SENATE MEETING AGENDA

Tuesday, March 6, 2018

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THE COMMONS - POD 250

4:30 p.m.   Light dinner is available

5:00 p.m.   Committee of the Whole discussion regarding the draft revision of Ryerson's Freedom of Expression statement. The draft is included in the agenda package (pages 46-47), there will be a short presentation to highlight key points, and then Senators will be asked to consider four questions in small-table discussions:

1) Does the proposed language properly state the roles and values of the University?

2) Does the proposed language clearly identify the centrality of freedom of expression to the purposes of the University, as well as the limits on freedom of expression?

3) Does the proposed language provide appropriate guidance to the President, Provost and Ryerson University administration with respect to issues related to freedom of expression?

4) Do you have any concerns that the proposed language may conflict with any of Ryerson's academic or administrative policies? If so, should the statement be revised or should the policies be re-examined in light of the Statement?

5:45 p.m.   Senate Meeting starts

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1. Call to Order/Establishment of Quorum

2. Approval of the Agenda
    Motion: *That Senate approve the agenda for the March 6, 2018 meeting*

3. Announcements

Pages 1-5   4. Minutes of the Previous Meeting

    Motion: *That Senate approve the minutes of the January 30, 2018 meeting*

5.   Matters Arising from the Minutes

6.   Correspondence

7.   Reports

7.5.3.1 Periodic Program Review (PPR) – Urban and Regional Planning

Motion: *That Senate approve the Periodic Program Review (PPR) for Urban and Regional Planning as described in the agenda package*

7.5.3.2 For Information: G. Raymond Chang School of Continuing Education Certificate Revisions

   i. Certificate in Advanced Accounting: Changes to Admission Criteria
   ii. Certificate in Computer Programming Applications: Course Deletion and Addition
   iii. Certificate in Health Informatics: Course Addition
   iv. Certificate in Health Services Management: Course Addition
   v. Certificate in Health Studies: Course Additions and Deletions
   vi. Certificate in Project Management: Course Deletions
   vii. Certificate in Project Management for Technical Professionals: Course Deletions and Addition

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda
     11.1 Annual Report from the Academic Integrity Office (AIO)

12. Adjournment

SENATE MINUTES OF MEETING
Tuesday, January 30, 2018

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
J. Austin	C. Antonescu	E. Kam	B. Arkinson
L. Barnoff	I. Baitz	K. Kumar	S. Asalya
M. Benarroch	R. Botelho	A. McWilliams	B. Baum
D. Brown	T. Burke	L. Pine	C. Davenport
I. Coe	B. Ceh	S. Rakhmayil	L. Emberson
G. Craney	K. Church	R. Ravindran	S. Faruqi
T. Duever	M. Dionne	N. Thomlinson	T. Nowshin
C. Falzon	S. Dolgoy	J. Tiessen	R. Rezaee
C. Hack	H. Doshi	K. Underwood	R. Syed
M. Lachemi	C. Dowling	J. Zboralski	N. Ul Saqib
A. Levin	N. Eichenlaub		
S. Liss	A. Ferworn		**EX-OFFICIO**
J. Mactavish	J. Friedman		D. Lis
M. Moshé	R. Hudyma		Leizl Yance
D. O'Neil Green			

SENATE ASSOCIATES:			ALUMNI:
M. Zouri			J. Makuch

REGRETS:		ABSENT:	
S. Benda		A. M. Brinsmead	
M. Bountrogianni		R. Chumak-Horbatsch	
Y. Derbal		P. Danziger	
E. Harley		E. Hysi	
V. Magness		F. Muto	
D. Mason			
I. Mishkel			
C. Shepstone			
P. Sugiman			
C. Tam			
K. Venkatakrishnan			
S. Zolfaghari			

1.   Call to Order/Establishment of Quorum

2.   Approval of the Agenda
      Motion: *That Senate approve the agenda for the January 30, 2018 meeting*

      A. McWilliams moved; and J. Mactavish seconded
      Motion Approved

3.   Announcements - None

4.   Minutes of the Previous Meeting
      Motion: *That Senate approve the minutes of the December 5, 2017 meeting*

      L. Emberson moved; T. Burke seconded
      Motion Approved

5.   Matters Arising from the Minutes
5.1   Update on the timeline for implementation of Open Electives as described in Policy 2 (Curriculum Structure), which was approved at the December 5, 2017 Senate meeting.

C. Hack reported on the complexities of this process from the Registrar's perspective, in order to explain the length of the Open Electives implementation timeline. The work will involve the review of about 3000 courses, across 62 programs and 170 plans with five cohorts each (1st year, 2nd year, etc.), as well as interactions between courses in different programs/plans.

6.   Correspondence - None

7.   Reports
7.1   Report of the President
7.1.1 President's Update

Updates: President Lachemi wished everyone Happy New Year, given that it is the first Senate meeting of 2018, thanked Senators for their work in 2017, and said that he looks forward to continuing the important work of Senate. He introduced two new appointments: D. Brown, Vice-President, Administration and Operations; and G. Craney, Deputy Provost and Vice Provost University Planning.

President Lachemi also highlighted the following:

D. O'Neil Green received the 2017 Founders' Service Award from the Association for the Study of Higher Education's Council on Ethnic Participation.

S. Liss and his team were complimented for their assistance in acquiring the Canadian Excellence Research Chair (CERC) in Migration and Integration.

Bloomberg Businessweek ranked Ryerson's MBA among the best business schools in 2017. It was ranked among the top 25 international MBA programs, among the top five in Canada, among the top 10 globally, the highest in Canada for salary and job placement, and best return-on-investment of any leading MBA program in the nation.

Regarding preliminary data on new student applications for next year, Ryerson is up about 3.9% overall compared to last year, second only to the University of Toronto. On applications from international students in the Ontario secondary school system, Ryerson is up about 25% compared to last year. President Lachemi congratulated C. Hack and team for their continued contribution towards this success.

Last month, Ryerson's law school proposal received preliminary approval by the Federation of Law Societies of Canada. Next, the Law Society of Ontario will be making its decision soon regarding licensing of graduates from the proposed School. Updates will be presented to Senate and the Ryerson community as they become available.

President Lachemi stated that 2018 is a special year for Ryerson, as we are celebrating two anniversaries - the 70th anniversary of Ryerson being an institution of higher learning, and the 25th anniversary of Ryerson as a university. There will be a celebration on June 1, with more details to follow.

The community consultation report (led by D. O'Neil Green and supported by Elder J. Dallaire) regarding the University's response to the Truth and Reconciliation Commission recommendations was acknowledged at an event on January 26. Details of the report, and President Lachemi's comments at the January 26 event, including seven key milestone are available here. As well, a short video about the event was presented to Senators.

7.2 Communications Report
This is the 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
Current Senators will be contacted soon about their current status on Senate and eligibility to run in the coming elections.

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

R. Rezaee asked if the topic of students with disabilities would be discussed in a Committee of the Whole discussion.   President Lachemi replied that this will be further discussed at the next Senate Priorities Committee (SPC) meeting, and a Committee of the Whole discussion on the topic will likely be scheduled for one of the May Senate meetings.

7.4.2 Report #W2018-1 of the Academic Governance and Policy Committee (AGPC):
M. Benarroch drew Senate's attention to the summary of points from the last Committee of the Whole discussion, regarding exam scheduling, that is available in the Senate agenda.

7.4.2.1 Academic Policy Review Committee (APRC) update:
M. Moshé spoke to the ongoing work of this committee, including the expansion of the online Academic Consideration Request (ACR) pilot project from TRSM to the Faculty of Engineering and Architectural Science in the Winter 2018 term. She noted that a survey of TRSM students who used the system in the Fall 2017 term revealed a positive response. The Vice Provost Academic also noted that the Self-Declaration pilot project in the Department of Mechanical and Industrial Engineering is continuing from the Fall 2017 term into Winter 2018, and that a makeup exam sub-committee has been established by the APRC.

7.4.2.2 Update on a draft checklist for Council Bylaws (attached) and discussion of a possible template. M. Benarroch noted that the checklist is in the agenda for Senators' consideration, and that work is continuing on ideas for a possible template and related alternatives.

M. Lachemi asked Senate whether it is necessary to have a template. N. Thomlinson described some of the issues that can arise with using a template, including the temptation to complete a template without full consideration of the options for each decision (e.g., Does the Council chair always vote, or only to break a tie). H. Doshi reminded Senate that council bylaws should be consistent with the University's principles, especially faculty members' ability to participate in and contribute to the council(s) they are on

7.4.2.3 Department of History Bylaws

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

M. Benarroch moved; D. Lis seconded
Motion Approved

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

M. Moshé stated that draft versions of the revised policies are contained in the agenda, along with some background and context for the revisions. She is seeking feedback, comments and questions from Senators. The revised policies are planned to return to Senate for approval later this term.

7.4.2.5 Review initiated for Policy 142 (Graduate Admissions and Studies)
M. Benarroch stated that an *ad hoc* committee has been established and will report to AGPC and Senate.

7.4.2.6 Review initiated for Policy 161 (Student Awards)
M. Benarroch stated that an *ad hoc* committee has been established and will report to AGPC and Senate.

R. Rezaee mentioned some issues related to Policies 142 and 161 that affect students with disabilities, and referred to some issues in Policy 159 (Academic Accommodation of Students with Disabilities). President Lachemi responded that the Policy 142 and 161 issues will be considered as part of the policy review process, and that the Policy 159 issues can be raised at the

upcoming Committee of the Whole discussion he mentioned as part of the SPC report earlier in the agenda.

8.   Old Business - None

9.   New Business as Circulated - None

10. Members' Business

11. Consent Agenda
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
The meeting adjourned at 6:12 p.m.

Ryerson University
President's Update to Senate
March 6, 2018

TRUTH AND RECONCILIATION – On January 26th Ryerson released its community consultation report in response to the 2015 Truth and Reconciliation Commission's Calls to Action. *Truth and Reconciliation at Ryerson University: Building a New Foundation for Generations to Come* was presented by Elder Joanne Dallaire and vice-president, equity and community inclusion Denise O'Neil Green to more than 200 people gathered in the Kerr Hall Upper Gym. The report reflects comprehensive consultation and dialogue with the Ryerson community, encouraging Indigenous and non-Indigenous students, faculty, staff, and community partners to share their experiences and recommendations for Ryerson to be a leader in Aboriginal education. Action items were founded on Indigenizing Ryerson, in areas such as student support, curriculum and teaching, numbers of Indigenous faculty and staff, and the visibility of Indigenous history and culture. The university made a public commitment to honour both the spirit of the report and the strides needed to take it forward. The ceremony included an address and peace song from Monica McKay, director of Aboriginal Initiatives, and offered traditional song and drumming performances, and a community feast. Special thanks to everyone for joining in this vital turning point.

CHANCELLOR SEARCH – In its history Ryerson has had four outstanding, distinguished Chancellors – David Crombie, John Craig Eaton, G. Raymond Chang and Lawrence Bloomberg – whose guidance and character have helped shape our growth. The Chancellor is the ceremonial head of the university, presiding at convocation, serving ex-officio on the Board of Governors, and advancing the university as its ambassador. Appointed for a three-year term, the next Chancellor will join a university recognized as a leader in programs preparing students for careers in the new economy; research that combines excellence and relevance to advance prosperity and quality of life in Canada; and city-building promoting vibrant, inclusive, and sustainable communities. The nomination form is available online at https://www.ryerson.ca/content/dam/governors/chancellorsearch/Nomination_Form_2018.pdf.

APPOINTMENTS

Hayden King has been appointed advisor to the dean on Indigenous education in the faculty of arts. He is Anishinaabe from Beausoleil First Nation on Gchi'mnissing in Huronia, and has taught Indigenous politics and policy at Ryerson, McMaster and Carleton universities. He has been senior policy advisor to the Minister of Natural Resources and Aboriginal Affairs, research director at the Canadian Council for Aboriginal business, and scholar-in-residence at the Conference Board of Canada. He will take the collaborative lead in bringing Indigenous perspectives to existing and new programs and curriculum development across disciplines, including materials and pedagogies prepared by Indigenous authors, addressing the underrepresentation of Indigenous peoples among the Ryerson faculty and student populations, and relaunching the Centre for Indigenous Governance as director.

CONGRATULATIONS

Marie Bountrogianni, dean of The Chang School, was elected chair of the board by the Greek America Foundation, a service and philanthropic organization celebrating Greek culture in North America.

Edward Burtynsky (Image Arts '82, Doctor of Fine Arts *honoris causa* '07) was honoured as 2017 Peace Patron by the Mosaic Institute, for fine-art photography that "has made the world see itself differently."

Gary Slaight, Ryerson benefactor, received the 2018 JUNO Humanitarian Award recognizing an industry leader whose contributions have enhanced the social fabric of Canada and had an impact worldwide.

