation 10 below.

RECOMMENDATION 10: Address the absence of wheelchair access in some undergraduate laboratories (specifically KHN 002/004).
Department's Response: The Department thank the PRT for this recommendation, which the Department has been working on for some time. The Department has raised this issue with Ryerson's Accessibility Coordinator and a Project Manager in Ryerson's Facilities Management and Development (FMD) Department. This issue is being addressed at FMD; however, any large renovation recommendations from FMD such as for wheelchair access require funding approval from the university. The Department also requests that the Dean work with the Provost in finding funds to pay for this necessary accessibility renovation which the Department has communicated with the Vice-Provost Academic Office in February 2010.
Dean's Response: The Faculty recognizes issues related to accessibility of undergraduate labs, and has been working with Facilities Management and Development (FMD) to secure wheelchair access to the undergraduate labs that are currently inaccessible.

RECOMMENDATION 11: Better communicate with Faculties that offer service courses (Math, Physics, Computer Science) desirable course content that would be more relevant to engineering students. There are also some logistical issues around scheduling that should be looked at.
Department's Response: The Department requests that the Dean place this issue for discussion with the Faculty's Undergraduate Studies Committee, and that the Associate Dean, Undergraduate Studies, communicate and work the math, physics and computer science departments for appropriate course content for engineering students.
Dean's Response: Specific curricular development efforts will be made to improve experiences for greater interdisciplinarity and flexibility for students within the department, across the Faculty and university.

RECOMMENDATION 12: Being the only mandatory co-op program within FEAS is both a strength and a challenge. The challenge is the amount of resources required to effectively run a co-op program. The PRT suggests that the

Chemical Engineering Department further explore with the Dean and Chairs in other FEAS Departments the possibility of expanding mandatory co-op in other programs. With more programs involved, it is likely more resources would be devoted to co-op at both the Faculty and University levels.

Department's Response: The other programs currently have an optional 12-16 months internship program after the third year. The Department requests that the Dean place this issue for discussion with the Faculty's Undergraduate Studies Committee and/or in one of the Dean's group meetings with Chairs and Associate Deans.

Dean's Response: The Faculty of Engineering and Architectural Science recognizes the value of the program to students, faculty and the public at large. As such, needed ongoing investments will be made to ensure its continued contribution to the discipline and community. Specific curricular development efforts will be made to improve experiences for greater interdisciplinarity and flexibility for students within the department, across the Faculty and university. Finally, proper staffing will support these goals in a reliable and sustainable manner.

ADDITIONAL PROGRAM RECOMMENDATIONS IN SELF STUDY
1. Increase the faculty complement
2. Increase the office staff complement
3. Get more resources for the co-op component
4. Offer more courses in spring/summer semester
5. Promote wellness, sensitivity and inclusivity attributes in faculty and staff
6. Continually review and improve program curriculum
7. Promote extra-curricular activities of students

IMPLEMENTATION PLAN

Recommendation #1: The Department should look at the reasons behind the relatively low retention and graduation rates.
Objective: To have the program's Curriculum Committee investigate for plausible reasons behind the relatively low retention and graduation rates.
Timeline: Short term
Responsibility for leading initiative: Curriculum Committee Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation #2: The curriculum review committee should investigate practical ways to increase the number of professional elective courses offering.
Objective: To have the program's Curriculum Committee look into possible ways to increase the number of professional elective courses offered annually.
Timeline: Short term
Responsibility for leading initiative: Curriculum Committee Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation #3: The curriculum review committee should critically review the prerequisites for upper year courses and remove them when not absolutely necessary.
Objective: To have the program's Curriculum Committee review the prerequisites of all chemical engineering undergraduate courses.
Timeline: Short term

Responsibility for leading initiative: Curriculum Committee Chair

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

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Recommendation #4: The Department should explore best practices to prepare TA for their job (with clear expectation of their duty and time commitment).

Objective: To continue the hiring and evaluation process already in place for TAGA.

Timeline: Ongoing

Responsibility for leading initiative: Department Chair & Administrative Manager

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

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Recommendation #5: The Department should make every effort to fully establish a departmental culture where students are the priority.

Objective: To have department chair discuss this priority with faculty and staff.

Timeline: Ongoing

Responsibility for leading initiative: Department Chair

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

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Recommendation #6: The Department should establish pre-semester meetings between instructors to ensure reasonable time expectations from students for each course, as well as good distribution of course deliverables.

Objective: To have the undergraduate program director meet with instructors before the start of each semester to discuss distribution of course expectations and evaluations.

Timeline: Ongoing

Responsibility for leading initiative: Undergraduate Program Director

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

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Recommendation #7: The Department could better take advantage of the services the Library can offer.

Objective: To have the capstone project coordinator continue working with the Ryerson library staff to implement appropriate workshops in the capstone course.

Timeline: Ongoing

Responsibility for leading initiative: Capstone Project Coordinator

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

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Recommendation #8: Make the current contractual administrative staff permanent.

Objective: The position became permanent on August 1, 2019.

Timeline: Done
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation #9: There are some very old undergraduate lab setups that should be discarded and replaced, likely with financial help of the FEAS and/or University.
Objective: To review the lab equipment in the Unit Operations Laboratory and take the necessary action.
Timeline: Short term
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, Provost

Recommendation #10: Address the absence of wheelchair access in some undergraduate laboratories (specifically KHN 002/004).
Objective: To continue working with university administration to implement and fund renovations for wheelchair access to KHN 002/004.
Timeline: Ongoing
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, Provost

Recommendation #11: Better communicate with Faculties that offer service courses (Math, Physics, Computer Science) desirable course content that would be more relevant to engineering students.
Objective: To request the Dean to place this issue for discussion with the Faculty's Undergraduate Studies Committee, and that the Associate Dean, Undergraduate Studies, communicate and work with the math, physics and computer science departments for appropriate course content for engineering students.
Timeline: Short term
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation #12: The PRT suggests that the Chemical Engineering Department further explore with the Dean and Chairs in other FEAS Departments the possibility of expanding mandatory co-op in other programs.
Objective: To request the Dean to place this issue for discussion with the Faculty's Undergraduate Studies Committee and/or in one of the Dean's group meetings with Chairs and Associate Deans.
Timeline: Short term
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the

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

Recommendation #13: Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice.
Objective: To work with one of Ryerson's curriculum consultants on the language and wording of the learning outcomes.
Timeline: Short term
Responsibility for leading initiative: CEAB Coordinator
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation #14: Revisit the co-op employer survey to elicit feedback from more employers.
Objective: To improve on the number of employer feedback.
Timeline: (e.g., immediate, short term, longer term) Short term
Responsibility for leading initiative: Co-op Faculty Advisor
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation #15: Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations.
Objective: To review and ensure course outlines follow the university template each semester.
Timeline: Ongoing
Responsibility for leading initiative: Undergraduate Program Director
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation #16: Consider the additional recommendations outlined in the self- study and take action as required.
Objective: To act upon the following three additional recommendations outlined in the self-study: 1. Promote wellness, sensitivity and inclusivity attributes in faculty and staff 2. Continually review and improve program curriculum 3. Promote extra-curricular activities of students
Timeline: Short term
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)
Honours Bachelor of Arts (Hons B.A.)
In English
Faculty of Arts

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 **English** 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 approving and providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of the recommendations.

A) SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE ENGLISH PROGRAM

The English program submitted a self-study report to the Vice-Provost Academic on November 8, 2019. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from student and alumni 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.

Two arm's-length external reviewers (Dr. Kathryn Carter, Associate Vice-President, Teaching and Learning, Wilfrid Laurier University, and Dr. Linda Warley, Associate Dean, Graduate Studies, Faculty of Arts and Associate Professor, Department of English Language & Literature, University of Waterloo) were appointed by the Dean of the Faculty of Arts from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on March 14-15, 2019.

The visit included meetings with the Provost and Vice-President Academic; the Vice-Provost Academic; the Dean and the Associate Dean, Faculty of Arts; the Undergraduate Program Director and the Chair, Department of English; and the Chief Librarian. The PRT also met with several faculty and staff members of the department, as well as students and alumni. A general tour of the campus was provided, including the new Student Learning Centre, various classrooms where English courses are typically held, the Library, the Centre for Digital Humanities, the *White Wall Review* office, and the Provost's office.

In their report, dated April 8, 2019, the Peer Review Team (PRT) provided feedback that describes how the English program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The Peer Review Team (PRT) indicated the current program is innovative and thriving but that there are several opportunities for development and enhancement. There are particular opportunities for the English BA (Hons) program to become the most experiential English program in the country. The intake of students has exceeded initial forecasts and continues to grow whereas enrolments in English BA programs at many other Ontario universities have either slipped or plateaued. The program is rigorous and intellectually challenging while also offering plenty of opportunities for creative and practical experience. Students both present and past expressed

a high level of satisfaction with the program and were palpably aware of the mentorship provided by both faculty and staff. The department is notably collegial and members are passionate about what they offer to students.

The main areas of strength identified by the PRT include:
- Career ready skills are embedded in the curriculum and explicitly taught inside and outside of the classroom;
- Undergraduate student research opportunities;
- A transnational approach to English.

The PRT also identified areas for enhancement, specifically:
- there seem to be institutional barriers to taking double majors or a major in English with a minor in a non-Arts Faculty program;
- more streams or concentrations in areas such as creative writing, professional writing, digital media, publishing, etc.;
- course work develops students' writing skills, and in some cases digital literacies, but not necessarily their oral communication or team-building skills;
- more experiential learning opportunities could be developed through a systematic approach to integrating study and work, either paid, as in co op, or volunteer, as in internships;
- a more strategic use of the Professional Advisory Council.
- a more centralized approach to community-engaged opportunities.

The Undergraduate Program Director and Chair of the English program submitted a response to the PRT Report on May 7, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of Arts on November 7, 2019.

The Academic Standards Committee completed its assessment of the English Program Review on December 5, 2019. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

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

The one-year follow-up report, **due June 30, 2021** is to include:
1. A report on the status of the initiatives outlined in the Developmental Plan;
2. A report on number and programs of students completing English minors, as well as, number and program of minors completed by English majors.

Presented to Senate for Approval: **January 28, 2020**

Start date of next Periodic Program Review: **2023-24**

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

RECOMMENDATION 1.
Align first year offerings with student expectations (more hands on opportunities in first year).
Department Response: The English BA (Hons) program agrees with the PRT's directive. The core areas of instruction in the first-year are composed in part by Faculty of Arts Common Platform courses, including SSH 205 (Academic Writing and Research), a course taught by contract instructors and housed in the English Department,

which introduces students to academic writing, citation, and argumentation, and SSH 105 (Critical Thinking I), a course taught by faculty from the Philosophy Department, which is designed to introduce students to forms of thinking relevant to the Humanities and Social Sciences in the Faculty of Arts. Both courses are conceived as foundational for students entering any program in the Faculty of Arts. By making the Common Platform available in the first year, students develop transferable skills that enable them to explore various disciplines and to flexibly change majors within Arts programs. Undeclared majors, likewise, are readily able to apply to any program in Arts in the second year with this preparation in the basic practices essential to the Humanities and Social Sciences.

One course, however, that does not fit well for English majors in the Arts Common Platform is SSH 301 (Research Design and Qualitative Methods), a required second-year offering taught by faculty in Sociology. The perception of the course by students is that it is confusing and not a necessary component of their education since there are no other opportunities in their major to apply such qualitative methodologies. While students in our program who wish to take other courses in Sociology may benefit from SSH 301, the majority of those in the English major have no need of the course and have no opportunities to apply any of the skills they may learn in it. We feel that students should be able to self-select. If they are thinking about moving from English to the social sciences, they can take SSH 301 in the second-year slot. If not, there's no reason not to take it later in their program, or not all. Therefore, we would like to take away the requirement for SSH 301 and see it designated, for our students, as a professionally-related elective. Moving SSH 301 to a Table IV elective would increase student choice and give them options to decide whether or not the course is something they need.

In response to the PRT's concern that first-year students in English do not have many opportunities to connect with courses that excited them about the degree in the first place, we would like to see Table 1 allow students the option for another English course. ENG 222 (Fairytales and Fantasies) and ENG 224 (Children's Literature) would be good options. Additionally, a proposed course, ENG 230 (Creativity, Writing, and Everyday Life), could be offered beginning in fall 2020. While this course is taught as a traditional, large-format lecture, experiential opportunities can be easily woven into the assignment structure. Similarly, experiential assignments can be developed for ENG 110 (Literatures Across Borders) as a way to introduce English students to the experiential possibilities they will encounter going forward with their degree. The issue of opening up Table 1 will require conversations with the Associate Dean, and will require discussion with other departments in the Faculty of Arts. The intent of the Common Platform could be enhanced, finally, by more faculty oversight and coordination to define and shape the goals and agenda for first-year students in English and in other Faculty of Arts programs. One way to do this would be to hire faculty trained in Writing Program Administration to oversee and coordinate contract faculty and to develop a curriculum in line with current research in Composition methodologies. Such a role would effectively define a culture of writing and critical thinking for students in the Faculty of Arts and help students prepare for the diversity of writing situations they encounter in programs throughout Arts. A writing specialist would also provide rationale and curriculum oversight that could excite English students in the first year with writing as a part of their academic trajectory through the English BA (Hons) program.

Dean's Response: The role of SSH 301 in the Common Platform merits more consideration in the context of the PRT/Departmental response. As a qualitative methods course, SSH 301 should ideally provide students with core competencies in critically examining research claims, an antidote to the common argument: "Studies show….", often used to support spurious theories. Students learn here to read statistics and develop their critical numeracy skills, but the course is not a quantitative methods course per se. SSH 301 is not just intended to teach students methods in social science research; it also teaches students to read research critically, to consider the implications of ethics reviews, to analyze statistics effectively, to reflect on what conclusions can logically be drawn from such studies. The ethical implications of working with human subjects, with carrying out surveys and interviews, are also taught in this course, which recently, in some sections, has taken on an Indigenous focus. Greater clarity could result if the instructors themselves outlined the importance of the core competencies. If the learning objectives of the course are unclear, then this issue must be addressed.

The Common Platform was developed to allow students in first year to explore their options while maximizing

transferability, given that a significant number of students in first year often change their major once they have entered university. All but two of the programs in the Faculty of Arts are part of the Common Platform and even they contain most elements of it. The Common Platform is under the purview of the Dean of Arts and can be changed only with the agreement of the Dean's Council, composed of the Faculty of Arts Program Chairs. Adding courses to Table I is generally uncontroversial. The SSH courses, intended to teach core competencies of value to all students, are taught by different departments, but any changes made to their role in the Common Platform must be reviewed by Dean's Council as well. Since other students in the Humanities also take SSH 301, removing that course from the English curriculum would also affect transferability to other Humanities programs, not just Social Science programs, although this is somewhat mitigated by its placement in second year. Changes to the curricular role of any of the SSH courses would have resource implications for the teaching department, which would have to be consulted.

RECOMMENDATION 2.
Reconsider how and when students can fulfil Common Arts Platform requirements, particularly the SSH courses. Cohort building is crucial and breadth requirements can be met in different and more relevant ways.
Department Response: Please see response to Recommendation 1 above.
Dean's Response: In speaking to Recommendation 2, the comment regarding "breadth requirements" does not reflect a clear understanding of the Common Platform. At Ryerson University, students apply directly to their major rather than declaring a major in the second half of the first year, as is the case at the University of Toronto and Waterloo University. (This is somewhat mitigated in the Faculty of Arts at Ryerson by the existence of the Undeclared Arts major, which allows students to explore options in first year.) Yet, we know that students often change their undergraduate majors. In the Arts Common Platform, the range of Social Sciences and Humanities electives and the grounding offered by the required SSH courses ensure that students have maximal opportunities to transfer from one major to another and that they have the tools they need to succeed in their studies. The SSH courses are not offered to provide "breadth" but rather to teach core competencies that will assist students in their university studies and beyond.

RECOMMENDATION 3.
Develop the profile of the department as the most experiential learning of any English program in Canada in collaboration with the Co-op office and in alignment with Social Venture Zone and the Ashoka accreditation. Capitalize on Ryerson's location in Toronto, which is arguably the centre of Canada's cultural industries.
Department Response: The English BA (Hons) program acknowledges experiential learning as a priority for the Department, and strongly recommends the appointment of one full- or half-time administrative position to facilitate the Department's experiential learning opportunities.
The initial Proposal for the BA English of May 2010 requested three administrative roles, to be held by faculty: an Undergraduate Program Director, an Academic Advisor, and an Experiential Learning Coordinator. The Experiential Learning Coordinator role has never been filled. While a faculty position in this administrative area would fulfill the task of industry liaison and initiate opportunities for students to connect to industry beyond the university, we believe that a part-time staff member could best coordinate with the Co-op office, the Social Venture Zone, and other programs and institutes to ensure students are connected to experiential opportunities throughout Ryerson and the greater GTA. We currently have a part-time administrative position appointed to the Literatures of Modernity MA Program. An additional half-time appointment of an Experiential Learning Coordinator would help students interface with greater experiential opportunities in the business sector while also keeping data on student opportunities and skills connections. We will prepare a plan based on discussions and share creative opportunities already extant in the program.
Dean's Response: Experiential learning has been part of Ryerson University's mandate since its inception and has always been an integral part of the Faculty of Arts curriculum and teaching practice. As part of our Student Experience Team, we have an expert in community-engaged learning and teaching (CELT), Dr. Reena Tandon, who

works with individual faculty members, including those in the English Department, to incorporate experiential learning into their classes. The Faculty of Arts also works closely with the Career and Co-operative Education Centre, particularly the Arts representative, Nikki Waheed. Although the Faculty of Arts is no longer aligned with the Social Ventures zone, students are encouraged to participate in zone learning at any one of the ten zones at Ryerson, according to their interests. The Faculty of Arts is currently working with the Career and Co-operative Education centre to create co-ops in the Faculty of Arts. We anticipate launching a certain number of co-operative programs by Fall 2021.

The request for a part-time staff member to act as Experiential Learning Coordinator has significant resource implications and as such will require the Dean of Art's full consideration. It must be remembered that while some staff members in the Faculty of Arts do have responsibility for internships at the graduate or undergraduate level, this is generally for programs that have mandatory internships with significant enrolment numbers. It is clear that the Faculty of Arts will need to reflect on the best way to support experiential learning, including job-shadowing, internships, placements and co-operative education, while collaborating with the appropriate units on campus such as the Career Centre. The Faculty of Arts is determined to offer robust opportunities for students to participate in experiential learning of all kinds, despite the financial constraints we currently face. Nonetheless, these measures do have resource implications and require a careful cost-benefit analysis.

RECOMMENDATION 4.
Preserve small class sizes for writing intensive and practicum courses (cap at 25).
Department Response: Each year, the Department Chair successfully preserves current caps (25 students) in our second-year experiential courses. We are concerned that the University's move to Open Electives for students may put pressure on our ability to serve our BA in popular courses like ENG 306 (Writing Poetry) and ENG 307 (Writing Fiction). If students from other departments are allowed to compete for our experiential courses, we may find difficulties ensuring English BA students are able to access required experiential courses in the second year. There is also the threat of those courses losing their relatively small caps of 25 if students across the university are allowed to register. Core experiential courses should continue to be protected for our students. Those courses include: ENG 304, ENG 306, ENG 307, ENG 302, ENG 340, ENG 390, and ENG 910.

