

SENATE MEETING AGENDA

Tuesday, January 30, 2018



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THE COMMONS - POD 250

4:30 p.m. Light dinner is available

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Approval of the Agenda
Motion: *That Senate approve the agenda for the January 30, 2018 meeting*
3. Announcements
- Pages 1-7 4. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the December 5, 2017 meeting*
5. Matters Arising from the Minutes
 - 5.1 Update on the timeline for implementation of Open Electives as described in Policy 2 (Undergraduate Curriculum Structure), which was approved at the December 5, 2017 Senate meeting.
6. Correspondence
7. Reports
 - Pages 8-15 7.1 Report of the President
 - 7.1.1 President's Update
 - Pages 16-21 7.2 Communications Report
(new name for the previously-titled "Achievement Report")
 - 7.3 Report of the Secretary
 - 7.3.1 Senate elections
February 5, 2018 – Call for Nominations
March 5-8, 2018 and March 12-15 – Voting Periods

7.4 Committee Reports

7.4.1 Report #W2018-1 of the Senate Priorities Committee (SPC): M. Lachemi

7.4.1.1 Notice of a Committee of the Whole discussion planned for the March 6, 2018 Senate meeting regarding Ryerson's Freedom of Expression statement

Pages 22-90

7.4.2 Report #W2018-1 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

7.4.2.1 Academic Policy Review Committee (APRC) update:
M. Moshé

Page 27

7.4.2.2 Update on a draft checklist for Council Bylaws (attached) and discussion of a possible template

Pages 28-33

7.4.2.3 Department of History Bylaws

Motion: *That Senate approve the History Department Council Bylaws as described in the Senate agenda*

Pages 34-90

7.4.2.4 Update on review of Ryerson's Institutional Quality Assurance Process (IQAP) policies: M. Moshé

7.4.2.5 Review initiated for [Policy 142 \(Graduate Admissions and Studies\)](#)

7.4.2.6 Review initiated for [Policy 161 \(Student Awards\)](#)

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

Page 91

11.1 Academic Integrity Office (AIO) update on Designated Decision Makers Committee (DDMC) membership

11.2 Course Change Forms from:

https://www.ryerson.ca/senate/agenda/2017/Course_Change_Forms_January_2018.pdf

Faculty of Arts: *Sociology; Languages, Literatures & Cultures*

Faculty of Communication & Design: *Professional Communication; Graphic Communications Management; Journalism; RTA School of Media – Media Production*

Faculty of Community Services: *Midwifery*

Faculty of Science: *Chemistry & Biology; Computer Science*

Ted Rogers School of Management: *Entrepreneurship & Strategy; School of Finance*

12. Adjournment

SENATE MINUTES OF MEETING			
Tuesday, December 5, 2017			
MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
J. Austin	C. Antonescu	A. Ferworn	B. Arkinson
L. Barnoff	I. Baitz	J. Friedman	S. Asalya
M. Benarroch	S. Benda	E. Harley	C. Davenport
M. Bountrogianni	R. Botelho	R. Hudyma	L. Emberson
C. Hack	T. Burke	E. Kam	S. Faruqi
C. Falzon	B. Ceh	K. Kumar	E. Hysi
M. Lachemi	R-Chumak-Horbatsch	V. Magness	F. Muto
S. Liss	K. Church	D. Mason	R. Rezaee
M. Moshé	P. Danziger	A. McWilliams	R. Syed
D. O'Neil Green	M. Dionne	L. Pine	
C. Shepstone	S. Dolgoy	S. Rakhmayil	
P. Stenton	H. Doshi	R. Ravindran	EX-OFFICIO
J. Winton	C. Dowling	N. Thomlinson	D. Lis
S. Zolfaghari	N. Eichenlaub	J. Tiessen	
		J. Zboralski	
SENATE ASSOCIATES:			ALUMNI:
A. M. Brinsmead			J. Makuch
M. Zouri			C. Tam
REGRETS:		ABSENT:	
B. Baum		V. Tanveer	
Y. Derbal		N. Ul Saqib	
I. Coe			
T. Duever			
J. Mactavish			
I. Mishkel			
A. Najibzadeh			
T. Nowshin			
P. Sugiman			
K. Underwood			
K. Venkatakrisnan			

Members participated in a Committee of the Whole discussion regarding examination scheduling issues. This included a brief presentation, highlighting points in the documents included in the Academic Governance and Policy Committee (AGPC) report in this agenda, followed by a few questions for Senators to consider. Feedback from the discussion will be provided to the Academic Policy Review Committee (APRC).

The formal part of the meeting commenced at 5:50 p.m.

1. Call to Order/Establishment of Quorum
2. Approval of the Agenda
Motion: *That Senate approve the agenda for the December 5, 2017 meeting*

A. McWilliams moved; V. Magness seconded
Motion Approved.
3. Announcements - None
4. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the November 7, 2017 meeting, including a correction in the first line on p. 5 to read “K. Church” instead of “K. Underwood.”*

D. Mason moved; N. Thomlinson seconded
Motion Approved.
5. Matters Arising from the Minutes
6. Correspondence
7. Reports
 - 7.1 Report of the President
 - 7.1.1 President’s Update

President Lachemi acknowledged some Senate members who will be leaving Ryerson. He thanked P. Stenton and J. Winton for their many contributions to the University, and they were presented with a certificate of recognition. He also thanked S. Murphy, outgoing Dean of the Ted Rogers School of Management, for his contributions and congratulated him on his new role as President and Vice Chancellor of the Ontario Institute of Technology (UOIT).

The President announced the appointment of the newly-titled Vice-President Administration and Operations, D. Brown, who starts at Ryerson on January 29, 2018.

Former First Lady of the United States, Michelle Obama, was the keynote speaker at a [conference held at the Mattamy Athletic Centre on November 28](#). There were more than 3,000 people in attendance, half of whom were young women from the ages of 15-24

The Mayor of Charlottesville, USA, visited Ryerson on November 29 and spoke about [Democracy in the age of Trump](#).

The President congratulated Ryerson's DMZ for receiving the National Accelerator Incubator of the Year Award from the Digital Finance Institute.

Update on the Brampton site: Ryerson is in discussions with the provincial government and the City of Brampton. Senate will be updated as more information becomes available.

A short video featuring Ryerson alum Sathish Bala was presented, part of a series being presented at Senate meetings this year.

7.2 Achievement Report - None

7.3 Report of the Secretary

The Secretary welcomed two new student Senators representing the G. Raymond Chang School of Continuing Education: Sara Asalya and Brandon Arkinson.

7.4 Committee Reports

7.4.1 Report #F2017-3 of the Academic Standards Committee (ASC): M. Moshé

7.4.1.1 Entrepreneurship Co-Op Revision

Motion: *That Senate approve the TRSM Entrepreneurship Co-Op revision as described in the Senate agenda*

M. Moshé moved; Y. Derbal seconded

Motion Approved

7.4.1.2 For information: Program Review (PPR) Follow-up Reports (Criminology, Health Services Management, Medical Physics, RTA Media Production)

7.4.1.3 For information: G. Raymond Chang School of Continuing Education Certificate Revisions for November 2017

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

7.4.2 Report #F2017-3 of the Academic Governance and Policy Committee (AGPC):

M. Benarroch

7.4.2.1 Academic Policy Review Committee (APRC) update:

M. Moshé (see attached reports from the Registrar and the APRC exam subcommittee). Feedback from stakeholders on the issues addressed in the reports is being received, and the committee will

be considering comments from Senate's Committee of the Whole held prior to this Senate meeting.

R. Rezaee asked for clarification regarding the number of exams that can be scheduled for an individual student in one calendar day, as stated in Ryerson's examination policy. M. Moshé responded that the examination policy is under review and that this issue will be addressed.

7.4.2.2 Update on the Review of [Ryerson's Freedom of Speech statement](#)

A. McWilliams stated that the review committee is continuing to meet and will update Senate on their progress.

7.4.2.3 Update on Review of [Senate Bylaws](#)

The Provost reported that a committee has been struck and will be meeting soon. This committee consists of the following members: D. Checkland, L. Emberson, C. Shepstone, N. Thomlinson, N. Walton, M. Haider, and J. Turtle (non-voting).

7.4.3 Report #F2017-2 of the Curriculum Implementation Committee (CIC): M. Moshé

7.4.3.1 **Motion:** *That Senate receive for information the December 5, 2017 Curriculum Implementation Committee Report to Senate; and, That Senate request the Vice-Provost Academic to report semi-annually on whether and how each of the recommendations in the Report has been addressed.*

M. Moshé moved; N. Thomlinson seconded

S. Dolgoy complimented the committee members for their fabulous work.

Motion Approved

7.4.3.2 **Motion:** *That Senate approve the proposed Policy 2: Undergraduate Curriculum Structure.*

M. Moshé moved; D. Lis seconded

H. Doshi asked if restrictions on student's access to specific courses will be implemented on RAMSS. M. Moshé responded that students have choices regarding how they enroll in courses through RAMSS and that, currently, at least one of those enrolment methods will not show students courses they are not allowed to take.

D. Mason recognized the value of the new curriculum structure, asked why it will take up to three years to be implemented, and what might be done to accelerate the process. M. Moshé responded that three years is the minimum amount of time required, depending on the resources available. M. Benarroch noted that the next motion on the agenda is written as a guideline for the implementation timeline and that, given the extent of the changes, three years is an appropriate time period. He added that if it's possible to accomplish the task sooner, in a financially viable manner, he is in favour of that.

R. Rezaee asked if the policy covers students who started at Ryerson before this policy is implemented in their program (i.e., “grandfathering”) and if any students would be disadvantaged by the changes. M. Moshé responded that it would be applicable to new and current students when implemented in a given program, which leads to greater choice for students, and that they will not be disadvantaged. L. Emberson commented that she benefited from her program’s switch to this new structure.

Y. Derbal asked about the minimum and maximum percentages of core, open elective and liberal studies courses in the new curriculum structure. M. Moshé responded that the new structure does not change those percentages compared to the practices and policies in place for the past 10-15 years.

L. Pine stated that it was reported at a conference she attended recently that it appears Ryerson is behind on addressing the Truth and Reconciliation Commission (TRC) recommendations. She asked if Ryerson courses that include Indigenous topics could be coded such that students could find them more easily. The President noted that the University is working on its response to the TRC recommendations, and that this suggestion will be taken into consideration. The Provost agreed that it was a good idea and that he would support working toward it.

S. Rakhmayil agreed with L. Pine and suggested that Ryerson should work to help students find more details about the content of courses. M. Moshé said students can now type in key words to search for them in course titles. The President said the suggestion will be considered.

Motion Approved.

*7.4.3.3 **Motion:** That Senate approve the proposed Implementation Plan; and, That the Timeline contained in Appendix I of the Plan be accepted as a guideline, with milestones and any divergences reported and explained to Senate throughout the implementation process.*

M. Moshé moved; D. Mason seconded

M. Moshé described the proposed implementation plan. She also listed and thanked current and past committee members for their hard work over many years.

D. Mason asked about the need for three years to implement the new curriculum structure. President Lachemi assured Senate that if the committee can get this work done sooner, they will do so. M. Moshé provided more details about the implementation plan.

D. Mason asked why the committee didn’t list those departments that can be phased in earlier than three years. President Lachemi recommended that the committee look into the implementation timeline and that a report be provided to Senate at the next meeting.

Motion Approved.

President Lachemi reiterated that this is a major milestone for curriculum changes at Ryerson. He thanked the committee, especially M. Moshé for her dedication and leadership on this initiative.

She in turn thanked the curriculum implementation sub-committee members for their hard work on this project.

7.5 Report #F2017-2 of the Yeates School of Graduate Studies (YSGS)

7.5.1 Periodic Program Review – Master of Journalism

Motion: *That Senate approve the Periodic Program Review – Master of Journalism as described in the Senate agenda.*

C. Falzon moved; M. Bountrogiani seconded

Motion Approved.

7.5.2 For Information: One year follow-up report to Periodic Program Review – Master of Nursing

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

11.1 Progress Indicators from the University Planning Office (UPO)

http://www.ryerson.ca/senate/agenda/2017/Progress_Indicators_December_2017_Senate.pdf

11.2 Awards & Ceremonials Committee Convocation Report

11.3 Various course change forms

http://www.ryerson.ca/senate/agenda/2017/Course_Change_Forms_December_2017.pdf

- **Faculty of Arts:**
Economics; English; Geography & Environmental Studies; History; Languages, Literatures & Cultures; Philosophy; Politics & Public Administration; Psychology; Sociology
- **Faculty of Communication & Design:**
Creative Industries; Fashion; Graphic Communications Management; Image Arts; Interior Design; Professional Communication; RTA School of Media; School of Performance
- **Faculty of Community Services:**
Child & Youth Care; Disability Studies; Midwifery; Nutrition & Food; Urban & Regional Planning
- **Faculty of Engineering & Architectural Science:**
Electrical & Computer Engineering
- **Faculty of Science:**
Chemistry & Biology; Computer Science; Mathematics; Medical Physics; Physics; Undeclared Science

- **Ted Rogers School of Management:**
Accounting & Finance; Entrepreneurship & Strategy; Finance; Finance Minor; Health Services Management; Hospitality & Tourism; Information Technology Management; Retail Management

12. Adjournment at 6:52 p.m.

Ryerson University President's Update to Senate January 30, 2018



NEW YEAR'S GREETINGS – This year Ryerson is celebrating a “double anniversary” recognizing the establishment of the Ryerson Institute of Technology seventy years ago in 1948, and official university status granted twenty-five years ago in 1993. An extraordinary success story, Ryerson is renowned for its historic mission of responding to the needs of society and leading the way into an innovative future thanks to the contributions of everyone in the Ryerson community – broadly and appreciatively defined.

APPOINTMENTS

Chris Evans chemistry and biology, former interim provost and vice-president, academic and former vice-provost, academic has been appointed Ryerson executive lead academic planning for the proposed Brampton initiative, effective January 1, 2018.

Marcia Moshé, psychology, has been extended as interim vice-provost, academic to June 30, 2018, including key academic initiatives such as renewal of the undergraduate curriculum model and academic policy review, and leadership on committees and academic administration.

Avner Levin, law and business, director of the Law Research Centre and Privacy and Cyber Crime Institute, has been appointed interim dean, Ted Rogers School of Management for a six-month period effective January 8, 2018.

Anver Saloojee, assistant vice-president, international, has been elected to the 2018 board of directors of the Canadian Bureau for International Education (CBIE), supporting strategic planning and the development of global learning initiatives for institutions across Canada.

Katerina Cizek, digital documentary pioneer and executive producer of the Co-Creation Studio at the MIT Open Documentary Lab, has been appointed distinguished visiting professor in the Faculty of Communication & Design. An Emmy-award winning director championing media-makers who work with communities, academics, technologists and algorithms to seek solutions and critique, her earlier decade at the National Film Board of Canada helped redefine the organization as one of the world's leading digital content hubs, with groundbreaking projects that received international attention and a Peabody award, three Canadian Screen Awards, and a Canadian New Media award, among many others. She is recognized globally for human rights documentary film projects championing socio-political change.

Deborah Brown has been appointed vice-president, administration and operations effective January 29, 2018, joining Ryerson from Mohawk College where she served since 2014 as vice-president, corporate services, responsible for capital projects, facilities, finance, information technology, human resources, corporate governance, legal services, campus safety, business and ancillary services. She chairs the YWCA Hamilton board of directors governance and diversity Committee, and is special advisor to Escalator: Jobs for Youths Facing Barriers. A graduate of the Ryerson Journalism program, she earned professional development designations at the Rotman School of Management (corporate governance), Western University (Ivey Executive Program) and the University of Windsor (Conflict Management).

Glenn Craney has been appointed deputy provost and vice-provost, university planning office (UPO) effective January 15, 2018. He brings to Ryerson more than 20 years in the Ontario public sector, most recently in the ministry of advanced education and skills development where he was responsible for postsecondary operating and capital grants, led the development of the strategic mandate agreement

policy, negotiated a new funding formula, and co-chaired a process on the recognition of Indigenous Institutes. He has served as president of his Peel Region residents' association and formerly on the board of the Peel Addiction Assessment and Referral Centre. He earned an honours bachelor's degree in economics from Western University and a master's degree in economics from the University of Toronto.

CONGRATULATIONS

Margaret MacMillan, CH, CC (Doctor of Laws *honoris causa* '05) professor of history at the University of Oxford and formerly at Ryerson, has been appointed a Companion of Honour in the 2018 Queen's New Year's Honours List for services to higher education, history and international affairs.

Ontario Research Fund grants announced in January by the Ministry of Research, Innovation and Science include Ryerson projects led by Dérick Rousseau, Centre for Food Innovation and Nutrition Discovery (\$1,898,200) and Fengfeng (Jeff) Xi, Facility for Aircraft Interiors Research (FAIR) (\$744,631).

Order of Canada appointments with Ryerson connections announced on December 29, 2017 include:

Helen Burstyn, distinguished visiting professor for social enterprise, co-founder of the Pecault Centre for Social Impact;

Lynn Factor (Social Work '80, Alumni Award of Distinction '17), Faculty of Community Services Dean's Advisory Council, child witness advocate;

Cornelia Hahn Oberlander (Doctor of Laws *honoris causa* '99) landscape architect and impassioned proponent of green roofs, native species and engaged sustainability;

Dale Lastman, distinguished visiting fellow in the Ryerson Law Practice Program, chair of Goodmans LLP, director of Maple Leaf Sports and Entertainment;

Beverley Salmon (Doctor of Laws *honoris causa* '99), Toronto city councillor and esteemed advocate for the educational and social well-being of Black communities;

Jay Switzer, program advisory council RTA School of Media, chair and co-founder Hollywood Suite, broadcasting pioneer and mentor of emerging Canadian artists and filmmakers

Denise O'Neil Green, vice president, equity and community inclusion received the 2017 ASHE CEP Founders' Service Award from the Association for the Study of Higher Education's Council on Ethnic Participation for supporting CEP and fostering inclusiveness in the ASHE organization; and a Medal of Recognition from the International Colloquium on Black Males in Education hosted by Toronto in 2017.

Doina Popescu, founding director of the Ryerson Image Centre, received a Lifetime Achievement Award from the Ontario Association of Art Galleries honouring sustained leadership championing arts and culture and the role of public art galleries in the community.

Bloomberg Businessweek ranked the Ryerson MBA for the first time among the Best Business Schools in 2017, also ranking the Ted Rogers MBA as a top 25 international MBA program and top five in Canada, global top 10 and highest in Canada for salary and job placement, and best return-on-investment of any leading MBA program in the nation.

The Chang School was honoured at the 2017 University Professional and Continuing Education Association (UPCEA) Marketing Awards for continued creative excellence, winning three gold in the categories of radio, transit and print publications, and silver in interactive media.

Prix d'Excellence 2017 honours awarded to Ryerson by the Canadian Council for the Advancement of Education (CCAEE) include Gold for *Consent Comes First* developed by Farrah Khan, Manager of the Office of Sexual Violence Support and Education, and Gold for the Reputation Campaign developed by Ryerson Marketing and Creative Services.

The DMZ was named Accelerator/Incubator of the Year at the 3rd Annual Canadian FinTech and AI Awards recognizing banks, innovators, investors, service and law firms, cybersecurity tech firms, impactors and thought leaders across Canada in the financial technology and artificial intelligence space.

Tanya de Mello, director of human rights services, received the Charles D. Gonthier Outstanding Young Alumni Award from the McGill University Faculty of Law for setting an exceptional example through professional achievement, community service and commitment to the Faculty.

Tracey King, Aboriginal Employee Services, is the recipient of a 2017 University of Toronto alumni Arbor Award recognizing key contributions to the OISE Supporting Aboriginal Graduate Enhancement (SAGE) initiative, volunteer activities, and service on the Executive of the College of Electors.

Canada's U19 men's basketball team coached by Rams coach Roy Rana was chosen Canadian Press Team of the Year for 2017 by broadcasters and sports editors across the country, for capturing the FIBA U19 Basketball World Cup title in July, the nation's first gold in basketball at any world or Olympic event.

Anthony Leo (Theatre '98) was nominated for a Golden Globe in the Best Animated Feature category for his film *The Breadwinner*, a co-production between his company Aircraft Pictures, Cartoon Saloon and Melusine Productions in association with executive producer Angelina Jolie Pitt.

Nathalie Brown, Jessica Owusu-Bonsu, Whitney Peprah-Addo and Kelly-Ann Wright, hospitality and tourism management, won the inaugural Jamaica Community Innovation Challenge representing Ryerson in a global competition to develop a marketing campaign encouraging student tourism.

Alessia Dickson (1st year english) was one of 10 recipients of the Order of Vaughan for 2017, earning the honour in the arts and entertainment category for her award-winning book *The Crystal Chronicles*. The annual Order honours contributions to education, philanthropy and business in the City of Vaughan.

Elisabeth Dobson (Theatre '17), *Lorielle Giffin* (Criminology '17), *Abigail Hodson* (Fashion Design '17), *Kelly Oh* (Fashion Communication '17) and *Morla Phan* (Chemistry and Biology '17) were in the top 10 per cent commended for their research at the 2017 Dublin Undergraduate Awards in November.

CERC – Ryerson is one of nine universities across Canada selected to fill a Canada Excellence Research Chair, a national program funding world-renowned researchers addressing significant challenges. The Ryerson CERC in Migration and Integration is this year's only chair based in the social sciences and humanities, supported by a \$10 million Tri-Agency grant from the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR). The chair will build on the leadership of the Ryerson Centre for Immigration and Settlement in creating knowledge that impacts policy and practices.