2018 Order of Ontario recipients include the Hon. Sandra Chapnik, distinguished visiting professor and former judge of the Ontario Superior Court of Justice; and Robert Sawyer (RTA School of Media '82, Alumni Achievement Award '02, RTA Wall of Fame '12), globally renowned science fiction author.

The Hon. David Dingwall, lawyer, former M.P. and distinguished visiting professor at the Ted Rogers School of Management, has been named president and vice-chancellor of Cape Breton University.

Katherine Minich, PhD student in policy studies, and *Edgar Tovilla*, PhD student in environmental applied science and management, are the inaugural recipients of the $25,000 Geoffrey F. Bruce Fellowship in Canadian Freshwater Policy, named after a public servant and diplomat for leadership in sustainability.

FOS5: Celebrating Five Years won Gold in the publications design category at the 2018 Accolades Awards presented by the Council for Advancement and Support of Education (CASE).

Ryerson's Law Practice Program received a Champion of Diversity Award from the Ontario Ministry of Citizenship and Immigration in the Business Leadership in Immigrant Employment category.

WUSC Ryerson received a World University Service of Canada (WUSC) Campus Award for its global refugee crisis lunch & learn series, promoting awareness and empowering youth to tell their stories.

BIOMEDICAL PHYSICS ACCREDITATION – The master's and PhD programs in biomedical physics have received a five-year accreditation extension from the Commission on Accreditation of Medical Physics Educational Programs (CAMPEP). The specialized stream was first accredited in 2012, and in a notable exception the accrediting body approved an extension without recommending program changes or requiring a site visit. Ryerson offers the only accredited program in the GTA, and one of only a dozen across Canada, and partners with the Odette Cancer Centre at the Sunnybrook Health Sciences Centre to help students develop an understanding of clinical practice and research, with 25 per cent of students in the CAMPEP-accredited stream conducting their research projects at the hospital. Congratulations and thanks to the team of Carl Kumaradas, physics graduate program director, and biomedical physics professors James Gräfe and Vladislav Toronov who consulted on preparing the report. The current accreditation term applies through to December 31, 2022.

GCM - KONICA MINOLTA PARTNERSHIP – On January 24th Konica Minolta (Canada) made a scholarship commitment of $10,000 per year over the next five years to support and inspire students in the Graphic Communications Management (GCM) program as the next generation leaders advancing the Canadian printing industry. The company is also introducing students to the most ground-breaking technologies on the market today, with training provided on breakthrough systems that enhance job readiness and provide the industry with an excellent talent pool. Konica Minolta has been a sustained and engaged partner in GCM education and research, sponsoring design competitions and annual awards, with over 200 students attending the annual GCM awards night on November 7th and over $50,000 awarded in scholarships. The Ryerson School of Graphic Communications offers Canada's only four-year specialized degree program for the printing and graphic communications industry, including opportunities for internships, experiential learning and networking with pioneering leaders.

IDS 2018 – For the second year in a row, Ryerson interior design students received enthusiastic acclaim as the creators of the innovative designboom mart as a key part of the annual Interior Design Show. The 20th anniversary of the event, held in Toronto from January 18-21st, was celebrated by gathering the newest and most innovative ideas in global and Canadian design, keynote speakers of international renown, leading brands and rising talents to share their ideas and wares. The Ryerson team of Emily Allan, Wendy Chilibeck, Catherine Lidell, Nicole Tetrault, Kelly Walcroft and Orit Zewege-Abubaker, led by Jonathon Anderson, worked together to design, develop and build a bazaar on site, positioning exhibitors along an arcade-style layout making them highly visible to crowds of visitors circulating the

space. The Ryerson designboom mart provided an international stage for a curated selection of seventeen designers from around the globe – including Finland, Italy, Japan, Peru, and Canada among others – to introduce their self-produced and limited-edition objects to key figures in the industry and the burgeoning Canadian market in a trade fair setting.

STUDENT RESIDENCES – Ryerson is reaching out to alumni of O'Keefe House to pay tribute to the historic building at 137 Bond Street with ideas for repurposing the space to support a new use. Effective this coming fall, O'Keefe House will no longer be housing students or student staff rooms. Built around 1875, the three-storey house became a Ryerson residence in 1963 providing accommodation as part of the student community for decades. The closure comes as Ryerson prepares to add residence capacity with the Daphne Cockwell Health Sciences Complex residential tower (18 floors, capacity 332 students) and the new HOEM building on 186 Jarvis Street, which will be Ryerson's largest student residence with 30 floors and 593 rooms – joining existing student residences Pitman Hall and the International Living Learning Centre.

2018 WINTER OLYMPICS – Ryerson celebrates student participation in Pyeongchang, South Korea this February at the 2018 Olympic Winter Games. Piper Gilles (creative industries), is competing in the Olympics for the first time in figure skating, and Danelle Im (nursing) is a member of the Korean hockey team. More than 25 students from the RTA School of Media sport media program are continuing a Ryerson connection with CBC Sports begun in 2016, when second-year sport media students worked on the CBC's Rio Olympics broadcast as runners, shotlisters, research assistants, and other positions. This year for the Pyeongchang Olympics, many of those students have graduated to more senior positions (production assistants, writers, graphics coordinators), with second-, third- and fourth-year students filling the junior roles. This is the thirteenth Olympics for director of the sport media program Joe Recupero, whose experience includes Olympic, Paralympic, Commonwealth and PanAm Games, as well as World Championships and World Cups in almost every sport across Canada and around the world.

U SPORTS 2019 – Ryerson University has been selected by the national governing body of university sport in Canada as host of the women's basketball championships Final 8 tournament to be held at the Mattamy Athletic Centre from March 7-10, 2019. U SPORTS brings together 56 schools and 12,000 student athletes across the nation competing in a range of sports, with championship events in six provinces for the 2018-2019 season. Ryerson hosted the CIS Men's National Basketball Championships at the MAC in 2015, and the CIS Women's National Volleyball Championships in 2017, and has achieved a reputation for raising the bar in delivering first-class championships, providing a venue recognized for quality and a special connection to our nation's history, and working with many partners across the university and community to offer a wonderful experience.

LA LOCHE 2018 – Toronto Raptors president Masai Ujiri (Doctor of Laws *honoris causa* '17) and CTV broadcaster Marci Ien (RTA School of Media '91, Alumni Achievement Award '14) hosted a second group of students – almost all Indigenous – on a Toronto visit that included attending the presentation of the Ryerson Truth and Reconciliation report; participating in a program prepared by the Faculty of Science; meeting with Indigenous chef David Wolfman at George Brown College, who shared his life story, taught them about cooking and made them lunch; and taking in two Raptors games. The idea took shape when Marci Ien was moved by a Raptors hat among images from the tragic school shooting in the northern Saskatchewan town in 2016, and partnered with Masai Ujiri to make a difference. The impact of the first trip last year, and repeated again this year, was described by teachers as broadening the sense of possibility, changing attitudes, and building motivation and hope – with everyone the students met encouraging them to follow their dreams and believe in themselves. In the words of La Loche educator Greg Hatch: "I think the one thing is that we were just immersed in just positive energy, respect, generosity, caring, kindness, love, all of that. That's the big takeaway. And that changes you."

SOCIAL WORK IN THE NORTH – A $75,000 Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant has been awarded to Dana Jennejohn and Janice Wiens (Yukon College) and Susan Preston and Cyndy Baskin (Ryerson University) to study the practice of social work in small and remote communities in Canada's North. The research builds upon findings from an earlier pilot project that challenges the traditional script of social work research. The perceived hardships of working in the North – small communities, bumping into clients when running errands or at events, knowing each other – are actually seen by Northern social workers as strengths that help build stronger connections to clients and a broader picture of a person's life. The new project will explore these findings with a focus on understood and emerging issues including: managing multiple relationships in small communities; incorporating findings into social work curricula; working with Indigenous communities; and helping prepare social workers to work in a small or rural community. The research has also found that social workers in the North are proud of the things they do well inspired by their environment, and interested in sharing their knowledge in the belief that it translates to a broader setting. To date, seven social work students have been employed as research assistants as an experiential learning opportunity.

RYERSON-TPS PARTNERSHIP – In partnership with Toronto Police Services (TPS), The G. Raymond Chang School of Continuing Education has designed a professional development program for members of the TPS as a part of TPS' broader initiative to modernize policing in Toronto, which began last year. This voluntary professional development program will augment existing training provided by the Toronto Police College. The Chang School will be offering courses on topics such as bias avoidance, project management, academic writing, organizational behaviour, and community engagement. This partnership is an opportunity for The Chang School to bring Ryerson's core values of equity, diversity, inclusion, and city-building to the TPS.

from the president's calendar

January 16, 2018: VP diversity and community inclusion Denise O'Neil Green and Board of Governors member Rhiannon Traill joined me in meeting with Max FineDay, co-executive director of the Canadian Roots Exchange (CRE), to discuss initiatives for Indigenous and non-Indigenous youth.

January 16, 2018: I met with Ontario cabinet secretary Steve Orsini to share ideas and to discuss government priorities and new Ryerson initiatives.

January 16, 2018: VP advancement and alumni relations Ian Mishkel joined me for a meeting with Lynn Factor (Social Work '80) and Sheldon Inwentash to provide an update on Ryerson projects.

January 17, 2018: I met with Edward Rogers to provide a Ryerson update with a particular focus on TRSM success and distinction, and the search underway for a new dean.

January 17, 2018: The Honourable Karina Gould, Minister of Democratic Institutions, was on campus for a roundtable moderated by the Institute for Research on Public Policy on 2019 leaders' debates.

January 18, 2018: Members of the National Research Council (NRC) executive were on campus for a DMZ tour and visit with the startup community to learn about Ryerson entrepreneurial leadership.

January 22, 2018: The Honourable Kristy Duncan, Minister of Science, visited OneEleven to meet with startups and take a tour of the expanded space in the emerging Front Street innovation district.

January 24, 2018: Ryerson hosted a meeting led by Mitacs CEO and Scientific Director Dr. Alejandro Adem with VP Research and Innovation Steven Liss, to discuss research innovation and partnership.

January 24, 2018: Special thanks to chief financial officer Joanne McKee and her team for organizing Ryerson attendance at the RBC capital markets dinner advancing engagement on shared interests.

January 25, 2018: The Biomedical Zone and iBest hosted the William Osler Health System, welcoming president & CEO Dr. Brendan Carr; vice-president medical affairs Dr. Naveed Mohammad, chief of research Dr. Ron Heslegrave, and interim vice-president community relations Cara Francis.

January 26, 2018: I had the opportunity to sit down with LiveGauge CEO Nathaniel Bagnell and COO Sam Seo, to talk about their experiential marketing company being developed and advanced in the DMZ.

February 1, 2018: I was joined by VP research and innovation Steven Liss, VP diversity and community inclusion Denise O'Neil-Green, and AVP university relations Jennifer Grass in hosting a meeting and discussion with the lay leadership of the Centre for Israel and Jewish Affairs (CIJA).

February 1, 2018: Ryerson met with Brampton chief administrative officer Harry Schlange, and advisor to the CAO Bob Seguin, with Chris Evans as Ryerson executive lead, academic planning.

February 1, 2018: I met with Frank Cicio, iQ4 founder and CEO, and Dennis O'Connell, managing director of the Cybersecurity Workforce Alliance, to discuss potential areas for collaboration.

February 2, 2018: I was pleased to meet with Sara Singh (Ryerson PhD student running in Brampton) as part of outreach sharing the university's role in the Ontario economy with election candidates.

February 2, 2018: I met with Jim Balsillie, co-founder of the Institute for New Economic Thinking and former chair and co-CEO of Research in Motion to discuss cybersecurity initiatives.

February 5, 2018: It was an honour to attend a dinner hosted by Imran Ahmed Siddiqui, Consul General of Pakistan, joined by Ryerson colleagues, to share ideas on collaboration and student exchange.

February 6, 2018: I met with Asima Vezina, president of Algoma College, to discuss student opportunity in the Brampton region with new postsecondary development under planning and discussion.

February 6, 2018: I was pleased to deliver remarks on innovation and entrepreneurial learning at the *State of the City* event presented by the Brampton Board of Trade.

February 7, 2018: I met with Rod Phillips, former chair of Postmedia (running in Ajax) as part of outreach sharing the university's role in the Ontario economy with election candidates.

February 7, 2018: Mitch Frazer, vice-chair of the Board of Governors, hosted a reception recognizing the broad team effort that led to approval of the law school proposal and its continuing development.

February 8, 2018: I was proud to attend the Toronto Region Board of Trade Annual dinner at which the Toronto Region Builder Award was presented to Board of Governors member Mohammad Al Zaibak.

February 9, 2018: I was joined by Daniel Foucher, molecular science, in welcoming Dr. Alaa Abd-El-Aziz, president and vice-chancellor of the University of Prince Edward Island on a tour of Ryerson labs.