Dean's Response: The PRT and the Department both agree on the importance of small class sizes for writing intensive courses and for practicum courses. As mentioned above, the Faculty of Arts has traditionally defended the use of small classes where they are pedagogically appropriate; for example, for seminars, creative writing and language courses. It should, however, be noted that small class sizes should be compensated by larger class sizes, where this is appropriate (particularly in Liberal Studies), to offset the extra cost.

The Faculty of Arts departments have all participated in the first phase of the transition to Open Electives. It is possible for Departments to exclude certain courses from the Open Elective category by restricting those courses to their own students. The English department has chosen to do this for its practicum courses, which are only available to students in English, BACS English Option and the English double majors. It is important to maintain a balance between student demand and available resources but this critical issue is always part of the discussion between the Departments and the Dean of Arts Office when course offerings are determined each year.

RECOMMENDATION 5.
Engage in assessment mapping with the support of the Learning and Teaching Office.
Department Response: Faculty recognize the need for diverse assessment methods to help students achieve the goals and outcomes outlined in our Course Information Documents (CIDs) and mapped according to Ontario's Undergraduate Degree Level Expectations (UDLEs). We acknowledge the PRT's suggestion to adjust assignment structures to fit currently mapped courses while also responding to increasingly large class sizes. In order to respond effectively to this suggestion, the Department will discuss assessment methods to share ideas and to increase perspectives among faculty. Since many Department members currently use diverse assessment methods, we will be able to enhance the current assessment ladder across the four-year curriculum leading

students through elements of critical thinking and research (years 1 and 2), experiential applications of learning (year 2 and 3), and academic writing and critical analysis (years 3 and 4). The Undergraduate Program Committee (UPC), in alignment with advice from the Learning and Teaching Office, will review CIDs in fall 2019 to determine how assessment scaffolding might enhance student learning while increasing faculty flexibility for evaluation and student feedback in large lectures courses.

Dean's Response: The PRT, the Department and the Dean of Arts Office are all in agreement regarding this recommendation. Assessment mapping should be carried out regularly by all programs. This is an excellent idea and the timeline is perfectly feasible.

RECOMMENDATION 6.
Keep metrics about community-engaged learning and other experiential opportunities for students.

Department Response: The duties of an Experiential Learning Coordinator will include tracking community-engaged learning and other experiential learning opportunities for students. See recommendation 4 above.

Dean's Response: The Dean of Arts Office supports the principle of recording metrics for community-engaged learning throughout the Faculty of Arts departments. The CELT coordinator does keep records and produces a regular newsletter on CELT activities. Recently, as part of the university-wide Career-Ready MAESD initiative, the Faculty of Arts produced an Experiential Learning Inventory, which has been reviewed by the Dean of Arts and the Experiential Learning Director Anita Abraham. The Faculty of Arts Experiential Learning Working Group, which includes members from all departments, will follow up on this in Fall 2019 but we intend to maintain a faculty-wide inventory in future to support all departments and allow us to share ideas.

RECOMMENDATION 7.
Get better data on retention rates and why students leave the program.

Department Response: We will coordinate with UPO analysts to obtain more detailed information. While we track students who leave the program, the Department has not coordinated directly with UPO analysts to analyze long-term trends. Current data from the UPO indicates that our retention rates are on par with other Arts programs, though retention is low when compared to the University as a whole. Our sense is that current attrition is not a major concern. Unlike career-specific degrees like Engineering or Business, Arts attracts students with diverse interests and curiosities in Humanities and Social Sciences, and Arts makes it easy for students to explore diverse department pedagogies. Arts, moreover, encourages student choice within the Faculty, which means students can easily change majors. Annual discussions with UPO analysts will provide us with more exact information regarding retention rates, allowing us to better understand student movements between departments and across the university.

Dean's Response: The Department agrees with the PRT that it should obtain and maintain better data on retention rates, in collaboration with the UPO. Although the retention rate for the Department is on par with other programs in the Faculty of Arts, it is not as strong as in other programs across campus, especially those with a well-defined career focus such as Engineering. The Department is no doubt correct in attributing this to the wide-ranging interests of students in the Humanities and Social Sciences. It is a useful exercise to study why students choose to leave or stay in their programs, since without it we have only speculation to draw on. If there are factors that affect retention, this would be useful information to improve the program.

RECOMMENDATION 8.
If the double-major programs are a priority, make sure that advising processes are streamlined for the students.

Department Response: Double Majors in the Faculty of Arts are relatively new. We anticipate a growing number of applicants in coming years. At the moment, it is up to the home program to act as the administrative liaison for students in the Double Majors, but there is no central Double Major administrator to coordinate with students or to track trends between programs affected by the Double Major. We encourage the development of a Faculty of Arts Double Majors Director to oversee Double Majors and to give direction regarding the administration of these

programs. The current system is not built to track the Double Major, so current Department Administrators in the home programs do so manually. As the number of students in the Double Majors increase, their experience will become increasingly difficult to track.

Dean's Response: The Dean of Arts Office supports the development of double majors as part of student choice. However, it is not clear that a Double Majors Director position is the most effective way to manage the students' navigation of majors. Furthermore, the Department does not indicate if this position would receive compensation of any kind. Given the collaborative nature of double majors, it might be more effective to have a multi-department curriculum committee to address such concerns. Ideally, the UPDs would be involved since they are primarily responsible for student advising. This is a matter that merits examination by the Dean's Council and the programs involved in double majors. Whether or not a Double Majors Director position is needed may also depend on the size of the double major cohort. So far, the English double majors with Philosophy and History have fewer than 20 students each but we recognize that this should grow over time.

RECOMMENDATION 9.

Connect with and engage alumni. The department could build stronger relationships with its alumni, who are the program's best ambassadors. Alumni could be brought back to campus to speak to current students about their career pathways after graduation.

Department Response: The Department acknowledges the importance of Alumni connections for the enhancement of student life in the program. To that end, we have supported this year an initiative by current and former students to form an Alumni Association. While Ryerson's Alumni Office establishes strict guidelines to manage how departments contact former students, we look forward to coordinating future events that feature Alumni. Hearing about the experiences of Alumni would be valuable for current students, helping them understand the value of the hands-on preparation of the degree and showing them how Ryerson prepares and supports students beyond the BA. An Alumni event for current students could be planned for the fall, combining guest alumni speakers with more informal opportunities for students to interact.

The Department also acknowledges the importance of coordinating events with alumni and our Program Advisory Council. As a volunteer group of professionals in the community, the PAC advises the program on matters of curriculum, program review, and trends in the workplace. Alumni inclusion on the PAC would synthesize first-hand experience and knowledge of the Program with an understanding of diverse professional skills and opportunities required to succeed in the workplace. To that end, the SLC will meet in fall 2019 to discuss ways of better aligning former students within the PAC.

Dean's Response: The Department and the PRT agree on the importance of engaging alumni in various ways. The Dean of Arts Office applauds this initiative. The inclusion of alumni on the Program Advisory Council will be especially effective. Encouraging the alumni to provide mentorship to students and advice on the program's development is a worthwhile enterprise.

RECOMMENDATION 10.

Fund an Arts specific Digital Media Lab where faculty can teach digital competencies.

Department Response: While the Ryerson Library Digital Media Experience Lab provides equipment and support to students university-wide on an as-needed basis, designated equipment and space would enhance our ability to serve students' needs. Digital literacy requires a dynamic, mobile, interactive environment that includes movable tables, chairs, and devices, spaces for critical making, and white boards for project modeling. The space should be inspirational and spacious in its layout and design, encouraging collaboration in creative and critical work. Ideally, it would be situated in the library, facilitating students' interaction between experiential, print, and online ways of knowing, discovering, creating, and sharing. At a Digital Media Lab, students learn experientially how to navigate and contribute ethically, responsibly, and critically to a media economy.

A digital media lab, specific to Arts/English, would require the following:

1. Movable tables for group work and movable chairs;

2. Multiple outlets, on floors and walls to accommodate tables/groups;
3. A collection of fully loaded laptops and tablets for use at each table;.
4. Whiteboards, supported with post-it notes and markers for project modeling;
5. A large screen for demonstrations and displays;
6. A ceiling-mounted digital projector;
7. A movable (not fixed) computer podium;
8. A "maker space" bench on one wall with multiple outlets, scanner, and printer;
9. High-speed internet connections;
10. Card access system;
11. Some storage.

Dean's Response: While the Dean of Arts office recognizes the limits of the Digital Media Experience Lab, which serves a very large number of students across campus and may well be at capacity or beyond, we note the considerable expense involved in the requirements specified in the Department's response to the PRT report. In addition, if this were to be a lab available to all programs in the Humanities, discussions with the Dean's Council would be necessary so that the lab would meet the various program needs. As the lab would also presumably be used as a classroom, scheduling would have to be discussed. These considerations, however, do not rule out the possibility of creating such a Digital Media Lab, which could be of great benefit to our students and faculty. There may even be possibilities of fundraising and naming opportunities.

RECOMMENDATION 11.
Fund a year-end showcase of student work.

Department Response: The Student Life Committee will coordinate with instructors who have appropriate final projects for the creation of a showcase. The committee will look into the feasibility of formalizing an event with the Dean of Arts in conjunction with the year-end Arts party.

The SLC also will increase attention to ARTeries, an annual liberal arts undergraduate research conference sponsored by the Faculty of Arts. While English students this year and in the past have participated in the conference, we could do more to promote it to students and faculty as a way to highlight BA research and writing in English.

Other opportunities for student showcases will continue via student participation in the publishing and editing of the White Wall Review, the Department's literary journal. Besides opportunities to participate in the publishing of the journal, the annual launch of WWR provides a showcase for student literary contributions and creates a space for larger public displays of work shared between our students and the larger literary community of Toronto.

Dean's Response: The PRT, the Department and the Dean of Arts Office are all in agreement regarding the benefits of a year-end showcase of undergraduate student work. Such a showcase would bring more attention to the annual ARTeries conference and the White Wall Review. Obviously, this is not a revenue neutral proposal and, if extended to the entire Faculty of Arts, would require discussion and a detailed budget***.***

RECOMMENDATION 12.
Make more strategic use of the Professional Advisory Council. Currently the PAC operates in a consultative capacity but there are no regularly scheduled meetings, clear agenda items for discussion, or process for membership renewal. The PAC could be deployed in developing experiential learning opportunities. Alumni from the English BA (Hons) could serve on the PAC.

Department Response: The Department acknowledges the importance of the Professional Advisory Council for the benefit of students and for the enhancement of the English BA as the "most experiential English program in the country." In addition to inviting Alumni to participate on the Council (see response to recommendation 9), the 2019-2020 Undergraduate Program Committee will organize an annual event with PAC members, faculty, and students. Such an event could take place as an annual luncheon, or some other informal opportunity for students and professionals to interact.

One way to increase the effectiveness of the PAC is to limit terms to three years, thereby ensuring that new members are able to bring diverse career expertise to the Council. Effective development and management of the PAC ideally would be facilitated by the Experiential Learning Coordinator (see recommendation 3 above).

Dean's Response: The PRT, the Department and the Dean of Arts Office are all in agreement regarding the potential to engage the PAC more fully, to have it meet on a regular basis, to renew membership, to include more alumni. The Department's decision to limit terms to three years makes perfect sense. The Department's suggestion that the proposed Experiential Learning Coordinator could direct its engagement with the PAC needs careful consideration. It is not clear that the Department needs extra staff to develop and manage the PAC, given limited resources and financial constraints.

C) IMPLEMENTATION PLAN

Recommendation #1: Provide innovative and academically challenging experiences for our students – develop Internship program (Priority – High)
Rationale: It is vital for the Department to establish a feasible Internship (or Co-op) Program. Having an Internship Program is in line with the University's mandate to provide students with career-ready skills and responds directly to overwhelming student support for such a program. Additionally, an Internship Program will help the BA English (Hons) maintain its distinct identity as a leader in innovative literary studies and help the Program to participate in city-building and community collaboration. Internships will also help students better understand the link between the skills that they develop in the Program and possible career-fields.
Implementation Actions and Timeline: The Curriculum Committee will begin investigations into the feasibility of an Internship Program in the 2018 – 2019 academic year. These investigations will take into consideration student preference for an internship model in which both students and the Department find Internship opportunities. The Curriculum Committee will bring a progress report, as well as plans for next steps, to the Year End Faculty Retreat at the end of term 2019. The Department aims to have an Internship program in place by the 2020-2021 academic year.
Responsibility for **a) leading initiative:** Curriculum Committee, UPD, Chair **b) approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #2: Provide innovative and academically challenging experiences for our students - Better integrate career-ready skills across the curriculum (Priority – High)
Rationale: The results of both the NSSE and Exit Survey show a disconnect between the skills that the Program aims to develop and students' understanding of how these skills translate to the job market. Students' consistent request for more career-related instruction reveals that the Program cannot rely only on the Practicum suite of electives, the Advanced English Research Methodologies, and the Independent Project courses as a means of highlighting connections between literary study and career skills. The Program must make these links explicit for students on an ongoing basis throughout their time in the Program.
Implementation Actions: a.) Encourage instructors to include an assignment, such as a reflection piece, that encourages students to make connections between course material and career-ready skills; b.) Make better use of the services offered by the Career Centre to help train students in how to make these connections within our courses; and c.) Explore the possibility of introducing more explicit industry-related courses in the curriculum.
Timeline: Instructors will be encouraged to include career-ready assignments and work with the Career Centre in the 2018 – 2019 academic year. The Curriculum Committee will consider the possibility of introducing more explicit industry-related courses as part of its ongoing work in curriculum development. The Curriculum

Committee will report on its progress in this area, and establish next steps, at the Year-End Faculty Retreat, 2019.
Responsibility for **a) leading initiative:** Curriculum Committee, UPD, Chair **b) approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #3: Provide innovative and academically challenging experiences for our students - Develop Concentrations (Priority – Medium)
Rationale: Developing Concentrations for the BA English (Hons) provides opportunities to build on current strengths in the Program and areas of student interest.
Implementation Actions: The Department (whenever possible, in conjunction with other faculties and programs across the University) will prioritize developing Concentrations in areas such as: Creative Writing and Publishing; Literature and Social Justice; Digital Humanities and New Media; and, Drama and Performance Studies.
Timeline: The Curriculum Committee will begin the process of exploring the feasibility of, and models for, the concentrations listed above in the 2018 – 2019 academic year. The Department will aim to offer at least one new concentration in the 2021-2022 calendar.
Responsibility for **a) leading initiative:** Curriculum Committee, UPD, Chair **b) approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #4: Provide innovative and academically challenging experiences for our students - Expand creative writing offerings (Priority – High)
Rationale: As of Fall 2017, ENG 306: Practicum: Forms of Creative Writing, has only been delivered as a poetry course.
Implementation Actions: The Department will create two Creative Writing Practicum courses, one for fiction and one for poetry. The Department will also explore the possibility of adding scriptwriting and playwriting to its course offerings.
Timeline: The Curriculum Committee will bring a motion to create the two Creative Writing Practicum courses, one in poetry and one in fiction, at a Department Council in the 2018 – 2019 academic year with an aim to have the courses included in the 2019 – 2020 Undergraduate Calendar. The Curriculum Committee will explore the possibility of adding scriptwriting and playwriting to its offerings beginning in the 2018 – 2019 academic year as part of its ongoing work in curriculum development. The Curriculum Committee will update the Department on progress in this matter and next steps at the 2019 Year End Faculty Retreat.
Responsibility for **a) leading initiative:** Curriculum Committee, UPD, Chair **b) approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #5: Strengthen SRC excellence in the Department - Review Research Courses in Curriculum (Priority – High)
Rationale: The Department will re-evaluate the research-focussed courses in the curriculum to determine whether they provide an effective and logical progression of research skills.
Implementation Actions: This evaluation will consider whether ENG 810 should be returned to Year 3 of the Program and whether ENG 810 should be preceded by an Introductory Research Course. The Department will change the mode of delivery for ENG 810 from a "lecture" to a "lab" to better describe the work that is conducted in that course. As more than half the students found that they used the skills in SSH 301 "very little" or "not at all" during their time in the Program, and 25% of respondents who gave suggestions of a course that

could be removed from the curriculum identified SSH 301 as such a course, the Department will support any efforts to make SSH 301 an elective course in the curriculum.
Timeline: In the 2018 – 2019 academic year, the Department will review Intended Learning Objectives for ENG 810 against Intended Learning Objectives in ENG 110 and ENG 208 to identify gaps in the graduated learning structure and propose means to address these gaps. The Curriculum Committee will report on its findings and plans for next steps at the Faculty Year End Retreat in 2019. The Curriculum Committee will make a motion to change ENG 810 from a "lecture" to a "lab" at a Department Council in the 2018 – 2019 academic year, with an aim to have the change noted in the 2020 Undergraduate Calendar.
Responsibility for **a) leading initiative:** Curriculum Committee, UPD, Chair **b) approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #6: Strengthen SRC excellence in the Department – Request for hires (Priority – High)
Rationale: The BA English (Hons) Program has not received the full faculty staffing as costed for by the University in the original BA Proposal that was passed by Senate in 2010. A full and diversified faculty complement is integral to the Department's ability to deliver the Program in a cost-effective manner, maintain SRC excellence, and meet the equity, diversity, and inclusion priorities set out in the University and Faculty's Academic Plans. Increasing the Faculty complement will also help reduce the student-to-Faculty ratio in the Department.
Implementation Actions: The Department will prioritize requesting hires in the following fields in the next three hiring cycles: *Indigenous Literatures*; *Gender Studies*; and *Victorian Literature*.
Timeline: The DHC will request three hires, one in Indigenous Literatures, one in Gender Studies, and the other in Victorian in the 2018 -2019 academic year with an aim to have at least one new faculty member in place for the 2019-2020 academic year. The DHC will continue to request hires in these areas each academic year until the positions are filled.
Responsibility for **a) leading initiative:** Chair, DHC **b) approving recommendation, providing resources, and overall monitoring:** Faculty Dean, VPFA, UPO

Recommendation #7: Better prepare students for future graduate and career opportunities - Integrate the Program Advisory Council more Directly into Student Life and Learning (Priority – High)
Rationale: The Department will refresh membership in the PAC, particularly with an aim to include alumni, as alumni may be highly invested in the development of our students. The Department will foster more connections with the PAC and more directly integrate them into the life of the Department.
Implementation Actions: The Student Life Committee will identify appropriate alumni and invite them to become members of the PAC beginning in the summer of 2020 with an aim to have a new PAC on board by the 2020 – 2021 academic year. Student Life will host a "brainstorming" session in August or September 2018 with the PAC to determine the direction of the PAC for the year. The Student Life Committee will report on progress in this area at the 2019 Year End Faculty Retreat.
Timeline: 2020-2021
Responsibility for **a) leading initiative:** SLC, UPD **b) approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #8: Better prepare students for future graduate and career opportunities - Integrate Career Consultant Services into Coursework (Priority – High)

Rationale: The Faculty of Arts Career Consultant has offered to provide classroom sessions that show students in English how to make links between the skills that they develop in their studies and industry needs. The Department will explore the best means of providing these sessions to students and integrate them into student life and/or course instruction.