SAM'S SIGNS – On January 10th the official re-lighting of the Sam the Record Man signs overlooking Yonge-Dundas Square welcomed members of the Sam Sniderman family, Mayor John Tory, councillor Josh Matlow, and the community to celebrate the iconic discs. The flagship Sam the Record Man store was in operation at 347 Yonge Street from 1961 to 2007, and became a leading destination in a cultural corridor of music in Toronto. In 1969 the business added the first of two spinning neon records designed by the Markle brothers; the second record was added to the storefront in 1987. The store was a popular tourist attraction with its distinctive façade and renowned for its knowledge and extraordinary selection. In 2007, Ryerson acquired the site, now occupied by the Student Learning Centre, and committed to conducting engineering and feasibility studies on the signs, ultimately selecting Sunset Neon to restore and install the signs above the square. Ryerson is covering all costs associated with storage, restoration, installation and maintenance of the signs, and will also install a commemorative plaque at the corner of Yonge and Gould Streets in recognition of Sam the Record Man's legacy.

DECEMBER 6TH MEMORIAL – The National Day of Remembrance and Action on Violence Against Women commemorates fourteen women (13 of them engineering students) who lost their lives at L’Ecole Polytechnique in Montreal simply because they were women. The Ryerson memorial mourns lives lost then, and in 2017, and reflects and renews a commitment to end violence against women. The event began in the quad at the December 6th Memorial sculpture, the Tree of Hope, for a moment of silence and candlelight vigil, followed by a procession to POD 250 to hear speakers and performances by Canadian musician, short story writer, and visual artist Vivek Shraya and Queer Songbook Orchestra. Special thanks to the office of the vice president equity and community inclusion; office of sexual violence support and education; student affairs; Ryerson Student Union; CESAR; human rights services; human resources; and the faculty of engineering and architectural science for organizing the event.

MICHELLE OBAMA – On November 28th former first lady Michelle Obama was at the Mattamy Athletic Centre for her first speaking engagement outside of the United States since leaving the White House. Presented by the Economic Club of Canada and Plan International Canada, “The Economics of Equality: Advancing Women and Girls to Change the World” featured wide-ranging personal reflections on empowerment and equity, in conversation with Rhiannon Trill (Arts and Contemporary Studies ’08), president & CEO of the Economic Club of Canada and member of the Ryerson Board of Governors. The audience of 3,000 included Sophie Grégoire Trudeau, NDP Leader Jagmeet Singh, MPP Michael Coteau and corporate leaders; with young people making up an estimated half of the crowd including 1,000 youth tickets sponsored by ticket-buyers. The talk explored topics such as racism, mental health and social media, and the overarching message of resilience and thoughtfulness. The Economic Club partnered with Plan International to bring in youngsters from across the country, including Indigenous youth from Arctic nations and First Nations youths from Montreal, Manitoba, and Ottawa.

MICHAEL SIGNER – The mayor of Charlottesville, Virginia gave a talk on “Democracy in the Age of Trump: Trials, Tribulations and Resilience” at Ryerson on November 29th as part of the International Issues Discussion (IID) series on contemporary global affairs. The mayor shared the experience of “Dialogue on Race,” the city-wide conversations with citizens that led to initiatives including an office on human rights; programs to re-integrate ex-offenders into society; and the creation of the Blue Ribbon Commission on Race Memorials and Public Spaces, renaming Lee Park “Emancipation Park” and altering statue plaques to address the neo-Confederate movements that built them – making Charlottesville a target for a far-right rally heard around the world. A scholar, lawyer and author, Signer concluded the event on a note of optimism, calling for principled activism and civic engagement.

SAMANTHA NUTT – On November 27th, Ryerson professor of distinction Stephen Lewis interviewed renowned humanitarian Samantha Nutt as part of the Faculty of Community Services #FCSinAction series. The founder of War Child Canada and War Child USA, charities that have worked with women, children and families in crisis centres from Iraq to Afghanistan to Somalia to Darfur, spoke about the focus on long-term strategies to disrupt cycles of injustice and poverty, including training advocates, lawyers and paralegals, and working with community-based organizations on accelerated learning programs and distance-based radio learning to enhance access and safe opportunities for education. The message included reflections on the gap between our nation’s reputation and its complacency, creating a confusing message about what Canada is and what we represent – and the imperative to build an activist, principled international foreign policy.

DEMOCRATIC ENGAGEMENT EXCHANGE – The Faculty of Arts has launched a new initiative building on two programs developed by Samara Canada and delivered in partnership with community-based organizations. *Democracy Talks* is a between-elections program that gives marginalized Canadians the opportunity to discover and develop their political voice; and *Vote PopUp* helps first-time and infrequent voters understand the voting process. The new Exchange builds on the Faculty of Arts commitment to

civic engagement including the Jarislowsky Chair in Democracy announced in 2017; the Jack Layton Chair; related initiatives such as the Jack Layton School for Youth Leadership, an annual lecture series featuring prominent speakers such as Naheed Nenshi, Mayor of Calgary, and former NDP leader Ed Broadbent; and the Jack Layton Book Club. Samara Canada is an independent, non-partisan charity dedicated to strengthening Canada's democracy. John Beebe, Senior Advisor on Democratic Engagement, Faculty of Arts, will head the new initiative at the university.

GTA TOP EMPLOYER – For the fourth straight year Ryerson is among *Greater Toronto's Top Employers* in a competition that evaluates workplaces on eight criteria: physical workplace; work atmosphere and social; health, financial, and family benefits; vacation and time-off; employee communications; performance management; training and skills development; and community involvement. The report this year highlighted the GTA as “a beacon for talented people from around the world offering diverse perspectives that help organizations drive innovation, develop new products and overcome industry challenges by finding new and creative ways of doing things – and employers that lead the nation in offering progressive HR policies and initiatives that reflect such a varied and diverse population.”

NEWCOMER ENTREPRENEURS – A new report from the Ryerson Diversity Institute provides insights into the opportunities presented by entrepreneurship to immigrants, and guidance on offering support. *Immigrant Entrepreneurship: Barriers and Facilitators to Growth*, the first of its kind study funded by the Ontario Ministry of Citizenship and Immigration, is based on a research review, a survey of more than 200 immigrant and Canadian born entrepreneurs, and interviews with entrepreneurship organizations and community groups. The immigrant entrepreneurs in the study had high levels of education, more than one third were women, the most common areas of origin were South Asia, China and the Middle East, and most entered Canada as family class immigrants relative to the investment class (6 per cent) and entrepreneurial class (3 per cent). Report recommendations include facilitating student transition to entrepreneurial opportunities; better integration of services and comprehensive information about the full range of programs; diversity accountability in government-funded programs; and raising awareness of entrepreneurship as a viable and diverse path extending beyond technology.

INNOVATE TO 150 – “Canada 150: Roles of New Canadians in Canada's Innovation and Entrepreneurial Ecosystem” is a new initiative spearheaded by Jean-Paul Boudreau, special advisor and executive lead in the office of social innovation, and funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) that adds a visual storytelling element to the process of launching a social enterprise. During an interactive event held at the Art Gallery of Ontario in September, newcomer entrepreneurs used strings on a specially designed interactive display to depict the obstacles and support systems they encountered during their journey. The display was designed by Madeleine Co., an art collective founded by Alexandra Hong, (Chang School '12) marketing research coordinator, office of the vice-president research and innovation; Nicole Bazuin (Image Arts '10); and Cheryl Hsu, formerly marketing research co-ordinator in the OVPRI. The exhibit was used again during the research project's second phase, the *InnovateTO150* public showcase of Toronto's next generation changemakers held on November 3rd at the Design Exchange. The project is preparing its concluding event, an on-campus symposium bringing together experts and entrepreneurs from across Canada to discuss findings and the potential for a more comprehensive study, with the goal of publication in an academic journal.

NSAR – The Newcomer Students' Association of Ryerson hosted its first annual Immigrant, Refugee and International Students Conference on November 25th. Sara Asalya (community engagement, leadership and development certificate '17), founder and president of NSAR and a Palestinian immigrant, formed the group to help students connect, learn, and support each other. The conference honorary guest speaker was Palestinian Canadian physician, teacher, and human rights advocate Izzeldin Abuellaish (founder of The Daughters of Life Foundation), and keynote speeches were delivered by well-known

immigrants Haroon Siddiqui, distinguished visiting professor at FCAD and former *Toronto Star* columnist and editor; and Olivia Chow, distinguished visiting professor in the Faculty of Arts and former Toronto city councillor and member of parliament. Panel discussions included *Media's Role in Storytelling* with Jack Layton Chair professor Doreen Fumia and Ryerson Centre for Immigration and Settlement founding director professor Harald Bauder; *Migration and Student Life, Women in Leadership*, and *Living Under the Same Roof* moderated by politics and public administration professor Myer Siemiatycki; and a performance by Tehran-born and Toronto-based poet Nasim Asgari.

ARCH SCI STUDENTS IN ACTION – Putting their education to work, architectural science students are continuing to define a vision for the future that features sustainability, design creativity and excellence in community spaces with engagement in current projects and initiatives:

- On December 8th, architectural science students presented their designs to representatives of the Greater Toronto Airport Authority for the Pearson Airport Transit Centre planned to open in 2027. The students were given the opportunity as part of their 4th year design studio class and initially met at the airport to receive an outline of project expectations, and tour the site. The vast transit hub will accommodate rail, bus, and auto networks while also building new space for shops, cafes, newsstands, offices and lounges, and Eileen Waechter, director of corporate relations and strategic partnerships for the GTAA valued the student interaction as help “to imagine things differently.”
- CEx18 DWELL, this year’s collaborative exercise, is focused on housing for students in downtown Toronto. Thirty teams of 15 students worked with 15 downtown Toronto sites that are empty, outdated or underdeveloped with poor existing architecture. Model displays of their solutions are on display until January 23rd at the Paul H. Cocker Gallery. The study compliments the work of StudentDwellTO, an initiative focused on student housing in the GTA led by Ryerson University, the University of Toronto, OCAD University and York University.

GRACE HOPPER – Ryerson sponsored 12 science and engineering students to attend a three-day conference in Florida last October on support for women in STEM and female leaders of the future. The largest event of its kind, this year the Grace Hopper Celebration included speakers Melinda Gates, co-chair of the Bill & Melinda Gates Foundation, Diane Greene from Google Cloud, computer science professor Fei-Fei Li from Stanford University, and founder and CEO of #techmums Sue Black. The event provides career resources, research, and candid conversations across a number of industry related topics, tailored for women already in the field and younger women planning their careers. Ryerson delegates reported that the most useful topics included the challenges faced by women taking the unconventional path of the technology and computer science sector; increased awareness of varied walks of life and routes of entry in technology and industry; the assertion that men must join the conversation; and recognizing that we need to change the norm and ensure women are heard.

GFJI@LIZ – The Legal Innovation Zone is launching the Global Family Justice Initiative, a four-part program bringing together international experts and stakeholders to propose approaches designed to reform and revolutionize the family justice system: on January 30th the GFJI will release its family justice achievement measure, which will set the target for the program and explain how the progress will be measured; the GFJI will host a family law innovation conference planned for June 4th, 2018; another major part of the initiative will be the development of a family assist portal, an online, interactive approach, before and after court that will help families better understand their situation and legal options and help them toward resolving their issues; and the final step will be an ongoing enactment of the commitment to community family justice engagement through gatherings and webinars that offer people who want to get involved in reforming the family justice system the opportunity to join.

DIGITAL NEWS INNOVATION CHALLENGE – On November 28th Facebook unveiled the details of its partnership with the DMZ and the Ryerson School of Journalism at FCAD. The Digital News Innovation Challenge is open to all Canadians, in particular founders and aspiring entrepreneurs across Canada tackling a compelling problem within the Canadian digital news and journalism landscape. Five startups will be offered the opportunity of five months of incubation at the Sandbox, the DMZ's skills development space. Selected participants will gain access to high-calibre senior growth mentors; exclusive workshops designed by Canada's leading experts in digital news; a dedicated workspace in the heart of downtown Toronto; the chance to work with influential investors, journalists, experts and researchers; and support in the form of \$100,000 in non-dilutive seed capital and a \$50,000 Facebook marketing budget. Proposal parameters include ideas and startups that have a robust lean canvas business model, a collaborative leadership team and innovative digital news and storytelling ideas that can be turned into sustainable businesses. The program will culminate in a demo day where startups will present their companies to a panel of judges, mentors and industry leaders. Applications to the Digital News Innovation Challenge will open on January 25, 2018 and close on March 9, 2018.

from the President's Calendar

November 21, 2017: I was proud to host the Devon Lord Brooks Platinum Breakfast for Athletes, our annual celebration recognizing academic excellence, athletic ability and community service.

November 21, 2017: I was joined by Dr. Howard Lin, TRSM Global Management Studies, and Todd Carmichael, Ryerson International to meet with colleagues from Hangzhou Normal University.

November 21, 2017: AVP Jennifer Grass joined me in an introductory meeting with the new deputy minister of advanced education and skills development Greg Orencsak, including assistant deputy minister postsecondary education Glenn Craney, and senior policy advisor Marc Mainguy.

November 21, 2017: I met councillor Kristyn Wong-Tam at City Hall with AVP Jennifer Grass as a regular update on shared initiatives and collaborative development.

November 22, 2017: It was a pleasure to attend the Association of Fund Raising Professionals (AFP) lunch honouring the Slight Family Foundation with the 2017 Outstanding Foundation Award.

November 22, 2017: The presidents of Toronto universities and colleges were invited to meet with Mayor John Tory by city manager Peter Wallace to discuss the role of education, research and innovation in building Toronto's reputation and success.

November 24, 2017: I was pleased to welcome Harry Schlange, Brampton chief administrative officer and Bob Seguin, advisor to the CAO, on a visit to Ryerson to discuss our development partnership.

November 28, 2017: Ryerson has an excellent distinguished visitor program encompassing academic and expert advisors – and it was a privilege to celebrate their contributions at an event in their honour.

November 30, 2017: Ryerson athletics director Ivan Joseph joined me for a meeting and very enjoyable conversation with Bob Scalise, Harvard University's John D. Nichols '53 Family Director of Athletics.

November 30, 2017: I met with Canadian author, social activist, and filmmaker Naomi Klein to discuss opportunities for collaboration.

December 1, 2017: There are so many reasons to be grateful for our community, and the party in the Kerr Hall upper gym before the holiday break gave us an opportunity to exchange best wishes.

December 1, 2017: The presentation of "Jack & The Beanstalk" by the School of Performance continued a wonderful tradition – with thanks to Alumni Relations for hosting the event.

December 4, 2017: I was very proud to attend the reception for the NBA Africa Journeys Leadership event at the MAC, celebrating opportunities in education, sport and life for young people.

December 4-5, 2017: Universities Canada held its workshop on university governance in Toronto offering the chance to host colleagues and network here at "home."

December 5, 2017: Ryerson met with Deb Matthews, minister of advanced education and skills development, and Linda Jeffrey, Mayor of Brampton, to share ideas and an update.

- December 7, 2017:* I met with Bruce Ross, Group Head, Technology & Operations at RBC to discuss partnership in the area of cybersecurity.
- December 7, 2017:* Alykhan Neky, (Masters of Arch Sci '14) and one of the winners of the Moriyama RAIC International Prize for 2017, sat down with me to talk about city-building and creative culture.
- December 7, 2017:* Ryerson hosted a meet and greet with judges and lawyers organized by The Hon. Justice Sheila Ray and joined by AVP international Anver Saloojee and Fred Anger, executive director financial planning and strategy at The Chang School.
- December 19, 2017:* I met with Anthony Zwig, president of Horizon Legacy Group to discuss potential collaboration in the area of student housing.
- December 19, 2017:* At a dinner meeting with Amit Chakma, president of Western University, and Adel Sedra, distinguished professor emeritus University of Waterloo, it was a pleasure to reflect and share ideas about the postsecondary system.
- December 20, 2017:* VP university advancement Ian Mishkel and I met with Rob McEwen, chief owner and chairman, McEwen Mining to update him on Ryerson initiatives of shared interest.
- December 21, 2017:* It was great to meet with Lynn Lavallee, vice-provost indigenous engagement at the University of Manitoba, and formerly at the Ryerson school of social work, to discuss her new role and our shared priorities.
- December 21, 2017:* Rams basketball coach Roy Rana and I met with Kevin Frey, CEO of Right To Play International, for a conversation about partnership and the importance of supporting the whole person in sport, as a healthy and sustainable approach.
- December 21, 2017:* I welcomed the opportunity to meet with Helen Vari C.M. (Doctor of Laws *honoris causa* '17) president of the George and Helen Vari Foundation, to discuss current initiatives.
- December 21, 2017:* The award-winning Rumie Initiative has been transformative in bringing accessible education to underrepresented areas, and it was a pleasure to meet with founder Tariq Fancy and Christy Moorhead to learn about continuing progress.
- January 9, 2018:* I met with Hassan Yussuff, president of the Canadian Labour Congress to discuss opportunities for continuing education and professional development for CLC members.
- January 10, 2018:* Robert Summerby-Murray, president and vice-chancellor of Saint Mary's University was on campus to visit the DMZ and share ideas on national entrepreneurship strategies.
- January 11, 2018:* I met with Dyane Adam, Chair of the Planning Board for a French-language university and Marco Fiola, Ryerson chair of the department of languages, literatures and cultures, to share ideas on postsecondary development in Ontario.
- January 15, 2018:* Incubate Innovate Network Canada (I-INC) held a day of meetings in Ottawa where I joined Andrew Petter, president and vice-chancellor of Simon Fraser University and Robert Bailey, interim president and vice-chancellor of the University of Ontario Institute of Technology in meeting David MacFarlane, director of policy, office of the minister of innovation, science and economic development (ISED); Iain Stewart, president of the National Research Council (NRC); David McGovern, associate deputy minister (ISED); Nipun Vats, assistant deputy minister, science and research sector (ISED); and Linda Campbell, policy advisor, office of the Minister of Small Business and Tourism – to discuss with government the expansion of the model to create a national network.

RYERSON COMMUNICATIONS REPORT

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

Student engagement

Graphic Arts Magazine reported on the School of Graphic Communications Management's annual awards, quoting **President Mohamed Lachemi**. More than \$50,000 in scholarships were awarded.

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

CBC News reported that 75 per cent of student voters supported a \$2.50 levy on full-time student tuition for the Good Food Centre for a total of \$160,000.

NOW Toronto reported on Our Turn's report card on sexual violence policies mentioned Ryerson scored the highest; quoting **John Austin**, interim vice-provost, students.

Techvibes, Investment Executive, and Betakit reported on the winners of the DMZ-BMO Fintech Accelerator Demo Day.

Huffington Post reported that Master's in Documentary Media graduate **Zanele Muholi** was knighted by France.

The Toronto Star profiled Ryerson alumni **Diego Burdi and Paul Filek** of Burdifilek design studio.

The Jamaica Gleaner and Jamaica Observer reported that the first-ever Jamaica Tourism Innovation Challenge Award was won by a team of Ryerson hospitality and tourism students.

SRC excellence

Marie Bountrogianni, Dean, Chang School of Continuing Education, contributed a piece to the Huffington Post Canada on bringing civility back to the workplace.

University Affairs mentioned the Congress of the Humanities and Social Sciences at Ryerson as well as race-based data collection at Ryerson in a piece on equitable campuses.

University Affairs spoke with **Yasin Dwyer**, Muslim chaplain at Ryerson, about the evolving role of the university chaplain.

Techvibes and Betakit reported on a new report on software developers by the Brookfield Institute for Innovation + Entrepreneurship at Ryerson, quoting **Sean Mullin**, executive director.

James Turk, Centre for Free Expression, spoke to the Toronto Star and CBC News in reaction to the new Mulroney Institute at St. Francis Xavier University and the honorary degrees for those who funded the project.

The Globe and Mail quoted **James Turk**, Centre for Free Expression, in an article about hate-related charges being pressed against the editor of Your Ward News.

Murtaza Haider, Ted Rogers School of Management, spoke to the Globe and Mail about boomers, millennials, and the housing market. He also contributed a piece on housing to the National Post, and spoke to the Toronto Star about the completion of the subway to Vaughan

April Lindgren, Journalism, spoke to CTV News about the Torstar-Postmedia deal. Similar coverage appeared in more than 30 news outlets. She contributed a piece to the the Conversation and the Toronto Star on the topic of paying for local news.

Mark Bulgutch, Journalism, contributed a piece to the Toronto Star about readers needing to pay for the news.

Kamal Al-Solaylee, Journalism, contributed a piece to the Toronto Star on a call to reframe race relations.

Ann Cavoukian, Privacy by Design Centre of Excellence, spoke to 1150 CKFR Kelowna about Bill C59. She spoke to CBC News, CBC Radio and Radio-Canada about using caution when using digital assistants.

Betakit featured the EDI in STEM report from the Faculty of Science, quoting Dean **Imogen Coe**.

The Globe and Mail spoke with **Imogen Coe**, dean, Faculty of Science, about new research chairs taking aim at the diversity gap in Canadian science.

CPAC featured **Imogen Coe**, Dean, Faculty of Science, among the presenters at the Gender Summit 11 in Montreal.

The Vancouver Sun featured **Imogen Coe**, Dean of Science, among 150 female leaders.

Irene Berkowitz, FCAD Forum Fellow, contributed a piece to Playback on the topic of the Netflix tax.

CBC News spoke with **Richard Lachman**, Director of research development, Faculty of Communication and Design, about Facebook's new messenger app for kids.

Macleans reported that Ryerson, U of T, York and OCAD U have launched a comprehensive two-year study into student housing in a project dubbed StudentDwellTO.

Nayrouz Abu Hatoum, Faculty of Arts, spoke with CBC Radio in reaction to Trump's announcement on the status of Jerusalem.

The Frank Lloyd Wright revival initiative led by Architecture's **Yew-Thong Leong** has been featured in Canadian Architect, Building Magazine, Interiors and Sources, Architectural Digest, Calgary Herald, CBC Homestretch, Rocky Mountain Outlook, Crag and Canyon.