February 9, 2018: The Hon. Mitzie Hunter, Minister of Advanced Education and Skills Development, met with Ontario executive heads at a roundtable event organized by the Council of Ontario Universities.

February 9, 2018: Community values and fellowship were celebrated at the Multifaith Shabbat Dinner hosted by the Ryerson president's office.

RYERSON COMMUNICATIONS REPORT

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

Student engagement

NOW Toronto featured the ThriveRU initiative at Ryerson, quoting **Diana Brecher**, scholar in residence.

DesignBoom Magazine reported that a team of **Interior Design students** wowed visitors with their innovative DesignBoom mart booth at IDS 2018.

Daily Commercial News featured **Architectural Science students** who took part in a unique project to design a concept for Toronto Pearson's future regional transit centre.

Canadian Architect reported that the **Department of Architectural Science** hosted its annual collaborative exercise, involving all 450 students from all four years of study.

Urban Toronto reported that the **Department of Architectural Science** is hosting its annual collaborative exercise, CEx18 DWELL, focused on increasing the housing capacity for students in downtown Toronto.

Canadian Architect reported that **Ryerson's Masters of Architecture** Class of 2019 will host the Borders in Architecture symposium.

Ottawa Business Journal reported that a virtual tour of **Ryerson's student residences** has been popular with international and tech-savvy students.

University Affairs quoted **Marisa Modeski**, assistant director of student recruitment, in an article on how admissions decisions are made.

SRC excellence

Richard Lachman, Director, Zone Learning, contributed a piece to the World Economic Forum on the topic of STEAM vs STEM and how future scientists need arts training. The item appeared in many publications, including the Conversation and Parent24.

Business News Network spoke with **Diana Petramala**, Centre for Urban Research and Land Development, about the Bank of Canada's interest rate hike and its impact on the housing market.

Gavin Adamson, Journalism, was quoted in a National Post article about Canadian media organizations being ready to cope with Facebook's change to news feeds. The item was picked up by 40 print and online sites.

Ramona Pringle, RTA School of Media, contributed a piece to CBC News on how Pinterest differs from other social media and keeps the Internet trolls at bay. She spoke to CBC Radio about Facebook revamping its news feeds. She was quoted in a CBC Radio segment on a new draft policy designed to protect the privacy of vulnerable youth.

CBC Radio's Here and Now spoke with **Ramona Pringle**, RTA School of Media, on the topic of women in the tech sector.

Caroline Konrad, Ryerson Career Centre, spoke to Global News about jobs for graduates with common university degrees.

Rafik Loutfy, Centre for Engineering Innovation and Entrepreneurship, spoke to Canadian Manufacturing about Canada trailing Europe and the U.S. when adopting technology. The item also appeared in the Financial Post and 25 other news sites.

Jonathan Farrar, TRSM, spoke to Financial Buzz about American corporate tax cuts causing losses to Canadian firms. The item also appeared in 17 Postmedia newspapers.

Robert Clapperton, School of Professional Communication, spoke to Business in Vancouver about the ethical challenges of artificial intelligence.

The Financial Post quoted **John Isbister**, Economics, in an article about public support for the minimum wage hike. The item also appeared in eight other news outlets.

Metro News quoted **Michael McGregor**, Politics and Public Administration, on the topic of research on the appeal of Rob Ford's populist agenda. The item appeared in more than 50 print and online news sites.

Distinguished visiting professor **Peggy Nash** contributed a piece to Rabble on how institutions are failing women.

Ann Cavoukian, Privacy by Design Centre of Excellence, spoke to CTV Toronto about privacy and smart cities. She also spoke to the Financial Post about the creation of a global council on privacy; the item was carried by 25 online news sites. Mobile Syrup reported that she is working with the Sidewalk Labs initiative to better develop a Canada-specific privacy policy.

HuffPost Canada quoted **Atefeh Mashatan**, TRSM, on the topic of the Bell data breach.

Benefits Canada spoke with **Bonnie-Jeanne MacDonald**, senior research fellow, National Institute on Ageing, about her report proposing a national pooled longevity insurance program.

The Globe and Mail quoted **Cherise Burda**, City Building Institute, and **Murtaza Haider**, TRSM, on the topic of issues with Toronto's subway system.

A piece co-authored by the City Building Institute's **Cherise Burda** and **Claire Nelischer** on the topic of the resurgence of King Street appeared in the Globe and Mail.

Art Daily reported that the Ryerson Image Centre is presenting a series of experimental shows confronting the traditional power dynamic between photographer and subject.

Sarah Doyle, director of policy and research, Brookfield Institute for Innovation and Entrepreneurship, spoke to CBC News about manufacturing automation.

Kamal Al-Solaylee, Journalism, spoke with the Current about Canada's military deals with Saudia Arabia. He also spoke to CBC Radio about the conflict in Yemen.

The Globe and Mail quoted **April Lindgren**, Journalism, in an article about government funding for local media.

The Toronto Star quoted **Marsha Barber**, Journalism, in an article about the PC leadership.

Citytv Toronto spoke with **Marsha Barber**, Journalism, about Canada's gender-neutral anthem.

Techvibes quoted **Richard Lachman**, Zone Learning, and **Abdullah Snobar**, DMZ, in an article about the DMZ's partnership with Facebook.

Canadian Lawyer Magazine spoke with **Chris Bentley**, Law Practice Program, about training yesterday's lawyers.

Murtaza Haider, TRSM, contributed a piece to the Financial Post on too-tall buildings.

Cathy Crowe, distinguished visiting practitioner, spoke to the National Post, Toronto Star, Current, Toronto Sun, Reuters Canada, Metro News, CBC Radio, CityNews, CBC News, and America Magazine about the issue of homelessness in Toronto.

Alok Mukherjee, distinguished visiting professor, contributed a piece to the Globe and Mail on the topic of police and the privileged.

Alok Mukherjee, distinguished visiting professor, spoke to the Toronto Star about the Sherman murder case in Toronto.

A TVOntario's The Agenda with Steve Paikin discussion on indigenous over-incarceration featured **Pamela Palmater**, Chair in Indigenous Governance.

CBC Ottawa spoke with **Colleen Carney**, Sleep and Depression Laboratory, about good sleeping habits.

Reuters Canada quoted **Diana Petramala,** Centre for Urban Research and Land Development, in a piece on foreign money driving the top of the housing market in Vancouver and Toronto.

Robert Hudyma, TRSM, spoke to the Financial Post about the Bell Canada data breach. The item appeared in 10 print and online news sites.

Henry Navarro Delgado, Fashion, contributed a piece to Metro News on fashion's potential to influence politics and culture. He also spoke to Daily Magazine News about faux fur making inroads in high fashion.

The Toronto Star quoted **Alison Kemper**, TRSM, about the future of the Soulpepper Theatre following sexual harassment allegations. She also addressed the topic on CBC Radio's Metro Morning.

Radio Canada spoke with **Frederic Dimanche**, director, School of Hospitality and Tourism Management, about Tourism Toronto's record numbers.

The Financial Post quoted **Ida Berger**, TRSM, in an article about the success of the Bell Let's Talk program. The item appeared in 10 news sites.

CBC News featured a research partnership between Yukon College and Ryerson, quoting **Susan Preston**, Social Work.

André Bacchus, Law Practice Program, was quoted in AdvocatePR about LPP work placements as an opportunity for candidates and employers.

CBC Radio spoke with **Brad Poulos**, TRSM, about consolidation in the cannabis industry. He also talked to AM 900 Hamilton about the federal government's plan to start a media-based education program about cannabis.

A Citytv Toronto segment on the MLS Cup making a surprise visit to the Ted Rogers School of Management quoted **Cheri Bradish**, TRSM.

CBC Radio spoke with **Janice Neil**, Chair, School of Journalism, about the #MeToo movement and political fallout. **Farrah Khan**, Office of Sexual Violence Support and Education, also spoke to CBC Radio about the #MeToo movement.

Farrah Khan, Office of Sexual Violence Support and Education was quoted in the New York Times in reaction to allegations of sexual misconduct at Toronto's Soulpepper Theatre.

The News International quoted **Amina Jamal**, Faculty of Arts, in an article about South Asian politics and the desire to undo history.

CBC News quoted **Rupa Banerjee**, TRSM, in an article about foreign credentials posing a challenge when job hunting.

CBC News spoke with **Lisa Taylor**, Journalism, about police keeping a murder victim's name secret.

The Toronto Star spoke with **Roy Rana**, head coach of the Ryerson Rams men's basketball team, in an article about the world champion U19 team he also coaches. The item appeared in 10 news sites.

CBC News spoke with **Wendy Cukier**, Diversity Institute, regarding diversity in the federal government.

Jane Sprott, Criminology, spoke to the Hamilton Spectator about the rise of gun violence in Hamilton.

The National Post and CBC News quoted **Sean Mullin**, Brookfield Institute for Innovation + Entrepreneurship, on the topic of Toronto being the only Canadian city on Amazon's short list of headquarters candidates. A Financial Post article on the topic quoted **Abdullah Snobar**, DMZ, and a Toronto Star article quoted **Cherise Burda**, City Building Institute and **Abdullah Snobar**, DMZ.

The Scientist quoted **Imogen Coe**, Dean, Faculty of Science, on the topic of the Canadian Science Community gaining momentum in improving gender equity.

The Financial Post referenced an article authored by **Deborah De Lange**, TRSM, in a piece on the green fossil-fuel divestment movement.

Laleh Samarbakhsh, TRSM, spoke to the Financial Post about debt and mortgages following the interest rate hike. The item ran in 50 print and online news sites.

Community engagement and city-building

Pamela Robinson, Urban Planning, was quoted in a New York Times article on the city of the future.

CityLab and Atlantic Monthly quoted **Pamela Robinson**, Urban Planning, on the topic of Google's role in city development

CBC News reported on the official re-lighting ceremony of the iconic Sam the Record Man signed hosted by Ryerson, the City of Toronto, and the Sniderman Family. Mayor John Tory, Councillor Josh Matlow, Ryerson President **Mohamed Lachemi,** and Bobby Sniderman gave addresses. Other coverage included CBC Toronto, CBC Radio's Metro Morning, CP24 Live, 680 News, Global Toronto, CTV News London, the Globe and Mail, and the Toronto Star, among 35 news outlets.

Metro News quoted **Paul Roth**, director, Ryerson Image Centre, on the topic of the proposed Toronto Museum.

Toronto Life and the Toronto Star reported on the Ryerson Image Centre exhibit "Collaboration: A Potential History of Photography and Rich and Poor".

CBC Radio's Metro Morning spoke with **Hayden King**, Advisor to the Dean on Indigenous Education & Director of the Centre for Indigenous Governance, on his new role at Ryerson.

University Affairs reported that **Denise Campbell** joined Ryerson as executive director of community safety.

Inside Toronto featured the 2018 Winter Station installations, including NEST by Ryerson

Global News and CityNews featured **Cathy Crowe,** street nurse and distinguished visiting practitioner, when she was awarded the Order of Canada.

The National Herald reported that the Greek America Foundation's Board of Directors elected **Marie Bountrogianni**, dean of the Chang School, as chair of its board of directors.

The Toronto Star featured a new course offered by the Chang School in partnership with Toronto Police, on diversity and 'bias avoidance'. The article quoting Dean **Marie Bountrogianni** was picked up by 50 print and online news sites.

Innovation

TSN reported on GM's first hackathon in Canada at the DMZ.
Ottawa Business Journal reported that a virtual tour of Ryerson's student residences has been popular with international and tech-savvy students.

Forbes featured Ryerson alumnus **Anthony Di Iorio**, co-founder of Ethereum.

Mobile Syrup reported that Facebook teamed up with Ryerson to launch the Digital News Innovation Challenge, aimed at fostering journalism innovation in Canada.

Canadian Contractor featured the Zero House built in collaboration with Ryerson.

Prepared by University Relations

Report #W2018-2 of the Senate Priorities Committee (SPC):
M. Lachemi

March 6, 2018

1. The establishment of a Faculty of Law at Ryerson

    Motion: *That Senate approve the establishment of a Faculty of Law, pending approval by the Board of Governors, with the hiring of a Dean of the Faculty of Law*

Respectfully submitted,

M. Lachemi, Chair,
President, and Vice Chancellor

On behalf of the Committee:
M. Benarroch, Provost, and Vice President, Academic
G. Craney, Deputy Provost & Vice Provost, University Planning Office
M. Moshé, Interim Vice Provost, Academic
A. Ferworn, Vice Chair of Senate
J. Turtle, Secretary of Senate
A. Levin, interim Dean, Ted Rogers School of Management
A. McWilliams, Faculty Senator, Faculty of Science
K. Kumar, Faculty Senator, Faculty of Engineering & Architectural Science
N. Thomlinson, Faculty Senator, Faculty of Arts
D. Mason, Faculty Senator, Faculty of Science
R. Rezaee, Graduate Student Senator
B. Baum, Undergraduate Student Senator

Faculty of Law Proposal

February 2018

This document provides the information needed in the consideration of a motion to establish a Faculty of Law at Ryerson. Much of the material in this document was outlined in the University's proposal for a Juris Doctor program to the Federation of Law Societies of Canada (FLSC) and the subsequent submission to the Ontario Universities Council on Quality Assurance (OUCQA). Both these reports are referred to in detail in the pages below.