Implementation Actions: The Department will invite Nikki Waheed, Career Consultant to a Department Meeting to describe the services that she provides in Fall 2018. Individual instructors, along with the Student Life Committee and the Curriculum Committee, will work with Nikki Waheed to develop and deliver appropriate training to students throughout the academic year. Instructors and the Student Life and Curriculum Committees will report on their progress in these areas and develop next steps at the End of Year Faculty retreat 2019.

Timeline: 2019-2020

Responsibility for
a) leading initiative: UPD and Chair
b) approving recommendation, providing resources, and overall monitoring: Faculty Dean

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Priority Recommendation #9: Attract and retain high-quality students (national and international) - Work with Admissions and Recruitment to Develop High-Quality Marketing Materials and Events and Social Media Connections (Priority – Medium)

Rationale: The Department will continue to work with Admissions and Recruitment to develop new and innovative ways of attracting high-quality students to the Program. The Department will utilize social media to draw greater attention to the Program. The Department will seek to maximize its outreach in new and innovative ways.

Implementation Actions and Timeline: The Department will hire a Social Media Coordinator to maintain and expand its social media outreach. The Social Media Coordinator will review the Department's social media use and make recommendations for improvement in the summer of 2019 to the Web Committee. The Student Life Committee will explore and work on opportunities for marketing with Admissions and Recruitment on an ongoing basis. The Student Life Committee will develop a new pamphlet for the Program to be available by for Winter 2019.

Responsibility for
a) leading initiative: UPD and Student Life Committee (SLC)
b) approving recommendation, providing resources, and overall monitoring: Faculty Dean

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Priority Recommendation #10: Attract and retain high-quality students (national and international) - Rebuild the Department Website (Priority – Medium)

Rationale: The Department will update/rebuild its website to make it more attractive, to showcase the unique aspects of the Program, and to make it easier to navigate.

Implementation Actions: Conduct review. Submit required changes to web developer.

Timeline: The Website Committee will conduct a review of the website and identify areas of improvement during the summer 2018. The Department will submit required changes to the website builder or hire a new website creator in Fall 2019. A new Department website will be ready by winter 2020.

Responsibility for
a) leading initiative: UPD, Chair
b) approving recommendation, providing resources, and overall monitoring: Faculty Dean

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Priority Recommendation #11: Attract and retain high-quality students (national and international) - Create an English (or Humanities) Annual End-of-Year Student Showcase (Priority – High)

Rationale: The Department will, on its own or in conjunction with other Humanities programs in the Faculty of Arts, develop an end-of-year student showcase. The showcase will be marketed to high school students and

guidance counsellors, the PAC, alumni, and members of industry. Students will participate in organizing and delivering the showcase, in addition to presenting work, as a means of providing an opportunity for students to develop Leadership and Teamwork skills. To maximize interest in the showcase, a keynote speaker from industry will be invited to speak.

Implementation Actions and Timeline: The Student Life Committee will work with the Career Centre and, if possible, other programs in the Arts, to deliver the first annual showcase in spring 2020. The annual showcase will be an ongoing event.

Responsibility for
a) leading initiative: UPD and SLC
b) approving recommendation, providing resources, and overall monitoring: Faculty Dean

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Priority Recommendation #12: Contribute to Ryerson's priority of city-building and community contributor - Support the Development of an Alumni Association (Priority – High)

Rationale: The Department will support the development of an Alumni Association and help foster the development of an alumni community.

Implementation Actions and Timeline: The Student Life Committee will identify and contact alumni who may be good leaders of an alumni association, gauge their interest in establishing an alumni association, and host their initial meeting (with representatives from University Advancement) in Summer/Fall 2019. The Student Life Committee will plan an alumni event for Homecoming weekend, October 2019. The Department will utilize new alumni pages on the revitalized website to promote events that will be of interest to the alumni and to foster an online alumni community. The Student Life Committee will support University Advancements efforts to encourage the creation of an Alumni Association on an ongoing basis.

Responsibility for
a) leading initiative: SLC and UPD
b) approving recommendation, providing resources, and overall monitoring: Faculty Dean

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)
Bachelor of Arts
In International Economics and Finance
Faculty of Arts

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 **International Economics and Finance** 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 INTERNATIONAL ECONOMICS AND FINANCE PROGRAM

The International Economics and Finance program submitted a self-study report to the Vice-Provost Academic on January 17, 2020. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from students, alumni and employers 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 RFA faculty members in the Department of Economics and all other faculty who have recently taught core courses (required and/or elective).

Three arm's-length external reviewers, Dr. Alok Johri, Department of Economics, McMaster University, Dr. Miquel Faig, Department of Economics, University of Toronto Mississauga, and Dr. Yuanshun Li, School of Accounting and Finance, Ted Rogers School of Management, Ryerson University, were appointed by the Dean of Arts from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on April 8 and 9, 2019.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, Faculty of Arts; Associate Dean of Arts, Undergraduate Studies; Associate Dean of Arts, Research & Graduate Studies; Chair, Department of Economics; and the Undergraduate Program Director, Economics. The PRT also met with several other members of the Department of Economics including staff, students, and faculty members, as well as with the Chief Librarian. A general tour of the campus was provided, including a tour of the Library and the Student Learning Centre.

In their report, dated May 24, 2019, the Peer Review Team (PRT) provided feedback that describes how the International Economics and Finance program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The main areas of strength identified by the PRT include the enthusiasm and collegiality of its faculty, staff, and students. Moreover, the thriving research culture in the Department, demonstrated by the rising number of

publications and research grants, provides a strong foundation for the quality of the BA program. By now this program has a solid reputation and has proved that can attract good students and place them well. For this endeavour, the successful internship program and the linkages between the Department and the potential private and public employers are key. Other assets are the attractive location in downtown Toronto and the constructive alumni engagement.

The PRT also identified areas for improvement, including addressing the constrained resources available to the Department, a need to hire additional faculty and seeking ways to improve first-year student retention.

The Chair of the International Economics and Finance program submitted a response to the PRT Report on September 18, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Arts on January 15, 2020.

The Academic Standards Committee completed its assessment of the International Economics and Finance Program Review on February 27, 2020**.** The Committee indicated that a thorough, analytical and self-critical program review was conducted. The Department integrated into the developmental 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 by June 30, 2021**,** as follows:

1. Update on 2nd year student retention numbers;
2. Update progress on incorporation of cultural relevance and EDI in course content;
3. Report on the status of the initiatives outlined in the Implementation Plan.

Presented to Senate for Approval: April 7, 2020

Start date of next Periodic Program Review: 2023-24

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

As proposed by the Reviewing Team:
RECOMMENDATION 1. Offer more competitive salaries to job market candidates. For the programs in Economics at Ryerson to develop their potential the Department needs to be able to attract strong new graduates in a highly competitive market.
Department's Response: The program agrees with the PRT's argument that low starting salaries present an important challenge in hiring top candidates. The program will collaborate with the Dean of Arts, VP Faculty Affairs, VP Planning and Provost in order to find solutions that would allow the university to offer starting salaries to new Economics faculty on par with starting salaries offered at comparable institutions.
Dean's Response: The Faculty of Arts and the VP Planning and Provost are well aware of the challenges that our relatively low starting salaries pose in relation to Economics and a few other disciplines. Creative solutions are welcome in the context of fiscal constraints and collective agreement restrictions.

RECOMMENDATION 2. Design a system to reward and recognize the research and the successful PhD supervisions accomplished by tenured faculty. This system of rewards should increase the productivity of the current faculty. This would partly address the urgency of expanding faculty size to satisfy the growth of the MA and the PhD programs.

Department's Response: The program will discuss with the Dean of Arts and the Dean of YSGS the possibility of designing such a system. The program would also like to note that the need of such a program would be less pressing in a department with a larger number of faculty members, as supervisory duties would be shared by a larger number of faculty, and teaching needs could be better accommodated to faculty's areas of expertise.

Dean's Response: While discussions are always helpful, it should be noted that the Dean of Arts recently eliminated the awarding of points for completed graduate supervisions, with accumulated points being redeemable for course release. As the Faculty of Arts moved to a reduction in course load to a standard load of 2+2, compensation for graduate supervisions were deemed unnecessary. Nonetheless, the Faculty of Arts cannot rule out the possibility that discussions with the Yeates School of Graduate Studies may lead to a creative solution to this issue.

RECOMMENDATION 3. Allow the Department to make the best possible use of the faculty complement it has. The shortage of tenure stream faculty can be alleviated by placing young and research active faculty to teach graduate courses and advanced undergraduate ones. Other instructors can successfully teach the less advanced courses.

Department's Response: The program will collaborate with the Dean of Arts, VP Academic and VP Faculty Affairs in finding ways to reduce the number of required and advanced program courses taught by non-tenure stream faculty. The program would like to note that, with a faculty size of 30 (Program Recommendation 3), the program would be able to assign both large introductory courses and most required and advanced program courses to tenure stream faculty. In the meantime, the program will study alternative delivery methods for the large introductory courses that could release some of the faculty assigned to teach those courses without impacting the student experience.

Dean's Response: In determining teaching assignments, the Department must consider the constraints of the RFA and the CUPE Collective Agreements with regard to class size. In addition, there is a great pedagogical benefit for first year students in having contact with tenure-stream faculty, allowing for greater engagement with the Department and the possible promotion of more advanced courses early on in the program. Achieving the proper balance of tenure-stream and non-tenure-stream faculty is a matter for discussion during teaching assignments.

RECOMMENDATION 4. Drop International in the program's name. The BA (International Economics and Finance) focusses issues related to the International/Global Economy and Finance. However, students learn as much economics as those in competing programs at other universities. Also, they do not learn much more international economic issues than those in competing program may learn. Finally, the "International" in the title was not helpful in finding jobs or entering in MA programs. Consequently, we propose to change the title to BA (Economics and Finance) and leave the focus on international issues for the description.

Department's Response: The program agrees with the PRT's recommendation.

Dean's Response: The PRT and the Department are in agreement that the word "international" should be dropped from the name of the program, although the Department originally proposed in the self-study the creation of two streams: International Economics and Financial Economics. If the "International Economics" stream is not sufficiently "international", what steps can be taken to ensure that it becomes so? Or is it simply best to remove the word "international"? The Dean of Arts Office considers that this is a decision for the Department to make, but would recommend consultation with the Admissions Office and Student Recruitment to evaluate the appeal of the resulting program name. How will the Department differentiate the two streams from competing programs in the GTHA and beyond?

Included in Reviewing Team list of recommendations, as proposed by the Program:

RECOMMENDATION 5. Split the BA (International Economics and Finance) into two programs, namely, the Bachelors in International Economics and the Bachelors in Financial Economics. Agree - We find this split to be reasonable. With it, students will have more flexibility to tailor the courses they take to their needs. We would,

however, propose that the label of the stream "Bachelors in International Economics" be simply Bachelors in Economics (see recommendation 4 proposed by the team for the rationale).

Department's Response: Given the favorable opinion of the PRT on this recommendation, the program will propose to the university to change the name of the BA to Bachelors in Economics and to offer concentrations in International Economics and International Finance. The program will also liaise with other departments (Math, Computer Science) to explore the possibility of offering additional concentrations.

Dean's Response: The Dean of Arts office strongly endorses the creation of concentrations. A similar proposal for the division of the degree into International Economics and a new BA in Financial Economics was previously submitted to the Dean's Office in 2017 and was endorsed at the decanal level for consideration by the VPA's office. However, the VPA's office pointed out at that time that it would be premature to bring this forward as the Department was about to embark on the PPR process. It is encouraging to see that the PRT is also in favour of this curricular development. Expanding the concentrations by working with other departments such as Mathematics and Computer Science also has great potential. Dividing International Economics and Finance into two separate degree programs would necessitate a more complex process, requiring an LOI. The Department will have to weigh its options: Is there a great advantage to having two separate programs rather than separate concentrations within a single program? How would the proposed concentrations from outside the Faculty of Arts fit into the two programs? Would there be more or less flexibility for students moving from one program to another? What would the impact be for the administration of the mandatory internship? More discussion is necessary here.

RECOMMENDATION 6. Change admission requirements to the BA (International Economics and Finance) by raising the entering average from 70 percent to 75 percent and maybe dropping the high school math requirement. Disagree - It is important for programs to admit students who can complete them. If students in the 70 to 75 entering average have difficulties progressing, it is reasonable to modify the entering average grade as proposed. The elimination of the math requirement seems to go in the opposite direction. We recommend requiring a 75 % mark in the High School math courses so that the entering cohort has a better grasp of the math taught at the high school level.

Department's Response: Regarding High School marks, the program will consult with the Admissions Office to discuss the repercussions of setting the minimum High School entry average to 75%. The program will also discuss with the Admissions Office potential promotion strategies to attract higher average students who are committed to the program, which would improve first year retention. Regarding the entry math requirement, the program disagrees with the recommendation of the PRT: studies undertaken by the department show that the High School entering average is the best predictor of success in the program's first year required courses, whereas there is little correlation between students' performance and their math entry average (or the grade 12 math course taken.)

Dean's Response: It should be noted that entering averages generally reflect the degree's power of recruitment. Raising the average might necessitate a decrease in the size of the first-year cohort, which could have significant resource implications. The Economics department has worked for many years to provide remedial math training to students and consider that their training is more useful than high school math. They point out that their own studies show that the High School Entering average is the best predictor of success in the program. They find little correlation between success in High School math and success in the program. Raising the admission requirement to a Grade 12 Math course with a 75% average could significantly affect enrolments. On the other hand, if most Economics programs elsewhere require mathematics for admission, the lack of such a requirement might be perceived as a weakness in the program from a recruitment and reputational perspective. The competitor programs in TRSM have a similar requirement for a Grade 12 Math course, with preference given to MCV4U Calculus and Vectors. Changes to admissions requirements constitute a Category 3 Minor modification and require consultation at various levels. Significant discussion with Admissions will be needed to determine the best course of action here.

RECOMMENDATION 7: Increase faculty to 30 tenure stream professors. Agree - This is a reasonable medium-term goal in terms of faculty complement for a department that offers many undergraduate courses together with a large MA and a growing PhD program.

Department's Response: The program will collaborate with the Dean of Arts, VP Faculty Affairs, VP Planning and Provost in creating a 5-7 year hiring plan to achieve this medium-term goal, which is fundamental in maintaining the quality of our programs and the student experience.

Dean's Response: The Department currently has 23 tenure-stream faculty members, not including the Provost. From the Dean of Arts' perspective, while it is perfectly reasonable for the Department to aspire to such growth, any new hires, including replacement hires, would need to be justified by enrolment numbers in both service courses (i.e. open electives and Liberal Studies courses) and program courses at the undergraduate and graduate levels as well as by SRC deliverables. Typically, departments put forward their best case for new hires each year. The Department will need to justify the number of hires as well as the areas of research and teaching specializations required in order to increase its faculty complement.

RECOMMENDATION 8: Increase office space. Agree - This is a reasonable demand although we are aware of the severe space constraints at Ryerson. Our suggestion is to try to cluster faculty offices as much as possible in the interim.

Department's Response: The program embraces the PRT opinion and it will work with the Dean of Arts and Senior Advisor Space Planning to try to cluster faculty offices (outside of the second floor in the Jorgenson Building) as much as possible.

Dean's Response: This is a recommendation on which the PRT, the Department and the Dean of Arts Office all agree. The lack of space for offices and classrooms is a recurring issue at Ryerson. Contiguous office space is essential to collaborative work and securing it remains a priority for the Faculty of Arts. As new buildings appear on campus, the Dean of Arts Office will work to ensure that we use space to favour departmental collegiality and collaboration.

IMPLEMENTATION PLAN

Priority Recommendation #1: *Investigate incorporating concentrations within the current program.*
Rationale: *Following the global financial crisis, there has been increased demand for expertise in financial economics. This observation was reinforced with feedback from some employers in our internship program and from discussions with our Program Advisory Council. In addition, the feedback from our students over the years was that some of our students would like to take more financial economics courses in their upper year and other students prefer more international economics courses. To acquire the necessary expertise in any of these economics fields and to distinguish themselves from general economics majors, students should take nine to ten field-specific courses in financial economics or in international economics. Currently, our curriculum has twenty-four required courses and thus it is difficult for students to take extra field-specific courses. To meet this demand the Department had initially proposed that we split the Bachelor of Arts (International Economics and Finance) program into two programs, namely, Bachelors in International Economics and Bachelors in Financial Economics. However, following the reports from the PRT and Faculty of Arts, the Department has reconsidered splitting the Bachelor of Arts (International Economics and Finance) program into two programs and, as a first step, we will investigate incorporating concentrations within the current program.*
Implementation Actions: *Develop concentrations within the Curriculum Committee*   *Review with faculty*   *Implement assessment/approvals process for integration of concentrations into curriculum*   *Clearly communicate availability of concentrations and registration process to students.*   *Develop any core elective courses required for the concentration, if any*   *Monitor course availability*

• *Monitor student enrolments in concentrations*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) *2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022*
Responsibility for **a) leading initiative:** *Program Chair/Director* **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean, ASC*

Priority Recommendation #2: *As a result of* **Priority Recommendation #1** *we would investigate renaming our program from Bachelor of Arts (International Economics and Finance) to Bachelor of Economics and Finance.*
Rationale: *In the early 2000's the Bachelor of Arts (International Economics and Finance) program had 15 required courses whose content was international or finance in nature, in addition to 12 required economic theory and quantitative courses. Over the years we made 8 of these required international or finance courses electives. This was due to the recommendations made by the Peer Review Team for the 2006-2007 Periodic Program Review and as a result of harmonizing with the 1ˢᵗ Arts common platform in 2012. Thus, the international economics and finance nature of the initial Bachelor of Arts (International Economics and Finance) program has been watered down over the years. In addition, if we wish to include concentrations and have a required curriculum suitable for having double majors we would need to make a number of these required international or finance courses, electives. Thus, the program name would not be reflective of the new curriculum. Therefore, the Department would investigate renaming our program from Bachelor of Arts (International Economics and Finance) to Bachelor of Economics and Finance.*
Implementation Actions: • *Review with faculty* • *Implement approvals process for changing the program name* • *Work with Admissions on marketing*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) *2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022*
Responsibility for **a) leading initiative:** *Program Chair/Director* **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean, Registrar, ASC*

Priority Recommendation #3: *Change the admission requirements to the Bachelor of Arts (International Economics and Finance) program by raising the entering average from 70 percent to 75 percent.*
Rationale: *For almost two decades the high school entering average has always being around 77 percent (the second lowest in Ryerson). This average would have increased if we had kept our first-year intake to about 90 students as in 2009-2011. Instead, the registrar's office increased admissions to our program over the years and it is now 150 students. This low entering average has resulted in poor student retention after two years in the program which is later reflected in poor graduation rates. From Fall 2012 to Fall 2016 there was always a much higher correlation between our first-year student's Winter CGPA and their entering average grade than with the grade on any high school math course. The Department has co-responsibility with TRSM for the Economics and Management Science major in the Bachelor of Commerce in Business Management. The students in this major take the same core economics courses as those in the Bachelor of Arts (International Economics and Finance). Yet there is no problem with retention or graduation rates with Economics and Management Science students as their high school entering average is at least 84 percent. Therefore, the Department would like to change the admission requirements to the Bachelor of Arts (International Economics and Finance) program by raising the entering average from 70 percent to 75 percent and collaborate with Admissions in implementing an aggressive*

promotional campaign to attract students with higher high school averages to the program.
Implementation Actions: • *Review with faculty*   • *Consult with the Registrar's Office*   • *Work with Admissions on designing appropriate marketing for the program*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) *2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022*
Responsibility for   **a) leading initiative:** *Program Chair/Director*   **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean, Registrar, ASC*

Priority Recommendation #4: *The remaining reviewer's recommendations involve obtaining extra resources that are critical for maintaining the high standard in all of our programs.*
Rationale: *A number of program weaknesses identified in the self-study involved resources in general, faculty size and offices. Since September 2008, we had a net increase of six tenure-stream faculty. Three new faculty were needed for the PhD in Economics program launched in September 2010, as it has twelve required PhD level courses like many other comparator programs. The remaining three new faculty were required to teach an extra 5,792 students (this enrollment growth was mostly due to the growth in the number of students in the Economics and Management Science major that we are co-responsible for with TRSM). Since three tenure-stream faculty cannot teach 5,792 students, it led to many CUPE 1 or 2 sections and very large class sizes.*
Implementation Actions: • *Review with faculty*   • *Consult with the Dean of Arts and Vice-Provost Planning*   • *Work with Admissions on marketing*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) *2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022*
Responsibility for   **a) leading initiative:** *Program Chair/Director*   **b) approving recommendation, providing resources, and overall monitoring:** *Faculty Dean, Vice-Provost Planning, Provost*

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)
Bachelor of Commerce
In Retail Management
Ted Rogers School of Management (TRSM)

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 **Bachelor of Commerce - Retail Management** 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 RETAIL MANAGEMENT PROGRAM

The Retail Management program submitted a self-study report to the Vice-Provost Academic on April 8, 2020. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from students, alumni and employers 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 RFA faculty members in the School of Retail Management and all other faculty who have recently taught core courses.