Alok Mukherjee, distinguished visiting professor, spoke to Radio-Canada and the Toronto Star about an inquiry looking into racial profiling by police in Toronto.

IT World Canada quoted **Avner Levin**, director, Privacy and Cyber Crime Institute, on the 57 million victims of the Uber data breach.

Canadian Immigrant featured a new research report, Immigrant Entrepreneurship: Barriers and Facilitators to Growth, from Ryerson's Diversity Institute.

CTV Toronto spoke with **Henry Navarro Delgado**, Fashion, on the growing influence of middle east trends on the global fashion industry.

Cathy Crowe, distinguished visiting practitioner, Faculty of Arts, contributed a piece to Rabble on the topic of using armouries as shelters for the homeless. She also spoke to Metro News about using Exhibition Place facilities as winter refuge.

The Globe and Mail, CBC News, and the Toronto Star quoted **Cathy Crowe**, distinguished visiting practitioner, regarding a push for 400 new homeless shelter beds in Toronto.

Report on Business featured a recent study on online learning led by **Tony Bates**, distinguished visiting professor.

Cherise Burda, City Building Institute, spoke to the National Post about high-density and high-rise condo buildings. The item was also picked up by five other news sites.

Cherise Burda, City Building Institute, contributed a piece to the Toronto Star about Superlinx not being a solution to Toronto's transit woes.

Graham Haines, City Building Institute, spoke to CityNews Toronto about a proposed underground highway in Toronto to ease congestion.

Urban Toronto featured a new report by the Ryerson City Building Institute written by **Graham Haines and Claire Nelischer** in support of the Rail Deck Park.

Claire Nelischer, City Building Institute, spoke to Inside Toronto about Toronto's Rail Deck Park.

Patrice Dutil, Politics, contributed a piece to the Hill Times on centralized prime ministerial power. He also penned a piece for the Toronto Star on the 'Doomsday Election' of 1917. He appeared on TVOntario's The Agenda with Steve Paikin and on CBC News discussing Canada's wartime election of 1917.

Ramona Pringle, RTA, contributed a piece to CBC News on the internet as a powerful tool, if everyone has access to it. She also contributed a piece to CBC News about concerns regarding relying on platforms like YouTube for family-friendly content. A piece she wrote for CBC news on rampant social media use quoted **Anatoliy Gruzd**, director of research at the Social Media Lab.

Graphic Arts Magazine spoke to Ryerson Image Centre director **Paul Roth** about the centre's fifth anniversary and new website.

Art Daily reported on the Ryerson Image Centre launching a new website for its five-year anniversary.

Bonnie-Jeanne MacDonald, National Institute on Ageing, spoke to Benefits Canada about adequate frameworks for flexible retirement.

The Globe and Mail quoted **Farrah Khan and Yamikani Msosa** Office of Sexual Violence Education and Support, in an article on creating real change in the wake of the #MeToo movement.

Sonya Graci, Ted Rogers School of Management, spoke to Radio-Canada about tourism in Ontario.

Sui Sui, Ted Rogers School of Management, spoke to OMNI Television about PM Trudeau's visit to China and Canada-China trade.

CBC Toronto spoke with **Lisa Taylor**, Journalism, on publication bans at the Laura Babcock murder trial.

The Toronto Star quoted **Nick Bellissimo**, Nutrition Discovery Labs, on Soylent as a meal replacement.

The National Post quoted **Arne Kislenko**, History, in a piece on the CIA's plan for Canada ahead of the Cuban Missile Crisis.

Sorpong Peou, Politics and Public Administration, contributed a piece to East Asia Forum on the topic of Cambodia's politics of survival threatening democracy.

Yunxiang Gao, History, spoke to CBC News about the experience of women of colour in sexual harassment cases.

Chris MacDonald, TRSM, spoke to CBC Radio One Halifax on the topic of greed.

CBC News Network spoke with **Joanne McNeish**, TRSM, about PETA's protests of Canada Goose.

The Christian Science Monitor quoted **Jamin Pelkey**, Languages, Literatures and Cultures, about how bats learn to 'talk'.

John Miller, Journalism, appeared on TVO's The Agenda discussing local news losses.

CNBC spoke with **Jeremy Kinsman**, distinguished visiting diplomat, about the need for a Canada-China trade deal.

Leanne Nicolle, Executive in Residence, Inclusive Leadership in Sport, TRSM, contributed a piece to the Globe and Mail on the topic of toxic masculinity in the sports industry.

Innovation

Canadian Lawyer Magazine reported that the Federation of Law Societies granted preliminary approval for a proposed new law program at Ryerson, quoting **Anver Saloojee**, AVP, Ryerson International and the dean of record for the law school proposal. Similar coverage appeared in the Lawyers Weekly.

A new partnership between Ryerson and Facebook generated coverage in Metro News, quoting **Asmaa Malik**, Journalism; TechVibes, quoting **Janice Neil**, chair, Journalism and **Abdullah Snobar**, DMZ; CBC News, quoting **Abdullah Snobar**, and **Charles Falzon**, dean, Faculty of Communication and Design; and the Business News Network, quoting **Abdullah Snobar**.

The Toronto Star reported on the Chang School's international university foundation program, quoting Dean **Marie Bountrogianni**.

CBC Toronto reported on the Accessibility Project at Ryerson, with an interview with **Marie Bountrogianni**, dean, Chang School.

The Tyee reported that Audible, the audio wing of Amazon, is partnering with Ryerson to train their media and performing arts students in the techniques for voicing and producing audiobooks.

The Lawyers Weekly quoted **Chris Bentley**, Legal Innovation Zone, on a new Ryerson initiative to reform family law.

Law Times reported that the Legal Innovation Zone at Ryerson launched the Global Family Justice Initiative, quoting **Chris Bentley**.

A Vancouver Province article featured the Privacy by Design Centre of Excellence praising the centre for setting the standard for data protection and privacy, quoting executive director **Ann Cavoukian**. The item also appeared in the Windsor Star.

Betakit reported that the Chang School announced 17 finalists for the Accessibility Project, launched in partnership with the DMZ.

Techvibes reported that Ryerson and the Endeavour Centre have designed and built a home with zero net energy use.

24 Hours Toronto reported on the Ryerson Fashion Zone startup Four Fifty Five, quoting **Richard Lachman**, director of zone learning.

Community engagement and city-building

NOW Toronto featured the Social Ventures Zone at Ryerson.

A Toronto Star article on the Sam the Record Man sign being raised above Yonge-Dundas Square quoted communications director **Michael Forbes**. Similar coverage appeared on 680 News, CTV News, CP24, CityNews, Inside Toronto, CBC News, and Breakfast Television.

The Globe and Mail featured Ryerson among the GTA's top employers, mentioning its 3,043 employees, subsidized access to in-ouse state-of-the-art fitness facilities, with basketball and squash courts, a swimming pool, indoor running track, and hockey rink.

The Toronto Star quoted Ryerson Rams head coach **Roy Rana** in an article about diversity on the sidelines of Canadian basketball. The item was picked up by 30 print and online news sites.

The Toronto Star featured **Mohammad Al Zaibak**, member of the Ryerson Board of Governors, who received the Toronto Region Board of Trade builder award.

CBC Radio's Metro Morning and CTV News Toronto reported that former First Lady Michelle Obama would be at Ryerson's Mattamy Athletic Centre.

Construction Canada reported that Ryerson's Student Learning Centre won a 2017 Excellence in Concrete Construction Awards from, the American Concrete Institute.

The National Post and Hartford Courant reported on the sold-out NCAA game as part of Ryerson's HoopFest. CBC News and the Toronto Star reported on Canadian basketball star Kia Nurse, and the Uconn Huskies-Duquesne Dukes game at the Mattamy Athletic Centre.

Archinect featured upcoming lectures and exhibitions at the Department of Architectural Science.

Daily Commercial News and Urban Toronto featured the construction of the Daphne Cockwell Health Sciences Complex.

Prepared by Marketing and Communications

**Report #W2018-1 of the Academic Governance and Policy Committee (AGPC):
M. Benarroch**

January 30, 2017

1. Academic Policy Review Committee (APRC) update: M. Moshé
Includes a summary of comments from the Committee of the Whole discussion prior to the December 5, 2017 Senate meeting (attached)
2. Council Bylaws Draft checklist and template (attached)
3. Department of History Bylaws (attached)
Motion: *That Senate approve the History Department Council Bylaws as described in the Senate agenda*
4. For Senate's information at this point, an update on the draft revisions of Ryerson's Institutional Quality Assurance Process (IQAP) policies (attached). The policies will come to Senate for further discussion and approval at a later date.

The policies have been revised extensively in order to respond to recommendations by the Quality Council auditors and to improve alignment with the [Quality Council Framework for Quality Assurance](#). Other policy improvements include:

- reduction of repetition between policies, such as definitions of terms (which are, for the most part, in Policy 110);
 - better clarity around who has responsibility and authority for the requirements of the IQAP and improved details of expectations for those responsible for review, endorsement and approval of curriculum proposals and PPRs;
 - improved consistency between undergraduate and graduate requirements;
 - streamlined procedures' sections to meet the Quality Council Framework. Additional Ryerson-specific requirements, above and beyond the Quality Assurance Framework, have been retained, where appropriate (e.g., academic standing variations, experiential learning, societal need)
 - improved information for managing the peer review process appropriately for new program proposals and PPRs;
 - improved clarity around the reporting requirement for all levels within Ryerson, including Ryerson's Board of Governors, and to Quality Council.
5. Review initiated for [Policy 142 \(Graduate Admissions and Studies\)](#)
 6. Review initiated for [Policy 161 \(Student Awards\)](#)

Respectfully submitted,

M. Benarroch, Chair,
Provost & Vice President Academic

On behalf of the Committee:

M. Moshé, Interim Vice Provost Academic

J. Austin, Interim Vice Provost Students

C. Hack, Registrar

J. Turtle, Secretary of Senate

T. Duever, Dean, Faculty of Engineering & Architectural Science

E. Kam, Faculty of Arts, Director, Learning & Teaching Committee

I. Baitz, Chair, Graphic Communications Management

A. McWilliams, Faculty, Faculty of Science

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

S. Dolgoy, Faculty, Faculty of Communication & Design

R. Hudyma, Faculty, Ted Rogers School of Management

A.M. Brinsmead, Chang School Program Director

E. Hysi, Yeates School of Graduate Studies Student Senator

**Summary of Senate's December 5, 2017 Committee of the Whole Discussion
Regarding Examinations**

**Question 1: Ryerson's exam period is shorter than most other large universities.
Should Ryerson explore options to lengthen the exam period?**

- Yes, current exam period is inhumane as it is only 10 days. We need longer exams and longer time period off before exams start.
- Extend exam period
- Extend marking time, and make marks due in January.
- Think about invigilator cost reductions.
- No 8 am exams!
- **Yes, we should explore options to lengthen the exam period, as well as the time between the end of classes and the start of exams.**

Question 2: How important is it for students to receive grades and academic standings over the holidays/when enrolment opens up?

- Important to have everything done before university opens again in January.
- Flexible. How many students does this affect?
- Hand marks in before break and process them in January.
- **Consider having marks due before the end of the year, but process them in January.**

Question 3: Should Ryerson fully utilize Saturdays & Sundays for exams?

- Use Sundays as contingency days and schedule exams regularly on Saturdays.
- Transit concerns are important considerations. Saturdays may be ok, but Sundays are more complicated in terms of hours and availability of transit.
- Add Saturday and Sunday exams. Have exams all the way up to the last Sat and Sun before marks are due. Negotiate with RFA and unions to do this so we do not have to extend the actual exam period as a whole.
- Saturday exams should have 3 time slots and sundays should have 2 slots (11am-1pm & 1-3pm).
- We should have a reduced schedule on both Saturdays and Sundays.
- No, we should not fully utilize Saturdays and Sundays because these 2 days are affiliated with religious obligations
- weekends are usually used to study because many students work through the week
- Yes, we should utilize them because this would allow for more time slots to be opened. It

- spreads out exams
- Do not rely on Saturdays and Sundays - only use them as last resort days for make-up exams.
- We need more days between class and start of exams - real solution is more space!
- **Utilize Saturdays and Sundays, but with fewer exam slots and perhaps keep Sunday as a contingency day.**

Question 4: Should Ryerson reduce 3 hr exams to 2 or 2 ½ hrs as they have at other universities?

- Only 2.5 hour exams that start at 9am.
- Look at other options as well such as take home exams, oral exams, case study exam methods.
- 2 hour exams are better - how much value do you really get out of the extra 30 mins.
- Reduce exams to 2 hours except FEAS & select programs such as computer science as required by accreditation.
- If need to rent space, rent Moss Park Armory at Jarvis and Queen.
- Should aim for 2 hr exams for all one semester courses. This may enable exam "slots" to be 2.5 hours (i.e. half an hour between). Would this work in the MAC? Need to continue to start at 8am M-F.
- Why are there any one hour exams in the exam period?
- 3 hour exams are great because it reduces pressure and students don't feel rushed. They are accessible for all learning styles.
- 3 hours exams are too long to focus, not always necessary and 2 hour slots would allow more time slots and later start times.
- Communicate with affiliated/collaborative program schools such as George Brown - eg. one student has 2 exams at Ryerson, followed by 2 George Brown exams in one day.
- **Reduce exams to 2-hour slots with the exception of Eng courses.**

Question 5: When there are CE sections tied to an undergrad course, should we try to schedule them at the same time?

- Yes!
- Synchronizing with CE is going to become more important as time goes on because there are likely to be more evening classes. Note that this also applies to part-time programs that have classes in the evening.
- CE sections for undergrad courses should be scheduled at the same time.
- CE students might expect exams to be scheduled in a way that accommodated their professional schedules ie. in the evenings.
- Need to inform CE students prior to enrolment that they may be required to write an exam outside of scheduled class time.
- **Yes, but inform CE students in advance as they may not be able to attend exams during normal working hours.**

Question 6: Are there strategies for relieving the pressure on space we haven't considered?

- Why are we trying to come up with a one size fits all? We should adjust depending on Faculty, year and subject matter.
- Run exams in the MAC and MTCC
- Senate policy on large substantial assignments/assessments could be re-examined to allow exams in the last week of class
- Develop strategy to better coordinate enrolment expansion with infrastructure expansion
- **Consider alternatives to exams, rent more space in addition to MAC and develop a better long term strategy/policy.**



Council Bylaws Checklist

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

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

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

History Department Council Bylaws

Approved by the Department: January 22, 2018

Approved by Senate:

DRAFT

1. Department Council

1.1 Mandate

Students, faculty, and staff are partners in the functioning of the Department of History (hereafter Department). The Department Council (hereafter Council) is the principal mechanism for bringing together these constituencies to identify, discuss, and resolve matters of mutual concern. The specific mandate of the Council is:

- 1.1.1 To develop and recommend policies relevant to the Department within the context of general University policies.
- 1.1.2 To contribute actively to the operation and long-term planning of the Department through the creation of committees, working groups and other mechanisms as deemed appropriate.
- 1.1.3 To provide a forum for debate, discussion, and the dissemination of information on matters pertinent to the Department.

1.2 Authority of Council

In keeping with Ryerson's constitutional provisions for Department/School Councils (Senate Policy #45), the authority of Council is as follows:

- 1.2.1 The Council may initiate policy recommendations on any matter pertaining to the operation of the Department. If such policies have significance and effect only within the Department, approval by Council, and by the Chair of the Department and Dean of the Faculty of Arts, will provide authority for action. Such action will be reported by the Dean of the Faculty of Arts to Senate for its information.
- 1.2.2 If such policies have extra-Departmental ramifications, they shall be transmitted to the Dean of the Faculty of Arts for discussion with the Dean's Council of Chairs. If there are no ramifications beyond the Faculty, the matter may be settled there with the approval of the Dean of the Faculty of Arts, and shall be reported to Senate by the Dean of the Faculty of Arts for its information. If there are broader ramifications, the recommendation shall be brought to Senate for action.
- 1.2.3 In the event of a disagreement between Council and the Dean of the Faculty of Arts, or between Council and the Chair of the Department and the Dean of the Faculty of Arts, the disagreement will be referred by the disputants to the Provost and Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action. Should such a matter have bearing on the academic policy of the

University as a whole, the matter shall be reported to Senate upon its resolution.

1.2.4 Without prejudice to the above protocols, the authority of Council embraces two additional principles:

1.2.4.1 The Council will not enter into debate or take action on any matter that would jeopardize customary expectations of confidentiality in respect to students, faculty, or staff, or on matters of an explicitly contractual nature.

1.2.4.2 The Council does not have the authority to override decisions made by Departmental committees that do not formally report to it, for example the Department Evaluation Committee (DEC) and Department Hiring Committee (DHC). Council does, however, have the authority to discuss such decisions and to provide advice, save in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Chair of the Department.

1.3 Membership

Voting membership on Department Council shall be comprised of the following:

1.3.1 All RFA members of the Department.

1.3.2 Up to two CUPE Unit 1 instructors in the Department, to be elected by and from CUPE Unit 1 instructors every September.

1.3.3 The Departmental Administrator and the Undergraduate Program Administrator.

1.3.4 Students to be elected from and by each year of any undergraduate degree program housed in the Department of History. The number will normally be one student from each year of study, provided the resulting ratio is not less than one-fourth and not more than one-third of the total RFA Council membership. If adjustments are required, the order of precedence of representation shall be from fourth year to first year. Student representatives shall be reported to the Department Chair by the end of the third week of classes in each Fall semester.

In addition to the voting membership stated above, meetings of the Council are open to all History faculty, instructors, staff and students to attend.

1.4 Voting

- 1.4.1. There shall be no proxy or absentee voting.
- 1.4.2 The Chair of Council shall vote only to break a tie.

1.5. Chair of Council

The Chair of Council will be elected by and from RFA, CUPE Unit 1 and staff Council members, normally at the first Fall semester meeting of Council. The Chair of the Department or his/her designate shall convene the meeting.

- 1.5.1. The Chair of Council is responsible for:
 - 1.5.1.1. Calling and conducting meetings.
 - 1.5.1.2. Setting agendas.
 - 1.5.1.3. Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the Departmental Administrator.
 - 1.5.1.4. Monitoring follow-up to Council actions.
- 1.5.2. The Chair of the Department and Chair of Council are *ex-officio* members of all Council committees and sub-committees.
- 1.5.3. The Chair of Council may request another Council member to act in his or her stead on an interim basis.
- 1.5.4. There is no limit on the number of terms that may be served by a Chair of Council, provided that an election is held each year.

1.6. Council Procedures

- 1.6.1. Meetings will normally be held twice a year, once in each of the Fall and Winter semesters. There will in any event be no fewer than two meetings per year. Additional meetings may be held at the call of the Chair of Council or at the request of at least three Council members.
- 1.6.2. Notices of meetings will normally be distributed at least five days in advance in

electronic form or hard copy.

- 1.6.3. Quorum is 50% of Council's full voting membership. RFA members must constitute a majority of the members present.
- 1.6.4. Voting matters are normally decided by a simple majority of voting members present at a meeting. Decisions may be taken outside meetings through ballots distributed electronically or in physical form to all members.
- 1.6.5. A decision to amend the Bylaw of the Department Council requires a two-thirds majority of voting members to be present at a meeting, and can be taken only after written notice (including the text of the proposed amendment) has been provided to all voting members at least three business days in advance of the meeting.

1.7. Committee Structure, Mandates, and Composition

- 1.7.1. The standing committees of the Council are as follows:
 - 1.7.1.1. Undergraduate Curriculum Committee
- 1.7.2. The Department Council or the Department Chair may establish and determine the structure and operating procedures of any additional standing or *ad hoc* committee.
- 1.7.3. Membership of all committees and sub-committees is on a volunteer basis and is approved by Council.
- 1.7.4. The term of office of members of any committee or sub-committee is normally one year, beginning on July 1st and ending on June 30th.
- 1.7.5. There is no limit on the number of terms that may be served by a member of any committee or sub-committee, provided that the member is re-elected or appointed by the Department Chair every year.
- 1.7.6. **The Undergraduate Curriculum Committee**
 - 1.7.6.1. Mandate: The Undergraduate Curriculum Committee (UCC) exists to provide support for the Undergraduate Program Director who is appointed by the Vice Provost, Faculty Affairs, upon recommendations of the Dean of the Faculty of Arts and of the Chair of the Department. The UCC considers and advises the Undergraduate Program Director and the Department Chair on all aspects of undergraduate curriculum.

- 1.7.6.2. Composition: The Department Chair, the Undergraduate Program Director, the Chang School of Continuing Education Academic Coordinator for History, and the Undergraduate Program Administrator are all *ex-officio* voting members of the UCC. Two additional RFA members of the department will also be appointed by the Department Chair and shall be voting members of the UCC.
- 1.7.6.3. The Undergraduate Curriculum Committee will:
- monitor the program curriculum on an ongoing basis to determine whether it satisfies the program objectives;
 - recommend to Council any reviews and/or revisions that it may deem necessary; to co-ordinate such reviews and revisions; and in respect to proposed revisions, assist the Chair of the Department to deal with the University's approvals process;
 - work with the Undergraduate Program Director and Chair of the Department to co-ordinate the Department's response to Ryerson's Periodic Program Review procedures, and;
 - respond to queries, requests, or proposals from any constituency within the Department or the University when these bear upon program curriculum.

RYERSON UNIVERSITY
POLICY OF SENATE

INSTITUTIONAL QUALITY ASSURANCE PROCESS

Policy Number:	110
Previous Approval Dates:	May 3, 2011; November 4, 2014
Current Policy Approval Date:	xxx
Next Policy Review Date:	May 2015 (or sooner at the request of the Provost and Vice-President Academic or Senate)
Responsible Committee or Office:	Provost and Vice-President Academic

Ryerson University, in its ongoing commitment to offer undergraduate and graduate programs of high academic quality, has developed this Institutional Quality Assurance Process (IQAP), which adheres to the Quality Assurance Framework established by the Ontario Universities Council on Quality Assurance (Quality Council). Academic programs at Ryerson are aligned with the statement of undergraduate and graduate degree-level expectations adopted by the Council of Ontario Universities (COU). Ryerson's IQAP describes the University's quality assurance process requirements for new program development and approval, the periodic review of existing programs, and the modification of existing curricula and programs.