Preface
In the fall of 2008 Ryerson hosted a one-day conference 'Innovation in Legal Education'. In the conference's aftermath it was decided to move forward with a proposal for a law research centre to bring together faculty in the university already researching law-related topics. The following year the proposal for this centre passed Senate, and by the winter of 2011 the centre's first academic director was hired.

In the fall of 2011 the Law Society of Ontario (LSO), then known as the Law Society of Upper Canada, created a task force to look into the shortage of articling positions for law school graduates and Ryerson decided to engage in this process. In the following year the LSO announced it would pursue a pilot project as an alternative to traditional articling. Ryerson responded with a proposal and the university was selected by the LSO to offer the Law Practice Program as a pilot beginning in the fall of 2014. The Law Practice Program, with strong partnerships across the University community, continues to this day.

Meanwhile the possibility of a future Faculty of Law was included in the University's academic plan *Our Time to Lead* while the Law Practice Program was mentioned in the university's first Strategic Mandate Agreement with the government. Work also began on the development of a Juris Doctor program and an associated proposed Faculty. A Law Originating Committee worked on developing the foundations of the program, while a Law Feasibility Committee consulted with Ryerson community members as it looked into the institutional arrangements for establishing a Faculty of Law. The Feasibility Committee's recommendations were presented to the Interim Provost in January of 2017. The Originating Committee then submitted its program proposal to the FLSC in April 2017; to Senate in June 2017; and to the OUCQA in July 2017.

The Faculty of Science and its Formation
There is no formal policy at Ryerson governing the creation of a new Faculty, though there is a precedent: the establishment of the Faculty of Science, which formally split

from FEAS in 2012 after a successful motion at Senate in June 2011. See Appendix A for the submission by the Academic Governance and Policy Committee (AGPC) to Senate.

The Proposal for a Faculty of Law
The proposed establishment of the Faculty of Law follows the Faculty of Science process. Paralleling this case, the Feasibility Committee made its set of recommendations for a Faculty of Law to the Provost. The Committee's report is provided in Appendix B. It notes that "[t]he establishment of a separate Faculty of Law at Ryerson is feasible," and also recommends that it be subject to two conditions "(i) appropriate and adequate funding from the Province; and (ii) assurances from the Provost that it would not negatively impact the resources of all of the university's current Faculties, Schools and Departments." The Committee also makes a recommendation concerning the appointment of a Dean of the new Faculty:

> The Provost either appoints an interim Dean of the Faculty of Law or strikes a search committee in accordance with the AAA policy to begin the search for a Dean of the Faculty of Law. It is our view that this should begin as soon as the Ryerson receives a positive indication from the Federation, the Law Society of Upper Canada and the Provincial Government that we have the go ahead to establish the Faculty of Law.

Finally, the Committee recommends "[t]he proposal to establish a Faculty of Law at Ryerson University should be included as an integral part of Ryerson's Strategic Mandate Agreement that is currently being developed," and "Ryerson submit its proposal for a Faculty of Law to the Federation of Law Societies of Canada with due consideration and in a timely manner."

Progress has been made on several of these recommendations. The Originating Committee's proposal for a Juris Doctor program was submitted to the FLSC and the establishment of a Faculty of Law was included in the current wording related to Ryerson's Strategic Mandate Agreement. Furthermore, the Provost has made assurances to the Ryerson community that the proposed new Faculty of Law will be self-financing and not take away resources from other units in the University. Negotiations with the Province on the funding of the proposed program await the achievement of all approvals needed for both the proposed Juris Doctor program and the proposed new Faculty.

Several important internal and external milestones have now been met. In June 2017, Senate unanimously adopted the Academic Standards Committee's recommendation to approve the program, "contingent on approval by the Federation of Law Societies of Canada, and contingent on the establishment of a Faculty of Law at Ryerson." In October

2017, the OUCQA provided the program with Approval to Commence, with this decision based on the requirement that Ryerson submit three reports in upcoming years.[1] Its letter to the Provost is provided in Appendix C. Then, in December 2017, the FLSC's Canadian Common Law Program Approval Committee gave preliminary approval of the program. Its letter is provided in Appendix D.[2] There are more steps that need to be achieved. On February 22 the FLSC Approval Committee's preliminary approval will be considered by the LSO's Convocation. Internally, if Senate approves the establishment of the Faculty, both the proposed program and proposal for a new Faculty must then be passed by the Board of Governors. Given this, at the appropriate time negotiations with the province on funding can begin.

The Motion to Senate
The proposed wording of the motion to Senate parallels the 2011 motion for the Faculty of Science:

MOTION: That Senate approve the establishment of a Faculty of Law, pending approval by the Board of Governors, with the hiring of a Dean of the Faculty of Law.

Senate bylaws mandate that initial consideration of the establishment of a new Faculty is the responsibility of the Senate Priorities Committee. The exact language from the Senate Bylaws is: "Terms of Reference [for the SPC]: … to explore the implications and sustainability of the creation of new Faculties and/or Departments/Schools, and to advise Senate accordingly." The SPC will therefore be vitally involved in assessing this proposal.

It is proposed that a revised Senate bylaw will make provision for appropriate Senate representation of the new Faculty of Law. For the remaining steps in the implementation

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[1] According to the OUCQA's letter: "The first report, to be submitted within six months of the Dean of Law being hired, should provide: 1) The name and relevant qualifications of the Dean together with the individual's *curriculum vitae*. 2) A detailed faculty hiring plan, together with the alignment of the positions with the program's learning outcomes. The second report, to be submitted eight months prior to the admission of students, and prior to applications being processed, but after faculty have been hired, should provide: 1) An update on the implementation of the faculty hiring plan, including details on who has so far been hired, which courses each of them is to teach, and the learning outcomes associated with these courses. The third report, to be submitted two years following admission of the first cohort, should provide: 1) A further update on the implementation of the faculty hiring plan, including details as outlined above. 2) An update on the availability and adequacy of resources to support the program, including physical space and the electronic library."

[2] The 403-page report by the Approval Committee is publicly available at http://flsc.ca/federation-law-societies-canada-grants-preliminary-approval-ryerson-universitys-proposed-law-program/

whose timing can be specified, we anticipate the following schedule, presuming success at each previous stage:

- submission of the motion to establish the Faculty of Law to Senate in March 2018;
- submission of the Juris Doctor Program and Faculty of Law for approval by the Board of Governors in April 2018; and
- hiring of a Dean by July 2019.

The Proposed Faculty

What resources does this new Faculty require? We look first at teaching resources then at the administrative and staff resources. Because of the distinctive nature of the proposed Juris Doctor program, it is useful to review the structure of the curriculum and innovative pedagogy associated with the program itself before outlining the teaching resources. This is done in Appendix E.[3] Based on this curriculum and delivery, the Faculty's proposed teaching resources are as follows: once the program is fully implemented, it will be delivered by 15 RFA faculty members, with five hired in 2020-21, five in 2021-22 and five in 2022-23, and part-time CUPE practitioners whose combined workload by 2022-23 will be 4.6 CUPE full-time equivalents. CUPE teaching in the proposed program reflects the fact that practitioners are expected to play an important role in the delivery of the program.

Administration and Staff

The administrative and staff positions to be filled in the new Faculty between 2019 and 2022 are outlined below. Proposed start dates are included with each position:

a) Dean's Office This office will consist of the Dean (hired by July 2019); an Assistant to the Dean (July 2019); a Director, Facilities, Finance & HR (July 2020); a Coordinator, Facilities, Finance & HR (July 2020); a Director, Marketing & Communications (September 2019); an Associate Dean, Research (September 2020); and an IT and Technical Staff Member (May 2020).

b) Student Services Office This office will consist of an Associate Dean, Students (September 2020); an Assistant, Programs (September 2020); an Assistant to the Associate Dean, Students (September 2020); a Director, Admissions and Recruitment, (September 2019); an Assistant, Admissions and Recruitment (September 2019); a Director, Career Development (September 2020); a Coordinator, Professional Placements (January 2022); and a Career Development Coordinator (September 2022).

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[3] It is important to note that these curriculum particulars have already been approved by Senate, as well as by the FLSC and OUCQA.

c) Library The Law Library will consist of a Head Law Librarian, (January 2020) and two part-time library support staff (September 2020).

Figure 1 below shows the chronology of these hires, while Figure 2 on the next page shows the organizational chart for these positions.
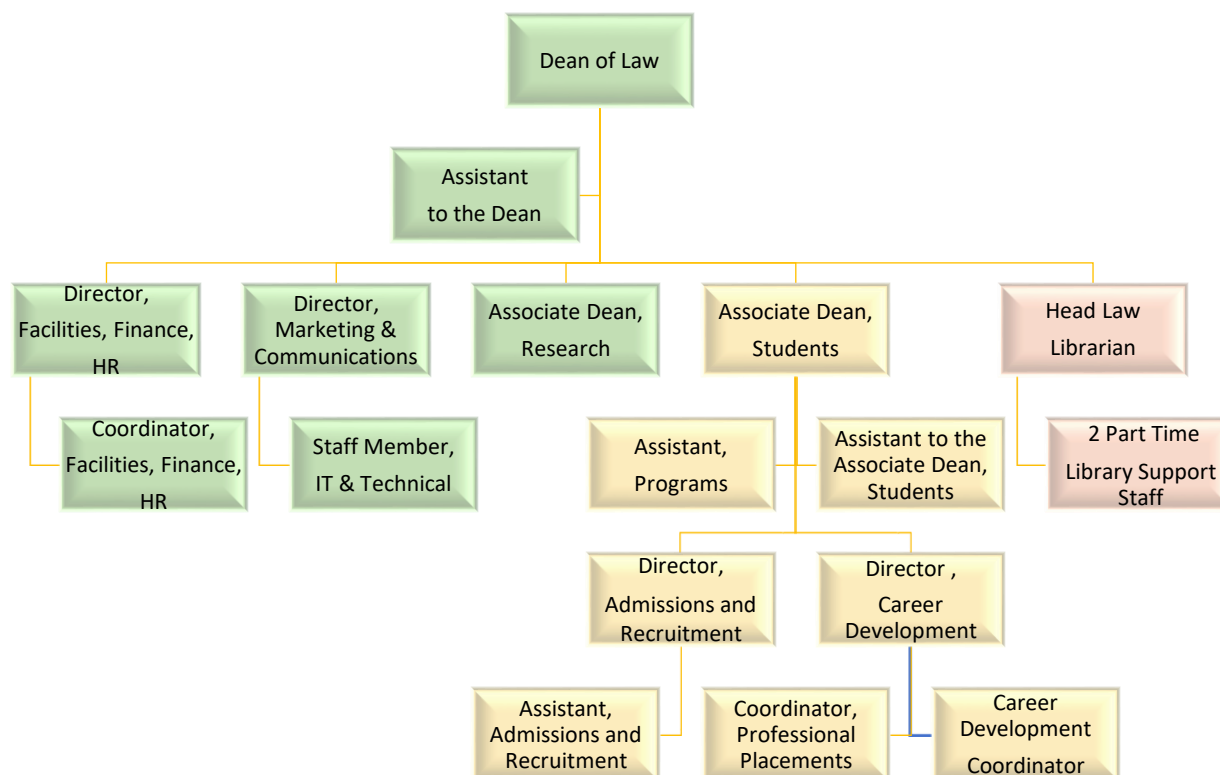
Figure 1
Administrative and Staff Hires

Position	2019-2020	2020-2021	2021-2022	2022-2023
Dean	July 2019			
Assistant to the Dean	July 2019			
Director, Facilities, Finance & HR		July 2020		
Coordinator, Facilities, Finance & HR		July 2020		
Director, Alum Rel, Mrktg & Comm	Sept 2019			
Associate Dean, Research		Sept 2020		
IT and Technical Staff Member	May 2020			
Associate Dean, Students		July 2020		
Assistant to Associate Dean, Students		July 2020		
Assistant, Programs		July 2020		
Director, Admissions and Recruitment	Sept 2019			
Assistant, Admissions and Recruitment	Sept 2019			
Director, Career Development		Sept 2020		
Coordinator, Professional Placements			Jan 2022	
Career Development Coordinator				Sept 2022
Head Librarian	Jan 2019			
Library Support Staff (two)		Sept 2020		
Number of positions per year	**7**	**9**	**1**	**1**

Proposed Facilities

The Faculty will first be housed in temporary facilities, which are expected to be utilized until at least 2022-23. During this time, the University will arrange for permanent facilities to be found which will be new to Ryerson.