Two arm's-length external reviewers, Dr. Patrali Chatterjee (Mukhopadhyay), Department of Marketing, Feliciano School of Business, Montclair State University, and Dr. Robert P. Jones, Department of Hospitality and Retail Managment, Texas Tech University, were appointed by the Dean of TRSM from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University from October 23 to 25, 2019.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, TRSM; Associate Dean, Faculty and Academic; Associate Dean, Research & Graduate Studies; and the Director, School of Retail Management. The PRT also met with several other members of the School of Retail Management including staff, students, and faculty members, as well as with alumni, members of the Advisory Council, and the Associate Chief Librarian. A general tour of the campus was provided, including a tour of the Business Building, the Library and Jorgenson Hall.

In their report, dated November 25, 2019, the Peer Review Team (PRT) provided feedback that describes how the Retail Management program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The main areas of strength identified by the PRT include the industry experience of some of the faculty; a practical industry-focused curriculum; the mandatory paid internship or optional co-op requirement; industry participation in the classroom and in extracurricular programs; and, the School's location and facilities.

The PRT also identified areas for improvement, including addressing students' poor performance in Introductory Accounting and Economics courses in first year, which impact their GPA and prevent them from applying for internships and co-ops; and, a strain on the demands of faculty and staff.

The Chair of the Retail Management program submitted a response to the PRT Report on December 20, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of TRSM on March 12, 2020.

The Academic Standards Committee completed its assessment of the Retail Management Program Review on May 7, 2020. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental 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 by June 30, 2021, as follows:

> 1. Report on the status of the initiatives outlined in the Implementation Plan with a focus on the transition of the degree program to 40 credits.

Presented to Senate for Approval: June 2, 2020

Start date of next Periodic Program Review: 2024-25

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

As proposed by the Reviewing Team:
RECOMMENDATION 1. Improve the student mix in the RM program through targeted efforts to increase conversion rates for first and second choice applicants with high grades. Increasing awareness of scholarships, digital retail components of the program and industry initiatives, student placements six months after graduation, vignettes of successful alumni in outreach efforts to high school students, industry, community and government will raise the profile of the program, improve the student mix with the added benefit of a stronger pool of MscM students downstream.
Department's Response: We acknowledge that we will need to develop a strategic approach that entails outcome-oriented recruitment messages including placement rates and career stories from graduates, as you noted. In the past year, the program has started this effort by recording 12 videos of alumni speaking about their careers and adding several student and alumni profiles to the school website. These types of stories and successes will become the foundation for prospective students, and in particular, it may be targeted to increase conversion rates of those who have already applied to the Retail program as their 1st or 2nd choice.
Dean's Response: See response to recommendation 6, below.

RECOMMENDATION 2. Improve accessibility of international study tours: The international study tours piloted by Drs. Hong Yu and Frances Gunn provide an immersive experience, providing students first-hand knowledge of state-of-art retail practices at leading retailers and designers. Other faculty are expanding the initiative offering more students the opportunity, however financial constraints make it out of reach for many students. The RM Program recognizes this issue and offers subsidized retail trips to Canadian retailers in other provinces (e.g., Vancouver). We request the RM Program, the Council of Advisors, TRSM and Ryerson University explore options to reduce costs and offer scholarships to make these opportunities more inclusive keeping with Ryerson

University's commitment to accessibility, so more students are able to participate at least once during their program.

Department's Response: The program's history in offering multiple retail travel study opportunities for students (e.g., China, Italy, Netherlands, etc.) has been a key component of the experiential education to which prospective students may look forward. However, accessibility through funding support has been inconsistent. Recent developments suggest that students may be able to access increased funding for such trips in the future through the Ryerson International office and the Dean's office. Going forward, the upcoming trip to London, England in 2020 as part of the RMG917 course will be one of the first to benefit.

Dean's Response: Not specifically addressed.

RECOMMENDATION 3. The annual one-day internal "Retail Research Colloquium" in the winter semester is an excellent initiative to spur research activity and knowledge sharing between faculty, MScM students and research-oriented undergraduate seniors. Faculty grant writing to provide research assistantships for international students serve dual purposes – student development towards research-based careers as well much-needed research support for faculty. We recommend faculty receive grant-writing assistance, research support and travel resources for co-published research and attendance at academic and professional conferences.

Department's Response: TRSM, at the faculty level, does offer assistance with grant-writing, travel funding for conferences and peer-group support. Notably, with the PhD program on the horizon, we acknowledge that increased access to resources dedicated to research may be necessary. Within the Retail program, this year's Retail Research Colloquium will be expanded to include a larger group of participants from the faculty and graduate students in other departments for shared learning and stimulating collaboration opportunities. Undergraduate students with an interest in future graduate studies are also invited to this event.

Dean's Response: See response to recommendation 9, below.

RECOMMENDATION 4. The establishment of a clear pathway from the undergraduate program to the MScM in Retail Research to potentially a new Ph.D. program needs to be formalized. Faculty teaching loads and commitments must be commensurate with the rigor required in the graduate retail program.

Department's Response: We will consider new ways to formalize potential pathways into the graduate programs.

Dean's Response: See response to recommendation 9, below.

As proposed by the program in the self-study:

RECOMMENDATION 5. To include the "Honours" designation in the degree title.

Dean's Response: I strongly support adding the "Honours" designation to the Retail B.Comm as a 4-year degree. Given the timing of this review completion, this recommendation should be targeted for the Fall 2020.

RECOMMENDATION 6. To focus marketing of the RM program that highlights opportunities for internships, co-op, retail as a career… & unique retail curriculum.

Dean's Response: While the TRSM Marketing Communication team will consider how future Retail specific campaigns align with the broader TRSM recruitment efforts, it is encouraging to see the ongoing efforts of dissemination. I recognize that these appear in the form of student and alumni-based testimonials that highlight their experiences within and beyond the program (e.g., internships, career, etc.). In this regard, I agree with the external review team's recommendations to further increase the outreach in attracting transfer students from other university programs while motivating current students through a concerted strategy of retention.

RECOMMENDATION 7. To Discontinue the Part-time degree program offering.

Dean's Response: Given the low interest, low enrolment, and subpar retention rates (25% after 4 years) of the

part-time option within the Retail program, I agree with the recommendation to discontinue the part-time degree program. In lieu of displacing the part-time pathway, I encourage the program to further promote the minor option in Retail or standalone retail certificate pathways through the Chang School of Continuing Education. This provides a ready alternative for students who seek a part-time option that includes some of the core topics in retail studies. This recommendation should be targeted for Fall 2021 including submitting calendar changes for Fall 2020.

RECOMMENDATION 8. Explore opportunities to identify and offer relevant and evolving paths of study within the curriculum through innovative teaching methods.

Dean's Response: I agree that the program should identify clear paths within the curriculum and innovative teaching strategies that will serve a dual purpose in addressing the needs of current and prospective students. The creation of pathways (e.g. formal concentrations or informal study planning guides) related to specific topics of interest and career roles will complement the degree. It will help in developing clear marketing campaigns surrounding these pathways. This will enable current students to take increased ownership in directing their education to ensure that their study plans align with the individual goals and trends of the Retail industry.

Moreover, the department can increase flexibility and student success by lowering the total number of courses required for degree completion to 40 (currently 45). This will better align with other TRSM schools that already have or will all be moving forward with 40 total courses in their curriculum. This may include exploring how to support student success in quantitative courses (as identified by the external reviewers) through discussions with the School of Accounting and Finance to see if their current ACC and FIN courses are suitable for retail students, or if sector-specific content, tutorials, and other supports may be developed in lieu of creating new retail-specific Accounting and Finance courses.

As retention strategies are of paramount importance, I recognize the need for greater support for the Retail students. With this in mind, TRSM have begun to explore a centralized advising model that oversees the wider student body of the faculty, while recognizing the need for retail-specific advising as per the recommendation put forth by the external reviewers. As we are in the process of integrating and shaping a faculty-wide centralized advising unit, we hope to seamlessly integrate the Retail group to better support our retail students.

RECOMMENDATION 9. Explore opportunities for funding to support and sustain the ongoing integration of retail undergraduate students in faculty research projects.

Dean's Response: I am excited by the progress of our PhD proposal and see the final recommendation of the self-study as further strengthening the research profile of TRSM and Ryerson. Retail's interest in supporting the integration of undergraduates in research is an encouraging sign that builds on past successes with supervising students in the MScM. While the dean's office cannot promise specific dedicated funding at this time, I look forward to a proposal and needs assessment to consider how to best support this initiative.

Lastly, I recognize the academic demands on the faculty that were raised by the external reviewers. As several hold cross-appointments and/or occupies higher-level administrative roles, I further look to support the growth of the Retail program in its faculty complement (e.g., new hires), pending resource availability and budgetary approvals.

IMPLEMENTATION PLAN

Recommendation #1: To include the "Honours" designation in the degree title.
Rationale: As a four year B.Comm, the degree in Retail Management has been mapped to the OCAV table of UDLES for an Honours degree at the Bachelor's level.

Objective: The Honours designation typically helps to differentiate Bachelor's degree programs that incorporate a higher level of achievement through the completion of a 4-year academic program rather than non-honours degrees that may only require 3 years of study. While the B.Comm degree in Retail Management has always been a 4-year program, it has not included this designation. The addition of the honours designation will help position graduates from the RM program on equal footing to their peers who have completed 4-year degrees at other post secondary institutions and as a point of differentiation from shorter college diploma programs.

Implementation Actions:
- Upon approval of this Program Review, the School will propose this change be made to the Ryerson Undergraduate Program Calendar for the 2021/2022 academic year.

Timeline:
- Submission of proposal memo to Academic Standards Committee, May 2020
- Submission of calendar changes to the Registrar office by October 2020.

Responsibility for leading initiative:
- Program Director

Responsibility for approving recommendation, providing resources and overall monitoring:
- Office of the Registrar

Recommendation #2: To Discontinue the Part-time degree program offering.

Rationale:
- Part-time program admissions have averaged less than 8 students annually over 7 years.
- Retention rates for this group are only 25% after 4 years in the program.
- It is sometimes viewed as a "back door" entry point for prospective students who were deemed underqualified for the full-time RM program.
- Timing and nature of several core courses, including 4th year capstone classes prove challenging for part-time students to attend in the day yet limited interest/ability to offer evening, online or tied sections through continuing education for these senior level courses.
- As a result of the above, the use of course substitutions for core retail courses had become a norm to assist part-time students complete their requirements for graduation.
- Students completing the more established part-time degree in Business Management now have access to the Minor in Retail Management that wasn't available prior to the previous PPR and these Retail courses are available as online offerings.

Objective:
- Having already suspended new registrations in the part-time degree in Retail Management as of Fall 2017 and pending the outcome of this review, the formal discontinuation of this offering for new students is proposed to take effect in Fall 2021. Current students will continue to be supported on an individual basis toward the successful completion of their degree as they have been to date.

Actions:
- Approval of proposal to discontinue Part-Time degree offering in Summer 2020.
- Amendment to Ryerson Undergraduate Course Calendar to be submitted by October 2020 to become effective in Fall 2021.
- Update all online (Ryerson, TRSM, Chang School) references to the Part-Time degree with directions to the Part-time degree in business management and minor in retail.

Timeline:
- Approval of proposal in Summer 2020; commences Fall 2021

Responsibility for leading initiative:
- Program Director

Responsibility for approving recommendation, providing resources and overall monitoring:
- Faculty Dean

Recommendation #3: To focus RM program marketing messages on opportunities for internships, co-op, retail as a career (leveraging alumni, category management and sales professional certifications, advisory council, location, etc.) in relation to the RM curriculum.

Rationale:
- Student feedback suggests that internship/co-op opportunities and the unique nature of a degree specialized in retail are the most important factors for prospective applicants.
- While more active promotion of program scholarships was recommended in the previous program review, opportunities for financial aid appear to be a secondary concern for prospective students in attempting to identify the right program and may be more effectively highlighted later in the process of converting applicants to enrollments.

Objective:
- Overcoming misperceptions about retail careers have proven challenging for the industry as a whole and thus remains a priority for the RM degree program.
- The relevance of the degree and interest in specific retail careers once individuals are made aware of the opportunities (e.g., buying and merchandising, digital retailing, etc.) is illustrated in part through a high percentage of students who enroll in the RM program via direct entry (transfers from college programs) or working for a short period following high school.
- By developing consistent messaging that highlights the diversity of career possibilities and skills required for innovative retail initiatives, the school may better position the RM degree to improve conversion rates among new applicants and those considering a transfer from other university programs while also strengthening internal retention.

Actions:

- Develop a plan to highlight new retail alumni each year that match the interests stated by students and employer partners in annual surveys.
- Include focus on unique paths within the retail curriculum (i.e., buying, digital) and certifications (e.g., Professional Category Manager, Sales Professional).
- Explore the value of targeted marketing of a degree in retail beyond Ontario and opportunity to reach students considering a change in universities / programs.
- Increase focus on college diploma graduates for "direct entry" paths to the degree.
- Measure popularity of specific career roles/employer brands on social media/website.
- Survey students about top reasons for selecting the RM program and top forms of engagement they experienced prior to accepting their admission offer.

Timeline:

- Develop an initial plan in Summer 2020
- Content creation in July/August
- Begin activating content through online / print channels September through March
- Conduct new student and employer surveys in October
- Review annually in April the effectiveness of all content and plan for new examples to highlight in the following year.

Responsibility for leading initiative:

- Manager, Program Design in consultation with TRSM Marketing & Communications team.

Responsibility for approving recommendation, providing resources and overall monitoring:

- Program Director

Recommendation #4: Propose curriculum change from 45 to 40 credits while presenting suggested paths of study that align with career fields, special topics, or future graduate studies.

Rationale:

- Updating the curriculum to 40 total credits will better align with requirements by other programs in TRSM, increasing flexibility and choice for RM students.
- Informal pathways that may be mapped to the curriculum (examples include Buying & Merchandising, Digital Retail, and Sales Leadership as identified by students and employers).
  a) Many prospective students consider the RM program due to career aspirations in buying;
  b) Digital innovation is an area that may be of interest yet often overlooked by prospective students as being part of a retail degree;
  c) Sales leadership is a growing area within TRSM, and can be a great way to enhance interdisciplinary orientation within this field.
- Within an ever-changing industry, retail job functions, titles and terminology evolve and must be monitored to ensure currency and alignment with curriculum.
- Current students may benefit from clearer suggestions about how courses relate to each other and to prospective career paths or Masters programs.
- The potential to explore and identify one formal area of concentration (e.g., digital retail, sales leadership) that complements the school's reputation for buying and merchandising may better serve prospective, current and graduating students alike.

Objective:
- Propose a revised curriculum plan that reduces total credits from 45 to 40.
- Outline paths through the RM curriculum that relate to specific career interests. This may include special notation in the Undergraduate Course Calendar to show clusters of courses (e.g. RMG302, RMG400, RMG452, RMG806, RMG909, RMG916 for Buyers and Merchants)
- Explore the opportunity to develop pathways in a field of retail with growing student interest and employer demand.

Actions:
- Submit curriculum change proposal to TRSM Undergraduate Curriculum Committee.
- Review curriculum clusters and alignment to career paths during faculty meeting.
- Conduct iterative research with students, alumni, employers about these paths.
- Actively monitor course enrolments, student interests, and industry needs.
- In addition to the informal paths, identify the potential for one specific area of concentration within the retail degree.

Timeline:
- Review curriculum with Faculty in Spring 2020
- Present revised curriculum plan to UCC in Summer then TRSM Faculty Council in Fall 2020
- Prepare proposal for course calendar submission in October that includes informal paths.
- Further explore potential for one formal concentration in Winter 2021
- Present follow up report to ASC by June 30, 2021.

Responsibility for leading initiative:
- Program Director & Manager, Program Design & Academic Advisor

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:
- Faculty Dean

Recommendation #5: Explore opportunities for funding to support and sustain the ongoing integration of retail undergraduate students in faculty research projects on an annual basis.

Rationale:
- Faculty in the RM program have proven adept at guiding MScM students to successful completion of a research-based degree.
- The RM Academic Plan and NSSE survey suggests opportunities for integrating more undergraduate students in the research process.
- With select examples of grants being used to hire retail research assistants, this could be expanded if more consistent funding were available.

Objective:
- To identify internal funding within the RM program to support the ongoing integration of undergraduate students in research projects.
- Support Faculty in their pursuit for grants to open opportunities for Undergraduate-based research assistants.

Actions:
- Conduct needs assessment among faculty of the type of research support that is most needed.
- Align needs with potential for undergraduate students to provide relevant support.
- Explore potential for internal funding of student research positions.
- Develop process for faculty to apply / implement retail research projects.
- Identify or create space/process for student researchers and research assistants to work on an on-going basis.
- Invite select undergraduate students to the annual Retail Research Colloquium.