The University's IQAP includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

This policy describes the authority and responsibility for Ryerson's IQAP.

2. SCOPE

This policy governs all undergraduate degree, graduate degree, and graduate diploma programs, both full and part-time, offered solely by Ryerson or in partnership with any other post-secondary institutions.

3. DEFINITIONS

3.1. Dean of Record: A Dean named by the Provost and Vice-President Academic and given decanal authority over an interdisciplinary or multidisciplinary program.

3.2. Degree Level Expectations (DLEs): The knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development at specified degree levels (i.e., Bachelor's, Master's, and Doctoral). (See Appendix 1 and Appendix 2). DLEs have been established by the Ontario Council of Academic Vice-Presidents and serve as Ontario universities' academic standards.

3.3. Designated Academic Unit: Faculty groups that comprise faculty from a single

School/Department, from several Schools and/or Departments within a Faculty, from Schools/Departments from different Faculties, from other internal Ryerson units, or from collaborative structures involving other post-secondary institutions.

- 3.4. Expedited Approvals:** A process that is normally required by Quality Council when the university: (a) requests endorsement of the Quality Council to declare a new Field in a graduate program; or (b) develops proposals for new for-credit graduate diploma programs; or (c) requests it, to approve Major Modifications, as defined through Ryerson University's Policy 127, proposed for an existing degree program. The process is expedited by not requiring the use of external reviewers.
- 3.5. Field:** In graduate programs, an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Declaring Fields at either the master's or doctoral level is not required.
- 3.6. Final Assessment Report (FAR):** A report on a periodic review of an undergraduate or graduate program that must be submitted to Quality Council. The FAR includes the University's synthesis of the external evaluation and internal responses and assessments of a periodic program review, along with an associated implementation plan and executive summary.
- 3.7. Graduate Program:** The complete set and sequence of courses, combination of courses, or other units of study, research and practice prescribed by the University, for the fulfillment of a Master's or Doctoral degree program or diploma program.
- 3.7.1. Degree Program:** The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of a degree. Degrees are granted for meeting the established requirements at a specified standard of performance consistent with the University's Degree Level Expectations (DLEs).
- 3.7.2. Diploma Program:** A graduate program that is one of three types:
- 3.7.2.1. Type 1:** Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs.
- 3.7.2.2. Type 2:** Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.
- 3.7.2.3. Type 3:** A stand-alone, direct-entry program, generally developed by a unit already offering a related master's (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.
- 3.8. Joint Program:** A program of study offered by two or more universities or by a university and a college or institute, in which successful completion of the requirements is confirmed by a single degree document.
- 3.9. Letter of Intent:** The Letter of Intent (LOI) is a preliminary new program proposal and is the first stage in the development of a new program proposal.
- 3.10. New Program:** A new program is defined as any degree program or graduate diploma program, currently approved by Senate, which has not been previously approved for Ryerson University by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A new program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution.

3.11. Undergraduate Program: The complete set and sequence of courses, combinations of courses, or other units of study, research and practice prescribed by the University for the fulfillment of a baccalaureate degree. Degrees are granted for meeting the established requirements at a specified standard of performance consistent with the university's Degree Level Expectations (DLEs).

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

4.1. Ontario Universities Council on Quality Assurance (Quality Council)

- 4.1.1. Has ultimate authority for the approval of Ryerson University's IQAP and any subsequent revisions.
- 4.1.2. Reviews and approves proposals for all new undergraduate and graduate programs.
- 4.1.3. Reviews undergraduate and graduate periodic program review FARs and major modifications.
- 4.1.4. On an eight-year cycle audits the quality assurance process for periodic program review, new programs and major modifications and determines whether the University has acted in compliance with the provisions of its IQAP. Assesses the extent to which the University has responded to the recommendations and suggestions of the audit report.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Ryerson University Board of Governors

- 5.1.1. Approves new program proposals based on financial viability.

5.2. Senate

- 5.2.1. Exercises final internal authority for the approval of all new undergraduate and graduate programs.
- 5.2.2. Exercises final authority for the approval of all undergraduate and graduate periodic program reviews.
- 5.2.3. Exercises final authority for the approval of all major modifications to curriculum/programs for all academic programs.
- 5.2.4. Exercises final internal authority for the approval and review of all new and revised academic policies.

5.3. Standing Committees and Governance Council of Senate

- 5.3.1. **Academic Governance and Policy Committee (AGPC):** A Standing Committee of Senate that proposes, oversees, and periodically reviews Senate policies and University procedures regarding any matter within the purview of Senate.
- 5.3.2. **Academic Standards Committee (ASC)¹:** A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of new undergraduate program proposals, undergraduate periodic program reviews, minor curriculum modifications (Category 3), and major curriculum modifications to undergraduate programs.
- 5.3.3. **Yeates School of Graduate Studies Council (YSGS Council):** A Governance Council of Senate that assesses and provides recommendations to Senate for approval of new graduate program proposals, graduate periodic program reviews, and major curriculum modifications to graduate programs.
 - 5.3.3.1. **YSGS Programs and Planning Committee (PPC):** Assesses and makes recommendations to YSGS Council on new graduate program proposals, graduate periodic program reviews, and major curriculum modifications to graduate programs.

5.4. Provost and Vice-President Academic

¹ ASC assesses Chang School certificate proposals, revisions, and reviews within the parameters of Ryerson Senate Policy 76.

- 5.4.1. Assumes overall responsibility for the IQAP policies and procedures, and policy reviews.
- 5.4.2. Authorizes the development of new program proposals, and authorizes the commencement, implementation and budget of new programs.
- 5.4.3. Following Senate approval, reports to the Board of Governors (i) new program proposals for review of their financial viability; and (ii) outcomes of periodic program reviews.
- 5.4.4. Should there be a disagreement between Faculty Deans or Dean of Record or between a Faculty Dean and a Department/School or Faculty Council, where appropriate, the Provost and Vice-President Academic will decide how to proceed.
- 5.4.5. Reports to the Quality Council, as required. This responsibility may be delegated to the Vice Provost Academic.
- 5.4.6. Approves any budget allocations related to academic programs.
- 5.4.7. Is responsible for the University's participation in the Quality Council cyclical audit process.

5.5. Deputy Provost and Vice Provost University Planning

- 5.5.1. Develops program costing and evaluates societal need, differentiation, sustainable applicant pool, and outcomes of new program proposals.
- 5.5.2. In collaboration with the relevant offices, supports new program development and implementation.
- 5.5.3. Analyzes program costing for major curriculum modifications and other minor curriculum modifications, as required, to programs.
- 5.5.4. Provides institutional data for the development of new programs, periodic program reviews, and major modifications.

5.6. Vice Provost Academic

- 5.6.1. Submits undergraduate new program Letters of Intent to the Provost and Vice-President Academic; submits full undergraduate new program proposals to the Academic Standards Committee (ASC); submits to Senate a brief of a new undergraduate program proposal along with the ASC's recommendations; and, in collaboration with relevant offices, supports new program development and implementation.
- 5.6.2. Maintains periodic program review schedules for undergraduate programs; communicates, advises, and monitors the periodic program review process; assesses the undergraduate periodic program review self study and appendices for completeness prior to giving permission for a peer review team site visit; submits undergraduate periodic program reviews and subsequent Follow-up Reports to the ASC; submits to Senate an undergraduate periodic program review FAR and the ASC's recommendations; submits periodic program review Follow-up Reports to Senate, for information.
- 5.6.3. Advises undergraduate programs on curriculum modifications; submits Category 3 minor curriculum modification proposals and major curriculum modification proposals to the ASC for assessment; submits to Senate Category 3 minor curriculum modifications proposals and major curriculum modification proposals and the ASC's recommendations for approval.
- 5.6.4. Resolves disputes between Faculty Deans or Dean of Record or between a Faculty Dean or Dean of Record and a Department/School/Faculty Council with respect to undergraduate curriculum modifications.
- 5.6.5. Reports, as required, to the Quality Council, in consultation with the Provost and Vice-President Academic, including an annual report on Senate-approved undergraduate and graduate major curriculum modifications and FARs of periodic program reviews.
- 5.6.6. Implements the Quality Council Audit process, and oversees the undergraduate requirements of the cyclical Audit.
- 5.6.7. Posts the Executive Summary of new undergraduate and graduate programs and the Final Assessment Report of undergraduate and graduate periodic program reviews on the Ryerson University Curriculum Quality Assurance website with links to the Senate website and the

Provost and Vice-President Academic's website.

5.7. Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS)

- 5.7.1. Submits new graduate program Letters of Intent to the Provost and Vice-President Academic; submits new graduate program proposals to the YSGS Council for approval to recommend to Senate; submits to Senate a brief of the new graduate program proposal and YSGS Council's recommendation for approval; and, in collaboration with relevant offices, supports new program development and implementation.
- 5.7.2. Maintains periodic program review schedules for graduate programs; communicates, advises, and monitors the periodic program review process; gives permission for a peer review team site visit following the YSGS Programs and Planning Committee's (PPC) assessment of the graduate periodic program review self study and appendices for completeness, and submits graduate periodic program reviews and subsequent Follow-up Reports to the YSGS PPC, followed by the YSGS Council. Submits to Senate a graduate periodic program review FAR and the YSGS Council's recommendations; submits periodic program review Follow-up Reports to Senate, for information. Advises programs on curriculum modifications; submits minor curriculum modification proposals to the Programs and Planning Committee for review; submits major curriculum modification proposals to the Programs and Planning Committee followed by the YSGS Council for approval to recommend to Senate, followed by submission to Senate.
- 5.7.3. Submits to Senate the YSGS Council's recommendations regarding new graduate programs, periodic program reviews for graduate programs, Category 3 minor curriculum modifications (for information), and major curriculum modifications.
- 5.7.4. Resolves disputes between Faculty Deans or Dean of Record or between a Faculty Dean or Dean of Record and a Department/School/Faculty Council with respect to graduate curriculum modifications.
- 5.7.5. Appoints Peer Review Teams for graduate programs, as appropriate, in consultation with the Faculty Dean or Dean of Record.
- 5.7.6. Responds to the Peer Review Team Report as well as to the Program Response and the Faculty Dean's Response to the Peer Review Team Report for new graduate degree program proposals and for periodic program reviews of graduate programs, as applicable.
- 5.7.7. Oversees the graduate requirements of the Quality Council cyclical audit process.

5.8. Faculty Dean or Dean of Record

- 5.8.1. Submits Letters of Intent for new program proposals to the Vice Provost Academic or the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.2. Submits full new program proposals to the Vice Provost Academic or the Vice-Provost and Dean of the YSGS, as appropriate, and, in collaboration with relevant offices, supports new program development and implementation.
- 5.8.3. Endorses an undergraduate periodic program review self study and appendices prior to submission to a Peer Review Team.
- 5.8.4. Endorses a periodic program review self study and appendices of graduate programs in consultation with the Vice-Provost and Dean, YSGS.
- 5.8.5. Appoints Peer Review Teams for undergraduate programs.
- 5.8.6. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of Peer Review Teams for graduate programs, where applicable.
- 5.8.7. Reviews mandated Follow-up Reports to ensure progress with the recommendations from ASC or YSGS Council. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.
- 5.8.8. Endorses minor modifications (Category 2 and Category 3) and major modifications to undergraduate programs.

- 5.8.9. Endorses minor modifications (Category 2 and Category 3) and major modifications to graduate programs, in consultation with the Vice-Provost and Dean, YSGS.
- 5.8.10. Resolves disputes between a Department/School/Program Council and Faculty Council, if applicable, and Chair/ Director with respect to curriculum modification, as required.
- 5.8.11. Responds to reports of the periodic program review and/or new program Peer Review Team and subsequent program responses, as applicable.

5.9. Chair/Director of Department/School (or designated academic unit)

- 5.9.1. Oversees the preparation of a Letter of Intent for new program proposals and submits to the Faculty Dean or Dean of Record, as appropriate;
- 5.9.2. Oversees preparation of a new program proposal and submits to the Faculty Dean or Dean of Record, as appropriate;
- 5.9.3. For periodic program reviews of undergraduate and graduate programs, oversees the preparation of the program self study and appendices and presents the completed documents to the Faculty Dean or Dean of Record for initial review prior to presentation to Department/School/Program and Faculty Councils, where applicable.
- 5.9.4. Prepares a response to the periodic program review reports of Peer Review Teams for undergraduate and graduate programs.
- 5.9.5. Prepares a mandated periodic program review Follow-up Report for submission to the Provost and Vice-President Academic, Faculty Dean or Dean of Record, and Vice Provost Academic or Vice-Provost and Dean, YSGS, as appropriate.
- 5.9.6. Prepares minor and major curriculum modifications, as required, and submits to the Faculty Dean or Dean of Record.

5.10. Department/School/Program Council and Faculty Council (where applicable)

- 5.10.1. Endorses Letters of Intent for new undergraduate and graduate programs and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.10.2. Endorses new program proposals for undergraduate and graduate programs, and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.10.3. Endorses periodic program review self studies and appendices to be forwarded to the Faculty Dean or Dean of Record.
- 5.10.4. For undergraduate programs, endorses Category 1 minor curriculum modifications (or designates another approval process), Category 2 and Category 3 minor curriculum modifications, and major curriculum modifications, and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.10.5. For graduate programs, endorses minor curriculum modifications (Category 1, Category 2 and Category 3) and major curriculum modifications, and recommends these to the appropriate Faculty Dean or Dean of Record.

6. REVIEW OF IQAP POLICIES AND PROCEDURES

- 6.1. The Academic Governance and Policy Committee (AGPC) recommends to Senate the establishment of a Policy Review Committee, mandated by Senate, to undertake a periodic review or special review of an IQAP policy or policies.
- 6.2. Any revision of the University's IQAP policies requires approval by Senate, and any substantive revisions require ratification by the Quality Council.
- 6.3. Procedures associated with the IQAP policies are reviewed by the Provost and Vice-President Academic, as needed, to ensure their currency and effectiveness.

APPENDIX 1: DEGREE LEVEL EXPECTATIONS FOR UNDERGRADUATE PROGRAMS	
UNDERGRADUATE DEGREE	Baccalaureate/Bachelor's Degree: honours <i>This degree is awarded to students who have demonstrated the following:</i>
EXPECTATIONS	
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c. A developed ability to: <ul style="list-style-type: none"> i. Gather, review, evaluate and interpret information; and ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d. A developed, detailed knowledge of and experience in research in an area of the discipline; e. Developed critical thinking and analytical skills inside and outside the discipline; f. The ability to apply learning from one or more areas outside the discipline.
2. Knowledge of Methodologies	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.

3. Application of Knowledge	<p>a. The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> i. Develop lines of argument; ii. Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii. Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv. Where appropriate use this knowledge in the creative process; and <p>b. The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> i. Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii. Propose solutions; iii. Frame appropriate questions for the purpose of solving a problem; iv. Solve a problem or create a new work; and <p>c. The ability to make critical use of scholarly reviews and primary sources.</p>
4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and Professional Capacity	<p>a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> i. The exercise of initiative, personal responsibility and accountability in both personal and group contexts; ii. Working effectively with others; iii. Decision-making in complex contexts; <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</p> <p>c. Behaviour consistent with academic integrity and social responsibility.</p>

APPENDIX 2: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS	
MASTER'S DEGREE	<i>This degree is awarded to students who have demonstrated:</i>
EXPECTATIONS	
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
2. Research and Scholarship	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c. Enables a treatment of complex issues and judgments based on established principles and techniques; and, <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> a. The development and support of a sustained argument in written form; or b. Originality in the application of knowledge.
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
4. Professional Capacity/Autonomy	<ul style="list-style-type: none"> a. The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> i. The exercise of initiative and of personal responsibility and accountability; and ii. Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.
5. Level of Communications Skills	The ability to communicate ideas, issues and conclusions clearly.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

DOCTORAL DEGREE	<i>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:</i>
EXPECTATIONS	
1. Depth and Breadth of Knowledge	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.

2. Research and Scholarship	<ul style="list-style-type: none"> a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.
3. Level of Application of Knowledge	<ul style="list-style-type: none"> a. The capacity to undertake pure and/or applied research at an advanced level; and b. Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional Capacity/Autonomy	<ul style="list-style-type: none"> a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of Communication Skills	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of Limits of Knowledge	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

RYERSON UNIVERSITY
POLICY OF SENATE

DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS

Policy Number:	112
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Responsible Committee or Office:	Provost and Vice-President Academic

A new program is defined as any undergraduate degree program or graduate degree or diploma program currently approved by Ryerson's Senate, which has not been previously approved for Ryerson University by the Ontario Universities Council on Quality Assurance (Quality Council), its predecessors, or any intra-institutional approval processes that previously applied. A new program has substantially different program requirements and substantially different program learning outcomes from those of any existing approved programs offered by the institution.

A new program proposal is prepared by a designated academic unit, defined as faculty groups that comprise faculty members from a single School/Department, from several Schools and/or Departments within a Faculty, from Schools/Departments from different Faculties, from other internal Ryerson units, or from collaborative structures involving other post-secondary institutions.

New program development is part of Ryerson University's Institutional Quality Assurance Process (IQAP) which includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

This policy governs the creation of new programs at the undergraduate and graduate levels that require Quality Council approval.

2. SCOPE

This policy includes all undergraduate and graduate programs, both full and part-time, offered solely by Ryerson or in partnership with any other post-secondary institutions.

3. DEFINITIONS

3.1. Refer to Ryerson Senate Policy 110 for definitions related to this policy.

3.2. Refer to Ryerson Senate Policy 110 for Degree Level Expectations for Undergraduate and Graduate Programs.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY**4.1. Ontario Universities Council on Quality Assurance (Quality Council)**

- 4.1.1. The Quality Council requires that new undergraduate and graduate program proposals are appraised by the Quality Council's Appraisal Committee. The Quality Council has the authority to approve or decline new program proposals.
- 4.1.2. The Quality Council audits the University's quality assurance process for new programs on an eight year cycle and determines whether the University has acted in compliance with the provisions of its IQAP.

5. INTERNAL AUTHORITY AND RESPONSIBILITY**5.1. Ryerson University Board of Governors**

Approves new program proposals based on financial viability.

5.2. Senate

- 5.2.1. Senate has final internal authority for the approval of all new undergraduate and graduate programs.
- 5.2.2. Senate has the final internal authority for the approval of all new and revised academic policies.

5.3. Standing Committees and Governance Council of Senate

- 5.3.1. **Academic Standards Committee (ASC):** A standing Committee of Senate that assesses and provides recommendations to Senate for approval of new undergraduate program proposals.
- 5.3.2. **Yeates School of Graduate Studies Council (YSGS Council):** A Governance Council of Senate that assesses and provides recommendations to Senate for approval of new graduate program proposals.
 - 5.3.2.1. **YSGS Programs and Planning Committee (PPC):** Assesses and make recommendations to YSGS Council on new graduate program proposals.

5.4. Provost and Vice-President Academic

- 5.4.1. Authorizes and oversees the posting of new program Letters of Intent to the Ryerson community.
- 5.4.2. Authorizes the development of new program proposals, and authorizes the commencement, implementation and budget of new programs.
- 5.4.3. Following Senate approval, reports new program proposals to the Board of Governors for review of financial viability.
- 5.4.4. Submits Senate approved new program proposals to the Quality Council for approval.

5.5. Deputy Provost and Vice Provost University Planning

- 5.5.1. Develops program costing and evaluates societal need, differentiation, and sustainable applicant pool, and evaluates employability of graduates for new program proposals.
- 5.5.2. In collaboration with the relevant offices, supports new program development and implementation.
- 5.5.3. Provides institutional data for the development of new programs.

5.6. Vice Provost Academic

- 5.6.1. Submits undergraduate new program Letters of Intent to the Provost and Vice-President Academic.
- 5.6.2. Reviews for completeness new undergraduate program proposals, after endorsement by the Faculty Dean or Dean of Record and prior to submission of the proposal to a Peer Review Team (PRT).

- 5.6.3. Submits new undergraduate program proposals to the Academic Standards Committee (ASC).
- 5.6.4. Submits to Senate undergraduate new program proposal briefs and ASC's recommendations for approval.
- 5.6.5. In collaboration with the relevant offices, supports new undergraduate program development and implementation.
- 5.6.6. Posts an Executive Summary of new undergraduate and graduate programs on the Ryerson University Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website.
- 5.6.7. Develops a manual that details the process and supports the preparation of new undergraduate degree program proposals.

5.7. Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS)

- 5.7.1. Submits graduate new program Letters of Intent to the Provost and Vice-President Academic.
- 5.7.2. Submits new graduate program proposals to the PPC for a review for completeness, after endorsement by the Faculty Dean or Dean of Record and prior to submission of the proposal to a PRT.
- 5.7.3. Appoints PRTs for graduate programs in consultation with the Faculty Dean or Dean of Record.
- 5.7.4. Submits new graduate program proposals to the PPC and the YSGS Council.
- 5.7.5. Submits to Senate graduate new program proposal briefs and the YSGS Council's recommendations for approval regarding new graduate programs.
- 5.7.6. In collaboration with the relevant offices, supports new graduate program development and implementation.
- 5.7.7. Responds to the PRT Report, the designated academic unit's response to the PRT Report and the Faculty Dean's Response to the PRT Report for graduate programs.
- 5.7.8. Develops a manual that details the process and supports the preparation of new graduate program proposals.