In the first phase of its development, the Faculty will be housed on the fourth floor (with some use of the third floor) of the Podium building, repurposed to accommodate the Faculty until at least 2022-2023. This space is being made available as Ryerson's Daphne Cockwell School of Nursing relocates to the Daphne Cockwell Health Sciences Complex, expected to be completed by July 2018. The intention is to make this space available for occupancy for the new Faculty by September 2020. It is possible that the space will be finished with sufficient lead-time to accommodate other temporary uses for some period before September 2020. In addition, a portion of the space will be available for other uses as the Faculty ramps up to its full student complement in September 2022

Figure 2
Administrators and Staff

Later Years of Operation

The permanent facilities will provide the same facilities, with the difference that the space will be tailor-made for its purpose. This will mean that given facilities can be customized. The permanent facilities will include classrooms as outlined in Figure 3 below.

Figure 3

Classrooms	Capacity	Rooms
Classroom (Large)	150	1
Classroom (Med)	75	2
Classroom (Small)	40	1
Classroom (Break-out/Firm)	30	2
Total		**6**

The Law Library

The Law Library will be an innovative, student-centred facility that supports the Juris Doctor program's teaching, learning and research needs in multi-faceted ways. Its collection development policy will reflect the program curriculum, and it will have sufficient staff to provide services that support the pedagogical and research requirements of both students and faculty.

The Law Library will be integrated into the overall learning experience of students. It will build on the traditional academic skills and knowledge that have always been at the heart of legal education by helping to develop:

- An ability to use innovative and entrepreneurial approaches to develop better legal solutions – including an awareness of how modern business techniques and technology can lead change;
- The interpersonal and leadership skills necessary to lead and succeed, whether working in teams, with other disciplines or across jurisdictional boundaries.
- The skills needed to work nationally and globally both inside and outside the legal profession.

Facilities

The Law Library will be in keeping with trends throughout academic libraries worldwide, and will be supplemented by substantial access to resources in virtual space as well as new ways of using library spaces. Acquiring and maintaining both print and virtual collections including solutions-based software to support the innovative approach that is central to the proposed Juris Doctor program, the Law Library will be an integral part of an active Faculty dedicated to experiential learning. And it will be an important support to the ongoing scholarship required by, and central to, the work of the school's faculty, students and administration. The physical setting will be designed to provide a welcoming, dynamic physical environment that offers private work spaces, collaborative group meeting rooms, fully equipped presentation rooms and relaxing gathering spaces. It will act as an information and collaboration hub offering students, faculty and the profession technologically advanced, open and collaborative work spaces to promote the development and sharing of new ideas.

Staffing

To fully maximize the use of all these resources, the Law Library will be staffed by Information professionals and student research assistants. It will have its own Head Law Librarian and library staff who will be there to meet the needs of faculty and students.

Appendix A

**Report #W2011-5 of the Academic Governance
and Policy Committee June 7, 2011**

1.   Establishment of a Faculty of Science Background

Ryerson University is at an exciting point in its development where science has become, as in all major universities, a core area of research and academic programming. This is also a time when Ryerson is preparing itself to change and grow to serve the needs of post-secondary students in the GTA and Canada.

Consultations that informed *Shaping Our Future: Academic Plan for 2008-2013* led to a clearly articulated strategy to look at the current academic structure, including the possible creation of a separate Faculty of Science.[1] To advance this strategy, the Provost established the *Provost's Commission on Academic Structures* and the commission delivered its final report in January 2010. The report took the form of a white paper containing a set of suggestions for the evolution of Ryerson's academic structure. The first scenario presented in the commission's white paper supported the creation of a Faculty of Science.[2]

To assess the feasibility of this option, the Provost established a *Faculty of Science Feasibility Committee at Ryerson University*. Dean Emeritus Maurice Yeates chaired the committee and lead consultations to inform the committee's work. Extensive research, discussion and consultation were undertaken. In addition to more than a half dozen committee meetings, two community town halls were held – in November 2010, and in mid- April 2011 – to give students, faculty and staff an opportunity to provide their insight and ideas. Input was also received from each of the potential founding departments at an early stage in the committee's deliberations to ascertain their continued commitment to the formation of a Faculty of Science. This was followed by an open invitation for input from the wider university community. The committee presented a preliminary report at the April town hall meeting. Based on that meeting, the committee presented its final report to the provost on April 27, 2011.[3]

Committee findings

The Faculty of Science Feasibility Committee's final report concludes the following:

A powerful case can be made for a Faculty of Science at Ryerson because in truth it already exists, albeit in polytechnic trappings. The founding Departments – Mathematics, Computer Science, Physics, and Chemistry & Biology – are well established at the University. They each have academic programs at the undergraduate level that are well interlinked with each other. The programs at the masters and doctoral levels are well subscribed and emphasize research. The Departments have already established

themselves as funded engines of research and innovation, and are well positioned to strengthen these foci in the future.

Furthermore, a distinct Faculty of Science would be an asset to the institution given Ryerson's objective to be recognized as a comprehensive university. In sum, Ryerson's Faculty of Science would be a leading driver of science education, research, and development in the country.

The establishment of a Faculty of Science at Ryerson is feasible. It is a grass roots movement that comes from the faculty itself. Its constituents are congruent in content and method – they reinforce each other. A clear mechanism must be put in place to assure the continuance of quality science education in Engineering. Architectural Science is little affected. A focused Faculty of Science should enhance the competitiveness of its personnel with respect to external funding...The constituents of a science Faculty administrative structure can in part be transferred from FEAS. The space required for housing a new Faculty is estimated, but its location will require careful planning. Transfers of staff personnel can be undertaken sensitively and carefully through HR; and, the procedures with respect to decanal appointments (the *AAA Policy*) are well designed to obviate issues and maintain balance.

The Committee, therefore, recommends that a Faculty of Science be established at Ryerson University.

Dr. Yeates sought and received the endorsement from the departments which would be founding members of the new Faculty – Chemistry and Biology, Computer Science, Mathematics and Physics.

Next steps

As Ryerson's academic structure has not changed in over 40 years, this is a truly historical process. As a next step, the Academic Governance and Policy Committee (AGPC) is making a motion to Senate that a Faculty of Science be established, subject to the approval of the Board of Governors. If approved, implementation would begin with the hiring of a Dean by July 1, 2012, and establishment of the Faculty beginning Fall 2012.

The report recognizes the need to ensure that the provision of high quality math and science courses which are responsive to the needs of engineering students continue to be provided despite the separation of the Faculties. The report therefore recommends the creation of a body "like a Joint Engineering/Science Review Committee to meet at least once per term to review and address any developing concerns in this regard." AGPC recommends that such a committee be established during the implementation process so that ongoing dialogue begins early on.

The report also recommends an administrative structure for the new Faculty, including a Dean, Associate Dean and a variety of support offices and staff. The Dean of FEAS has agreed that some of these positions will be shared between the new Faculty of Science and the Faculty of Engineering and Architecture for some period of time as the Faculty of Science becomes more established.

MOTION: That Senate approve the establishment of a Faculty of Science, pending approval by the Board of Governors, with the hiring of a Dean of the Faculty of Science by July 1, 2012, and the initial establishment of the Faculty by Fall 2012.

2.   Endorsement of the Recommendations in the Report to Senate on Make-Up Exam Administration.

The AGPC has reviewed the report of the Vice Provost Academic and the Vice Provost Students, presented to Senate under "Old Business", and endorses the recommendations made in that report.

Respectfully submitted,

Alan Shepard, Chair

For the Committee: Keith Alnwick, Alexandra Anderson, Rupa Banerjee, Y. Chevtchouk, Heather Lane Vetere, Lynn Lavallee, Jurij Leshchyshyn, Mark Lovewell, P. Monkhouse, Mariam Munawar, Melissa Palermo, Melanie Panitch, Diane Schulman, John Turtle

Appendix B
Feasibility Committee Recommendations

January 11, 2017
Dr. Chris Evans,
Interim Provost,
Ryerson
University.

Dear Dr. Evans,

I write this letter on behalf of the Law School Feasibility Group that you set struck to look into and advise you on the feasibility of a Law School at Ryerson. The members of the committee are:

Professor Laura Nenych
Professor Emeritus Mark Lovewell
Professor Miljana Horvat
Professor Avner Levin
Professor Peter Danziger
Professor Darrick Heyd
Professor Marcia Moshe
Professor Judy Finlay
Professor Kim Varma

The committee met on a regular basis and conducted two separate university wide consultations. Members of the committee also attended consultations which were held with external stakeholder groups. The first round of internal consultations was held in each Faculty at the university and for the second round of consultations, we held two university wide consultations after the Letter of Intent (LOI) was posted. We also held separate consultations with student bodies on campus.

The establishment of a Law School was widely supported across the university. The two questions that were repeatedly posed (and the committee clearly expected and discussed), was whether Ontario needed another law school and whether society needed more lawyers. We answered both to our satisfaction.

The committee will not write a separate report. Suffice to say (i) we were also fully briefed on the LOI which we believe is an excellent document and (ii) we did a preliminary report along with an initial organisational chart for a Faculty of Law.

However, after the LOI came out it was clear to me there was no need for a separate report as all the issues the committee would address in a report (for example faculty complement, organisational structure, space, library facilities etc.) are covered in the LOI.

Accordingly, the recommendations of the Feasibility Group are as follows:

1. The establishment of a separate Faculty of Law at Ryerson is feasible – however it should be subject to two conditions – (i) appropriate and adequate funding from the Province; and (ii) assurances from the Provost that it would not negatively impact the resources of all of the university's current Faculties, Schools and Departments;

2. The Provost either appoints an interim Dean of the Faculty of Law or strikes a search committee in accordance with the AAA policy to begin the search for a Dean of the Faculty of Law. It is our view that this should begin as soon as the Ryerson receives a positive indication from the Federation, the Law Society of Upper Canada and the Provincial Government that we have the go ahead to establish the Faculty of Law; and

3. The proposal to establish a Faculty of Law at Ryerson University should be included as an integral part of Ryerson's Strategic Mandate Agreement that is currently being developed.

4. Ryerson submit its proposal for a Faculty of Law to the Federation of Law Societies of Canada with due consideration and in a timely manner.

I would like to take this opportunity to thank all members of the committee for their dedication, wisdom, insights, advice and incredibly hard work. It was a pleasure and a privilege to work with them.

Should you have questions please feel free to contact me and should you wish to meet with the committee as a whole we can set up a meeting with you at a mutually convenient time.

Respectfully,

Anver Saloojee.

Cc: Dr. Mohamed Lachemi, President
Members of the Feasibility Committee

APPENDIX C

November 2, 2017

Dr. Michael Benarroch
Provost and Vice President Academic
Ryerson University
Toronto, ON M5B 2K3

Dear Dr. Benarroch:

I write to advise you that the Quality Council, at its meeting of October 25, 2017, accepted the recommendation of the Appraisal Committee that the proposed Juris Doctor program at Ryerson University be Approved to Commence, with three Reports.

The first report, to be submitted within six months of the Dean of Law being hired, should provide:

1. The name and relevant qualifications of the Dean together with the individual's *curriculum vitae*.
2. A detailed faculty hiring plan, together with the alignment of the positions with the program's learning outcomes.

The second report, to be submitted eight months prior to the admission of students, and prior to applications being processed, but after faculty have been hired, should provide:

1. An update on the implementation of the faculty hiring plan, including details on who has so far been hired, which courses each of them is to teach, and the learning outcomes associated with these courses.

The third report, to be submitted two years following admission of the first cohort, should provide:

1. A further update on the implementation of the faculty hiring plan, including details as outlined above.
2. An update on the availability and adequacy of resources to support the program, including physical space and the electronic library.

As you prepare for and admit students, these reports will all serve to provide the Quality Council with the information it needs to assure itself of the program's quality, which is, of course, within the purview of the Council. Members also discussed at length an aspect of the program that the Council acknowledges does not lie within its purview but is of pertinence to the credibility and success of the program. In what follows, I summarize the nature of the discussion.

Many of your law graduates will, at least initially, wish to practise law. Before they may do so, they will need to complete the Lawyer Licensing Process. In Ontario, this currently requires the successful completion of two licensing exams (a solicitors' exam and a barristers' exam), and

either a 10-month articling term or the Law Practice Program that operates out of Ryerson (English) and the University of Ottawa (French). To enter the Lawyer Licensing Process, an applicant must provide an official transcript issued by an approved Canadian common law school.

There is, as you will know well, consternation in certain quarters about the desirability of another law program in Ontario and the availability of suitable articling opportunities for the program's graduates. The Council understands that the provincial Law Society has not yet determined a long-term strategy for dealing with the existing shortage of articling positions.

Much of what is described above with respect to qualifying to practise law represents a form of self-regulation by the legal profession, and an expression of support for your program from the provincial Law Society might serve to temper the consternation about the prospects for a new group of law graduates. The Council suggests it would be to Ryerson's benefit to do this as expeditiously as possible, with a view to determining whether your university is able to count on the support of the profession and its regulating body.