Timeline:
- Needs assessment in faculty meetings Fall 2020.
- Review internal accounts, potential sources of funding – Fall 2020.
- Develop pilot project & process for undergraduate research initiatives.

Responsibility for leading initiative:
- Program Director

Responsibility for approving recommendation, providing resources and overall monitoring:
- Faculty Dean

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Economics (MA | PhD)

Last Updated: November 20, 2019

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Economics (MA|PhD).** This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

EXECUTIVE SUMMARY

Since 2000, the Department of Economics has undergone major changes. Previously, Economics was a service department and responsible for the Bachelor of Commerce (Business Management) - Economics and Management Science Major curriculum, which is currently offered by the Ted Rogers School of Management (TRSM). However, in 2000, the Bachelor of Arts (International Economics and Finance) was launched. In 2005, the Master of Arts (International Economics and Finance) was launched. And in 2010, the Doctor of Philosophy (Economics) program was launched. In September 2017, there were 1,111 students on the system registered in the undergraduate programs, 40 students in the Master's program and 20 students in the PhD program. Total "regular or day" enrollments have increased by over 6,500 in the last decade. This show the huge societal demand for economics. Our programs are successful with most gaining employment soon after graduating.

Over the years, many changes to the curriculum to both the Master of Arts (International Economics and Finance) and Doctor of Philosophy (Economics) programs have been made. These were mainly to improve the choice and quality of the course offerings for students. There are also plans for future curriculum and program development. A new 16-month full-time professional graduate program, a Master of Applied Economics and Policy Analysis, has been proposed and the expectation is that the program will do very well considering the University of Windsor has successfully launched a similar program without the co-op work placement option.

All of the tenure stream faculty have PhDs. The research output has grown in terms of quantity and quality. While the size of the faculty has grown, it has not come close to keeping pace with enrollment growth. Since 2009, there has been a net growth of three tenure stream faculty to teach an extra 6,500 students once teaching requirements of the PhD in Economics program is taken into account. The lack of tenure stream faculty is the biggest impediment to the department in achieving priorities one and two of our academic plan. This has also led to added pressure on staff. The future looks bright for the Department of Economics in Ryerson University: Courses and programs are in high demand and the faculty's research output has significantly increased in quantity and quality. With continued support from the University the program will continue to offer both Canadian and international students an increasing range of high quality programs that prepare them for today's fast changing globalized economy.

Periodic Program Review and Peer Review Team

The graduate program in **Economics**, Faculty of Arts, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate programs in Economics consisted of Dr. Miquel Faig (University of Toronto Mississauga), Dr. Alok Johri (McMaster University), and Dr. Yuanshun Li (Ryerson University).

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

The PRT site visit was conducted on April 8 and 9, 2019. The PRT report was communicated to the Associate Dean, YSGS on May 26, 2019, and the graduate program and Faculty responses to the report were communicated on October 30, 2019.

Program Strengths, Weaknesses, and Opportunities

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

Strengths

A major strength of the programs reviewed is the enthusiasm and collegiality of its faculty, staff, and students. The thriving research culture in the Department, demonstrated by the rising number of publications and research grants, provides a strong foundation for the quality of its graduate programs. The MA has by now gained a good reputation and has proved that can attract good students and place them well. For this endeavour, the linkages between the Department and the potential private and public employers are very useful. Another asset is the attractive location in downtown Toronto. The PhD is still very young. However, its recent placements are encouraging and are a harbinger for a strong future.

Weaknesses

The resources available to the Department represent a serious constraint in the development of its graduate programs. We would like to stress the relatively small size of the tenure stream faculty, the relatively weak salary offers to new hires, the lack of financial support to fourth-year PhD students, and the space limitations. We understand the competing demands for the scarce resources that universities manage. However, for the graduate programs of the Department to fulfill their potential, the Department needs to hire additional faculty with competitive offers. Likewise, it needs to give competitive support to attract talented PhD students. Finally, it will need more offices for the new faculty.

Opportunities

The successes of the current programs may be carried over to a new Master of Applied Economics and Policy Analysis. Potentially, this may generate resources that strengthen all the programs offered by the Department. However, even without this additional program, the Department is at the limit of what it can handle. Therefore, we advise caution and careful planning to avoid exacerbating the current difficulties in terms of resources.

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

Academic Recommendations

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response
1. Increase the number of shared courses between the MA and the PhD programs.	The program agrees that it needs to explore options to better utilize the scarce resources of the department. The Department of Economics graduate program committee will review existing master's field courses and recommend which courses may be suitable to be listed as PhD Electives Category A field courses, or to be jointly taught with PhD Electives Category A field courses. As suggested in the PRT report "it would be natural to expect higher standards of preparation and learning from PhD students as well as some additional work from them such as a term paper and/or a paper presentation at the end of term" in these joint field courses. As suggested by the PRT "it is necessary that a careful consideration of pre-requisite or co-requisite courses be conducted by the department".	We support the program's willingness to consider this possibility and identify and discuss possible courses to be shared.	The department will review the list of elective courses in both programs and determine a potential list of courses that could be delivered jointly.	Implementation by Fall 2020. Lead: Economics Graduate Program Director.	YSGS supports the Program and Faculty responses. YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127. YSGS encourages the Program to contact the Associate Dean, Programs in YSGS to discuss the process.
2. Offer an optional internship program to MA students. Possibly as an alternative to a research paper.	The program agrees with the PRT's recommendation. The department is already facilitating not-for-credit internship opportunities to MA students through existing employers' contacts, and it understands the benefits to students of these employment opportunities. The program will propose to the university that we allow a capstone option for Master of Arts (International Economics and Finance) students between courses only, masters research paper, or internship.	We welcome and look forward to reviewing the program's proposal related to this.		Implementation by Fall 2020. Lead: Economics Graduate Program Director.	YSGS supports the Program and Faculty responses. As above, YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127.

Administrative and Financial Recommendations

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response
3. Offer more competitive salaries to job market candidates.	The program agrees with the PRT's argument that low starting salaries present an important challenge in hiring top candidates. The program will collaborate with the Dean of Arts, VP Faculty Affairs, VP Planning and Provost in order to find solutions that would allow the university to offer starting salaries to new Economics faculty on par with starting salaries offered at comparable institutions.	Given budgetary constraints a very careful review of this is essential.	The department will set up meetings with the Dean of Arts, VP Faculty Affairs, VP Planning and Provost.	Implementation by Fall 2020. Lead: Chair of Department.	YSGS notes that starting salaries for new faculty members are beyond its purview. YSGS encourages the Program to continue to discuss this issue with the Dean of Arts.
4. Allow the Department to make the best possible use of the faculty complement it has. Teaching graduate and upper-level undergraduate courses should be the first priority for scarce professors who are most prominent in research and most up to date in their knowledge.	The program will collaborate with the Dean of Arts, VP Academic and VP Faculty Affairs in finding ways to reduce the number of required and advanced program courses taught by non-tenure stream faculty (i.e. CUPE sessional/ Limited Term Faculty). The program would like to note that, with a faculty size of 30 (Program Recommendation 3), the program would be able to assign both large introductory courses and most required and advanced program courses to tenure stream faculty. In the meantime, the program will study alternative delivery methods for the large introductory courses that could release some of the faculty assigned to teach those courses without impacting the student experience.	We are grateful to the program for its efforts to review existing practices and consider a range of course delivery options that would not negatively affect the undergraduate learning experience.	The department will set up meetings with the Dean of Arts, VP Academic and VP Faculty Affairs.	Implementation by Fall 2020. Lead: Chair of Department.	YSGS supports the Program and Faculty responses.
5. Provide more financial support to PhD students after year 3.	The program agrees with the PRT's that it needs to provide additional support to PhD students in order to be competitive. In particular, this additional support would help attract and retain better students to the PhD program, which	The Dean's office is offering grant-writing workshops and is looking to providing other grant-writing support. We welcome the opportunity to	The department will set up meetings with the Dean of Arts, VP Planning and Provost to discuss revenue	Implementation by Fall 2020. Lead: Chair of Department.	YSGS supports and commends the Program's and Faculty's efforts to pursue options for improved funding packages for all students.

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response
	would reduce our dropout rates and increase completion rates, two concerns raised in the PRT response (page 7). Despite the recent reductions in funds available for graduate funding, the department will make an effort to secure PhD funding for students in their later years into their PhD degrees. In particular, besides encouraging grant applications, the department will explore initiatives to raise additional funding for the PhD program, such as: (i) revisiting the possibility of receiving funding from offering the engineering economics transition course, (ii) offering more courses in the Chang School of Continuing Education, (iii) running a profitable fully costed Master of Applied Economics and Policy Analysis program, (iv) Economics Summer Program for International Students. The department is strongly committed to strengthening and further developing the PhD program, as it is a strategic contributor to the department's research activity and to its ability to attract high quality researcher-oriented faculty members.	work with the program to explore appropriate external funding options. We support a multi-pronged approach to addressing this issue.	generating opportunities.		YSGS notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students, including beyond the third year for PhD students. YSGS also notes that students completing their degree during their fourth year are eligible to receive a Doctoral Completion Award of up to $10,000. YSGS further notes that it offers workshops for external scholarships and encourages the Program's students to attend (where applicable).

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response
6. Design a system to reward and recognize the research and the successful PhD supervisions accomplished by tenured faculty.	The program will discuss with the Dean of Arts and the Dean of YSGS the possibility of designing such a system. The program would also like to note that the need of such a program would be less pressing in a department with a larger number of faculty members, as supervisory duties would be shared by a larger number of faculty, and teaching needs could be better accommodated to faculty's areas of expertise.	We will carefully review any proposal brought forward by the program. At the same time, we must be mindful of the RFA collective agreement.	The department will set up meetings with the Dean of Arts and the Dean of YSGS.	Implementation by Fall 2020. Lead: Chair of Department.	YSGS echoes the Faculty response that we must be mindful of the RFA collective agreement. The Vice-Provost and Dean of YSGS will meet with representatives of the Program and Faculty to discuss this issue.

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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Applied Mathematics (MSc)

Last Updated: November 20, 2019

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

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

EXECUTIVE SUMMARY

The department has 19 tenured/tenure-track faculty members and one LTF. Together, along with 4 staff members the department delivers two undergraduate programs, a Master's program in Applied Mathematics and a PhD program in Mathematical Modelling and Methods. Furthermore, the department has one of the largest service teaching roles in the University, offering courses to thousands of students in its own and other faculties.

The MSc program in Applied Mathematics is relatively small. At steady state, it has about 20 students. With some exceptions, in the time frame of this report, it has met its enrollment targets. The goal of the MSc program is to provide excellent training in modern Applied Mathematics. This is the first Periodic Program Review for this program. The program has set out its Learning Outcomes and has measured these against the

courses it offers and the Graduate Degree Level Expectations (GDLEs). The Learning Outcomes are met by the curriculum at all levels of accomplishment: Foundation and Proficiency.

This Periodic Program Review allowed the program to evaluate, for the first time, the strengths, opportunities and weaknesses through a number of meetings and surveys. The faculty members constitute one of the strengths of the MSc program, along with the structure of the program. The breadth requirements provide the students with a solid foundation in Applied Mathematics, while the two options, the thesis and the major research paper option, offer students flexibility in meeting their academic goals and advancing their career. Among the weaknesses are the low number of elective courses in the students' research area and of opportunities of interacting with industry and participating in internships. The program should ensure that the targets are met and that competitive levels of student funding are maintained.

The department plans to focus on the following areas: curriculum and research intensity. One area in need of improvement is curriculum, specifically the program should increase the number of elective graduate courses supporting the three research areas (Biomathematics and Fluids, Discrete Mathematics and Networks, and Financial Mathematics). The department will ensure that faculty members are available to teach these graduate courses, while at the same time maintaining quality of teaching in under-graduate service courses offered. The program will make significant efforts to maintain, or even exceed, the set targets in graduate enrollments, will offer competitive funding levels to all graduate students and will aim for more industrial collaborations and internship opportunities for the students. A goal is to increase the quality of graduate students, which will enhance not only the quality of the graduate program, but also that of the undergraduate education in the Department of Mathematics, given that the majority of teaching assistants in the mathematics undergraduate courses are MSc students in the Applied Mathematics program.

Periodic Program Review and Peer Review Team

The graduate program in Applied Math (MSc), Faculty of Science, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the Master of Science Program in Applied Mathematics consisted of Dr. Gail Wolkowicz (McMaster University), Dr. Ruodu Wang (University of Waterloo), and Dr. Ali Miri (Ryerson University).

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

The PRT site visit was conducted on July 4 and 5, 2018. The PRT report was communicated to the Associate Dean, YSGS on August 2, 2018, and the response to the report from Applied Math was communicated on November 26, 2018.

Program Strengths and Observations

The PRT has an overall positive impression of the Applied Mathematics MSc program and made the following observations:

- The MSc Applied Mathematics program currently has two options: The Thesis option and the Major Research Paper (MRP) option. Over the past three years all of the students were enrolled in the Thesis option. Our assessment is mainly based on the Thesis option. For additional comments and suggestions specific to the MRP option, please see the Recommendations section below.
- Overall, the program meets the learning goals well. The program structure is consistent with other similar programs offered in Ontario.
- The department is small, but distinguishes itself by focusing on three research areas: Biomathematics and Fluids, Discrete Mathematics and Networks, and Financial Mathematics. The program reflects the strengths of the department very well.
- The program has met their enrollment targets over the past several years.
- The students are very satisfied by the interactions with their faculty members and the supporting staff. They specifically mentioned that they appreciate the approachability and helpfulness of all those involved in the delivery of the program.
- The PRT is very impressed with the diversity and the gender balance of the graduate students.
- The program has a successful track-record of students moving on into academic and industrial positions after graduation.
- Most past students have successfully finished their program in the prescribed timeframe.
- A significant number of students' work has appeared in external scholarly publications. This suggests a high quality of research activities.
- The students are receiving an amount of funding support that is comparable to similar programs.

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

Academic Recommendations

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
1. Restructure the MRP Option to the MSc degree to reduce from 5-term, 9-courses to 4-term, 7-courses.	The program agrees with the recommendation. The Graduate Program in Applied Math (GPAM) analyzed the restructuring of the MRP Option. The program engaged with faculty, current students, and YSGS to understand benefits and drawbacks and make an informed decision for the benefit of the program. The GPAM will recommend restructuring the MRP Option. The program will begin work on this during the Fall 2018 term. Further details are available on pages 3 and 4 of the program's response to the PRT report.	YSGS supports the program response.

YSGS notes that any curriculum modification needs to be undertaken in accordance with Ryerson University Policy 127.

This proposed change appears to be a Category 2 minor revision under the policy, though YSGS encourages the program to consult with the Associate Dean, Programs of YSGS as needed. | GPAM analyzed the restructuring of the MRP Option. Engaged with faculty, current students, and YSGS to understand benefits and drawbacks and make an informed decision for the benefit of the program. The GPAM will recommend the restructuring on the MRP Option.
GPAM has already modified the MSc Seminar course to replace the requirement to attend weekly two-hour seminar to attend a certain | GPAM, Faculty of Science (FOS), Yeates School of Graduate Studies (YSGS). | (2018) Fall |
| 2. Restructure the MSc Seminar AM8000. | The program agrees with the recommendation. GPAM has already modified the MSc Seminar course to replace the requirement to attend a weekly two-hour seminar with a requirement to attend a certain number of seminars/colloquia and deliver one presentation. Further details are available on page 4 of the program's response to the PRT report. | YSGS supports the program response.

YSGS notes that revisions to the course description in the graduate calendar is a Category 1 minor revision under Policy 127. If any changes to the course description have been made, the approvals designated in Policy 127 will need to be obtained. | GPAM has already modified the MSc Seminar course to replace the requirement to attend weekly two-hour seminar to attend a certain number of seminars/colloquia and deliver one presentation. | GPAM | (2018) Fall |

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
3. More elective courses offerings in each of the Fall and Winter. Offer Applied Statistics course each year.	The program agrees with the recommendations. GPAM will work on restructuring the elective course offerings, including the possibility of cross-listed courses with other departments, in both the Fall and Winter terms in 2018-2019 to create new electives. Further details are available on pages 4 and 5 of the program's response to the PRT report.	YSGS supports the program response. YSGS notes that the addition of any new courses to the curriculum are considered a Category 2 minor revision under Policy 127. As above, the program is encouraged to consult with the Associate Dean, Programs of YSGS as needed.	GPAM works on restructuring the elective course offerings in both the Fall and Winter terms and to create new electives.	GPAM, FOS, YSGS.	(2018-2019)
4. Increase the size of the program.	The program agrees with the recommendation. GPAM will work with FOS and YSGS to expand the MSc program from a target of 10 MSc students/year to at least 12 MSc students/year. Further details are available on page 5 of the program's response to the PRT report.	YSGS is open to discussing the target for the MSc program with the program and the Faculty of Science. It notes, however, that any adjustment to the program's target needs to take into account slot allocations within both the Faculty of Science and the university as a whole.	GPAM works with FOS and YSGS to expand the MSc program from a target of 10 MSc students/year to at least 12 MSc students/year	GPAM, FOS, YSGS.	2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
5. Recruit more outstanding international students, with substantial resources and funding from the University.	The program agrees with the recommendation. The GPAM will work with Faculty and YSGS to provide additional funding to attract very strong international students. Further details are available on pages 5 and 6 of the program's response to the PRT report.	YSGS supports the program response. YSGS notes, however, that the university already provides substantial funding to the program. YSGS also notes that it will continue to advocate for international graduate scholarships as a part of a broader university strategy for international graduate student recruitment and retention. YSGS encourages the program's faculty to continue to pursue external funding to continue to provide strong funding packages for international students. YSGS further encourages faculty members interested in supporting specific international students to contact the Associate Dean, Research and Graduate Studies in the Faculty of Science.	The GPAM works with Faculty and YSGS to provide additional funding to attract very strong international students	GPAM, FOS, YSGS.	2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
6. Change the requirement that students must take both core courses, to requiring one of them and counting the other as elective.	The program will study this recommendation and investigate the implications. The current structure of the program, including the core courses, ensures training in modern Applied Mathematics (AM). The GPAM will investigate if such a change is appropriate for a degree in AM, since other Applied Mathematics graduate programs in Ontario have similar requirements. Further details are available on page 6 of the program's response to the PRT report.	YSGS supports the program response. As previously noted, any curriculum modifications will need to be completed in accordance with Policy 127.	The current structure of the program, including the core courses, ensures training in modern Applied Mathematics (AM). The GPAM will investigate if such a change is appropriate for a degree in AM, since other Applied Mathematics graduate programs in Ontario have similar requirements.	GPAM, FOS, YSGS.	2020

Administrative and Financial Recommendations

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
1. Reduce the TA portion of the student funding support (currently at 50%) and replace it by additional student scholarships.	The program agrees with the recommendations. The program notes that there are ongoing efforts to support the MSc students financially at competitive levels, while exploring funding opportunities other than teaching assistantships. Further details are available on page 5 of the program's response to the PRT report.	YSGS supports the program's efforts to provide strong funding packages for its graduate students. In addition to providing support through TA positions and Ryerson Graduate Fellowships, YSGS encourages the program to provide funding through stipends wherever possible.	Ongoing efforts to support the MSc students financially at competitive levels, while exploring funding opportunities other than teaching assistantships.	GPAM, FOS, YSGS.	2019-2020

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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Philosophy (MA)

Last Updated: November 20, 2019

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

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

Executive Summary

The Philosophy MA program is a full-time only, traditional delivery program leading to the degree of Master of Arts, one of five such MA programs offered within the Greater Toronto Area. The degree is typically completed in five semesters (two academic years), and requires completion of two required courses, either a thesis or major-research paper (MRP) and a number of elective courses (seven for MPR students, five for thesis students).