5.8. Faculty Dean or Dean of Record¹

- 5.8.1. Submits Letters of Intent for new program proposals to the Vice Provost Academic or to the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.2. Submits new program proposals to the Vice Provost Academic or to the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.3. In collaboration with the relevant offices, supports new program development and implementation.
- 5.8.4. Appoints PRTs for undergraduate programs.
- 5.8.5. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of PRTs for graduate programs.
- 5.8.6. Responds to the PRT Report as well as to the designated academic unit's response to the PRT Report for undergraduate and graduate programs.

5.9. Designated Academic Unit

- 5.9.1. Oversees preparation of a Letter of Intent for new program proposals and submits to the Faculty Dean or Dean of Record, as appropriate.
- 5.9.2. Oversees preparation of a new program proposal and submits to the Faculty Dean or Dean of Record, as appropriate.

¹ The Dean of Record for Interdisciplinary Graduate Programs that cross faculty lines is the Vice-Provost and Dean, YSGS (Policy 45).

5.9.3. Prepares a written response to the PRT Report for undergraduate and graduate programs.

5.10. Department/School/Program Council and Faculty Council (where applicable)

5.10.1. Endorses Letters of Intent for new undergraduate programs and graduate programs and recommends these to the appropriate Faculty Dean or Dean of Record.

5.10.2. Endorses new program proposals for undergraduate and graduate programs, and recommends these to the appropriate Faculty Dean or Dean of Record.

6. IMPLEMENTATION

A new program must be implemented within thirty-six months of its approval to commence by the Quality Council and Ryerson University's Board of Governors. After that time, the new program's approval will lapse.

7. REVIEW OF IQAP POLICIES AND PROCEDURES

7.1. The review of Ryerson University's IQAP policies will follow the procedures set out in Ryerson Senate Policy 110.

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POLICY 112: DEVELOPMENT AND APPROVAL OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES

This document outlines the sequential stages of the developmental, review, and approval process of new undergraduate degree programs, graduate degree programs and graduate diploma programs.

Proposed new graduate diploma programs require a Letter of Intent and New Program Proposal; however, because they fall under an Expedited Approval process as defined by the Quality Council (see Ryerson University Policy 110), they do not require an external peer review.

A Field can be declared as part of a graduate new program proposal.

1. LETTER OF INTENT

The first stage for a new program proposal is the development of a preliminary new program proposal, hereafter referred to as the Letter of Intent. The Letter of Intent is developed by an originating designated academic unit.

Consultations must take place during the development of the Letter of Intent, including, at least, all of the following:

- the Faculty Dean or Dean of Record;
- the Vice Provost Academic or the Vice-Provost and Dean, YSGS as appropriate;
- the University Planning Office; and
- the Registrar's Office.

1.1. LETTER OF INTENT CONTENT

The Letter of Intent must include all the following information. The Letter of Intent is part of the full new program proposal.

Basic information

- 1.1.1. Name and brief description of the proposed program, the proposed degree designation(s), identification of the designated academic unit, and the program governance structure; and
- 1.1.2. Discussion of the overlap between, and/or integration of, the program with other existing or planned programs at Ryerson.

Program details

(Quality Council requirements have been italicized)

1.1.3. Alignment with University's plans

- 1.1.3.1. *Consistency of the program with the University's mission and academic plan;*
- 1.1.3.2. *Clarity and appropriateness of the program's requirements and associated program learning outcomes in addressing the University's own undergraduate or graduate Degree Level Expectations; and*
- 1.1.3.3. *Appropriateness of degree nomenclature.*

1.1.4. Societal Need

- 1.1.4.1. Evidence of societal need and labour market demand;
- 1.1.4.2. Evidence of student demand; and
- 1.1.4.3. Comparison of the proposed program with the most similar programs in Ontario or beyond and indicating that the proposed program differs from others in one or more significant ways. If there are significant similarities between the proposed program and existing programs, a case for duplication should be made.

1.1.5. Admission requirements

- 1.1.5.1. *A statement of the admission requirements and the appropriateness of the program's admission requirements for the program learning outcomes established for completion of the program; and*
- 1.1.5.2. *Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.*

1.1.6. Structure

- 1.1.6.1. Presentation of the program curriculum in a clear tabular format;
- 1.1.6.2. *Appropriateness of the program's structure and regulations to meet intended program learning outcomes and degree level expectations; and*
- 1.1.6.3. *For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.*
- 1.1.6.4. For undergraduate programs, a rationale for any deviations from the program balance requirements outlined in Ryerson Senate Policy #2.

1.1.7. Mode of delivery

- 1.1.7.1. *Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.*

1.1.8. Resources (developed in consultation with the University Planning Office)

- 1.1.8.1. *Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any current institutional commitment to support the program;*
- 1.1.8.2. *Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program; and*
- 1.1.8.3. For graduate programs: a statement of whether the program is a professional program and/or a full cost recovery program.

1.1.9. Appendices

- 1.1.9.1. Appendix I: Template course outlines of each of the proposed core courses including those taught by Schools/Departments other than the Program Department. The course outline will include course descriptions, course objectives and learning outcomes; major topics of study, teaching methods, assessment methods, and potential text(s).
- 1.1.9.2. Appendix II: A schedule for the development of the program, noting that the program proposal must be presented to the ASC or YSGS Council within one year of the Provost and Vice-President Academic's authorization to proceed, along with the proposed schedule for program implementation.
- 1.1.9.3. Appendix III: Letters of support, if appropriate.
- 1.1.9.4. Appendix IV: An executive summary.

1.2. ENDORSEMENTS AND REVIEWS OF LETTER OF INTENT (In Order)

- 1.2.1. Endorsement of Letter of Intent by originating designated academic unit.
- 1.2.2. Endorsement to go forward by relevant Faculty Dean or Dean of Record.
- 1.2.3. Review by Vice Provost Academic or Vice-Provost and Dean, YSGS, as appropriate.
- 1.2.4. Review by Deputy Provost and Vice Provost University Planning.
- 1.2.5. Review by Provost and Vice-President Academic, who decides whether the Letter of Intent

is ready to be reviewed by the Ryerson community.

- 1.2.6. If the proposal is deemed ready for review, the Provost and Vice-President Academic will post the complete Letter of Intent and the Executive Summary on the Provost and Vice-President Academic's website for a period of one month².
- 1.2.7. Review of the Letter of Intent by any interested member of the Ryerson community. Written comments/feedback on the new program proposal may be submitted to the Provost and Vice-President Academic within the specified community-response period.

1.3. AUTHORIZATION TO PROCEED

- 1.3.1. The Provost and Vice-President Academic will respond to the Letter of Intent after the expiry of the one-month community response period.
- 1.3.2. If the Provost and Vice-President Academic authorizes the development of a new program, an academic unit will be formally designated to assume responsibility for it and a Faculty Dean or Dean of Record will be given primary responsibility. The designated academic unit(s) may correspond to an existing School/Department or be newly created for the purpose of developing a full new program proposal. In the case of undergraduate inter-Faculty proposals, the Provost and Vice-President Academic will decide on a Dean of Record who will be given primary responsibility.
- 1.3.3. Authorization to proceed signifies that the University supports the continued development of a new program proposal, but it does not commit the University or the Faculty to final endorsement.

2. NEW PROGRAM PROPOSAL

2.1. New Program Advisory Committee (for undergraduate programs only)

Once authorization to proceed has been given, a New Program Advisory Committee will be constituted. This Committee will comprise at least five (5) members. The designated academic unit will provide the relevant Faculty Dean or Dean of Record with a list of suggested members and brief biographical sketches. The suggested members may be drawn, as appropriate, from business, industry, labour, agencies, government, and other universities. The Dean or Dean of Record will select the Advisory Committee members, in consultation with the designated academic unit, and will invite members to serve on the committee. As the proposal is developed, the role of the committee is to provide advice on:

- 2.1.1. program learning outcomes;
- 2.1.2. proposed courses and curriculum structure;
- 2.1.3. equipment and other required support (where relevant);
- 2.1.4. likely employment patterns for graduates; and
- 2.1.5. any other aspects of the proposed program related to its learning outcomes, structure, societal relevance, and experiential learning opportunities.

2.2. Full New Program Proposal

2.2.1. Letter of Intent

- 2.2.1.1. The full new program proposal includes all of section 1.1, as described above in the Letter of Intent Content.

2.2.2. Program content

- 2.2.2.1. *Ways in which the curriculum addresses the current state of the discipline or area of study;*

² At the discretion of the Provost and Vice-President Academic the posting requirement may vary for graduate diplomas at the Master's and Doctoral level.

- 2.2.2.2. An analysis of the program's curriculum content in terms of professional licensing/accreditation requirements, if any;
 - 2.2.2.3. *Identification of any unique or creative curriculum or program innovations or components, and experiential learning components;*
 - 2.2.2.4. *For research-focused graduate programs, clear indication of the nature and suitability of the major research (scholarly, research and creative) requirements for degree completion; and*
 - 2.2.2.5. *Evidence that each graduate program requires students to take a minimum of two-thirds of the course requirements from among graduate level courses.*
- 2.2.3. Assessment of teaching and learning**
- 2.2.3.1. *Appropriateness of the proposed methods for the assessment of student achievement of the program learning outcomes and Degree Level Expectations;*
 - 2.2.3.2. *Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the University's statement of its Degree Level Expectations; and*
 - 2.2.3.3. *Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies.*
- 2.2.4. Resources** (developed in consultation with the University Planning Office)
- For all new program proposals**
- 2.2.4.1. *Report by the University library on existing and proposed collections and services to support the program's learning outcomes; and*
 - 2.2.4.2. *Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship, research, and creative activities, including information technology support, and laboratory access.*
- Resources for undergraduate programs only**
- 2.2.4.3. *Evidence of and planning for adequate numbers and quality of:*
 - i) faculty and staff to achieve the learning outcomes of the program;*
 - ii) evidence of plans and the commitment to provide the necessary resources in step with the implementation of the program;*
 - iii) planned/anticipated class sizes;*
 - iv) provision for supervision of experiential learning opportunities (if required); and*
 - v) projection of the role of adjunct and part-time faculty.*
- Resources for graduate programs only**
- 2.2.4.4. *Evidence that faculty have the recent research (scholarly, research and creative) or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;*
 - 2.2.4.5. *Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and*
 - 2.2.4.6. *Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.*
- 2.2.5. Quality and other indicators**
- 2.2.5.1. *Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation, creative, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program); and*
 - 2.2.5.2. *Evidence of a program structure and faculty research (scholarly, research and creative)*

that will ensure the intellectual quality of the student experience.

2.2.6. Fields in a graduate program (optional - if a graduate program wishes to have a Quality Council endorsed field)

2.2.6.1. A list of Fields, if applicable, in the proposed Master's program; and/or

2.2.6.2. A list of the Fields, if applicable, in the proposed PhD program.

2.2.7. Appendices (in addition to Appendices I-IV, as described in Section 1.1.9 above)

2.2.7.1. Appendix V: Curriculum Vitae of the faculty members who will be involved in the development/delivery of the proposed program, formatted as per local norm.

2.2.7.2. Appendix VI: Copy of the Provost and Vice-President Academic's authorization to proceed.

2.2.7.3. Appendix VII: Documentation of approvals and related communications³.

2.2.8. Preliminary External Review for Graduate Programs

2.2.8.1. If a graduate program so desires, it may engage an external consultant to review the written documents, normally prior to presenting the proposal to the Department/School/Program Council and Faculty Council for endorsement, where appropriate. The consultant will be selected in consultation with the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, and may not be a member of the subsequent PRT.

3. ENDORSEMENT AND REVIEW OF NEW PROGRAM PROPOSAL

3.1. Faculty Dean or Dean of Record Endorsement

3.1.1. The Faculty Dean or Dean of Record assumes involvement with all stages of the full proposal including review of the proposal before presentation to Department/School/Program Council(s) and Faculty Council(s), where appropriate. After the new program proposal has been endorsed by the Department/School/Program Council(s) and Faculty Council(s), where appropriate, it will be forwarded to the Faculty Dean or Dean of Record for endorsement. Inter-Faculty programs will require the endorsement of the Faculty Dean or Dean of Record of all involved Faculties.

3.2. Departmental/School/Faculty Council Endorsement

3.2.1. The full proposal for a new undergraduate or graduate program will be presented to the relevant Departmental/School/Program Council(s) and Faculty Councils, where appropriate, for review and endorsement. The appropriate Council(s) will be determined in accordance with Senate policies. Where such a Council does not exist, the Faculty Dean or Dean of Record shall establish an appropriate committee, comprising members of related Department/School/Program Councils and Faculty Councils, where appropriate.

3.2.2. A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed on endorsement by the Council(s). This information must be forwarded to the Faculty Dean or Dean of Record.

3.3. Undergraduate Review for Completeness

3.3.1. Once an undergraduate new program proposal is endorsed by the participating Department/School Council(s) and the Faculty Dean or Dean of Record, the Faculty Dean or

³ Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the development of the new program. The documentation (Appendix VII) accompanies the new program proposal that is submitted to the ASC or YSGS Council.

Dean of Record will submit the proposal to the Vice Provost Academic who will conduct a preliminary review for completeness of the proposal prior to the Peer Review Team receiving the proposal.

3.4. Graduate Review for Completeness

- 3.4.1. Once a graduate new program proposal has been endorsed by the participating Program Council(s), it will be forwarded to the Faculty Dean or Dean of Record who will submit their letter of endorsement and the new program proposal to the Vice-Provost and Dean, YSGS. The Program and Planning Committee of YSGS Council will conduct a preliminary review for completeness of the proposal prior to the Peer Review Team receiving the proposal.

4. PEER REVIEW

Peer review teams are required for new program proposals for both undergraduate degree programs and graduate degree programs. New graduate diplomas fall under an Expedited Approval process, as defined by the Quality Council (see Ryerson University's Policy 110) and do not require external reviewers.

As soon as possible after a proposal has been endorsed by Departmental/School Council(s) and Faculty Council, where appropriate, and by Faculty Dean or Dean of Record, and reviewed by the Vice Provost Academic, for undergraduate degree programs, or YSGS Council, for graduate degree programs, it will undergo review by a PRT as described below.

4.1. SELECTION OF PEER REVIEW TEAM (PRT) MEMBERS

- 4.1.1. All members of the PRT will be at arm's length⁴ from the program under review.
- 4.1.2. The external and internal reviewers will be active and respected in their field, and normally associate or full professors with program management experience.
- 4.1.3. If graduate and undergraduate reviews are done simultaneously, the Faculty Dean or Dean of Record, and the Vice Provost Academic and the Vice-Provost and Dean, YSGS must decide if a combined PRT or separate PRTs are required. Separate PRT reports are required.

4.1.4. PRT for Undergraduate New Program Proposals

The PRT for new undergraduate degree program proposals will consist of:

- 4.1.4.1. One external reviewer; and
- 4.1.4.2. One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the designated academic unit under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.
- 4.1.4.3. This PRT composition is the same for undergraduate degree programs that will be taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.
- 4.1.4.4. External review of new undergraduate program proposals will normally be conducted on-site, but may be conducted by desk audit, videoconference or an equivalent method if the external reviewer is satisfied that the off-site option is acceptable.

4.1.5. PRT for Graduate New Program Proposals

The PRT for graduate new program proposals will consist of:

- 4.1.5.1. Two external reviewers qualified by discipline and experience to review the

⁴. See Appendix A for information on arm's length selection of PRT members.

- program(s); and
- 4.1.5.2. One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the designated academic unit under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.
 - 4.1.5.3. This PRT composition is the same for graduate programs that will be taught in collaboration with colleges or institutions outside of Ontario, Canada. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.
 - 4.1.5.4. External review of new graduate program proposals must be conducted on-site.

4.2. APPOINTMENT OF PEER REVIEW TEAM (PRT) MEMBERS

4.2.1. Undergraduate

- 4.2.1.1. The membership of the undergraduate PRT will be determined and appointed by the Faculty Dean or Dean of Record based on written information provided by the designated academic unit.
- 4.2.1.2. The designated academic unit will provide the Faculty Dean or Dean of Record with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).
- 4.2.1.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Faculty Dean or Dean of Record.
- 4.2.1.4. The Faculty Dean or Dean of Record will invite one of the external reviewers to act as Chair of the PRT.

4.2.2. Graduate

- 4.2.2.1. The membership of the graduate PRT will be determined by the Vice-Provost and Dean, YSGS in consultation with the Faculty Dean or Dean of Record and designated academic unit.
- 4.2.2.2. The designated academic unit will provide the Vice-Provost and Dean, YSGS with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).
- 4.2.2.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Vice-Provost and Dean, YSGS.
- 4.2.2.4. The Vice-Provost and Dean, YSGS in consultation with the Faculty Dean or Dean of Record for graduate programs, will invite one of the external reviewers to act as Chair of the PRT.

4.3. THE MANDATE OF THE PEER REVIEW TEAM (PRT)

The general mandate of the PRT is to evaluate and report in writing on the academic quality of the proposed program and the capacity of the designated academic unit to deliver it in an appropriate manner. The report of the PRT will address all of the following:

- 4.3.1. the consistency and alignment of the program's learning outcomes with the institution's mission, academic plans and degree level expectations, and appropriateness of the degree nomenclature;
- 4.3.2. the alignment of the program's learning outcomes with the admission requirements and sufficient explanation of any alternative admission requirements;
- 4.3.3. the appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations, and for graduate programs a rationale for program length;
- 4.3.4. the effectiveness of the curriculum in reflecting the current state of the discipline, and in

innovative or creative components. For graduate programs an indication of the nature and suitability of the major research (scholarly, research and creative) requirements and evidence of the requirement to take a minimum of two-thirds of the course requirements from among graduate level courses;

- 4.3.5. the appropriateness of the mode(s) of delivery to meet the program's learning outcomes and Degree Level Expectations;
- 4.3.6. the appropriateness of methods used to assess, document and demonstrate student achievement of the program's defined learning outcomes and Degree Level Expectations;
- 4.3.7. the appropriateness and effectiveness of the use of human, physical and financial resources, evidence of a sufficient number and quality of faculty, and evidence of resources to sustain quality scholarship, research, and creative activities;
- 4.3.8. the qualifications, appointment status and recent research (scholarly, research and creative) or professional/clinical expertise of faculty, and evidence of sufficient student financial assistance to ensure quality and numbers of students;
- 4.3.9. the evidence of adequate numbers and quality of faculty and staff to achieve the learning outcomes of the program, of planned/anticipated class sizes, of supervision for experiential learning opportunities (if required) and of adjunct and part-time faculty; and
- 4.3.10. indicators of quality including faculty, program structure and faculty research (scholarly, research and creative) that will ensure the intellectual quality of the student experience.

4.4. INFORMATION PROVIDED TO THE PEER REVIEW TEAM BEFORE THE SITE VISIT

- 4.4.1. The PRT will be provided with a Letter of Invitation from the Faculty Dean or Dean of Record for undergraduate programs or the Vice-Provost and Dean YSGS for graduate programs, along with the PRT's mandate, information on the University, and its mission and mandate. The designated academic unit will provide to the PRT a site visit agenda along with the new program proposal and all documentation pertinent to its approval to this point. This communication will remind the PRT of the confidentiality of the documents presented.

4.5. THE PEER REVIEW TEAM (PRT) SITE VISIT

The PRT will be provided with:

- 4.5.1. Access to program administrators, staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate.
- 4.5.2. Coordination of site visits to Ontario institutions offering joint programs (excluding college collaborative programs), where appropriate, and any additional information that may be needed to support a thorough review.
- 4.5.3. **Undergraduate**
 - 4.5.3.1. At the opening of the site visit the Vice Provost Academic will review the PRT mandate, the format for the PRT Report, and the timeline for completion of the PRT Report.
 - 4.5.3.2. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice Provost Academic, the Faculty Dean or Dean of Record, and any others who may be invited by the Faculty Dean or PRT.

4.5.4. Graduate

- 4.5.4.1. At the opening of the site visit the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Report, and the timeline for completion of the PRT Report.

- 4.5.4.2. At the close of the site visit, the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean, and any others who may be invited.

4.6. PEER REVIEW TEAM (PRT) REPORT

4.6.1. Undergraduate

- 4.6.1.1. Within four weeks of the completion of the site visit, the PRT for an undergraduate program will submit its written report to the Faculty Dean or Dean of Record and the Vice Provost Academic. The Faculty Dean or Dean of Record will review the submission for completeness and contact the peer reviewers if further information is required. The Faculty Dean or Dean of Record will circulate this report to the designated academic unit.

4.6.2. Graduate

- 4.6.2.1. Within four weeks of the completion of the site visit, the PRT for a graduate program will submit its written report to the Vice-Provost and Dean, YSGS. The Vice-Provost and Dean, YSGS will review the submission for completeness and contact the peer reviewers if further information is required. The Vice-Provost and Dean, YSGS will circulate this report to the designated academic unit and to the Faculty Dean or Dean of Record.

5. RESPONSES TO THE PEER REVIEW TEAM (PRT) REPORT

5.1. DESIGNATED ACADEMIC UNIT'S RESPONSE

5.1.1. Undergraduate and Graduate

- 5.1.1.1. Within four weeks of receipt of the PRT Report, the designated academic unit will submit its response to the Faculty Dean or Dean of Record. The response will identify any corrections or clarifications and will indicate how the PRT recommendations are being accommodated, or if they are not to be accommodated, reasons for this.

5.2. FACULTY DEAN OR DEAN OF RECORD'S RESPONSE

5.2.1. Undergraduate

- 5.2.1.1. Within four weeks of receipt of the designated academic unit's response, a written response to the PRT Report must be provided by the Faculty Dean or Dean of Record. The Faculty Dean or Dean of Record will provide a response to each of the following:
- 5.2.1.1.1. the recommendations of the PRT;
 - 5.2.1.1.2. the designated academic unit's response to the PRT Report; and
 - 5.2.1.1.3. any changes in organization, policy or governance required to meet the recommendations.
 - 5.2.1.1.4. If the new program proposal is revised following, or as a result of, the PRT's Report, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice Provost Academic.
 - 5.2.1.1.5. If the Faculty Dean or Dean of Record and the Vice-Provost Academic believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, where appropriate, for further endorsement before providing decanal endorsement.