With respect to the approval to commence with reports, I do want to remind you that your University may, within sixty days (by December 18, 2017), make an appeal to, or request a meeting with, the Appraisal Committee for reconsideration (per QAF 2.3.3) of the decision. Normally, the grounds for seeking reconsideration are that the institution will be providing new information, there were errors of fact in the Appraisal Committee's commentary, or there were errors of process.

If the University accepts this approval to commence with reports, and as described in section 2.3.5 of the Quality Assurance Framework (QAF), you are now able to post information about this approval on your website and make offers of admission to the program, subject to any additional approval processes at your institution. The announcement of the approval to commence with reports will be posted on the Quality Council website and made available to both MAESD and OCAV (per Section 2.3.5 of the QAF).

Finally, and as you will surely know, the approval to commence will lapse if the new program has not begun within thirty-six months of the date of approval.

I join the Quality Council in wishing you every success in the implementation of this program.

Yours sincerely

Paul W. Gooch
Chair

cc: Marcia Moshé, Interim Vice Provost Academic
        Katherine Penny, Director, Curriculum Quality Assurance
        Alan Harrison, Ontario Universities Council on Quality Assurance

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CANADIAN COMMON LAW PROGRAM APPROVAL COMMITTEE

REPORT ON AN APPLICATION BY RYERSON UNIVERSITY FOR APPROVAL OF A PROPOSED LAW SCHOOL PROGRAM

December 2017

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CANADIAN COMMON LAW PROGRAM APPROVAL COMMITTEE

Report on Application by Ryerson University
for Approval of Proposed Law School Program

Introduction

1.   The Canadian Common Law Program Approval Committee (the "Approval Committee" or "the Committee") is responsible for determining whether existing and proposed common law programs meet the National Requirement set by law societies. The requirement outlines the learning resources required of law schools, as well as the knowledge and competencies that all graduates must possess in order to gain entry into the bar admission programs in the Canadian common law jurisdictions.

2.   In October 2016 the Approval Committee received a Letter of Intent from Ryerson University ("Ryerson") for a new law school program, followed in April 2017 by an official proposal. The Approval Committee has reviewed Ryerson's application and has determined that, subject to the concerns and comments described below, if the program is implemented as proposed, it will meet the National Requirement. The Committee's detailed analysis, as well as the iterative process that led to preliminary approval of the program, are set out in this report and corresponding Appendix "A".

3.   The Approval Committee's decision is only one step in the process. Pursuant to the Ontario *Degree Granting Act* the proposed program must be approved by the Ontario Minister of Colleges and Universities. In addition to academic and financial considerations, it is the Minister's responsibility to determine the value or appropriateness of permitting the establishment of a new law school within the province.

Background: Canadian Common Law Program Approval Committee

4.   The Approval Committee was established in 2012. Its core function is to determine whether law school programs, existing or proposed, comply with the Federation's National Requirement, which came into effect in 2015. The Committee's mandate is attached as Appendix "B".

5.   The Approval Committee is composed of seven members, including three current or former law deans or law school administrators, one law society CEO or designate, and three lawyers with experience in law society regulation. All members of the Approval Committee are appointed by the Council of the Federation. The current members of the Committee are:

- Steve Raby (Chair), Q.C., Federation Council member representing the Law Society of Alberta
- Morgan Cooper, Federation Council member representing the Law Society of Newfoundland and Labrador
- Ross Earnshaw, Federation Council member representing the Law Society of Upper Canada
- Cori Ghitter, Director, Professionalism and Policy, Law Society of Alberta
- Ed Iacobucci, Dean, Faculty of Law, University of Toronto
- Sébastien Lebel-Grenier, Dean, Faculté de droit, Université de Sherbrooke
- Lorna Turnbull, former Dean, Faculty of Law, University of Manitoba

6.   All existing law school programs are subject to an annual evaluation process to determine whether they comply with the National Requirement. The Approval Committee currently assesses twenty law schools across Canada, offering a total of 92 common law programs. In addition, Trinity Western University in British Columbia has preliminary approval for a new law school program. With the inclusion of Ryerson, this total increases to 22 law schools and 94 common law programs.

Program Evaluation Process

7.   The Approval Committee's assessment of a law school program includes a detailed examination of the proposed curriculum and learning resources to determine whether the program complies with the provisions of the National Requirement. The process is an iterative one that may involve many exchanges between the Approval Committee and the institution, continuing until the Approval Committee has all of the information it needs to properly assess the program.

8.   Assessments of newly proposed law programs can result in one of two outcomes: *preliminary approval* or *not approved*. In granting preliminary approval the Committee may make comments or express concerns about certain aspects of the proposal that it will continue to monitor. Once a new program has received *preliminary approval* it will undergo an annual review process in the same manner as existing law school programs. A program that is compliant with the National Requirement will only be eligible for full *program approval* once it graduates, or is about to graduate, its first class.

Assessment Terminology

9.   The Approval Committee uses four terms to communicate its assessment of a program's compliance with the individual elements of the National Requirement: requirement met, comment, concern and deficiency.

10.   As the term suggests, *requirement met* indicates compliance with the element of the National Requirement.

11.   A *comment* signifies that, although a requirement has been met, the Approval Committee requires the school to address a missing detail or question, or submit additional information in the following year's report.

12.   Similarly, a *concern* indicates that although a requirement has been met, it is at a minimum level that could deteriorate to become a deficiency. Where a concern is noted, the school is to take note of the issue and either act to address it or note in the following year's report to the Approval Committee why the concern has not been addressed. If the latter occurs, the Committee will indicate in its response to the school's report what further action, if any, is required to ensure the concern does not become a deficiency.

13.   If a *deficiency* is noted, it signifies non-compliance with one or more elements of the National Requirement.

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Ryerson Law Program: General Description

14.   Located in downtown Toronto, Ontario, Ryerson University was established in 1948 and was recognized by the government of Ontario as a degree-granting institution in 1971 when it was then known as Ryerson Polytechnic Institute. Ryerson currently has a student body of approximately 43,000 students, and offers more than 100 undergraduate and graduate programs, including nursing (MN), engineering (MEng, PhD), and business (MBA).

15.   Ryerson University will be the third school in the Greater Toronto Area ("GTA") to offer a Juris Doctor program. In the covering letter to its proposal (attached as Appendix "C"), Ryerson identified a number of key advantages to starting a new program at this time:

> It would be located at the centre of the GTA, a population cluster that has grown significantly over the last generation while admissions to the GTA's two law schools have remained static. Our new law school would address access to justice issues for consumers as well as equity, diversity and inclusion within the profession […] A strong emphasis on the development of technological proficiency will ensure that our graduates will be in a position to serve their communities at a lower cost using the latest tools available to the legal profession.

16.   Ryerson also emphasizes its experience as a provider of career-based education and legal innovation, noting the (English) Law Practice Program and its Legal Innovation Zone as core contributing factors to its strength and preparedness as a new law school.

17.   In describing its program, Ryerson proposes to create a "different kind of law school that trains lawyers differently".[1] It emphasizes a program that has an "innovation-focused approach"[2] that will equip graduates with real-world skills and competencies required to meet the present and future needs of consumers of legal services. In the Executive Summary of the proposal, Ryerson outlines four pillars on which the law school will be based:

- Increasing access to justice for Ontarians and Canadians;
- Innovation and entrepreneurship;
- Equity, Diversity and Inclusion; and
- Sound academic grounding with innovative pedagogy.

18.   The proposal contemplates a first year class of 150 students, with similar numbers admitted each year. Ryerson has advised the Committee that it does not intend to increase enrollments in the near future.

Proposed Program: Courses and Structure

19.   The foundational courses and competencies to be offered in the program are equivalent to existing programs at other schools, with the majority being completed in first year. However, the proposed structure of the program differs significantly.

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[1] Ryerson University, Proposal for a Juris Doctor Program, at p. 21
[2] *Ibid* at p. 19

20.   To start, two and a half of the three years of the curriculum will be mandatory (as compared with the traditional model of a mandatory first year and select upper year courses). The courses that students will be required to take are:

First Year (Semesters 1 & 2)	
• Legal Research and Writing • Contract Law • Torts Law • Property Law • Ethics and Professionalism	• Foundation of Law & Legal Methods • Criminal Law • Constitutional Law • Administrative and Regulatory Law • Indigenous Law of Canada

Second Year (Semesters 3 & 4)	
• The Business of Lawyering • Business Law • Family Law • Civil Procedure • Social Innovation and the Law	• Advocacy and ADR • Wills and Estates • Legal Innovation • Intellectual Property and Privacy • Access to Justice Solutions

Third Year (Semesters 5 & 6)	
• Professional Placement	• Electives

21.   First year courses will be taught over 11 weeks, instead of 12 (which is the typical length of a semester). Students will also be required to take mandatory one-week bootcamps at the beginning of each semester, for a total of five. These will be discussed in more detail below. In each semester, three courses will be taught in a classroom lecture format, while the remaining two will be taught via a combination of lectures and group-work.[3]

22.   The second year courses will be taught in a two-week intensive format for a total of 36 hours per course. Of these 36 hours, 30 will be completed in class (i.e. five days x six hours a day) while the remaining six will be completed through online modules (two days x three hours a day). The course-based component is divided between a morning session in traditional lecture format, and an afternoon session where students will be separated into seven-member "student law firms" where they will engage in practice-based assignments. The afternoon sessions will be overseen by mentors.

23.   As mentioned above, the mandatory curriculum includes one-week bootcamps at the beginning of each semester in first and second year, and one bootcamp in third year. Students will spend a total of 30 hours (i.e. 5 days x 6 hours a day) in each bootcamp. According to Ryerson, the rationale for incorporating this alternative pedagogy into the curriculum is to teach students subject matter that is essential to professional success in the practice of law:

- *Ryerson Law School Bootcamp:* focuses on career planning, networking, mentoring, leadership and personal development

- *Technology Innovation Bootcamp:* focuses on the current edge of legal technology, including data analytics, artificial intelligence, and quantitative legal prediction, etc.

- *Financial Bootcamp:* focuses on accounting, taxation and financial analysis

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[3] *Ibid* at p. 23.

- *Coding Bootcamp:* introduces students to HTML, cascading style sheet computing and Python, while requiring them to apply data analytics to devise a solution to a specific legal problem.

- *Emotional Quotient/Cultural Quotient (EQ/CQ) Bootcamp:* includes an implementation project that aligns with recent shifts in thinking about the core competencies required of licensees in Ontario.

24.   In their third year of study students will be required to complete a professional placement in a legal clinic run by Ryerson, or in government, a law firm, non-governmental organization, corporation, not-for-profit organization, or other appropriate organization. The professional placement will permit students to undertake legal work under supervision.

25.   The third year class will be split in two, with half the class doing their professional placement in the first semester and the other half doing it in the second semester. Students will complete the EQ/CQ bootcamp and electives in whichever semester they are not completing the professional placement. Elective courses will be completed over an 11-week period.

Review of Ryerson's Proposal: Process

26.   In determining whether Ryerson's proposed law school would, if implemented as proposed, satisfy the National Requirement, the Approval Committee had before it the following documents:

- Ryerson's October 2016 Letter of Intent (Appendix "D")
- Ryerson's April 2017 Proposal for a Juris Doctor Program and accompanying cover letter (Appendix "C")
- Ryerson University law report form (Appendix "E")

27.   Ryerson also provided the Approval Committee with supplementary materials and information throughout the iterative process.

28.   The Approval Committee discussed Ryerson's letter of intent at its in-person meeting in January 2017. Consideration of the complete proposal continued over a one day in-person meeting dedicated to reviewing all law school reports, and three teleconferences between June and October 2017.

29.   The Approval Committee began its assessment by reviewing Ryerson's April 2017 proposal, a comprehensive document detailing the proposed law school program, including a significant amount of market research on changes in the legal profession and labour market demand for a new law school, as well as Ryerson's objectives, proposed curriculum, admission and graduation requirements, course descriptions, library plans, facilities plans and finances.

30.   Following the initial review the Committee sought additional information from Ryerson on its proposed ethics and professionalism curriculum, the credit hours for each proposed course, the teaching loads for full-time and contract faculty, and the "special admissions" category. To assist the Committee in its review of the proposed program, Ryerson was asked to complete the law school report form used for existing programs.

31.   The iterative process continued through late September as the Approval Committee sought and received additional information and clarification on the calculation of credit hours for certain key courses, the proposed law school facilities, the expected full-time faculty complement, and the proposed budget for the program and the law school's library.

Analysis

32.   To assess whether Ryerson's proposed school of law would meet the National Requirement, the Approval Committee analyzed the proposal and supplementary information against each individual element of the requirement. The final analysis is reflected in the report attached as Appendix "D.1" [NOTE: CALLED APPENDIX "A" IN THE ORIGINAL DOCUMENT].