The program aims to offer instruction in the core areas of philosophy and the history of philosophy, and also to allow students to study a particular topic in depth in their thesis or MRP project. Other aims of the program include developing skills of logical analysis and argumentation, textual interpretation and oral and written communication. These aims align with the broader aims articulated in the strategic plans of the

Faculty of Arts and Ryerson University, and meet Ontario's Graduate Degree Level Expectations for Masters programs.

The program is housed in the larger scholarly environment of the Department of Philosophy and Ryerson's Faculty of Arts. The department consists of eighteen full-time faculty, with a wide range of expertise and research interests. The department also brings graduate students into contact with the wider community of scholars beyond Ryerson. Visiting speakers typically participate in graduate seminars, engaging students directly in discussion of their work. MA students are also involved in the teaching life of the department, working as teaching assistants for SSH015: Critical Thinking, a required course for many undergraduate programs in the Faculty of Arts.

The program's annual intake target is thirteen students. Students are funded mainly through a combination of Ryerson scholarship funding, TA income and income from external scholarship awards (SSHRC Bombardier awards and Ontario Graduate Scholarship awards). Seventy students have graduated from the program since it came into existence in the fall of 2010. 72% of graduates complete the program in the expected five semesters, and average time to completion is six semesters. Program retention is high, with about 90% of enrolled students completing the program. Roughly half of our students aim to pursue a career in academia and plan to enroll in a PhD program after completing their degree. About a third of graduates end up taking that path; other career paths include education and law.

Student success in the program is demonstrated by a high rate of completion and an average GPA upon graduation of 3.84 (A minus). Our students also frequently present their research at peer-reviewed conferences in Canada and abroad. Our program has produced three winners of the Faculty of Arts Gold Medal and has had graduates go on to PhD studies at institutions including Oxford, the University of Toronto, McGill, and the University of British Columbia. In general, student satisfaction with the program, as attested in survey responses, is high.

Despite its many strengths, and its successes thus far, the program faces a number of challenges for the near future. One is attracting a greater number of applications as well as applicants with a greater range of philosophical interests. Another is responding to the recent erosion of some traditional sources and levels of student funding.

Periodic Program Review and Peer Review Team

The graduate program in **Philosophy**, Faculty of Arts, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Philosophy (MA) consisted of Dr. Andrew Botterell (Philosophy, Western), Dr. Lorraine Markotic (Philosophy, Calgary), and Dr. Chris MacDonald (TRSM, Ryerson).

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

The PRT site visit was conducted on March 5 and 6, 2019. The PRT report was communicated to the Associate Dean, YSGS on April 15, 2019, and the response to the report from Philosophy and the Faculty of Arts was communicated on October 29, 2019.

Program Strengths, Weaknesses, and Opportunities

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

Strengths

- The MA Program in Philosophy at Ryerson University is a unique and vibrant MA program located in the heart of downtown Toronto.
- The department within which the Program is situated is remarkably diverse intellectually—a fact that is clearly valued by students.
- Data collected by the Department suggests that current students are unanimous in agreeing that they would recommend the Program to other potential students, and are unanimous in their satisfaction with the quality of their faculty supervisors.
- The Program has a very low attrition rate.

Weaknesses

- Unfortunately, graduate student funding continues to be an issue. In particular, funding for the students' second year of the MA is not guaranteed, and this is a potential barrier to the recruitment and retention of excellent students.
- Several students expressed frustration with the fact that financial need forced them to take on substantial off-campus employment during the school year, employment that affected their ability to produce excellent work.
- As noted, the graduate students are generally satisfied with their program and with the department. They did, however, express some concerns that were important to them (pertaining to communication

of expectations, space, and introduction to the professoriate). These are concerns that the PRT believes could be addressed by the Program with minimal difficulty.

Opportunities

• We see opportunities for increased recruitment, both nationally and internationally.

• Although Ryerson's Philosophy Department is now quite large, boasting 20 full-time faculty members, there is no question that the Program would benefit from an additional faculty member.

• The program would benefit from the ability to attract more international students. This would expand the 'pool' of applicants and increase the average quality of applicants.

• Finding and affording housing in Toronto is a pervasive problem among students in the Program. This situation is exacerbated for students who come from other provinces or other countries. Access to stable and affordable student housing would be hugely beneficial for the overall growth of the Program. We recognize that this is to a large extent beyond the Department's power to address.

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

Academic Recommendations

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response
1. The Program increase the number of graduate courses offered in each of the Fall and Winter terms.	We will consider any written requests for new courses, yet are limited by budgetary constraints and faculty workload considerations.	The Program seeks to offer one more seminar in fall and in winter.	Chair will work with Dean of Arts to see if this is feasible. Chair has begun negotiations for additional seminars in 2020-2021. Lead: Chair	YSGS notes that decisions on the number of additional courses offered per year (if any) is at the discretion of the Faculty. YSGS further notes that if the program wishes to offer any new courses not currently listed in the calendar, those courses will need to be added in accordance with Ryerson University Policy 127.
2. The department hire a tenure-track faculty member in the History of Philosophy.	We have approved this hire and look forward to reviewing any future departmental hiring needs and plans.	The dept. has already passed a motion that its next hire will have a specialty in history of philosophy.		YSGS supports the Program and Faculty response.

Administrative and Financial Recommendations

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response
3. To stabilize funding for students.	The Faculty of Arts, YSGS and the Provost have recently injected additional funds to support graduate students. We are also holding grant-writing workshops and will ensure that students in this program are informed/ invited.	The Program will: a) will use departmental funds for small scholarships; b) will work with students to make them more competitive in pursuit of OGS's and SSHRC's.	(a) GPD will consult with Chair during admissions cycles about dept.-funded scholarships; (b) (i) faculty will provide feedback on their students' applications; (ii) faculty will hire more students as RA's and (iii) students will be urged and mentored to give conference presentations. Lead: GPD	YSGS supports the Program and Faculty responses. YSGS notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students. YSGS also notes that it offers workshops for external scholarships and encourages the Program's students to attend (where applicable).

4.	Funding for the second year of the MA be guaranteed and, if possible, increased.	We support departmental commitments to 2nd year students and will do what we can to communicate with students any commitments to and opportunities for 2nd year funding. We have recently announced changes to how TA/GA allocations will be administered which we hope will help with this matter.	The Program will: a. Guarantee offers of employment as T.A.'s or G.A.'s to 2nd year students in admission offers and publicize it and b. Will explore whether small departmental scholarships for 2nd years can be guaranteed to students when admission is offered.	a. Guarantee of employment to 2nd years (who want to work and whose first year T.A. performance has been satisfactory) to be posted on website. GPD will communicate the posting to webmaster in September for next admissions cycle. Lead: GPD b. GPD to meet with Chair. Meeting to take place by Feb. 2020 before admission decisions are made. Lead: GPD	YSGS supports and commends the Program's and Faculty's efforts to pursue options for improved funding packages for all students, including in their second year.
5.	The student lounge be retained for use by graduate students in the Program.	Space is limited at Ryerson however we will consider the program's requests and needs.	The Program is committed to maintaining the grad student lounge.		YSGS notes that space issues are outside of its purview. It does, however, support the Faculty's consideration of the Program's request.

6. The Program take steps to increase its visibility as a place to pursue an MA in Philosophy.	The Faculty of Arts is assisting programs with the revising of their program brochures and is in the process of organizing a Faculty of Arts Graduate Fair to help showcase our programs to interested undergraduate students.	The Program will (a) hire a part-time communications officer to make effective use of social media, etc.; (b) will post on website more information about faculty members' research and areas of supervision competence; (c) will explore hosting an undergrad conference where MA can be promoted	a. GPD will discuss with Chair the hiring (after consulting with Arts' Communications and Marketing staff). Hope to hire communications officer to begin work in fall 2019 to increase application numbers for next admissions cycle. Lead: GPD b. GPD will invite faculty members to write their letters to prospective applicants. Will post letters on website in Fall 2019. Lead: GPD c. GPD will meet with UPD to discuss an undergrad conference. Initial meetings in Fall 2019. Lead: GPD	YSGS supports the Program and Faculty responses. YSGS also notes that it has returned to graduate fairs in Southern Ontario this fall, has increased its marketing budget, is working with University Relations to update its marketing campaign, and will explore other opportunities to increase the visibility of graduate studies at Ryerson.
7. The Program increase the number of international applicants to the Program.	We will work with the program and YSGS to consider any options to increase the number of International students admitted to the program.	The Program will seek a commitment from YSGS for a small, annual intake of international students not contingent upon domestic intake.	GPD will make the case for international students to the YSGS Dean and/or YSGS Associate Dean, Programs. GPD will meet with YSGS Dean and/or Associate Dean in Fall 2019	The Vice-Provost and Dean of YSGS will meet with representatives of the Program and Faculty to discuss increasing the annual intake of international students.
8. Opportunities for academic work (both as TAGA's and RA's) across campus be better communicated to students in the Program.	We support this initiative. We also have revamped how the Faculty of Arts TA/GA allocations will happen in the future, which we hope will assist with this matter.	GPA will inform students before each term begins of their eligibility to apply for any jobs posted on T.A.G.A.; 2nd-year students will be encouraged to apply for marking jobs for BUS 221 Business Decision-Making in cases where they are a good fit.	GPD will liaise with instructors regarding BUS 221 marking contracts and the timing of the postings. GPD will inform students of G.A. postings for BUS 221. Lead: GPD	YSGS supports the Program and Faculty responses.

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

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Public Policy & Administration (MA)

Last Updated: February 11, 2020

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in Public Policy & Administration (MA). This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

EXECUTIVE SUMMARY

Ryerson's Masters in Public Policy and Administration (MA) is a high quality academic program that provides a diverse group of full and part-time students with public policy and public administration knowledge and skills that allow them to pursue or advance public service careers or further their academic studies. The program was established in 2005 building on the long-standing program and

faculty expertise in Ryerson's Department of Politics and Public Administration. In the past 10 years, the program has evolved its curriculum to reflect societal and professional needs and the evolving demands of the field. The program has enhanced its focus on experiential learning, fostered partnerships, and engaged practitioners to ensure the program delivers leading-edge curriculum that current students, recent alumni, and public service employers regard highly. This program review provides a detailed review of all aspects of the program; outlines the development, strengths and achievements of the program; but also identifies several opportunities to strengthen the program over the next 7 years.

Periodic Program Review and Peer Review Team

The graduate program in Public Policy & Administration (MA), Faculty of Arts, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Public Policy & Administration (MA), consisted of Dr. Patrizia Albanese (Ryerson University), Dr. Joan Grace (University of Winnipeg), and Dr. David Siegel (Brock University).

The appraisal committee spent two days at Ryerson. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President, Michael Benarroch; the Vice-Provost and Dean of the Yeates School of Graduate Studies, Cory Searcy; the Dean of Arts, Pamela Sugiman; Vice-Provost, Academic, Kelly MacKay; and Associate Dean of Arts, Kathleen Kellett, Carolyn Johns, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT site visit was conducted on May 8 and 9, 2019. The PRT report was communicated to the Associate Dean, YSGS on May 30, 2019, and the response to the report from MPPA and the Faculty of Arts was communicated on December 2, 2019.

PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

Strengths

In particular, the PRT found commendable several innovations which contributed to academic excellence in conjunction with experiential learning, building crucial skills for the contemporary public service and which bode well for strong intake and recruitment. Specifically, we refer to:

• The use of expert practitioners via the Distinguished Visiting Professor and the Public Servant in Residence. Most similar programs try to recruit former professionals as adjuncts; the Ryerson program stands out for the mechanisms it uses to integrate these people into its program in ways that benefit all students on a continuing basis. To our knowledge, these talents are typically not used as effectively in other graduate programs in public administration; and

• The Policy Enrichment Stream, a series of workshops voluntarily taken by many of the MPPA students, generally run by the Public Servant in Residence with support from the Distinguished Visiting Professor, is an intensive professionalizing experience for the students, out of which they build specific work-based, practical skills.

Weaknesses and Opportunities

While we did not uncover glaring weaknesses, a few aspects to consider for the future are enhancing the profile of the program by looking to international partnerships.

PRT RECOMMENDATIONS

The PRT made a total of 13 recommendations: 6 Academic and 7 Administrative and Financial Recommendations.

Academic Recommendations

1. The PRT recommends that the MPPA keep the current three options and the one-year course-based program.

2. The PRT recommends that the current 'Public Sector Budgeting and Financial Management' course become a required course for all students who have not already taken a comparable course.

3. The PRT recommends that the program develop a course on Human Resource Management in the Public Sector that would be required for all students who have not already taken a comparable course.

4. The PRT recommends that the program develop a course in Administrative Law that would be required for all students who have not already taken a comparable course.

5. The PRT recommends that the methods course offer more content on data analysis.

6. The PRT recommends that the program and faculty consider aligning, or finding congruence, in course content and delivery for multiple sections of core courses.

Administrative and Financial Recommendations

7. Given pending retirements and possible new curriculum development, the PRT recommends that the Faculty Dean consult with the GPD and department Chair about medium term staffing needs.

8. The PRT recommends multi-year funding for the Public Servant in Residence at a remuneration level that will attract and maintain a public administrator of high caliber and who has had a distinguished career in the public sector.

9. The PRT recommends that a small to medium size room space be made available for MPPA student especially given that a substantial portion of their course assignments requires group work, and which provides appropriate space for, among other things, the annual case competition preparation.

10. The PRT recommends maintaining, and if possible enhancing, the program's current extra-curricular components and expanding public sector placements to the municipal and federal levels of government.

11. The PRT recommends the continued enhancement of the teaching and study of Indigenous public administration, the strengthening of existing partnerships with the First Nations Technical Institute and the Yellowhead Institute, and the continuation and expansion of scholarship opportunities through venues such as the Hydro One program.

12. The PRT recommends enhancing the profile of the MPPA by looking to partnerships with institutions outside of Canada and the admission of international students.

13. The PRT recommends enhancing scholarship funding to attract top tier applicants and to fill funding gaps for all applicants to the program.

Summary of PRT Recommendations with Graduate Program, Faculty Dean, and YSGS Responses + Program Implementation Plan

ACADEMIC RECOMMENDATIONS

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in **BOLD**)	Action items	Timeline	YSGS Response
1. The PRT recommends that the MPPA keep the current three options and the one-year course-based program.	The program fully agrees with this recommendation. Students and alumni expressed high levels of satisfaction with the one-year program and the program having three paths, while additionally having the option for an internship/co-op placement.	We support this recommendation and the program's response.	MPPA Program **Council**, Department **GPD**	This recommendation was reviewed and approved at Program Council meeting in Fall 2019.	Completed September 2019.	YSGS supports the Program and Faculty responses.
2. The PRT recommends that the current 'Public Sector Budgeting and Financial Management' course become a required course for all students who have not already taken a comparable course.	The program has already had some preliminary discussions about this course being a required course in the program based on student, alumni and employer feedback. This would require 2 sections of this course being offered if it changed from an elective to a required course. This recommendation will be brought forward at Program Council meeting in Fall 2019 and discussed with the current faculty member who teaches the current section of this course.	We support the decision to engage in further discussions with the Program Council and faculty member(s).	Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty	Curriculum Committee was established at Fall Program Council meeting September 2019. Discussed with relevant faculty member.	Short term: Curriculum Committee tabled several options related to this recommendation in November 2019. On the Agenda for February 2020 Council Meeting and supported option will be implemented in accordance with Policy 127 in for 2021-22.	YSGS supports the Program and Faculty responses. YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127. YSGS encourages the Program to contact the Associate Dean, Programs in YSGS to discuss the process.

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in **BOLD**)	Action items	Timeline	YSGS Response
3. The PRT recommends that the program develop a course on Human Resource Management in the Public Sector that would be required for all students who have not already taken a comparable course.	The program agrees public sector HR management is a critical body of knowledge. HR management is currently covered in the required PA8100 Public Administration and Governance course: leadership, all HR functional areas, performance management, etc. are introduced. HR mgmt. is also covered in Equity and Diversity course and PS Union-Management Relations course. The program agrees HR management is critical subject matter and will review this recommendation at Program Council meeting in Fall 2019.	Our office supports a thorough review and consultation prior to implementing this change.	Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty	Curriculum Committee was established at Fall Program Council meeting September 2019.

Consultation and consideration underway. | This is a medium term priority as the program currently covers HR related topics in several courses. | YSGS supports the Program and Faculty responses.

As noted above, if the Program chooses to move forward with a curriculum modification, it will need to be carried out in accordance with Ryerson University Policy 127. |
| 4. The PRT recommends that the program develop a course in Administrative Law that would be required for all students who have not already taken a comparable course. | The program currently covers admin law and administrative tribunals in the required PA8100 Public Admin and Governance course through assigned readings. The program will table this recommendation as another possible required course but notes that only one other MPPA program in Canada has this as a required course: the York MPPAL (Masters in Public Policy, Administration and Law). The program will explore the possibility of this as an elective or cross-listed course. | We support the program's response noting the value of further discussion and consultation on this matter. | Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty | Curriculum Committee was established at Fall Program Council meeting September 2019. | Short-term: Consultation with new Law School to see if this is a possible course that could be cross listed. | YSGS supports the Program and Faculty responses.

As noted above, if the Program chooses to move forward with a curriculum modification, it will need to be carried out in accordance with Ryerson University Policy 127. |

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in **BOLD**)	Action items	Timeline	YSGS Response
5. The PRT recommends that the methods course offer more content on data analysis.	The program agrees that data analysis and data analytics are critical curriculum requirements. The current Research Methods course does have an emphasis on data analysis in the lab component of the course and assignments. The program will bring forward this recommendation at the Program Council meeting in Fall 2019 and consult with the instructor(s) currently teaching this course. The GPD will also follow up with the PRT to request more elaboration on what specific content on data analysis they feel needs to be covered more in this required course.	We support the program's response, identifying the need for further clarification and discussion prior to implementing any changes related to this recommendation.	Graduate Program Director, and Faculty teaching methods course(s) and **MPPA Program Council**	Curriculum Committee was established at Fall Program Council meeting September 2019.

GPD to email PRT to find out what specific content on data analysis they feel needs to be covered more in this course.