5.3. FACULTY DEAN OR DEAN OF RECORD'S RESPONSE and VICE-PROVOST AND DEAN, YSGS RESPONSE

5.3.1. Graduate

- 5.3.1.1. Within four weeks of receipt of the designated academic unit's response, a written

response to the PRT Report must be provided by the Faculty Dean or Dean of Record and by the Vice-Provost and Dean, YSGS. The Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS will each provide a response to the following:

- 5.3.1.1.1. the recommendations of the PRT;
 - 5.3.1.1.2. the designated academic unit's response to the PRT Report;
 - 5.3.1.1.3. any changes in organization, policy or governance required to meet the recommendations; and
 - 5.3.1.1.4. the Vice-Provost and Dean, YSGS will also provide a response to the Faculty Dean or Dean of Record's Response.
- 5.3.1.2. If the new program proposal is revised following, or as a result of, the PRT's Report, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost and Dean, YSGS.
- 5.3.1.3. If the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) for further endorsement before providing decanal endorsement.

6. ASSESSMENT AND RECOMMENDATIONS OF ACADEMIC STANDARDS COMMITTEE (ASC) OR YSGS COUNCIL

6.1. Undergraduate

- 6.1.1. The designated academic unit submits to the Vice Provost Academic the new program proposal, with any revisions, together with the PRT Report, the responses to the PRT Report by the designated academic unit and by the Faculty Dean or Dean of Record, and the associated documentation (see Section 2.2.7). The Vice Provost Academic will submit the full new program proposal to the ASC.
- 6.1.2. The ASC will assess the proposal for academic quality and societal need and make one of the following recommendations:
 - 6.1.2.1. that the new program proposal be recommended for approval by Senate, with or without qualification;
 - 6.1.2.2. that the new program proposal be returned to the designated academic unit for further revision; or
 - 6.1.2.3. that the new program proposal not be recommended for approval by Senate.

6.2. Graduate

- 6.2.1. The designated academic unit submits to the YSGS, for submission to the PPC, the new program proposal, with any revisions, together with the PRT Report, the responses to the PRT Report by the Designated Academic Unit, the Faculty Dean or Dean of Record, and the Vice-Provost and Dean, YSGS, and the associated documentation (see Section 2.2.7). The PPC will make one the following recommendations:
 - 6.2.1.1. that the new program proposal be sent to the YSGS Council with or without qualification; or
 - 6.2.1.2. that the new program proposal be returned to the designated academic unit for further revision.
- 6.2.2. Upon recommendation by the PPC, the Vice-Provost and Dean, YSGS will submit the new program proposal, to the YSGS Council.
- 6.2.3. The YSGS Council will assess the proposal for academic quality and societal need and make one of the following recommendations:
 - 6.2.3.1. that the new program proposal be recommended for approval by Senate, with or without qualification;
 - 6.2.3.2. that the new program proposal be returned to the designated academic unit for further revision; or

6.2.3.3. that the new program proposal not be recommended for approval by Senate.

7. SENATE APPROVAL

7.1. The Vice Provost Academic (as Chair of the ASC) for undergraduate program proposals, or the Vice-Provost and Dean, YSGS (as Chair of the YSGS Council) for graduate program proposals, will submit a report of the new program proposal to Senate, as appropriate. Senate approval is the culmination of the internal academic approval process for new program proposals.

8. QUALITY COUNCIL APPROVAL

8.1. Once approved by Senate, the new program proposal, together with all required reports and documents, as outlined in the Ontario Universities Council on Quality Assurance Framework, will be submitted to the Quality Council for approval as per the required process. Following submission to the Quality Council, the University may announce its intention to offer the new program if it is clearly indicated that Quality Council approval is pending and no offers of admission will be made until that approval is received.

9. PRESENTATION TO THE BOARD OF GOVERNORS

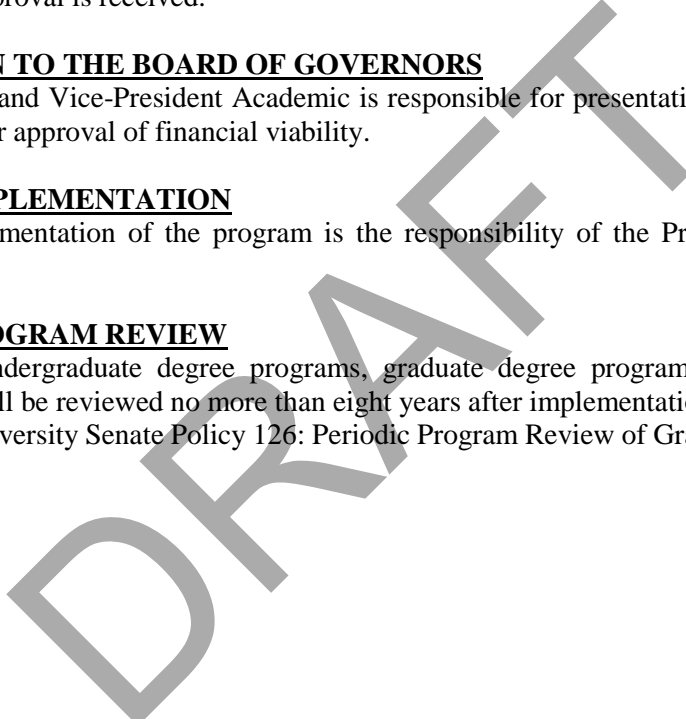
9.1. The Provost and Vice-President Academic is responsible for presentation of the new program to the Board for approval of financial viability.

10. PROGRAM IMPLEMENTATION

10.1. Final implementation of the program is the responsibility of the Provost and Vice-President Academic.

11. PERIODIC PROGRAM REVIEW

11.1. All new undergraduate degree programs, graduate degree programs, and graduate diploma programs will be reviewed no more than eight years after implementation and in accordance with Ryerson University Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs.



APPENDIX A Choosing Arm's Length Reviewers

Best practice in quality assurance ensures that reviewers are at arm's length from the program under review. This means that reviewers/consultants are not close friends, current or recent collaborators, former supervisor, advisor or colleague.

Arm's length does not mean that the reviewer must never have met or even heard of a single member of the program. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the program.

Examples of what may not violate the arm's length requirement:

- Appeared on a panel at a conference with a member of the program
- Served on a granting council selection panel with a member of the program
- Author of an article in a journal edited by a member of the program, or of a chapter in a book edited by a member of the program
- External examiner of a dissertation by a doctoral student in the program
- Presented a paper at a conference held at the university where the program is located
- Invited a member of the program to present a paper at a conference organized by the reviewer, or to write a chapter in a book edited by the reviewer
- Received a bachelor's degree from the university (especially if in another program)
- Co-author or research collaborator with a member of the program more than seven years ago
- Presented a guest lecture at the university
- Reviewed for publication a manuscript written by a member of the program

Examples of what may violate the arm's length requirement:

- A previous member of the program or department under review (including being a visiting professor)
- Received a graduate degree from the program under review
- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- The doctoral supervisor of one or more members of the program

ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS/CONSULTANTS

External reviewers/consultants should have a strong track record as academic scholars and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions. This combination of experience allows a reviewer to provide the most valuable feedback on program proposals and reviews.

Source: Ontario Universities Council on Quality Assurance (Quality Council)

RYERSON UNIVERSITY
POLICY OF SENATE

PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS

Policy Number:	126
Previous Approval Dates:	April 5, 2005; May 6, 2008; November 2, 2010; May 3, 2011, May 3, 2011, May 7, 2013, November 4, 2014
Current Policy Approval Date:	xxx
Next Policy Review Date:	May, 2015 (or sooner at the request of the Provost and Vice- President Academic or Senate)
Responsible Committee or Office:	Provost and Vice-President Academic

Periodic program review (PPR) serves primarily to ensure that programs achieve and maintain the highest possible standards of academic quality and continue to satisfy societal need. All undergraduate and graduate programs are required to undertake a periodic program review on an eight-year cycle.

Periodic program review is part of Ryerson University's Institutional Quality Assurance Process (IQAP) which includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

This policy governs the review of undergraduate and graduate programs that have been approved by Ontario Universities Council on Quality Assurance (Quality Council).

2. SCOPE

This policy includes all undergraduate and graduate programs, both full and part-time, offered solely by Ryerson or in partnership with any other post-secondary institutions. Programs offered jointly with other post-secondary institutions will be subject to the periodic program review policies of all the institutions.

3. DEFINITIONS

3.1. Refer to Policy 110 for definitions related to this policy.

3.2. Refer to Policy 110 for Degree Level Expectations for Undergraduate and Graduate Programs.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

4.1. Ontario Universities Council on Quality Assurance (Quality Council)

4.1.1. The Quality Council reviews PPR Final Assessment Reports (FARs) on an annual basis.

4.1.2. The Quality Council audits the quality assurance process for PPR on an eight-year cycle and determines whether the University has acted in compliance with the provisions of its IQAP.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Senate

- 5.1.1. Senate has the final authority for the approval of PPRs of all Ryerson programs.
- 5.1.2. Senate has the final internal authority for the approval of all new and revised academic policies.

5.2. Standing Committees and Governance Council of Senate

5.2.1. **Academic Standards Committee (ASC):** A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of undergraduate PPRs and assesses PPR Follow-up Reports as an information item for Senate. An additional update and course of action by a specified date may be requested of the program if ASC believes that there has not been sufficient progress.

5.2.2. **Yeates School of Graduate Studies Council (YSGSC):** A Governance Council of Senate that assesses and provides recommendations to Senate for approval of graduate program PPRs, and assesses PPR Follow-up Reports as an information item for Senate. An additional update and course of action by a specified date may be requested of the program if the YSGSC believes that there has not been sufficient progress.

5.2.2.1. **YSGS Programs and Planning Committee (PPC):** A committee of the YSGSC that reviews the PPR self studies and appendices of graduate programs for completeness and determines if there are any issues prior to submission to a peer review team. Assesses complete graduate PPRs and provides recommendations to YSGSC.

5.3. Provost and Vice-President Academic

- 5.3.1. Following Senate approval, reports the outcomes of a PPR to the Board of Governors.
- 5.3.2. Submits FARs, including Implementation Plans and Executive Summaries, for all undergraduate and graduate PPRs to Quality Council annually, as per Quality Council's required process.
- 5.3.3. Is responsible for the University's participation in the Quality Council cyclical audit process.

5.4. Deputy Provost and Vice Provost University Planning

5.4.1. Provides institutional data for PPRs.

5.5. Vice Provost Academic

- 5.5.1. Has authority for PPRs of all undergraduate degree programs.
- 5.5.2. Is responsible for the undergraduate PPR schedule, for informing programs in written format of their forthcoming review, and for providing an orientation to PPR.
- 5.5.3. Is responsible for advising and monitoring throughout the PPR process.
- 5.5.4. Assesses PPR self studies and appendices for completeness and determines if there are any issues prior to submission to a Peer Review Team (PRT).
- 5.5.5. Forwards complete PPRs to the ASC for their review and recommendation for approval to Senate.
- 5.5.6. Ensures that there is a FAR, Implementation Plan, and Executive Summary for each PPR.
- 5.5.7. Submits an undergraduate program FAR, including recommendations from ASC, for assessment and approval by Senate.
- 5.5.8. Forwards mandated Follow-up Reports to the ASC for their information, assessment, and report to Senate, then forwards to Senate for information.
- 5.5.9. Develops a manual that details the process and supports the preparation of the PPR of undergraduate degree programs.

5.6. Vice-Provost and Dean, YSGS

- 5.6.1. Has authority for PPRs of all graduate programs.
- 5.6.2. Is responsible for the graduate PPR schedule, for informing graduate programs in written format of their forthcoming review, and for providing an orientation to PPR.
- 5.6.3. Is responsible for advising and monitoring throughout the PPR process.
- 5.6.4. Responds to the PRT Report as well as to the Program Response and the Faculty Dean's Response to the PRT Report for graduate programs.
- 5.6.5. Ensures that there is a FAR, Implementation Plan, and Executive Summary for each graduate PPR.
- 5.6.6. Submits graduate program FARs, including recommendations, to Senate for assessment and approval.
- 5.6.7. Forwards mandated Follow-up Reports to YSGSC for its information, assessment, and report to Senate, then forwards to Senate for information.
- 5.6.8. Develops a manual that details the process and supports the preparation of the PPR of graduate degree programs.

5.7. Faculty Dean or Dean of Record^{1 2}

- 5.7.1. Reviews the undergraduate PPR self study and appendices prior to submission to Department/School/Faculty Council(s) and endorses the self study and appendices following Council endorsement.
- 5.7.2. Appoints Peer Review Teams (PRT) for undergraduate programs.
- 5.7.3. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of PRTs for graduate programs.
- 5.7.4. Responds to the PRT Report as well as to the Program Response to the PRT Report for undergraduate and graduate programs.
- 5.7.5. For undergraduate programs, reviews mandated Follow-up Reports to ensure progress with the recommendations from ASC and ensures that the implementation plan is effectively accomplished in a timely manner. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.
- 5.7.6. For graduate programs, reviews mandated Follow-up Reports to ensure that the implementation plan is effectively accomplished in a timely manner. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.

5.8. Chair/Director**5.8.1. Undergraduate Chair/Director of Department/School**

- 5.8.1.1. Oversees the preparation of the undergraduate program self study and appendices within the appropriate timelines.
- 5.8.1.2. Actively engages faculty, staff and students in the periodic program review process.
- 5.8.1.3. Presents a completed PPR self study and appendices to the Faculty Dean or Dean of Record for initial review prior to presentation to Department/School and/or Faculty Councils, as appropriate.
- 5.8.1.4. Prepares a response to the PRT Report.
- 5.8.1.5. Prepares the mandated PPR Follow-up Report for submission to the Faculty Dean or Dean of Record, and the Vice Provost Academic by the specified date, normally within one year of Senate approval of the program review.

¹ The Dean of Record for interdisciplinary graduate programs that cross faculty lines is the Vice-Provost and Dean, YSGS (Policy 45).

² See Ryerson Senate Policy 110 for definition.

- 5.8.1.6. Administers the implementation plan to ensure that it is effectively accomplished in a timely manner.
- 5.8.2. **Graduate Program Director**
 - 5.8.2.1. Oversees the preparation of the graduate program self study and appendices within the appropriate timelines.
 - 5.8.2.2. Actively engages Chairs/Directors, faculty, staff and students in the periodic program review process.
 - 5.8.2.3. Presents a completed PPR self study and appendices to the Faculty Dean or Dean of Record for graduate programs for initial review prior to presentation to Program Council.
 - 5.8.2.4. Prepares a response to the PRT Report.
 - 5.8.2.5. Prepares the mandated PPR Follow-up Report for submission to the Faculty Dean or Dean of Record, and the Vice Provost and Dean YSGS by the specified date, normally within one year of Senate approval of the review.
 - 5.8.2.6. Administers the implementation plan to ensure that it is effectively accomplished in a timely manner.
- 5.9. **Department/School/Program and Faculty Council (where applicable)**
 - 5.9.1. Endorses the undergraduate or graduate self study and appendices prior to submission to the Faculty Dean or Dean of Record.
- 6. **REVIEW OF IQAP POLICY AND PROCEDURES**
 - 6.1. The review of Ryerson's IQAP policies will follow the procedures set out in Ryerson University's IQAP Policy 110.

POLICY 126: PERIODIC PROGRAM REVIEW FOR GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES

This document outlines the sequential stages of the PPR including the self study report, the peer review and report, responses to the PRT Report, assessments, endorsements, and approvals of undergraduate and graduate PPRs and implementation of recommendations.

1. THE SELF STUDY REPORT

The self study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for programs to assess academic quality and societal need. It is essential that the self-study is reflective, self-critical and analytical, and that it actively involve both faculty and students in the process. The Vice Provost Academic and the YSGS Associate Dean, Programs, as appropriate, will advise programs throughout the review process on matters of content and format and to ensure that policy requirements are met.

1.1. Objectives (*Quality Council requirements have been italicized*)

- 1.1.1. *Program requirements and learning outcomes are consistent with the University's mission and academic plan;*
- 1.1.2. *Program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate Degree Level Expectations; and*
- 1.1.3. *Program addresses societal need.*

1.2. Admission requirements

- 1.2.1. *Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.*

1.3. Curriculum

- 1.3.1. *Presentation of the program curriculum in a clear tabular format;*
- 1.3.2. *The curriculum reflects the current state of the discipline or area of study;*
- 1.3.3. *Evidence of any significant innovation or creativity in the content and/or delivery of the program, including experiential learning opportunities; and*
- 1.3.4. *Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective.*

1.4. Teaching and assessment

- 1.4.1. *Appropriateness and effectiveness of the methods for assessing student achievement of the defined program learning outcomes and degree level expectations;*
- 1.4.2. *Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning outcomes and the institution's statement of Degree Level Expectations; and*
- 1.4.3. *Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies.*

1.5. Resources

- 1.5.1. *Appropriateness and effectiveness of the academic unit's use of existing human, physical*

and financial resources in delivering its program(s); and

- 1.5.2. *The appropriateness and effectiveness of academic services (e.g. library, co-op, technology, etc.) to support the program(s) being reviewed.*

1.6. Quality indicators

- 1.6.1. *Faculty: qualifications, scholarly, research and creative (SRC) record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty;*
- 1.6.2. *Students: applications and registrations; attrition rates; time-to-completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching; and*
- 1.6.3. *Graduates: rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match" and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA).*

1.7. Quality enhancement

- 1.7.1. *Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.*

1.8. Additional graduate program criteria

- 1.8.1. *Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;*
- 1.8.2. *Quality and availability of graduate supervision; and*
- 1.8.3. *Definition and application of indicators that provide evidence of faculty, student and program quality, for example:*
- 1.8.3.1. *Faculty: funding, honours and awards, and commitment to student mentoring;*
- 1.8.3.2. *Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;*
- 1.8.3.3. *Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience; and*
- 1.8.3.4. *Sufficient graduate level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level.*

1.9. Recommendations and Implementation Plan

- 1.9.1. *Identify and prioritize program recommendations, including priorities for implementation, who will be responsible for acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations.*

1.10. Executive Summary

- 1.10.1. *An executive summary suitable for posting on the university website.*

1.11. Appendices

- 1.11.1. *Appendix I: Data, and reports supporting the self study, as outlined in PPR Manuals*
- 1.11.2. *Appendix II: Concerns and recommendations raised in previous reviews: document and address*
- 1.11.3. *Appendix III: Faculty Curriculum Vitae*
- 1.11.4. *Appendix IV: Courses Outlines*
- 1.11.5. *Appendix V: Documentation of Approvals and Related Communications³*

³ Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the PPR process. The

Detailed guidelines for the Self-Study and Appendices are in PPR Manuals, provided by the Office of the Vice Provost Academic and the Yeates School of Graduate Studies.

2. PROTOCOL FOR CONCURRENT UNDERGRADUATE AND GRADUATE PERIODIC PROGRAM REVIEWS

- 2.1. Where there are concurrent undergraduate and graduate PPRs, separate self studies and appendices are required.
- 2.2. External peer reviews of both undergraduate and graduate programs may be coordinated if the Department/School chooses to do so; however, separate PRT Reports are required.

3. PROTOCOL FOR JOINT PROGRAMS

- 3.1. The self study clearly explains how input was received from faculty, staff and students at each partner institution. There will be a single self study.
- 3.2. Selection of the reviewers involves participation by each partner institution.
 - 3.2.1. Where applicable, selection of the internal reviewer requires joint input;
 - 3.2.2. The selection of the peer reviewer could include one internal to represent all partners; and
 - 3.2.3. The selection could give preference to an internal reviewer who is from another joint program, preferably with the same partner institution.
- 3.3. The site visit involves all partner institutions and preferably at all sites.
 - 3.3.1. Reviewers consult faculty, staff and students at each partner institution, preferably in person.
- 3.4. Feedback on the reviewers' report is solicited from participating units at each partner institution, including the Deans or Dean of Record.
- 3.5. Preparation of a FAR requires input from each partner.
 - 3.5.1. There is one FAR that is subject to the appropriate governance processes at each partner institution;
 - 3.5.2. The FAR is posted on the university website of each partner;
 - 3.5.3. Partner institutions agree on an appropriate monitoring process for the Implementation Plan section of the FAR; and
 - 3.5.4. The FAR should be submitted to the Quality Council by all partners.

4. PROTOCOL FOR INTERDISCIPLINARY AND MULTIDISCIPLINARY PROGRAMS

- 4.1. For multidisciplinary and interdisciplinary programs the Faculty Dean of Record will oversee the periodic program review.
- 4.2. The self study clearly explains how input was received from faculty, staff and students of the program. There will be a single self study and site visit.

5. PROTOCOL FOR ACCREDITED PROGRAMS

- 5.1. PPRs may be coordinated with any professional accreditation review, if feasible, and accreditation review information can be used to supplement the PPR; however, a self study and appendices, separate from an accreditation review, are required.
- 5.2. In the case of accredited programs, at their discretion, the Vice Provost Academic or the Vice-Provost and Dean, YSGS, as applicable, may require a separate Peer Review Team when the accrediting body's assessment does not fully cover all the areas required by the University's PPR process. The Peer Review Team Report must be a separate document from the Accreditation PRT Report.

6. REVIEWS AND ENDORSEMENTS PRIOR TO SUBMISSION TO AN EXTERNAL PEER REVIEW TEAM

6.1. Department/School/Program Council; Faculty Council

6.1.1. Following the review of the self study and appendices by the Faculty Dean or Dean of Record, the Department/School/Program Council and Faculty Council, as appropriate, will review and endorse the self study and appendices. A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed by the Council(s) on the endorsement.