33.   For the most part this was a straightforward task. The proposal is comprehensive and is designed to ensure that students acquire each competency included in the National Requirement. At the completion of the iterative process, the Approval Committee was satisfied, subject to the concerns and comments that are outlined below, that Ryerson's proposed program will meet the National Requirement.

34.   The Approval Committee identified three concerns about the proposal and one matter on which it wished to make a comment. The three concerns relate to 1) the faculty complement, 2) the law school budget, and 3) the proposed physical resources for the faculty and students. There was a single comment repeated in two separate sections of the final report relating to the law school and library budgets.

Concerns

35.   While there is no defined minimum faculty to student ratio, the members of the Approval Committee are concerned that the proposed tenured-track faculty complement is low in comparison to the proposed enrollment. The Committee expressed concern that any (planned or unforeseen) changes to the teaching load, student enrollment, or faculty (i.e. absences, vacancies) would significantly impact Ryerson's ability to effectively deliver the program as proposed. In response, Ryerson indicated that they would respond to change by modifying the faculty complement if necessary, and would provide the Approval Committee a full accounting of developments on this issue once the program is in operation.

36.   Ryerson's financial projection for learning resources is based on a $20,000 tuition fee and escalating provincial funding between 2017/18 and 2020/21. The Approval Committee expressed concern that a denial of provincial funding would result in the program being unsustainable. The Committee is of the view that if Ryerson is unable to secure provincial funding, or is unable to demonstrate a sufficient alternative revenue source to offer a J.D. program, that these concerns would escalate to a deficiency and the program will be denied approval. Ryerson indicated that should provincial funding not be secured, the University will finance the difference by increasing the tuition fees. Ryerson will provide a revised budget should this occur.

37.   Law schools are required to demonstrate that they have sufficient physical resources to accommodate both the faculty and student body and promote effective student learning. Ryerson is proposing to utilize existing building space for the law school until such time as it can incorporate the eventual law faculty in new, appropriately fitted space, a process for which Ryerson states it has had significant experience and success. In reviewing the proposed

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classroom and "free" spaces available to students, the Approval Committee was of the view that the physical resources are adequate, but that any additional pressures or changes (planned or unforeseen) on these spaces would not permit effective student learning. The Committee will be monitoring this issue as it has the potential to escalate to a deficiency, especially if a new law faculty space does not go forward as planned. In response, Ryerson indicated that should such pressures occur the University will utilize transitional spaces in other buildings until a permanent space in immediate proximity to the law campus can be arranged. Ryerson also stated that if space pressures continue in the long term, the arrangements will be adjusted accordingly.

Comment

38.   The Approval Committee made one comment, in two separate sections of the final report, relating to financial resources. While Ryerson provided an estimated financial plan, it did not distinguish between law faculty resources and library resources. The Approval Committee requires law schools to submit both as part of the assessment process. The Approval Committee has requested that Ryerson provide this information in the relevant parts of the law school report form in 2018. Ryerson agreed to provide this information separately in its 2018 law school report.

Conclusion

39.   The Approval Committee has concluded that, subject to the concerns expressed above, Ryerson's proposed school of law will meet the National Requirement if implemented as proposed. The proposed program is given preliminary approval.

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CANADIAN COMMON LAW PROGRAM APPROVAL COMMITTEE
Evaluation of Law School Report

Name of Law School: **Ryerson University**   Date: **December 2017**

Standard *(as taken from the Final Report of the Task Force on the Canadian Common Law Degree)*	2017 Evaluation	2017 Comments, Concerns and Deficiencies
Part 1: Information common to all programs		
1.1 The law school is adequately resourced to enable it to meet its objectives, and in particular, has appropriate numbers of properly qualified academic staff to meet the needs of the academic program.	Concern: Faculty	The proposed faculty complement is low in relation to the proposed enrolment. The Approval Committee is accordingly concerned about the ability of a faculty of this size to accommodate evolving situations such as future special or administrative leaves, sabbaticals or other vacancies, faculty involvement in supervising professional placements, unplanned variations in enrolment, etc. In each annual report, the Approval Committee will evaluate developments around these issues.
	Concern: Budget	If provincial funding for the program is not secured then it appears that the program is unsustainable. In such a situation, unless Ryerson is able to present a budget with sufficient revenue to offer a J.D. program, the concern will escalate to a deficiency and the program will not be approved.
	Comment: Budget	In next year's report, the faculty budget and library budget must be presented separately.
1.2 The law school has adequate physical resources for both faculty and students to permit effective student learning.	Concern	The Approval Committee believes that the classroom and additional space for student interaction, meeting rooms, etc., is very thin under the current model. To the extent that there are any additional pressures on physical resources such as increased enrolment (expected or otherwise), additional space needs for student programming, or temporary loss of a classroom, space may very well be an issue that could escalate to a deficiency, especially if the new law building is not built as proposed.

CANADIAN COMMON LAW PROGRAM APPROVAL COMMITTEE
Evaluation of Law School Report
December 2017

Name of Law School: **Ryerson University**

Standard *(as taken from the Final Report of the Task Force on the Canadian Common Law Degree)*	2017 Evaluation	2017 Comments, Concerns and Deficiencies
1.3 The law school has adequate information and communication technology to support its academic program.	Requirement Met	
1.4 The law school maintains a law library in electronic and/or paper form that provides services and collections sufficient in quality and quantity to permit the law school to foster and attain its teaching, learning and research objectives.	Comment	As noted previously, in next year's report, the faculty budget and library budget must be presented separately.
Part 2: Information specific to each program		
Name of Program: **JD** Approval Model: **Program Approval**		
1.1 Problem Solving	Requirement Met	
1.2 Legal Research	Requirement Met	
1.3 Oral and Written Legal Communication	Requirement Met	
2. Ethics and Professionalism course containing specified content (note, same information is requested in section 4.4)	Requirement Met	
3. Substantive Legal Knowledge (Sufficiently comprehensive program of study)	Requirement Met	
3.1 Foundations of Law	Requirement Met	
3.2 Public Law of Canada	Requirement Met	
3.3 Private Law Principles	Requirement Met	
4. 1 The law school's academic program for the study of law consists of three academic years or the equivalent in course credits, which, presumptively, is 90 course credits.	Requirement Met	

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CANADIAN COMMON LAW PROGRAM APPROVAL COMMITTEE

Evaluation of Law School Report

December 2017

Name of Law School: **Ryerson University**

Standard *(as taken from the Final Report of the Task Force on the Canadian Common Law Degree)*	2017 Evaluation	2017 Comments, Concerns and Deficiencies
4.2 The course of study consists primarily of in-person instruction and learning and/or instruction and learning that involves direct interaction between instructor and students.	Requirement Met	
4.3 Holders of the degree have met the competency requirements, including transfer students and exchange students.	Requirement Met	
4.4 Subject to special circumstances, the admission requirements for the law school include, at a minimum, successful completion of two years of postsecondary education at a recognized university or CEGEP.	Requirement Met	

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Appendix E
The JD Program's Curriculum

(a) *First Year*

This year will feature 12 mandatory courses. Two courses will be one-week bootcamps taught at the start of each semester. The first semester's bootcamp will introduce the distinctive aspects of the Ryerson program, while the second semester's will highlight topics related to technology and legal innovation. Except for these two bootcamps, taught by practitioners hired under the provisions of the CUPE 1 agreement, all other Year 1 courses will be co-taught by RFA faculty members and practitioners. This combined delivery will ensure that students are provided with a contextualized view of the principles of public and private law and are guided through the application of jurisprudence in a variety of practical settings. Students will also gain an understanding of the broader social context behind rules of professional ethics and be introduced to basic concepts in file management, communication and interviewing. In addition, they will take a course in Indigenous law in Canada.

(b) *Second Year*

The second year will again include 12 mandatory courses. The third semester's bootcamp will deal with basic financial and accounting concepts, including the use of related software. The fourth semester's will introduce coding as applied to legal topics. Again, both will be taught by practitioners. The remaining 10 courses will feature substantive learning accompanied by simulated practice, modeled on Ryerson's innovative Law Practice Program and based on a growing body of empirical evidence concerning the usefulness of experiential learning using technology and role-playing to enrich learning. Students will undertake coursework in both semesters that is delivered in two-week intensive courses, or modules, melding substantive learning and mentored simulated practice relevant to each subject area, much of it using 'firms' comprising seven students. All 10 of these courses will be taught with a combined delivery method utilizing both RFA faculty members and practitioners.

(c) *Third Year*

This year will incorporate one semester of five elective courses and a mandatory one-week bootcamp and another semester featuring a mandatory professional placement in clinics or other types of organizations where legal knowledge is used, either in the GTA or, in certain cases, in other parts of the province. The third year cohort will be divided into two when scheduling these third year courses, with one half of the cohort taking the electives in the fall semester and then the professional placement in the winter semester and the other half taking these in the opposite order. The single third year bootcamp will be on issues related to EQ/CQ (i.e. emotional quotient/cultural quotient) competencies. Students will choose their five electives from a total of 10

possible courses offered each semester. The 10 offered each semester will be selected from the following list:

JUR XXX: Global Civil Society and the Law
JUR XXX: Real Estate Law
JUR XXX: Labour and Employment Law
JUR XXX: Advanced Corporate Law
JUR XXX: Inter-Disciplinary Lawyering
JUR XXX: Environmental Law
JUR XXX: Children and the Law
JUR XXX: Immigration Law
JUR XXX: Criminal Procedure
JUR XXX: Tax Law and Practice
JUR XXX: Evidence
JUR XXX: Law and Injustice
JUR XXX: Advanced Legal Solutions
JUR XXX: Private International Law
JUR XXX: Public International Law

The curriculum in all three years is summarized in Figure 4 below.

Figure 4: The Juris Doctor Curriculum at a Glance

First Semester	Second Semester
JUR XXX: Ryerson Law School Bootcamp (*1st week*)	JUR XXX: Technology Innovation Bootcamp (*1st week*)
JUR XXX: Legal Research and Writing	JUR XXX: Fdns of Law and Legal Methods
JUR XXX: Contract Law	JUR XXX: Criminal Law
JUR XXX: Torts Law	JUR XXX: Constitutional Law
JUR XXX: Property Law	JUR XXX: Adm. and Reg. Law
JUR XXX: Ethics and Professionalism	JUR XXX: Indigenous Law in Canada
Third Semester	**Fourth Semester**
JUR XXX: Financial Bootcamp (*1st week*)	JUR XXX: Coding Bootcamp (*1st week*)
JUR XXX: The Business of Lawyering (*2-week module*)	JUR XXX: Advocacy and ADR (*2-week module*)
JUR XXX: Business Law (*2-week module*)	JUR XXX: Wills and Estates (*2-week module*)
JUR XXX: Family Law (*2-week module*)	JUR XXX: Legal Innovation (*2-week module*)
JUR XXX: Civil Procedure (*2-week module*)	JUR XXX: IP and Privacy (*2-week module*)
JUR XXX: Social Innovation and the Law (*2-week module*)	JUR XXX: Access to Justice Solutions (*2-week module*)
Fifth Semester	**Sixth Semester**
One half of each cohort will take this as their sixth semester.	*One half of each cohort will take this as their fifth semester.*
JUR XXX: EQ/CQ Bootcamp (*1st week*)	JUR XXX: Professional Placement
Five electives from the following:	
JUR XXX: Global Civil Society and the Law	
JUR XXX: Real Estate Law	
JUR XXX: Labour and Employment Law	
JUR XXX: Advanced Corporate Law	
JUR XXX: Inter-Disciplinary Lawyering	
JUR XXX: Environmental Law	
JUR XXX: Children and the Law	
JUR XXX: Immigration Law	
JUR XXX: Criminal Procedure	
JUR XXX: Tax Law and Practice	
JUR XXX: Evidence	
JUR XXX: Law and Injustice	
JUR XXX: Advanced Legal Solutions	
JUR XXX: Private International Law	
JUR XXX: Public International Law	

Report #W2018-2 of the Academic Governance and Policy Committee (AGPC):
M. Benarroch

March 6, 2018

1.   Ryerson's Freedom of Expression Statement (Committee of the Whole discussion)

2.   Ryerson's Institutional Quality Assurance Process (IQAP) policies: M. Moshé

      Motion: *That Senate approve Ryerson's revised Institutional Quality Assurance Process Policies (IQAP) as described in the agenda package*

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

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

DRAFT Statement on Freedom of Expression

The primary purpose of a university is to discover and disseminate knowledge by means of research, scholarship and teaching. To fulfill this academic function, a free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. To curtail free expression strikes twice at intellectual freedom, for whoever deprives another of the right to state unpopular views necessarily also deprives others of the right to listen to those views.

Of course, the ideas of different members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Though the fostering of friendship, solidarity, harmony, civility, or mutual respect are important in the University, they cannot supersede its primary purpose. Other institutions may properly assign them the highest, and not merely a subordinate priority; and a good university will seek and may in some significant measure attain these ends. We value freedom of expression precisely because it provides a forum for the new, the provocative, the disturbing, and the unorthodox. Free speech is a barrier to the tyranny of authoritarian or even majority opinion as to the rightness or wrongness of particular doctrines or thoughts.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the University's commitment to a completely free and open discussion of ideas.