Current faculty members reviewing existing course outline to implement this recommendation in 2020-21. | Implementation 2020-21. | YSGS supports the Program and Faculty responses. |
| 6. The PRT recommends that the program and faculty consider aligning, or finding congruence, in course content and delivery for multiple sections of core courses. | Agree. Students have brought this to the attention of the GPD particularly related to the required Policy Analysis required course (PA8101). Although the learning outcomes are similar in the two sections of PA8101 and the instructors use the same text book, the outlines for PA8101 and all core courses will be reviewed for congruence and consistency and learning outcomes in Fall 2019. | We agree with the importance of reviewing course sections for congruence and consistency. | Graduate Program Director, and relevant Faculty teaching those courses **MPPA Program Council** | Curriculum Committee established in September 2019.

Two course instructors met in Fall 2019 to discuss and coordinate.

GPD to follow up. | Partially implemented Winter 2020.

Complete implementation in 2020-21. | YSGS supports the Program and Faculty responses. |

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in **BOLD**)	Action Items	Timeline	YSGS Response
7. Given pending retirements and possible new curriculum development, the PRT recommends that the Faculty Dean consult with the GPD and department Chair about medium term staffing needs.	Agree. The program will be affected by retirements in the next few years including retirements of faculty who teach required courses in the program. New curriculum recommended by the PRT may also require new faculty and practitioner instructors. The program is very pleased a new faculty member is joining the Dept. this Fall and will be teaching one of the required courses however the faculty complement is an issue that will need to be addressed over the next 2-5 years. The GPD will work with the Dean of Arts, Dept. Chair and DHC on succession planning related to this recommendation.	We welcome further discussion of the department's medium-term staffing needs.	Department Chair **(and DHC),** GPD, Dean of Arts, Provost, Vice Provost Academic	The recommendations indicate clear needs particularly related to public sector finance and economics. There is also a need related to Indigenous governance and TRC review project in 2019-20. GPD met with faculty member in Economics with public sector economics expertise.	Short-term: Will submit hiring needs for MPPA to Chair, DHC and Dean in 2020 for short term and medium term hiring needs related to pending retirements.	The hiring of new RFA faculty is outside of YSGS's purview. YSGS encourages the Program to continue to work with the Faculty of Arts on issues related to its faculty complement.
8. The PRT recommends multi-year funding for the Public Servant in Residence (PSIR) at a remuneration level that will attract and maintain a public administrator of high caliber and who has had a distinguished career in the public sector.	The Program fully supports this recommendation and has been asking for multi-year support and stability related to the PSIR role which has become a critical role in the MPPA program. We fully support the recommendation to retain and attract the highest calibre PSIR possible for the program.	We recognize the importance of a multi-year commitment to hire a high calibre PSIR, however such discussions and decisions depend on budgetary review and assessment of the plan's economic feasibility.	VP Academic, Dean of Arts **Associate Dean of Arts, Research and Graduate Studies** **Dean of YSGS**	PSIR submits annual report to Dean. MPPA Program Council to make formal request for multi-year commitment to this critical position for our program to Deans.	Short-term: would like to secure multi-year commitment by April 2020. Medium-term: succession planning for PSIR	YSGS supports the Program and Faculty responses.

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in **BOLD**)	Action Items	Timeline	YSGS Response
9. The PRT recommends that a small to medium size room space be made available for MPPA student especially given that a substantial portion of their course assignments requires group work, and which provides appropriate space for, among other things, the annual case competition preparation.	The program fully supports this recommendation	We support this, however are restricted by significant challenges when it comes to securing space on campus.	Dean of Arts, Library, GPD, Vice Provost Academic, **Dean of YSGS**	Program has identified possible space and hopes to develop proposal.

GPD to have discussions with the Dean of YSGS and Dean of Arts in hopes of tabling a proposal for graduate space for MPPA students. | Medium term, next 3-5 years. | YSGS will continue to lobby for additional space for graduate students on campus.

YSGS further notes, however, that decisions on space allocations are outside of its purview. |
| 10. The PRT recommends maintaining, and if possible enhancing, the program's current extra-curricular components and expanding public sector placements to the municipal and federal levels of government. | Expanding extra-curricular components and expanding placements are priorities articulated in our implementation plan in the self-study report. While the program already places students with the municipal and federal levels, the GPD and PSIR had plans to begin work on targeting the municipal sector in 2019-20 and the federal government in 2020-21 however, this is contingent on support for the PSIR and may have to be moved to a medium or long-term implementation priority, particularly given the DVP role has been eliminated. | We recognize the value of these components and support exploring new options contingent upon budgetary limits and other constraints. | **GPD and PSIR** | GPD and PSIR working on this as much as possible given current workload of annual placements. | Short-medium term: expand placement efforts depending on level of support for PSIR. | YSGS supports the Program and Faculty responses. |

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in **BOLD**)	Action Items	Timeline	YSGS Response
11. The PRT recommends the continued enhancement of the teaching and study of Indigenous public administration, the strengthening of existing partnerships with undergraduate Dept program with the First Nations Technical Institute (FNTI), the Yellowhead Institute, and the continuation and expansion of scholarship opportunities through venues such as the Hydro One program.	The program fully supports this recommendation. The program has a course on Indigenous Law and Policy taught by an Indigenous faculty member since 2010 and the Hydro One scholarship to attract Indigenous students since 2006. The TRC Calls to Action were released while the program review self-study was underway. As mentioned during the PRT site visit the GPD and Indigenous faculty member applied for a grant from the Aboriginal Education Council in February 2019 and were successful at getting some funding to undertake a curriculum review related to the TRC Calls to Action and assist with the implementation of this recommendation. An incoming Indigenous student and Indigenous graduates of the program will be engaged in this curriculum review in 2019-20. The Yellowhead Institute will also be consulted during this review. Hiring more faculty members with expertise in Indigenous governance would greatly benefit the MPPA program and students.	As you know, the Dean of Arts is committed to supporting this recommendation and to exploring possibilities of hiring additional Indigenous faculty and supporting Indigenous students. We welcome further discussions on this matter.	Department, Dean of Arts, Dean of Yeates School of Graduate Studies, Provost/VP Academic **GPD and Indigenous program faculty, students and grads**	In May 2019 GPD and Pam Palmater (Indigenous faculty member in MPPA program) applied for curriculum review grant from Ryerson Aborginal Education Council. Combined with funding from our operating budget, we hired our Hydro One Indigenous student on comprehensive TRC review and outreach to our 10 Indigenous grads. We have a full project on this in 2019-20 involving a group of faculty, current Indigenous and non-Indigenous students and Indigenous grads. We expect to have a report with recommendations in April 2020 and engage FNTI and Yellowhead Institute.	Started implementing this in May 2019. High priority for the program. Already implemented several recommendations from our TRC Committee and will be implementing several more following the report in 2020-21. Priority for short, medium and long-term.	YSGS supports the Program and Faculty responses. YSGS further notes that it will be releasing a new website and framework for Indigenous graduate education in the coming months.

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in **BOLD**)	Action Items	Timeline	YSGS Response
12. The PRT recommends enhancing the profile of the MPPA by looking to partnerships with institutions outside of Canada and the admission of international students.	The program agrees with this recommendation. Currently the program receives 60-80 international applications each year but has no funded spots to accept international students due to the very high demand from domestic students. As a result, only 1-2 fully funded international students have been admitted to the program each year. This has also resulted in the program not having an outward orientation in terms of partnerships and international students. This issue will be tabled at the Program Council meeting in Fall 2019.	We are aware of the challenges of funding and supporting international students; however are committed to exploring innovative ideas for the development of creative partnerships aimed at internationalization.	GPD, Dean of Yeates School of Graduate Studies, Dean of Arts **Department Chair** **Ryerson International** **PSIR**	GPD submitted proposal for Ryerson International Global Learning Program Abroad open to students from several programs at Ryerson. Grant has allowed for 3 MPPA students to take this course in Spring 2020.	Medium term - explore resources for more international experiential learning abroad opportunities and placements. Medium term – explore possibility of having 1-2 funded spots for international students with YSGS	YSGS supports the Program and Faculty responses. YSGS will continue to advocate and work towards improved funding and support for international graduate students. YSGS further notes that it supports partnerships with institutions outside of Canada. If the Program is interested, YSGS will help facilitate conversations on those issues with representatives from Ryerson International.
13. The PRT recommends enhancing scholarship funding to attract top tier applicants and to fill funding gaps for all applicants to the program.	The program fully agrees with this recommendation. While the program attracts many top tier applicants, many of the A range applicants decline our offers of admission. In the last admissions cycle we lost the highest level of A range applicants since the program started (more than 60%). The level of support Ryerson provides is not competitive with what other universities with similar programs are offering and the program is conducting a follow-up survey of A applicants who declined	We support and welcome the program's efforts to explore donor-funded scholarships.	Dean of YSGS; Dean of Arts, Provost/VP Academic **University Advancement**	Conducted a survey of all A/A+ applicants who declined offers in 2019. Submitted report to Admissions committee. Met with alumni association (RUPPAAA) to improve alumni funded scholarships and awards	Developed strategy for first round offers. Completed. Short-term: working with RUPPAAA and Faculty of Arts Advancement to opportunities for donor and alumni funded scholarships related to 15th anniversary event in September 2020.	YSGS supports and commends the Program's and Faculty's efforts to pursue options for improved funding packages for all students. YSGS will support the Program's efforts to explore donor-funded scholarships. YSGS encourages the Program to contact the Vice-Provost and Dean of YSGS to discuss this issue. YSGS further notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in **BOLD**)	Action Items	Timeline	YSGS Response
	our offers to collect more information on this issue. The program is also looking at changing the distribution of current funding across the 40 FTEs admitted each year. The program also has some donor-funded scholarships and will continue to work on this with University Advancement and Alumni. The program fully supports this recommendation and also agree with the PRT that this is particularly important given the high levels of graduate tuition in Ontario and high cost of living in Toronto.			GPD worked with Associate Dean of Arts and Dean of Grad Studies to receive notification of scholarship funding well in advance.	Short-term: Associate Dean of Arts provided some early funding information allowing us to strengthen first round offers for Fall 2020.	Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students.

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

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Spatial Analysis (MSA)

Last Updated: February 11, 2020

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

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

EXECUTIVE SUMMARY

The Master of Spatial Analysis (MSA) program is a unique degree program that is academically rigorous yet professionally oriented. It is a 12-month graduate program with a 16-20 month thesis option. Through project-based courses, a practicum placement, and a major research paper (MRP) or thesis, students learn to think geographically and to master Geographic Information Systems (GIS) to support operational and strategic decision-making in government and industry. The program specializes in three

fields of study: (1) business/commercial applications; (2) physical/environmental geography and landscape analysis; and (3) social and community information analysis. The MSA is proud of itself being one of Ryerson's first three graduate programs established in 2000. The first cohort of MSA students (class 2001) were also the first-ever to graduate with a graduate degree from Ryerson University. The MSA program has its academic home in the Department of Geography and Environmental Studies, Faculty of Arts. The MSA program is currently supported by 21 core faculty members in the Department Geography and Environmental Studies, plus a number affiliated faculty members and two part-time instructors from other programs and faculties.

The program has been successful in preparing graduates for professional careers in a diverse range of fields that require the use of spatial analysis. As of October 2016, there were 298 alumni who graduated from the MSA program since 2001, of which 187 graduated between 2009 and 2016, after the last program review. Based on the graduate survey conducted in 2016 and the employment data collected from 187 graduates of the program since 2008, about half of the graduates are employed in the business intelligence area, 11% in the environment field and health and community field, respectively, 7% in policing, and 9% in high education such as PhD students, post-doc fellows or professors. Those in non-academic areas are employed in a variety of roles, including (GIS, business, risk, research, real estate, crime) analyst, consultant, manager, Director, Senior Associate, Geologist, GIS Superintendent, Policy Planner, Criminal Intelligence Analyst, planner, Co-Ordinator Systems & Statistics, Vice Present Research.

The MSA program has a number of core strengths. The practicum is identified as one of them, providing applied learning and "real world" experience, industry engagement, networking opportunities, and links to potential employers. The faculty are seen as a core asset of the program, with expertise in a range of geographical applications, applied research in various fields, as well as experience and wide connections with business, industry, non-for-profit and government agencies. Other strengths of the program relate to the dedicated lab and software, the emphasis on data analytics, and the extent to which students are prepared for future employment. The major research paper (MRP) and the thesis option (16-20 months) is also seen as a valuable component for those students to gain deeper research, writing and methodological experiences in research. All of these strengths contribute to students graduating "job ready", with a network of alumni and professional contacts, and the transferable skills required to work in the field, across all sectors of society.

The program is faced with a number of challenges. Student financial support has been identified as a key obstacle in academic progress as revealed in the CGPSS. While the recent graduate survey indicated an overall satisfaction with the financial support received in the program, there were concerns about the limited financial support for thesis students entering their second year as well as international students. In the last 3 years, the program has lost two key MSA faculty members (one to a university in the U.S., the other to a different faculty within Ryerson). This has negatively affected MSA teaching, student supervision, and research activities. Appointments in their areas of expertise are needed to ensure program continuity and stable growth. There have been an increasing number of competing graduate programs developed within and outside of Ryerson. In the next 3-5 years, the MSA will consider developing further strategies to enhance the visibility of the program and recruit talented domestic and international students. While the program has a dedicated computer lab, there is challenge associated with the limited lab space and small number of work stations relative to the number of students. Students in the physical geography and environment fields are also challenged by the lack of dedicated lab space, facilities and storage room. These challenges are outlined in the developmental plan of the report. They provide directions and guidelines for exploring key initiatives over the next 3-5 years.

Despite these challenges, the MSA program is well-positioned to continue its successful trajectory in the coming years. The faculty members and students are the strongest assets to the program, which will ensure a sustained high-level research productivity and teaching excellence. The MSA program is well-regarded in the industry by current employers, and the demand for MSA graduates is anticipated to grow further in the future. Student satisfaction is high overall. The MSA will remain to be a unique graduate program to provide solid training to highly qualified professionals in the spatial analysis and related fields.

PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM

The graduate program in Spatial Analysis (MSA), Faculty of Arts, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

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

The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Spatial Analysis (MSA) consisted of Dr. Cynthia Brewer (The Pennsylvania State University), Dr. Yuhong He (University of Toronto - Mississauga), and Dr. Ahmed Shaker (Ryerson University).

The PRT site visit was conducted on June 20-21, 2019. The PRT report was communicated to the Associate Dean, YSGS on July 22, 2019 and the response to the report from the graduate program and Faculty was communicated on December 2, 2019.

PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

Strengths

The PRT notes a variety of strengths throughout this report, including innovative program structure, strong linkages to professional networks, high-quality tenure-line faculty ranging in career stage (new to established scholars), and access to up-to-date computing resources. The small cohort each year creates a community and the program makes a good effort to build and connect the group to alums and work opportunities through a variety of in-person events such as a reception for practicum hosts. The topic of the degree remains a strong and growing area of employment and the large-city Toronto location of Ryerson aids connection to a vibrant range of employers.

Weaknesses

The time when terms like 'spatial analysis' is attractive to applicants may be passing with the rise of 'data science,' which at Ryerson seems centered in the Faculty of Science. Likewise, spatial

environmental study emphases may be shifting to Science with a strong EnSciMan program. It is important for the department/program to collaborate and encourage its MSA offerings be shared to bring geospatial approaches to these groups rather than trying to separate themselves or compete with them for students and applicants. As noted above, core courses are due for updates and perhaps a fresh set of instructors.

Teaching assistant commitments are not made until two weeks into a semester by the Faculty of Arts which removes these funds as a recruiting tool for good applicants, in the manner that other universities use TAs. This lack of student funding reduces the competitiveness of the program.

Social media efforts appear to be initiated by individual professors--more coordinated and comprehensive outreach through numerous mechanism can be effective in recruiting applicants and company/agency participation for practicum experiences.

Opportunities

A key opportunity is to expand application and research emphases to new areas in geospatial sciences to keep pace with and have alumni lead changes in data-intensive workplace innovation.

In the MSA, 79% of students are from Ontario universities, but there is high demand from international applicants for study in areas of geospatial analysis and data science. Ryerson's limit on the program of funding 20 entering students a year, pegged to Ontario residents only, hinders growth of the program. Examining ways to have the program partly benefit from higher tuition charged to grads not from Canada would offer an opportunity for MSA growth and filling a larger number of diverse spatial analysis course offerings. Similarly, adding a graduate certificate in geospatial analysis that is attractive to grads in complementary Ryerson programs in environmental and big-data focused social topics would bring larger class participation that supports more offerings and generates direct income to Geography that can be used to improve facilities and computing.

PRT RECOMMENDATIONS

The PRT made a total of 8 recommendations: 4 Academic and 4 Administrative and Financial Recommendations. The PRT cited several strengths of the graduate program in Spatial Analysis in their report along with several recommendations, which are listed below.

Academic Recommendations

1. Curriculum improvement I: Increasing the level of each of four core courses.

2. Curriculum improvement II: Consider publishable manuscript as the culminating project.

3. Curriculum improvement III: Introduce potential supervisors and projects to MSA students early on for the thesis option.

4. Consider potential synergy and strategy to distinguish and expand the MSA program (including exploring a graduate certificate and potential cross-listings).

Administrative and Financial Recommendations

5. Student recruitment: Increase outreach to the many undergraduate programs. Provision of funds for an RA for outreach purposes.

6. Offer funding support strategies for graduate students.

7. Renovation of the MSA grad lab.

8. Faculty appointments. Women faculty are not proportionately represented in the department or the program. Also consider hiring faculty from complementary areas of study to expand rather than reinforce program offerings and emphases.

Summary of PRT Recommendations with Graduate Program, Faculty Dean, and YSGS Responses + Implementation Plan

ACADEMIC RECOMMENDATIONS

Recommendation	MSA Response	Faculty Arts Response	Action Items	Lead(s)	Timeline	YSGS Response
1. Curriculum improvement I: Increasing the level of each of four core courses.	Agree, and committed to a process of curricular renewal that will encompass a reimagined delivery of core coursework, including ways to deliver remedial material, and expanded choices in electives. Changes approved by October 2020 could be implemented for the MSA cohort starting in September 2021 (full program response on page 3 of its response to the PRT report).	We are pleased to see and support the review and renewal of curriculum, modes of delivery, etc. to enhance the student experience. The timeline seems well thought out and reasonable.	Will be discussed at the MSA faculty meeting and the MSA council meeting to make changes to the course syllabus and increase the level of the four courses	GPD and the Executive Committee	Winter 2020/Fall 2020	YSGS supports the Program and Faculty responses. YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127. YSGS encourages the Program to contact the Associate Dean, Programs in YSGS to discuss the process.
2. Curriculum improvement II: Consider publishable manuscript as the culminating project.	Agree to clarify and define the parameters of an MRP and distinguish clearly from thesis. Despite advantages of individual pathways, acknowledge too much variability from one student to another (full program response on page 4 of its response to the PRT report).	This is a sound recommendation and thoughtful program response. Finding the proper balance between choice for individual and diverse learning pathways and clarity and uniformity of expectations is very important.	At the late summer orientation, the GPD will encourage more students and faculty supervisors to consider this option and format to disseminate research results in academic journals.	GPD and the Executive Committee	Summer/Fall 2020	YSGS notes that manuscript-style theses are possible and are already an option in several programs. YSGS encourages the Program to speak with the YSGS Associate Dean, Programs to discuss this issue.
3. Curriculum improvement III: Introduce potential supervisors and projects to MSA students early on for the thesis option.	Agree and understand advantages in choosing thesis option earlier. Underway: preliminary project proposal workshop early in October 2019, for all students to determine viability of thesis option, doubling as a preliminary planning step for MRP students, too (full program response on page 4 of its response to the PRT report).	We applauded the prompt and appropriate action taken by the program on this matter.	At the late summer orientation, the GPD will encourage more students to consider the thesis option. The GPD will work with YSGS and Faculty of Arts for additional resources to support the thesis students.	GPD	Summer Fall 2020	YSGS supports the Program and Faculty responses.
4. Consider potential synergy and strategy to distinguish and expand the MSA program (including exploring	This recommendation conflates two separate issues. First, will consult with Dean and Vice-Provost Grad Studies about Grad Certificate. But, such	We agree with the program's response and look forward to further discussions on potential collaborations, particularly in	This will be discussed at the planned MSA faculty and council meetings in the W2020 semester.	GPD	Winter 2020	YSGS supports the Program and Faculty responses. YSGS encourages the Program

a graduate certificate and potential cross-listings).	certificate would not likely be taken on top of other full-time grad programs the way the reviewers are suggesting. However, agree to potential collaboration with cognate grad programs in cross-enrolling or cross-listing electives (full program response on page 5 of its response to the PRT report).	regards to cross-listing electives.				to explore potential cross-listings of courses with other programs. As noted above, any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127. YSGS notes that new programs, including Professional Master's Diplomas (i.e., graduate certificates) must be developed in accordance with Ryerson University Policy 112. YSGS encourages the Program to consult with the YSGS Associate Dean, Programs on this issue if it is interested in moving forward with a new program.