6.2. Program Advisory Council (for Undergraduate Programs)

6.2.1. Following endorsement by the Department/School/Faculty Council(s), as appropriate, the self-study and appendices, along with any qualifications or limitations, will be sent to the Faculty Dean or Dean of Record for presentation to the Program Advisory Council (PAC) for its review and comments. A record will be kept of the date(s), minutes, and members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6) and/or the responses to the PRT Report (see Section 8).

6.3. Faculty Dean or Dean of Record

6.3.1. The Faculty Dean or Dean of Record will review the undergraduate self study and appendices for completeness and to determine if there are any issues prior to a review and endorsement by the Department/School/Program Council.

6.3.2. Following endorsement of the self study and appendices by the Department/School Program Council and Faculty Council, as appropriate, and a review by the PAC (for undergraduate programs), the Faculty Dean or Dean of Record will endorse the self study and appendices for preliminary submission to the Vice Provost Academic for undergraduate PPRs, or to the Vice-Provost and Dean, YSGS for graduate PPRs.

6.4. Vice Provost Academic

6.4.1. The Vice Provost Academic will review the undergraduate self study and appendices for completeness and to determine if there are any issues prior to submission to a Peer Review Team.

6.5. YSGS Programs and Planning Committee (PPC)

6.5.1. The YSGS PPC will review the graduate self study and appendices for completeness and to determine if there are any issues prior to submission to a Peer Review Team.

7. PEER REVIEW

As soon as possible after the self study and appendices have been reviewed for completeness by the Vice Provost Academic, for undergraduate programs, or the YSGS PPC, for graduate programs, it will undergo review by a Peer Review Team (PRT), as described below.

7.1. SELECTION OF PEER REVIEW TEAM (PRT) MEMBERS

7.1.1. PRTs are required for program reviews for undergraduate and graduate degree programs, and graduate diploma programs.

7.1.2. All members of the PRT will be at arm's length⁴ from the program under review.

7.1.3. The external and internal reviewers will be active and respected in their field, and normally associate or full professors with program management experience.

7.1.4. If graduate and undergraduate program reviews are done concurrently, the Faculty Dean or Dean of Record, and the Vice Provost Academic and the Vice-Provost and Dean, YSGS

⁴ See Appendix A for information on arm's length selection of PRT members.

must decide if combined or separate Peer Review Teams are required. Separate PRT Reports from the Peer Review Team(s) are required.

7.1.5. Undergraduate

The PRT for undergraduate program reviews will consist of:

- 7.1.5.1. One external reviewer qualified by discipline and experience to review the program(s); and
- 7.1.5.2. One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.
- 7.1.5.3. The PRT composition is the same for programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.

7.1.6. Graduate

The PRT for graduate program reviews will consist of:

- 7.1.6.1. Two external reviewers qualified by discipline and experience to review the program(s); and
- 7.1.6.2. One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.
- 7.1.6.3. The PRT composition is the same for programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.

7.1.7. Concurrent Reviews

The PRT for the concurrent review of an undergraduate and graduate program will consist of at least:

- 7.1.7.1. Two external reviewers qualified by discipline and experience to review the programs; and
- 7.1.7.2. One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

7.2. APPOINTMENT OF PEER REVIEW TEAM (PRT) MEMBERS

7.2.1. Undergraduate

- 7.2.1.1. The membership of the undergraduate PRT will be determined and appointed by the Faculty Dean or Dean of Record based on written information provided by the program.
- 7.2.1.2. The program will provide the Faculty Dean or Dean of Record with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).
- 7.2.1.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Faculty Dean or Dean of

Record.

7.2.1.4. The Faculty Dean or Dean of Record will invite one of the external reviewers to act as Chair of the PRT.

7.2.2. **Graduate**

7.2.2.1. The membership of the graduate PRT will be determined by the Vice-Provost and Dean, YSGS in consultation with the Faculty Dean or Dean of Record and the program.

7.2.2.2. The program will provide the Vice-Provost and Dean, YSGS with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).

7.2.2.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Vice-Provost and Dean, YSGS.

7.2.2.4. The Vice-Provost and Dean, YSGS, in consultation with the Faculty Dean or Dean of Record for graduate programs, will invite one of the external reviewers to act as Chair of the PRT.

7.3. **THE MANDATE OF THE PEER REVIEW TEAM (PRT)**

The general mandate of the PRT is to evaluate the academic quality of the program and the capacity of the School or Department to deliver it in an appropriate manner. The report of the PRT will address all of the following:

7.3.1. the clarity of the program's learning outcomes and their consistency with the institution's mission and academic plans, and alignment of the program's learning outcomes with the institution's degree level expectations;

7.3.2. the alignment of the program's learning outcomes with admission requirements;

7.3.3. the effectiveness of the curriculum in reflecting the current state of the discipline, evidence of innovation and/or creativity in content and delivery, and appropriateness of delivery to meet the program's learning outcomes;

7.3.4. the appropriateness and effectiveness of methods used to assess achievement of the program's learning outcomes and learning objectives;

7.3.5. the appropriateness and effectiveness of the academic unit's use of human, physical and financial resources and support services;

7.3.6. quality indicators relating to students, graduates and faculty;

7.3.7. additional graduate program criteria including time-to-completion, graduate student supervision, and faculty, student and program quality; and

7.3.8. initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

7.3.9. **The PRT should, at the end of its report, specifically comment on:**

7.3.9.1. the program's strengths, weaknesses and opportunities;

7.3.9.2. the program's recommendations and implementation plan; and

7.3.9.3. the PRT's further recommendations for actions to improve the quality of the program, if any, distinguishing between those that the program can itself take and those that would require external action, where possible.

7.4. **INFORMATION PROVIDED TO THE PEER REVIEW TEAM BEFORE THE SITE VISIT**

7.4.1. **Undergraduate**

7.4.1.1. The PRT will be provided with a Letter of Invitation from the Faculty Dean or Dean of Record, the PRT's mandate, and information on the University and its mission and mandate. The program will provide to the PRT a site visit agenda

along with the self study with all appendices. This communication will remind the PRT of the confidentiality of the documents presented.

7.4.2. Graduate

7.4.2.1. The PRT will be provided with a Letter of Invitation from the Vice-Provost and Dean, YSGS. The graduate program will provide their mandate and information on the University and its mission, a site visit agenda, and the self study with all appendices. This communication will remind the PRT of the confidentiality of the documents presented.

7.5. THE PEER REVIEW TEAM (PRT) SITE VISIT

7.5.1. The PRT will be provided with:

7.5.1.1. Access to program administrators, staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate.

7.5.1.2. Coordination of site visits to Ontario institutions offering joint programs (excluding college collaborative programs), where appropriate; and any additional information that may be needed to support a thorough review.

7.5.2. Undergraduate

7.5.2.1. At the opening of the site visit the Vice Provost Academic will review the PRT mandate, the format for the PRT Report, and the timeline for completion of the PRT report.

7.5.2.2. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice Provost Academic, the Faculty Dean or Dean of Record, and any others who may be invited by the Faculty Dean or PRT.

7.5.3. Graduate

7.5.3.1. At the opening of the site visit the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Report, and the timeline for completion of the PRT report.

7.5.3.2. At the close of the site visit, the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean, and any others who may be invited by the Faculty Dean or PRT.

7.5.4. Concurrent

7.5.4.1. At the opening of the site visit the Vice Provost Academic and the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Reports, and the timeline for completion of the PRT Reports.

7.5.4.2. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice Provost Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean and any others who may be invited by the Faculty Dean or the PRT.

7.6. PEER REVIEW TEAM (PRT) REPORT

7.6.1. Undergraduate

7.6.1.1. Within four weeks of the completion of the site visit, the PRT for an undergraduate program will submit its written report to the Faculty Dean or Dean of Record and the Vice Provost Academic. The Faculty Dean or Dean of Record will forward this report to the Chair/Director of the program.

7.6.2. Graduate

7.6.2.1. Within four weeks of the completion of the site visit, the PRT for a graduate program will submit its written report to the Vice-Provost and Dean, YSGS. The

Vice-Provost and Dean, YSGS will forward this report to the Chair/Director of the program and to the Faculty Dean or Dean of Record.

8. RESPONSES TO THE PEER REVIEW TEAM (PRT) REPORT

8.1. PROGRAM RESPONSE

8.1.1. Undergraduate

8.1.1.1. Within four weeks of receipt of the PRT Report, the program will submit a written response to the PRT Report to the Faculty Dean or Dean of Record. The written response may include any of the following:

- Comments, corrections and/or clarifications of items raised in the PRT Report;
- A revised implementation plan with an explanation of how the revisions reflect the further PRT recommendations and/or respond to the weaknesses or deficiencies identified in the PRT Report; and
- An explanation of why recommendations of the PRT will not be acted upon.

8.1.2. Graduate

8.1.2.1. Within four weeks of receipt of the PRT Report, the program will submit a written response to the PRT Report to the Vice Provost and Dean, YSGS and to the Faculty Dean. The written response may include any of the following:

- Comments, corrections and/or clarifications of items raised in the PRT Report;
- A revised implementation plan with an explanation of how the revisions reflect the further PRT recommendations and/or respond to the weaknesses or deficiencies identified in the PRT Report; and
- An explanation of why recommendations of the PRT will not be acted upon.

8.2. FACULTY DEAN'S OR DEAN OF RECORD'S RESPONSE

8.2.1. For undergraduate and graduate programs, a written response must be provided by the Faculty Dean or Dean of Record. The response will address:

- The recommendations proposed in the self-study report;
- Further recommendations of the PRT;
- The Program Response to the PRT Report;
- Any changes in organization, policy or governance required to meet the recommendations;
- The resources that would be provided to support the implementation of selected recommendations; and
- A proposed timeline for the implementation of any of those recommendations.

8.2.1.1. If the self study report or the implementation plan is revised following, or as a result of, the PRT review, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost Academic or the Vice-Provost and Dean, YSGS. If the Faculty Dean or Dean of Record and the Vice-Provost Academic or the Vice-Provost and Dean, YSGS believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, if appropriate, for further endorsement followed by decanal endorsement.

8.3. VICE-PROVOST and DEAN, YSGS'S RESPONSE

8.3.1. For graduate programs, a written response must be provided by the Vice-Provost and Dean, YSGS. The response will address:

- The recommendations proposed in the self-study report;

- Further recommendations of the PRT;
- The Program Response to the PRT Report;
- The Faculty Dean's Response to the PRT Report;
- Any changes in organization, policy or governance required to meet the recommendations;
- The resources that would be provided to support the implementation of selected recommendations; and
- A proposed timeline for the implementation of any of those recommendations.

8.3.1.1. If the self study report or the implementation plan is revised following, or as a result of, the PRT review, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost and Dean, YSGS. If the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, if appropriate, for further endorsement followed by endorsement by the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS.

9. ASSESSMENT AND RECOMMENDATIONS BY ASC OR YSGS COUNCIL

9.1. Academic Standards Committee (ASC)

- 9.1.1. For undergraduate programs, the PPR, which includes the Self Study Report and Appendices (Section 1), with revisions if required, the PRT Report, the Program Response, and the Faculty Dean or Dean of Record's Response is submitted to the Vice Provost Academic for submission to the ASC for assessment.
- 9.1.2. The ASC will then make one of the following recommendations:
- 9.1.2.1. Senate approve the PPR, with a mandated Follow-up Report(s).
 - 9.1.2.2. Senate approve the PPR with conditions, as specified, and with a mandated Follow-up Report(s).
 - 9.1.2.3. The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.
 - 9.1.2.4. The PPR, as submitted, be rejected.

9.2. Yeates School of Graduate Studies (YSGS)

- 9.2.1. For graduate programs, the PPR, which includes the Self Study Report and Appendices (Section 1), with revisions if required, the PRT Report, the Program Response, the Faculty Dean or Dean of Record's Response, and the Vice-Provost and Dean, YSGS's Response is submitted to the YSGS Programs and Planning Committee (PPC).
- 9.2.1.1. The PPC will assess the PPR and make one the following recommendations:
- 9.2.1.1.1. That the PPR be sent to the YSGS Council with or without qualification;
 - 9.2.1.1.2. That the PPR be returned to the program for further revision.
- 9.2.2. Upon approval by the YSGS PPC, the YSGS Council will assess the report and make one of the following recommendations:
- 9.2.2.1. Senate approve the PPR, with a mandated Follow-up Report(s).
 - 9.2.2.2. Senate approve the PPR with conditions, as specified, and with a mandated Follow-up Report(s).
 - 9.2.2.3. The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.
 - 9.2.2.4. The PPR, as submitted, be rejected.

10. FINAL ASSESSMENT REPORT (FAR)

- 10.1. For undergraduate programs, the Office of the Vice Provost Academic will prepare for Senate

- a Final Assessment Report (FAR)⁵, which includes the PPR implementation plan, and an executive summary.
- 10.2. For graduate programs, the Office of the Vice-Provost and Dean, YSGS will prepare for Senate a FAR, which includes the PPR implementation plan, and an executive summary.
 - 10.3. If there is a concurrent review of an undergraduate and a graduate program, separate FARs will be prepared for Senate.
 - 10.4. The FAR should include all the elements that are required within Quality Council's Quality Assurance Framework.

11. SENATE APPROVAL

- 11.1. The Vice Provost Academic and/or the Vice-Provost and Dean, YSGS, as appropriate, will submit a PPR Report to Senate which includes the FAR and the requirements of a mandated Follow-up Report(s).
- 11.2. Senate has the final academic authority to approve the PPR Report to Senate, which includes the FAR and the mandated Follow-up Report(s).

12. FOLLOW-UP REPORT

- 12.1. The PPR Report to Senate will include a date, within one year of Senate approval of the PPR, for a mandated Follow-up Report to be submitted to the Faculty Dean or Dean of Record and the Vice Provost Academic or the Vice-Provost and Dean, YSGS, as appropriate, on the progress of the implementation plan and any further recommendations. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.
- 12.2. The Chair/Director and Faculty Dean or Dean of Record, and the Vice-Provost and Dean, YSGS, if applicable, are responsible for requesting any additional resources identified in the PPR through the annual academic planning process. The relevant Faculty Dean or Dean of Record, or the Vice-Provost and Dean, YSGS, if applicable, is responsible for providing the identified resources, if feasible, and the Provost and Vice-President Academic is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within two budget years of the Senate approval of the PPR.
- 12.3. The Follow-up Report will include an indication of any resources that have been provided at the time of the report.
- 12.4. The Follow-Up Report(s) will be reviewed by the Faculty Dean or Dean of Record and ASC or YSGS Council, as appropriate. If it is believed that there has not been sufficient progress on the implementation plan, an additional update and course of action by a specified date may be required.
- 12.5. The Follow-up Report will be forwarded to Senate as an information item following review by the ASC or YSGS Council, as appropriate.

13. DISTRIBUTION REQUIREMENTS

- 13.1. Under the direction of the Vice Provost Academic and the Vice-Provost and Dean, YSGS, the Office of the Vice Provost Academic shall publish the Executive Summary, the FAR, and the action of Senate for each approved PPR on Ryerson University's Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website.
- 13.2. Complete PPR documentation, respecting the provisions of FIPPA, will be made available through the Office of the Vice Provost Academic and Office of the Vice-Provost and Dean, YSGS.

⁵ See Ryerson Senate Policy 110 for a definition.

- 13.3. The Provost and Vice-President Academic will submit annually the FARs of all approved PPRs to the Ontario Universities Council on Quality Assurance (Quality Council), as per the required process.
- 13.4. 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.

DRAFT

APPENDIX I Choosing Arm's Length Reviewers

Best practice in quality assurance ensures that reviewers are at arm's length from the program under review. This means that reviewers/consultants are not close friends, current or recent collaborators, former supervisor, advisor or colleague.

Arm's length does not mean that the reviewer must never have met or even heard of a single member of the program. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the program.

Examples of what may not violate the arm's length requirement:

- Appeared on a panel at a conference with a member of the program
- Served on a granting council selection panel with a member of the program
- Author of an article in a journal edited by a member of the program, or of a chapter in a book edited by a member of the program
- External examiner of a dissertation by a doctoral student in the program
- Presented a paper at a conference held at the university where the program is located
- Invited a member of the program to present a paper at a conference organized by the reviewer, or to write a chapter in a book edited by the reviewer
- Received a bachelor's degree from the university (especially if in another program)
- Co-author or research collaborator with a member of the program more than seven years ago
- Presented a guest lecture at the university
- Reviewed for publication a manuscript written by a member of the program

Examples of what may violate the arm's length requirement:

- A previous member of the program or department under review (including being a visiting professor)
- Received a graduate degree from the program under review
- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- The doctoral supervisor of one or more members of the program

ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS/CONSULTANTS

External reviewers/consultants should have a strong track record as academic scholars and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions. This combination of experience allows a reviewer to provide the most valuable feedback on program proposals and reviews.

Source: Ontario Universities Council on Quality Assurance (Quality Council)

RYERSON UNIVERSITY
POLICY OF SENATE

CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS

Policy Number:	127
Previous Approval Dates:	May 3, 2011; November 4, 2014
Current Policy Approval Date:	xxx
Next Policy Review Date:	tba (or sooner at the request of the Provost and Vice President Academic or Senate)
Responsible Committee or Office:	Provost and Vice President Academic

Curriculum modification of graduate and undergraduate programs is part of Ryerson University's Institutional Quality Assurance Process (IQAP), which includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

This policy governs changes to existing undergraduate and graduate programs, recognizing that the university must be responsive to developments and advances in disciplinary knowledge.

2. SCOPE

This policy governs curriculum modification of undergraduate and graduate programs that have been approved by Ontario Universities Council on Quality Assurance (Quality Council).

3. DEFINITIONS

3.1. Major Modifications¹: Substantial program changes, including the following: requirements that differ significantly from those existing at the time of the previous periodic program review; significant changes to learning outcomes; or significant changes to the faculty engaged in delivering the program and/or to the essential resources, such as where there have been changes in mode(s) of delivery. Examples of Major Modifications are provided in Appendix A of this policy. Expedited approvals by the Quality Council for Major Modifications and new or substantially modified graduate Fields within an existing program are only required at the request of the university.

3.2. Minor Modifications: Program changes that are not substantial including, but not limited to:

3.2.1. Category 1 Minor Modifications – e.g. changes in course description, title or requisites; alteration to the number of course hours.

3.2.2. Category 2 Minor Modifications – e.g. repositioning of a course in a curriculum; adding or deleting a required course; changes in course weight; change in mode of a single course delivery; reconfiguration or minor changes to courses in a Minor.

¹ All Senate approved Major Modifications are reported to the Quality Council annually and are subject to a possible audit.

3.2.3. Category 3 Minor Modifications – e.g. change in admission policy; variation in policy for grading, graduation or academic standing; change in program name and/or degree designation; minor changes to existing graduate Fields.

3.3. Refer to Ryerson Senate Policy 110 for definitions related to this policy.

3.4. Refer to Ryerson Senate Policy 110 for Degree Level Expectations for Undergraduate and Graduate Programs.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

4.1. Ontario Universities Council on Quality Assurance (Quality Council)

4.1.1. The Quality Council receives a summary of the University's Major Modifications to curriculum on an annual basis.

4.1.2. The Quality Council audits the University's Major Modification process on an eight-year cycle and determines whether the University has acted in compliance with the provisions of its IQAP.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Senate

5.1.1. Has the final authority to approve Category 3 Minor Modifications and Major Modifications to undergraduate programs.

5.1.2. Has the final authority to approve Major Modifications to graduate programs.

5.1.3. Receives Category 2 Minor Modifications to undergraduate programs and Category 3 Minor Modifications to graduate programs, for information.

5.1.4. Has final internal authority for the approval of all new and revised academic policies.

5.2. Standing Committees and Governance Council of Senate

5.2.1. **Academic Standards Committee (ASC):** A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of Category 3 Minor Modifications and Major Modifications to undergraduate programs; and assesses Category 2 Minor Modifications, as required, and recommends to Senate, for information.

5.2.2. **Yeates School of Graduate Studies Council (YSGS Council):** A Governance Council of Senate that assesses and makes recommendations to YSGS Council on Major Modifications and Minor Modifications Category 3 to graduate programs.

5.2.2.1. **YSGS Programs and Planning Committee (PPC):** Assesses and makes recommendations to YSGS Council on Major Modifications and Minor Modifications Category 3 to graduate programs.

5.3. Provost and Vice President Academic

5.3.1. Has overall responsibility for this policy and its procedures and review.

5.3.2. Reports outcomes of all undergraduate and graduate Major Modifications to Quality Council on an annual basis.

5.4. Deputy Provost and Vice Provost University Planning

5.4.1. Analyzes program costing for Major Modifications and other Minor Modifications, as required, to programs.

5.5. Vice Provost Academic

5.5.1. Has final authority, where necessary, to determine if a modification to an undergraduate program is considered major or minor.

5.5.2. Advises undergraduate programs on curriculum modifications.

5.5.3. Has the authority to submit Category 2 Minor Modifications for undergraduate programs to the

Academic Standards Committee (ASC) for assessment and recommendation to Senate.

- 5.5.4. Submits Category 3 Minor Modifications and Major Modification proposals for undergraduate programs to the Academic Standards Committee (ASC) for assessment and recommendation to Senate.
- 5.5.5. Submits to Senate the ASC's recommendations regarding Category 2 Minor Modifications, Category 3 Minor Modifications and Major Modifications.
- 5.5.6. Submits, on an annual basis, Senate-approved undergraduate and graduate Major Modifications to the Provost and Vice President Academic for a report to the Quality Council.
- 5.5.7. Resolves disputes between Faculty Deans/Dean of Record or between a Faculty Dean/Dean of Record and a Department/School/Program or Faculty Council with respect to curriculum modifications, as required.

5.6. Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS)

- 5.6.1. Has final authority, where necessary, to determine if a modification to a graduate program is considered major or minor.
- 5.6.2. Advises graduate programs on curriculum modifications.
- 5.6.3. Approves Category 2 Minor Modifications.
- 5.6.4. Submits Category 3 Minor Modifications and Major Modification proposals to the YSGS Council, for assessment and recommendation to Senate.
- 5.6.5. Submits to Senate, for information, the YSGS Council's recommendations regarding Category 3 Minor Modifications.
- 5.6.6. Submits to Senate the YSGS Council's recommendations regarding Major Modifications.
- 5.6.7. Resolves disputes between Faculty Deans/Dean of Record or between a Faculty Dean/Dean of Record and a Department/School/Program or Faculty Council with respect to curriculum modifications, as required.

5.7. Faculty Dean or Dean of Record

- 5.7.1. Endorses Category 2 and Category 3 Minor Modifications and Major Modifications to undergraduate programs.
- 5.7.2. Endorses Category 2 and Category 3 Minor Modifications and Major Modifications to graduate programs, in consultation with the Vice-Provost and Dean, YSGS.
- 5.7.3. Resolves disputes between a Department/School/Program Council and Faculty Council, if applicable, and Chair/ Director with respect to curriculum modifications, as required.

5.8. Chair/Director of Department/School (or designated academic unit)

- 5.8.1. Oversees preparation of Minor and Major Modifications.
- 5.8.2. Submits to Department/School/Program and Faculty Council (where applicable) Minor and Major Modifications.
- 5.8.3. Submits Minor and Major Modifications, as required, to the Faculty Dean or Dean of Record.

5.9. Department/School/Program and Faculty Council (where applicable)

- 5.9.1. For undergraduate programs, approves Category 1 Minor Modifications, unless the Department/School/Program Council has designated another approval process.
- 5.9.2. For undergraduate programs, endorses Category 2 and Category 3 Minor Modifications and Major Modifications and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.9.3. For graduate programs, endorses all Minor Modifications and Major Modifications and recommends these to the appropriate Faculty Dean or Dean of Record, as appropriate.

6. REVIEW OF POLICY AND PROCEDURES

- 6.1. The review of Ryerson University's IQAP policies will follow the procedures set out in Ryerson Senate Policy 110.

- 6.2.** Procedures related to this policy will be developed and reviewed annually by the Vice Provost Academic, the Vice-Provost and Dean, YSGS, and the Registrar's Office. These procedures will incorporate the process for undergraduate and graduate calendar changes.

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POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES: UNDERGRADUATE PROGRAMS

This document outlines the procedures for **Minor Modifications** (Categories 1, 2 and 3) and **Major Modifications** to undergraduate degree programs.

Category 3 Minor Modifications and Major Modifications require proposals that are assessed by the Academic Standards Committee (ASC). The proposals must be submitted to the Vice Provost Academic by **the last Friday in June**. Due to the large workload, ASC cannot guarantee that curriculum modification proposals submitted after the June deadline will be reviewed in time for ASC's recommendations to be forwarded to Senate for consideration at the November Senate meeting. ASC will give priority to proposals submitted by the June deadline. To implement new or revised curriculum for the subsequent fall semester, the proposal must be approved at or before the November Senate meeting.

Minor and Major Modifications require the submission of forms to Undergraduate Calendar Publications by the **first Monday of October**. Undergraduate Calendar Publications will accept Minor and Major Modifications starting May 1st.

Required forms and submission guidelines can be found at:
<https://www.ryerson.ca/undergradpublications/forms/>

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. **Description:** Category 1 Minor Modifications include:

- revisions to course description, title, and requisites; and
- minor changes to course hours that entail an overall change of two hours or less for a single-semester course, or four hours or less for a two-semester course.

1.1.2. **Consultation:** Undergraduate Calendar Publications, as needed

1.1.3. **Required approvals:** Teaching Department/School Council (or the approver, such as Chair/Director, designated by the Teaching Department/School Council)

1.2. CATEGORY 2 MINOR MODIFICATIONS

1.2.1. **Description:** Category 2 Minor Modifications include:

- routine changes to curriculum including course repositioning, additions, deletions;
- considerable changes in course hours with a cumulative change of three hours or more for a single-term course or five hours or more for a multi-term course;
- a change to the mode of delivery of a course;
- course weight variations; and
- small changes to existing Minors (for example, deleting one course and adding another; rearrangement of required and elective courses).

Consideration must be given to the effect of the change on students in each year of the program, including Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students.

- 1.2.2. **Consultations:** Consultations should start as early in the process as possible and should include:
- Curriculum Management: Curriculum Advising and Undergraduate Calendar Publications
 - Chair/ Director and the Faculty Dean of the Departments/Schools affected by the curriculum modification
 - Library, if course/program changes have implications for Library resources
 - University Planning Office if additional resources (e.g., faculty, space, and/or technology) are needed as a result of the implementation of the proposed course and/or curriculum change
 - Chang School Program Director, School Council, and Faculty Dean, if Chang School courses are deleted or certificates are affected

1.2.3. **Required Endorsements and Approvals:**

- Department/School/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
- Faculty Dean of Program Department(s)/School(s), for endorsement;
- Department/School/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement; and
- Senate, for approval as consent agenda item, or for information, if assessed by the Academic Standards Committee.

1.3. CATEGORY 3 MINOR MODIFICATIONS²

1.3.1. **Description:** Category 3 Minor Modifications include:

- change in program admission requirements;
- program-specific variations on grading, graduation, and/or Academic Standing;
- small changes to the total number of courses needed for graduation in a program (less than 5%);
- new Minors and substantial changes to existing Minors;
- new Concentrations and substantial changes to existing Concentrations;
- new Optional Specialization or substantial changes to existing Optional Specialization;
- changes to existing Co-op curriculum and/or schedule (note that introducing or deleting a Co-op is a Major Modification);
- deletion of a **required** course or courses in a program's curriculum provided by another Teaching Department/School, only in cases where the Teaching Department/School Council and/or the Faculty Dean of the Teaching Department/School disputes the course deletion; and
- changes to program name and/or degree designation, including Honours designation.

1.3.2. **Consultations:** Consultations should start as early in the process as possible. Consultations will continue, as needed, throughout the proposal development.

- Chair of the ASC (the Vice Provost Academic)
- Registrar or Assistant Registrar, Curriculum Management
- Registrar and Director, Admissions
- Undergraduate Calendar Publications Editor
- University Planning Office, if additional resources (e.g., faculty, space, and/or technology) may be needed as a result of the implementation of the proposed course and/or curriculum change
- Library, if course/program changes have implications for Library resources
- Department/Schools affected by the proposed changes and their Faculty Deans
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses or certificates are affected

² Although the ASC may not yet have reviewed the curriculum changes, course change forms must be completed and filed with Undergraduate Calendar Publications by the deadline date (first Monday of October).

1.3.3. Required Endorsements and Approvals:

- Department/School/Faculty Council(s) of the Program Department(s)/Schools(s), for endorsement;
- Faculty Dean of Program Department(s)/School(s), for endorsement;
- Department/School/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement;
- Academic Standards Committee (ASC), for assessment and recommendation to Senate; and
- Senate, for approval.

1.3.4. REQUIRED PROPOSAL: Consideration must be given to the effect of the change on students in each year of the program, including Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students. The proposal should contain the following information, as appropriate:

- the existing and the proposed curriculum modification, showing the revisions
- the rationale for the curriculum modification, including information on comparator programs (where relevant)
- pre-requisites, if relevant
- program learning outcomes
- the effect of the proposed change on the program learning outcomes, enrolment targets, retention, and academic standing
- the implementation date and implementation plan, and provisions for retroactivity

For changes to program name and/or degree designation include an explanation of why the proposed credential is more appropriate; provide credential used by comparator programs; provide a comparison to the admissions requirements and curriculum of programs using the proposed credential; demonstrate that the proposed credential is recognized by industry or relevant professions; where relevant, include feedback from alumni and current program students. Provide an implementation plan.

For an Honours designation, refer to guidelines provided by the Office of the VPA.

2. MAJOR MODIFICATIONS

2.1. Description: Major Modifications to existing programs include substantial changes in program requirements from those that existed at the time of the previous periodic program review; significant changes to program learning outcomes; and a significant change to the faculty engaged in delivering the program and/or to the essential resources, such as when there is a change in the mode(s) of delivery (e.g. online delivery).

Examples of Major Modifications are provided in Appendix A of Ryerson Senate Policy 127. Please consult the Vice Provost Academic for further clarification.

IMPORTANT: Major Modifications are normally an outcome of a periodic program review. Therefore, Major Modification proposals should be submitted within four (4) years of Senate approval of a periodic program review. Consultation with the Vice Provost Academic must take place prior to commencing work on a Major Modification proposal if more than four years have elapsed since the last Senate approved periodic program review.

2.2. Consultations

Consultations should start as early in the process as possible and continue, as needed, throughout the proposal development.

- Chair of the ASC

- Curriculum Development Consultant
- Registrar, Assistant Registrar, Curriculum Management
- Director, Admissions
- Undergraduate Calendar Publications Editor
- University Planning Office, if additional resources (e.g., faculty, space, and/or technology) may be needed as a result of the implementation of the proposed course and/or curriculum change
- Department/Schools affected by the proposed changes and their Faculty Deans
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses or certificates are affected

2.3. Required Endorsements and Approvals

- Department/School/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
- Faculty Dean of the Program Department(s)/School(s), for endorsement;
- Department/School/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement;
- ASC evaluates the proposal and submits its recommendation to Senate; and
- Senate, for approval.

2.4. PROPOSAL

All Major Modifications require the submission of a proposal (see Section 2.4.1 below) to the Academic Standards Committee. The University may, at its discretion, request that the Quality Council review a Major Modification proposal and normally that will occur through an Expedited Approval Process³. In such cases, a Supplemental Proposal (Section 2.4.2) must also be completed.

The Major Modification proposal must indicate the implementation date, the implementation plan, and provisions for retroactivity. Consideration must be given to the effect of the change on students in each year of the program, including Optional Specializations, Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students.

2.4.1 PROPOSAL (mandatory)

Include all the following in the proposal:

1. a summary of the proposed changes and the rationale in light of your stated program learning outcomes;
2. the effect on the Undergraduate Degree Level Expectations (UDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;
3. an indication of those changes that are the result of a previous periodic program review;
4. a list of the added resources that are needed, including space, faculty and staff;
5. a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program by year and term, including course numbers and titles, course hours in lecture, lab or studio, and course designation by program categories (core, open electives and liberal studies);
6. a rationale if there are changes to electives, with comments on the actual availability of electives;
7. a description of each new or amended course, in calendar format
8. a statement of program balance (among core, open electives, and liberal studies) for existing and amended programs;
9. a statement of how and when changes will be implemented, and the strategy for

³ Refer to Ryerson Senate Policy 110 for definitions

- communicating the changes to students;
10. a summary of the implications for external recognition and/or professional accreditation;
 11. a summary, in the case of extensive changes, of views of the Program Advisory Council;
 12. a list of any other programs affected by the changes; and
 13. a brief executive summary.

2.4.2 SUPPLEMENTAL PROPOSAL

If the University chooses to submit a request for an Expedited Approval by the Quality Council (optional) for a Major Modification, the proposal must contain all the information in Section 2.4.1 as well as the following:

- a) consistency of the curriculum modification with the institution's mission and academic plans;
- b) ways in which the curriculum modification addresses the current state of the discipline or area of study;
- c) identification of any unique curriculum or program innovations or creative components;
- d) for research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion, if applicable;
- e) appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations;
- f) appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations;
- g) completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations;
- h) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the curriculum modification;
- i) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program when the curriculum modification is implemented;
- j) evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;
- k) evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision, if appropriate.

POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND UNDERGRADUATE PROGRAMS

GRADUATE PROCEDURES

Forms, time lines and complete submission instructions can be found at <http://www.ryerson.ca/graduate/faculty-staff/>

Where to submit:

Graduate curriculum and calendar changes with all signatures must be submitted to the office of the Associate Dean, Programs, YSGS.

Submission Deadline: February 1

Required Consultation:

The Associate Dean, Programs, YSGS, should be consulted early in the process to ensure that possible issues regarding the effect of the change on current and incoming students are considered.

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. Description: Category 1 Minor Modifications typically include:

- revisions to course description, title, and requisites;
- minor changes to course hours with a cumulative change of two hours or less for a one credit course or four hours or less for a multi-credit course.

1.1.2. Required Approvals

- Graduate Program Council, for approval.

1.1.3. Required Forms

- Graduate course Change form – Active Courses (GCC-A)
- Graduate Course Change Summary form (GCCS)
 - Summarizes all course changes for the upcoming academic year
 - Every course listed in a GCCS form must have a corresponding GCC form

1.2. CATEGORY 2 MINOR MODIFICATIONS

1.2.1. Description: Category 2 Minor Modifications include:

- routine changes to curriculum including course repositioning, additions, deletions;
- significant changes in course hours with a cumulative change of three hours or more for a one-credit course or five hours or more for a multi-credit course;
- a change to the mode of delivery of a course; and
- course weight variations.

1.2.2. Required Endorsements and Approvals

- Graduate Program Council, for endorsement;
- Faculty Dean of the Teaching Department(s)/School(s), for endorsement; and
- Vice-Provost and Dean, YSGS, for approval.

1.2.3. Forms

- 1.2.3.1. Graduate Course Change form – Active (GCC–A) or - New (GCC–N)
- for changes to active or the introduction of new courses respectively
- 1.2.3.2. Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.
- Subject Librarian: regarding library resource needs/changes.
 - Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.
 - Deleting an elective course in another program’s curriculum: there must be consultation with that program.
- 1.2.3.3. Graduate Course Change Summary form (GCCS)
- Summarizes all course changes for the upcoming academic year
 - Every course listed in a GCCS form must have a corresponding GCC-A or -N form

1.3. CATEGORY 3 MINOR MODIFICATIONS**1.3.1. Description:** Category 3 Minor Modifications include:

- change in program admission requirements;
- program-specific variations on grading, promotion, graduation, and/or academic standing;
- minor changes to existing Fields; and
- changes to program name and/or degree designation with applicable implementation date.

1.3.2. Required Endorsements and Approvals

- Graduate Program Council, for endorsement;
- Department/School Council(s), for endorsement;
- Faculty Dean of affected Program(s)/Department(s)/School(s), for endorsement;
- Vice-Provost and Dean, YSGS, for approval; and
- Senate, for information.

1.3.3. Forms and Documents

- 1.3.3.1. Proposal
- Changes in admission, promotion, grading, graduation, or academic standing policy:
 - Include copies of both the existing and the proposed policy, identifying the changes, and the rationale for them.
 - Minor changes to existing Fields:
 - Include a list of current Fields (if applicable) with an outline of requirements.
 - Changes to program name and/or degree designation:
 - Include an explanation of why the current designation is inappropriate and why the proposed designation is preferable; designations used by comparator programs; comparison to the admissions requirements and curriculum of programs using the proposed designation; confirmation of recognition of the proposed designation by industry and/or relevant professions; where relevant, views of alumni and current program students.
 - Provisions for retroactivity.
- 1.3.3.2. Proposed curricular structure in Calendar format (GCAL): Proposed curricular structure in Calendar format
- 1.3.3.3. Graduate Course Change form – Active (GCC–A) or - New (GCC–N)
- for changes to active or the introduction of new courses respectively

Although the change is not yet approved, these forms must be completed and submitted by the deadline date.

- 1.3.3.4. Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.
- Subject Librarian: regarding library resource needs/changes.
 - Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.
 - Deleting an elective course in another program's curriculum: there must be consultation with that program.
- 1.3.3.5. Graduate Course Change Summary form (GCCS)
- Summarizes all course changes for the term submitted.
 - Every course listed in a GCCS form must have a corresponding GCC-A or -N form.

2. **MAJOR MODIFICATIONS**

2.1. Description: Major Modifications to existing programs include substantial changes in program requirements from those which existed at the time of the previous periodic program review, significant changes to program learning outcomes, or a significant change to the faculty engaged in delivering the program and/or to the essential resources, such as when there is a change in mode(s) of delivery (e.g. online delivery).

Examples of Major Modifications are provided in Appendix A of Ryerson Senate Policy 127. Please consult the Vice-Provost and Dean, YSGS, and, if necessary, the Vice Provost Academic for further clarification.

2.2. Required Endorsements and Approvals

- Graduate Program Council, for endorsement;
- Department/School Council(s) and the Faculty Dean of affected by the change(s), for endorsement;
- YSGS Programs and Planning Committee, for endorsement;
- YSGS Council evaluates the proposal and submits its recommendation to Senate; and
- Senate, for approval.

2.3. Documentation

All Major Modifications require the submission of a proposal (see Section 2.3.1 below) to the Graduate Program Council. The University may, at its discretion, request that the Quality Council review a Major Modification proposal and normally that will occur through an Expedited Approval Process³. In such cases, a Supplemental Proposal (Section 2.3.2) must also be completed.

2.3.1. PROPOSAL (mandatory)

Include all of the following in the proposal:

1. a summary of the proposed changes and the rationale in light of your stated program learning outcomes;
2. the effect on the Graduate Degree Level Expectations (GDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;
3. an indication of those changes that are the result of a previous periodic program review;
4. a list of the added resources that are needed, including space, faculty and staff;
5. a table permitting easy comparison of the existing curriculum with the curriculum of the

- proposed amended program;
6. a rationale if there are changes to electives, with comments on the actual availability of electives;
7. a description of each new or amended course, in calendar format ;
8. a statement of how and when changes will be implemented, and the strategy for communicating the changes to students;
9. a summary of the implications for external recognition and/or professional accreditation;
10. a summary, in the case of extensive changes, of views of the Graduate Program Council;
11. a list of any other programs affected by the changes; and
12. a brief executive summary.

2.3.2. SUPPLEMENTAL PROPOSAL

If the University chooses to submit a request for an Expedited Approval by the Quality Council (optional) for a Major Modification including the creation, deletion or re-naming of a Field, the proposal must contain all the information in Section 2.3.1 in addition to the following:

- a) consistency of the curriculum modification with the institution's mission and academic plans;
- b) ways in which the curriculum modification addresses the current state of the discipline or area of study;
- c) identification of any unique curriculum or program innovations or creative components;
- d) for research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion, if applicable;
- e) appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations;
- f) appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations;
- g) completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations;
- h) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the curriculum modification;
- i) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program when the curriculum modification is implemented;
- j) evidence that there are adequate resources to sustain the quality of scholarship produced by graduate students' scholarship and research activities, including library support, information technology support, and laboratory access;
- k) evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;
- l) evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision, if appropriate;
- m) indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed curriculum modification); and
- n) evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

- 2.4. Proposed curricular structure in Calendar format (GCAL): Proposed curricular structure in Calendar format.**

- 2.5. Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.
- Subject Librarian: regarding library resource needs/changes.
 - Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

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APPENDIX A

MAJOR MODIFICATIONS

Undergraduate and Graduate

Major Modifications typically include one or more of the following program changes:

- a) Requirements for the program that differ significantly from those existing at the time of the previous cyclical program review.
- b) Significant changes to the learning outcomes;
- c) Significant changes to the faculty engaged in delivering the program and to the essential physical resources as may occur, for example, where there have been changes to the existing modes of delivery.

EXAMPLES OF MAJOR MODIFICATIONS

- Significant change in the laboratory time of a program
- The introduction or deletion of a research paper, thesis or capstone project
- The introduction or deletion of work experience, co-op, internship, or practicum, or portfolio
- Considerable changes to courses comprising a significant proportion of the program
- Significant change in the total number of courses required for graduation in a program
- Change to the name of the School or Department
- The creation of a double major based on existing degree programs
- Significant changes to the program learning outcomes
- Changes to program content, other than those listed above, that affect the learning outcomes, but do not meet the threshold for a 'new program'⁴
- The introduction, deletion, or change to a full- or part-time program options
- The merger of two or more programs
- Significant changes to the faculty engaged in delivering the program and to the essential resources such as when there have been changes to the existing modes of delivery (for example, a new institutional collaboration or a move to online, blended or hybrid learning).
- Considerable curriculum changes due to changes to the faculty delivering the program: for example a large proportion of the faculty retires; or the expertise of new hires changes the focus of research and teaching interests
- Changes to the essential resources, where these changes impair the delivery of the approved program
- New bridging options for college diploma graduates
- The establishment of an existing degree program at another institution or location
- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa
- The creation, deletion or re-naming of a field in a graduate program
- Any change to the requirements for graduate program candidacy examinations, field studies or residence requirements

⁴ Refer to Ryerson University Senate Policy 110 for definitions.



Update from the Academic Integrity Office to Ryerson University's Senate on Position of Chair and Membership of the Designated Decision Makers Council

January 20, 2018

Policy 60 (Academic Integrity) contains a provision that allows faculty to assign a case to another faculty member, who has been trained by the Academic Integrity Office (AIO), to act as the decision maker in the case. These trained decision makers are known as Designated Decision Makers (DDMs) and collectively they serve on the Designated Decision Makers Council (DDMC). As per Policy 60 Section 4.2.1, the AIO is providing below a list of the current DDMs.

Policy 60 4.2.3 outlines the role of the Chair of the DDMC, who is elected by and from the DDMs for a two-year term. Dr. Tara Burke from the Department of Psychology has been serving in this role since Fall 2015. Dr. Burke has been re-elected by the DDMs as DDMC Chair for another two-year term (commencing Fall 2017).

Current DDMs

Stan Benda

Nicole Bennett

Tara Burke (Chair)

David Checkland

Eric Da Silva

Louis-Etienne DeBois

Christopher Gore

Steve Joyce

Janice Kuo

Chris MacDonald

Cindy Mason

Richard Meldrum

Margaret Moulson

Nagina Parmar

Sergiy Rakhmayil

Ranjita Singh

Kim Snow