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	MSA Response	Faculty Arts Response	Action Items	Lead(s)	Timeline	YSGS Response
5. Student recruitment: Increase outreach to the many undergraduate programs. Provision of funds for an RA for outreach purposes.	Agree a wider range of student backgrounds would expand the pool of potential applicants and enhance student experience. MSA Executive will pursue some preliminary new avenues for outreach immediately, with a view for a more systematic approach in Fall 2020, pending proper resourcing and planning (full program response on page 2 of its response to the PRT report).	The Associate Dean, Grad Studies is in discussions with all Arts grad programs to update program brochures and organize an Arts Grad Fair to help recruit a wider pool of potential students.	Action has been taken in the W2020 semester. A poster with essential program information was created and sent to the Canadian Association of Geographers mailing list; all geography department chairs in Canadian universities, and five undergraduate programs at Ryerson university. (No funding is provided for this purpose yet.)	GDP and the Executive Committee	Winter 2020	YSGS supports the Program and Faculty responses. YSGS also notes that it has recently expanded its recruitment efforts. YSGS returned to graduate fairs in Southern Ontario this fall, has increased its marketing budget, is working with University Relations to update its marketing campaign, and will explore other opportunities to increase the visibility of graduate studies at Ryerson.
6. Offer funding support strategies for graduate students.	Agree in goal of dramatically enhanced funding and support for thesis students, but defend continuing support of MRP students. All students need better funding in RA and GA work, for example. Appreciate recent infusion of graduate scholarship funding from the Provost, School of Graduate Studies, and Dean of Arts (full program response on page 5 of its response to the PRT report).	We agree with the program's response underscoring the need to support MRP students. We remain committed to supporting all graduate students when financially feasible to do so.	Will be working with YSGS and the Faculty of Arts on this	GPD	Winter 2020	YSGS supports and commends the Program's and Faculty's efforts to pursue options for improved funding packages for all students. YSGS notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students.

Recommendation	MSA Response	Faculty Arts Response	Action Items	Lead(s)	Timeline	YSGS Response
7. Renovation of the MSA grad lab.	Agree to better match student needs and more varied uses. Modest solutions underway (electric outlet placements; some lockers), but also reiterate that a more significant renovation of the lab will require external support (full program response on page 6 of its response to the PRT report).	We are pleased to read that there are short-term, modest solutions being implemented and agree that a longer-term solution will require external support. We welcome ideas and plans but are limited by financial considerations and restrictions on space.	Modest solutions will be implemented in Summer of 2020; will be working with YSGS and the Faculty of Arts on more significant renovation of the lab.	GPD	Summer 2020 and Summer 2021	YSGS supports the Program and Faculty responses.
8. Faculty appointments. Women faculty are not proportionately represented in the department or the program.

Also consider hiring faculty from complementary areas of study to expand rather than reinforce program offerings and emphases. | Agree gender diversity in the department's faculty is a priority. Will aim to recruit staff and supporting instructors more widely (full program response on page 6 of its response to the PRT report). | The Dean of Arts is committed to supporting the hiring of women and other diverse groups. We are supporting the program's efforts to increase diversity by approving a new Indigenous tenure stream hire for 2019-2020. | DHC will discuss this and identify the area of specialization; the department chair will work with Office of the Dean of Arts to secure hiring positions | GDP, DHC and department chair | Winter 2021 | The hiring of new RFA faculty is outside of YSGS's purview. YSGS encourages the Program to continue to work with the Faculty of Arts on issues related to its faculty complement. YSGS supports the Program and Faculty efforts to increase diversity in their hires. |

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

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Urban Development (MPI)

Last Updated: February 11, 2020

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

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

EXECUTIVE SUMMARY

The School of Urban and Regional Planning (SURP) offers a full-time professional graduate program in a one-year accelerated stream and a two-year stream, with a Master of Planning - Urban Development (M.Pl.) degree awarded on program completion. The graduate program centres on the advanced study of planning practice and design approaches for contemporary urban centres, which includes development, design, and policy for managing growth and urbanization.

The Master of Planning - Urban Development program (M.Pl.) was launched in 2008, and accredited by the Professional Standards Board for the Planning Profession in Canada (PSB) for the first class of graduates in 2010. This program was re-accredited with all other SURP programs in June 2015. The program has been preparing graduates for leadership in professional careers in urban planning across public, private, and non-profit sectors since its inaugural class in 2008. Enrolment in the program doubled between its first year and second year, and has held steady at an average of 35 students admitted annually for the past 5 years. The program has been steadily increasing in competitiveness (with fewer offers made to reach admissions targets) every year since 2009, and is now among the most competitive graduate programs for admission at Ryerson University, and one of most recognized planning programs in the country by reputation. Student satisfaction overall is very high.

The Master in Planning - Urban Development program has a number of core strengths and differentiating qualities as identified in the student, alumni, employer and comparator program surveys. Two dimensions unique to the M.Pl. Urban Development program include its focus on accommodating growth in urban core and urban periphery areas; and the integration of culture and nature into an inclusive, multi-cultural and ecological framework facilitating sustainable urban development.

Core requirements for both program streams are the successful completion of the Major Research Paper/Project (MRP) and two experiential learning studio courses, along with an internship for the 2-year program, which together differentiate the Urban Development program from other graduate programs in Planning in Canada. The studio courses are the heart of the teaching model at SURP and one of the most valued learning experiences noted by students and alumni. Maintaining and enhancing the studio experience remains a top priority.

In tandem with these strengths, the program identifies 3 core challenges going forward: increasing student choices and flexibility in learning, maintaining and enhancing experiential learning and curriculum evolution. These challenges may be met by providing more options for the capstone MRP, more flexible and supported internship delivery, and growth in electives.

The proposed development plan offers a starting point for program improvements and continued excellence in an enhanced program and quality learning experience for faculty and students. The Urban Development program is well positioned for continued success in the coming years as a desirable and competitive option for a graduate education in urban planning.

PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM

The graduate program in Urban Development (MPI), Faculty of Community Services (FCS), submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

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

The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Urban Development (MPI) consisted of Dr. Betsy Donald (Queen's), Dr. Richard Milgrom (Manitoba), and Dr. Fiona Yeudall (Ryerson).

The PRT site visit was conducted on April 9, 2019. The PRT report was communicated to the Associate Dean, YSGS on June 25, 2019, and the response to the report from the graduate program and Faculty was communicated on December 17, 2019.

PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

Strengths

The Program did an excellent job of highlighting its strengths and weaknesses in its self-study report. The Program Review Team was impressed with how often and how well the comments it heard from faculty members, support staff, students and other University stakeholders had already been were clearly articulated on the report. The program review team feels that it is important to highlight the following strengths:

Competitive Program: Within the range of Canadian graduate professional planning programs, the Ryerson Urban Development program is very competitive. Perhaps more importantly, it is maintaining a strong applicant pool in a very competitive provincial market, with graduate planning programs offered at University of Toronto and York University within the Toronto Region, and University of Waterloo and Queens University within southern Ontario. This is evident from size of the applicant pool and conversion rate. Peak application levels

were in 2012-13 (276). The reduction in application number corresponds to a period in which a number of new planning programs were initiated in Canada (University of Alberta BA/BSc 2012; MSc 2018; Vancouver Island University MCP 2018) or regained accreditation (University of Calgary MPlan, 2011) in western Canada. Following a short decline in applications, though, number have grown again. Total applications have hovered around 200 per year in the last few years, and about 25% have been offered positions. Of those, 35-40 students have typically accepted places in the program (2018-19 applicants 214; offers to 55; accepted offers 35).

Experiential learning: The studio base of the program is unusual. Although it is not unique in Canada, it is the only studio-based program in Ontario, and is attractive to students who want to develop "job-ready" skills. The small group projects, and their client focus, that studio classes are structured around were praised by students, and many felt that they would like opportunities for more studios. The low faculty to student ratio that the program maintains ensures that all students feel engaged.

A required internship, the other aspect of experiential learning, was also cited by many students as one of the reasons they chose the Ryerson program. Historically, it has helped students find good positions to gain some experience in planning practice, and both students and faculty felt strongly that the internship should continue. Some current challenges with the internship are discussed below.

Excellent national reputation for job ready candidates: The program maintains an excellent reputation for graduating students who are "job ready." This reputation is based on the hands-on experience provided, particularly in the studio courses and internships. The programs survey of students and alumni found high levels of satisfaction with this approach to experiential learning that provides practical

preparation for a professional career. The survey findings also noted that experiential learning, in particular the studios, had a positive influence on the perceptions of employers that have taken on graduates of the program. In meeting with the current students of the program, it was clear that the experiential elements of the program were also a major factor in their decisions to apply to the program, and to accept offers. The combination of the undergraduate accredited planning degree and the Master of Development program make the School of Urban and Regional Planning a flagship

program for Ryerson University, and its location in the city and connection with communities provide opportunities for an even higher profile and greater public benefit.

Contributions of recent hires: Several long-term faculty members have retired in recent years or are approaching retirement. As a result, the program is experiencing some renewal opportunities and has successfully hired a number of new, young, research-active colleagues to its faculty complement. Those hired to these positions

have been "research-active" and have helped the Department increase its funded research activities significantly.

Connection between research and teaching: The program curriculum is well- structured around themes of culture and nature, and this provides a clear identity for the program. The general match between faculty research and these themes, contributes to keeping the course material current. The emergence of centres within the School also provides the potential for classroom and studio activities to play a role in research, and opportunities for students to gain experience as research assistants.

Student and alumni organizations: The RPGSA provides a strong voice representing students interests to the School, as well as with the Ontario Professional Planning Institute. The Ryerson Planning Alumni Association provides excellent connections for the School and its students to practitioners, hosting events and co-sponsoring a lecture series. Alumni also participate in teaching activities, contributing guest lectures and feedback on student work during studio reviews.

Weaknesses

As with the strengths, the authors of the self-study report provide a good summary of issues that should be addressed. In most cases, these are not so much weaknesses and issues that the program would like to improve. The Program Review Team would like to highlight the following:

Space and physical plant: The spaces available for classes and studios are well below the quality found in most planning programs in Canada. Most instructional spaces lacked natural light, and some that could be subdivided with movable partitions, were far from ideal acoustic environments. Studio spaces are largely shared; while "hot desks" are not unusual when space is limited, they did not provide opportunities for the storage of supplies and equipment (e.g. lockable totes) between studio meeting

times). Most spaces and much of the studio furnishing also provide accessibility challenges, and universal design should be addressed in any improvements. Given the high profile of the program in the city and in planning circles, and the potential for community interaction, the program's location is more or less invisible. It would benefit from more visibility.

Computing infrastructure: Given the importance of computer programs in planning processes (e.g., GIS, 3-D visualization), the program relies on the Faculty of Community Services to manage computers and tier software. Students and faculty have both identified a lag in the speed of computers, and updating of software that planning students require. The program has relied heavily on resources from the Libraries to provide support, particularly for GIS applications and tutorials. While the PRT heard praise for the library's facilities and services, a

better integration of computer resources and instruction would benefit the program and research activities within the School.

Internship: Although the required internship was praised as an important element to attract application, and as part of the experiential learning process, students and faculty both recognized some challenges. Some positions are unpaid, and this was a deterrent to some students who need an income to support themselves while in the program. Some students felt that more support could be given to students seeking positions for themselves, rather than applying for positions offered by the roster provided by the program. And some students noted that the short duration of internships (a minimum duration of only 6 week), meant that they never really experienced a sense of fully participating in the life of their workplace.

Opportunities

In terms of opportunities, the program is very fortunate to be located in the heart of one of Canada's most dynamic cities and in proximity to many urban challenges and success stories. The program, in alignment with the University's mission on city building, could do even more to profile this fantastic position. The building itself, could be better connected to the urban streetscape and more inviting to "let the city" in to the exciting work happening in the program.

As stated in the Self-Study report, the program could be offering more student choices and flexibility in the MRP program and the program outlines their ideas on page 75 of their document. The PRT support this plan, specifically by the additional of an optional thesis stream and second, by the addition of a course-based option.

PRT RECOMMENDATIONS

The PRT made a total of 3 Administrative and Financial Recommendations.

Administrative and Financial Recommendations

1. Given the central nature of the internship to the program, consider full time staffing to develop and co-ordinate internship opportunities and engage with university level experiential learning initiatives.

2. The University alumni office could work with the program to find ways to encourage SURP alumni working in private planning offices to find paid internships for SURP students as this is a key component of their graduate student experience.

3. The University should work with the program to find ways to plan for further space and computer infrastructure needs given the growth of the program and the changing nature of practice in planning.

Summary of PRT Recommendations with Graduate Program, Faculty Dean, and YSGS Responses + Implementation Plan

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response
1. Given the central nature of the internship to the program, consider full time staffing to develop and co-ordinate internship opportunities and engage with university level experiential learning initiatives.	The program agrees with the PRT's recommendation that the protection and enhancement of the mandatory internship is essential. The internship course is appropriately taught by a sessional instructor currently. However, it is under-resourced as it also needs a staff person to develop and coordinate internship opportunities. As such, the internship course requires both continued support and resourcing; it is a critical differentiating element of the program, and yet is under threat. The MPI program is committed to improving and enhancing the internship course. It is important to note that the Undergraduate program PPR also identifies the need to support undergraduate student placement and experiential learning opportunities. The School sees the opportunity to harness these needs together in the form of requesting support from the FCS Dean's office for a new Student Affairs position that would take leadership on	Submit a budget request to FCS Dean for a student affairs position. GPD to submit the budget request by March 2020	The Dean's Office supports the program response. The Dean's Office understands the School's needs regarding additional staffing to develop and co-ordinate internships. We would like to work with the School's Director and Graduate Program Director to discuss the potential provision of additional staff resources to support students. The Dean's Office acknowledges the need to secure internships and maintain strong sustained relationships with community/industry partners. As such, the Dean's Office provides support for experiential learning opportunities and suggests that the School contact Nadia Bello, Manager, Experiential Learning Strategy to support the School's efforts.	YSGS supports the Program and Faculty responses. YSGS notes that it is currently developing an online hub for experiential learning for graduate studies. This should be released in the Winter 2020 term.

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response
	placements, internships and other experiential learning for both graduate and undergraduate programs. We will also begin to build new and strengthen relationships with the newly hired Director of Experiential Learning and the University's Career and Co-op Centre to explore experiential learning support and resources.			
2. The University alumni office could work with the program to find ways to encourage SURP alumni working in private planning offices to find paid internships for SURP students as this is a key component of their graduate student experience.	The program agrees with the PRT's recommendation. Alumni and students respond favourably to the internship experience and emphatically would not want it eliminated or replaced with an elective. They also appreciate both the option for self arranged placements as well as the range and diversity of SURP-arranged placements. However, there is widespread dissatisfaction with those placements that are unpaid. Furthermore, it is likely that there will soon be legislative changes that will prohibit unpaid internships and this will significantly affect SURP's ability to arrange placements. The MPl program has continued to communicate with and directly engage the	Consult with both the University alumni office and the Ryerson Planning Alumni Association to lay out an action plan; continue to lobby to the OPPI. GPD to implement the action items by May 2020. School Director will lobby OPPI.	The Dean's Office supports the program response. The PRT recommended that the School engage the University alumni office and SURP alumni to help find paid internships. The School, in its response, indicated that the Graduate Program Director will consult with both the University alumni office and the Ryerson Planning Alumni Association by May 2020 to lay out an action plan. Furthermore, the School Director will lobby the OPPI. The Dean's Office reminds the School that we now also have staff support in the Dean's office (Claudia Hughes) to increase alumni engagement. We encourage the School to	YSGS supports the Program and Faculty responses.

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response
	University alumni office, the SURP alumni network and our professional organization, OPPI, in developing more paid internship opportunities.		follow up with Claudia as well.	
3. The University should work with the program to find ways to plan for further space and computer infrastructure needs given the growth of the program and the changing nature of practice in planning.	The program agrees with the PRT's recommendation. Both the PRT and the MPl program have identified the shortage of physical space (for studios and research labs) and the long-term lack of investment in physical and computing infrastructure as the major weaknesses, which are "well below the quality found in most planning programs in Canada" and "failing to meet program needs." The PRT has addressed these issues in their meeting with Provost and VP Academic Benarroch. Following the discussion, the program is prioritizing a funding request to the FCS Dean for a building renovation focusing on studio and computer lab spaces. The program is currently exploring options to share spaces throughout the university. There exists strong collaborative potential and cross-platform sharing for hands-on "making and	Submit a budget request to FCS Dean for studio and computer renovation; Explore shared lab spaces across campus. GPD to submit the budget request by Fall 2020 after consultations with SURP community.	The Dean's Office supports the program response. The PRT raised the issue of the need for space and computer infrastructure improvement. The Dean's Office understands this need as it is applicable to multiple FCS Schools. We propose a meeting with the School's leadership to discuss this further to see what we can do in the short and in the long term.	YSGS supports the Program and Faculty response. Although space allocation is not within its purview, YSGS supports and will continue to advocate for additional space for graduate programs.

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response
	building" opportunities across campus; these may be realized more effectively and efficiently through infrastructure integration and program collaboration, e.g., if SURP could move and/or share space with Architecture or FCAD (e.g. Fabrication Lab in FCAD, modelling lab in architecture, Digital Media Experience Lab, GIS labs, etc). The program recognizes that space allocation is a multi-level issue including the school, faculty and university. The program will continue to lobby space expansion and sharing and investment in computing infrastructure in line with the expected growth and success of the MPl program.			

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