The University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission.

As a corollary to the University's commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of

free expression. Although members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the University has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

Portions of the statement were previously drafted and adopted by Yale University and Princeton University.

<u>**RYERSON UNIVERSITY**</u>
<u>**POLICY OF SENATE**</u>

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. <u>PURPOSE</u>
This policy describes the authority and responsibility for Ryerson's IQAP.

2. <u>SCOPE</u>
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. <u>DEFINITIONS</u>
 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.

5.7.3. 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.

5.7.4. 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.

5.7.5. 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.

5.7.6. Appoints Peer Review Teams for graduate programs, as appropriate, in consultation with the Faculty Dean or Dean of Record.

5.7.7. 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.

5.7.8. 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 of 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** *This degree is awarded to students who have demonstrated the following:*
EXPECTATIONS	

1. Depth and Breadth of Knowledge	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:
	   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	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: 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	a. The ability to review, present and critically evaluate qualitative and quantitative information to:
	    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
	b. The ability to use a range of established techniques to:
	    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
	c. The ability to make critical use of scholarly reviews and primary sources.

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	a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
	    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;
	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
	c. Behaviour consistent with academic integrity and social responsibility.

APPENDIX 2: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS	
MASTER'S DEGREE	*This degree is awarded to students who have demonstrated:*
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: 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,** On the basis of that competence, has shown at least one of the following: 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	a. The qualities and transferable skills necessary for employment requiring: 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	*This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:*
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	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	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	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

Previous Approval Dates: February 7, 1995 (original policy), May 9, 2002, March 1, 2005**,** May 6, 2008, 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

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 Record[1]

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.

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[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.

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.

As~~Proposed~~ new graduate diploma programs ~~require a Letter of Intent and New Program Proposal; however, because they~~ fall under the~~an~~ Expedited Approval process, all of the ~~as defined by the Quality Council (see Ryerson University~~ Policy 112 procedures outlined below, with the exception of Section 4 (External Peer Review), must be completed~~110), they do not require an external peer review~~.

A Field[2] 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

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[2] Refer to Senate Policy 110 for definition

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 table~~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 month[3].

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**

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[3] 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.

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

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 communications[4].

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. <u>ENDORSEMENT AND REVIEW OF NEW PROGRAM PROPOSAL</u>

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

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[4] 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.

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 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 length[5] 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**

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[5]. See Appendix A for information on arm's length selection of PRT members.

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 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 the effectiveness of ~~in~~ innovative or creative curriculum 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 in 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 <u>may not </u>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 <u>may</u> 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/Program/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/Program 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.

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[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**
    ~~Presentation of the program curriculum in a clear table format;~~ (deleted - part of 1.1.1)
        1.3.1. The curriculum reflects the current state of the discipline or area of study;
        1.3.2. *Evidence of any significant innovation or creativity in the content and/or delivery of the program,* including experiential learning opportunities; and
        1.3.3. 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; 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 Communications[3]

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[3] Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the PPR process. The documentation (1.11.5. Appendix V) accompanies the complete PPR that is submitted to the ASC or YSGS Council (Section 9.0).

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/Program/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/Faculty 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 length[4] 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 must decide if combined or separate Peer Review Teams are required. Separate PRT

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

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 or 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, within four weeks 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, within four weeks 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.

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[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.

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 <u>may not</u> 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 <u>may</u> 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 Modifications[1]: 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[2] 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;

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[1] All Senate approved Major Modifications are reported to the Quality Council annually and are subject to a possible audit.
[2] Refer to Ryerson University Senate Policy 110 for definition

reconfiguration or minor changes to courses in a Minor.

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. <u>**EXTERNAL AUTHORITY AND RESPONSIBILITY**</u>

   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. <u>**INTERNAL AUTHORITY AND RESPONSIBILITY**</u>

   5.1. Senate

   5.1.1. Has the final authority to approve Major Modifications to undergraduate and graduate programs.

   ~~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 undergraduate~~graduate~~ programs.

   5.1.3. Has the final authority to approve, as a consent item, ~~Receives~~ Category 2 Minor Modifications to undergraduate programs.

   ~~5.1.3.~~ 5.1.4.   Receives for information ~~and~~ Category 3 Minor Modifications to graduate programs~~, for information~~.

   ~~5.1.4.~~ 5.1.5.   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 Category 3 Minor Modifications to graduate programs.

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

   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. <u>**REVIEW OF POLICY AND PROCEDURES**</u>
    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.

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.

All 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/Program/Faculty Council(s) of Teaching Department/School, as appropriate (or the approver, such as Chair/Director, designated by the ~~Teaching~~ Department/School/Program Council of Teaching Department/School)

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, Double 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:
- Vice Provost Academic, for clarification of category of curriculum modification (e.g. Category 2 or Category 3)
- 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/Program/Faculty Council(s) of the Program Department(s)/Schools(s), for endorsement;
- Faculty Dean of Program Department(s)/School(s), for endorsement;
- Department/School/Program/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 a consent agenda item, or for information, if assessed by the Academic Standards Committee.

1.3. CATEGORY 3 MINOR MODIFICATIONS[3]
 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.
- 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

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[3] 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).

- 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

1.3.3. **Required Endorsements and Approvals:**
  - Department/School/<u>Program/</u>Faculty Council(s) of the Program Department(s)/Schools(s), for endorsement;
  - Faculty Dean of Program Department(s)/School(s), for endorsement;
  - Department/School/<u>Program/</u>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, <u>Double Majors,</u> 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)
  - <u>changes to</u> 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 Vice Provost Academic.

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 with the following individuals and/or groups should start as early in the process as possible and continue, as needed, throughout the proposal development:

- Vice Provost Academic
- 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/Program/Faculty Council(s) of the Program Department(s)/Schools(s), for endorsement;
- Faculty Dean of the Program Department(s)/School(s), for endorsement;
- Department/School/Program/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; and.
- Quality Council, in the case of an Expedited Approval of a Major Modification.

2.4. PROPOSAL

All Major Modifications require preparationthe submission of a proposal as per(see Section 2.4.1 below.) to the Academic Standards Committee. The University may, at its discretion, may request that the Quality Council review a Major Modification proposal, which and normally falls under the that will occur through an Expedited Approval Process and, thus, would require completion of[4]. In such cases, a Supplemental Proposal (Section 2.4.2).) must also be completed.

The process for Major Modifications undergoing Expedited Approval consists of the preparation of the proposal as outlined in Sections 2.4.1 and 2.4.2. The Expedited Approval process does not require an External Peer Review (see Policy 112 Section 4.0).

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, Double 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 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.

<div align="center">

**POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND
UNDERGRADUATE PROGRAMS**

GRADUATE PROCEDURES

</div>

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; and~~.~~
- Quality Council, in the case of an Expedited Approval of a Major Modification.

2.3. Documentation

All Major Modifications require preparation~~the submission~~ of a proposal as per~~(see~~ Section 2.4~~3~~.1 below~~.) to the Graduate Program Council~~. The University ~~may~~, at its discretion, may request that the Quality Council review a Major Modification proposal, which ~~and~~ normally falls under the ~~that will occur through an~~ Expedited Approval process and, thus, would require completion of~~Process³. In such cases,~~ a Supplemental Proposal (Section 2.4~~3~~.2). ~~) must also be completed.~~

The process for Major Modifications undergoing Expedited Approval consists of the preparation of the proposal as outlined in Sections 2.4.1 and 2.4.2. The Expedited Approval process does not require an External Peer Review (see Policy 112 Section 4.0).

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.

APPENDIX A

MAJOR MODIFICATIONS

<u>Undergraduate and Graduate</u>

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[5]'
- 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

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[5] Refer to Ryerson University Senate Policy 110 for definition.

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2018–1; March 2018

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
   • **Periodic Program Review – Urban and Regional Planning, Faculty of Community Services**
   • *For Information*: **Chang School Certificates – Revisions (December 2017)**

A) PERIODIC PROGRAM REVIEW – URBAN AND REGIONAL PLANNING
EXECUTIVE SUMMARY
The School of Urban and Regional Planning (SURP) was established in 1969 and offers three professionally accredited undergraduate programs that award a *Bachelor of Urban and Regional Planning* (B.U.R.Pl.) degree:
   1. a four-year baccalaureate program (PLAN);
   2. a two-year accelerated baccalaureate program (PLAB, established in 2004); and
   3. a two-year post-diploma degree completion program (PLAD, established in 2004).
The School also offers a professional graduate program in Urban Development in a one-year stream and a two- year stream format, with a Master of Planning - Urban Development (M.Pl.) degree awarded on program completion.

SURP programs provide professional skills, particularly in project management and interpersonal communication; practical knowledge in planning legislation and public sector decision-making procedures; and academic knowledge in the history of the profession, planning theory, planning research and societal trends relevant to the profession. Students are provided a foundation on topics such as land use planning, environmental planning, community planning, transportation planning, housing, real-estate, and planning research.

There has been an increase in demand for urban planners from government and the development industry in recent years, as land use issues have become increasingly complex in both rural and urban regions. Indeed, the 2016 Canadian Business magazine ranked urban planning second in its annual issue of Canada's Best Jobs highlighting a median salary of $85,010, salary growth of over 15% between 2009 and 2015, total employees of 10,500, and an overall change in employees of over 30% between 2009 and 2015. According to Service Canada however, the labour market has also become more competitive with the number of graduates holding a bachelor's degree in urban and regional planning more than tripling between 2001 and 2011, while master's graduates doubled.

Survey data reveal that SURP graduates have had a positive undergraduate experience, with the percentage of students satisfied or very satisfied with their education at 90.9% in 2009, and 88.5% in 2012. All of the students surveyed in 2012 (100%) noted that they would recommend the program, which is up from 95.5% in 2009. Surveys conducted for the PPR study found that 88% of both student and alumni respondents would recommend SURP to others, highlighting strengths of the program related to professional and practical experience, its tight-knit community and small class size, a professional network that allows graduates to jump-start their careers, and a blend of theoretical and applied components within the curriculum. Employers also noted overall satisfaction with the quality of undergraduates whom they have hired from SURP, citing workplace preparedness and associated skills required for success.

The undergraduate PLAN, PLAB, and PLAD curriculum was assessed in relation to nine learning outcomes (further divided into 25 sub-components) identified by the faculty. These learning outcomes are closely aligned with competencies required for professional accreditation and include Human Settlement, History and Principles of Planning, Government and Law, Issues and Processes in Planning and Policy

Making, Implementation of Design, Plan, and Policy, Critical Thinking and Research, Social Interaction and Leadership, Communication, and Ethics and Professionalism. Based on the curriculum review and the survey data, the following examples of strengths, weaknesses, and opportunities have been identified and are addressed in the Development (Implementation) Plan.

Strengths
- Program combines independent academic learning in theory-based courses and social, applied experiential learning in studio-based courses
- Core studio pedagogy through problem-based learning, hands-on experiential learning which is required for professional planning education and a key differentiating strength of SURP programs
- Exposure to planning as a practice with client-based studio and field placement courses
- Experience in another North American or international setting facing its own challenges is offered through field trips
- Program instructors include both licensed planning practitioners, professionals in allied disciplines and professors
- Strong industry links in private practice, nonprofits, and public agencies at several levels of government
- New and emerging faculty-founded and led research-practice labs as venues for faculty-student-community collaborative research (e.g., Lister's Ecological Design Lab, Mitra & Sweet's TRANSform Lab, Robinson's Open Data Sandbox, McCartney's +CityLab and others coming).

Weaknesses
- Large core and elective class sizes, especially in core studios in the first two years
- Graduated technology and representation component (beyond hardware, including course-based training in GIS, AutoCAD, Adobe Creative Suite, 3D Modelling, informatics and data visualisation) lacking; cumulative training is unavailable to students throughout the core curriculum
- Lack of emphasis on history of planning in core curriculum
- No official specialization designation on degrees, so that students and employers may not be aware of the skills students develop
- Lack of physical space for growth in research labs

Opportunities
- School's recent hires match well with evolving and strong areas in planning
- Ryerson's goals of applied professional education, internationalization, and lifelong learning correspond with School's focus and that of the planning profession
- Information technology opens new distance learning possibilities
- Collaborative potential and cross-platform sharing for hands-on "making and building" opportunities across campus will grow if the School could move and/or share space with Architecture or Faculty of Communication & Design (FCAD)
- Significant opportunities to capitalize on and connect to Ryerson's stated commitment to City Building in the Academic Plan
- Ryerson's Academic Plan emphasis on diversity, equity and inclusion fits well with the School's need to teach contemporary courses and content in social planning, indigenous perspectives, human rights, and international planning
- Collaborative potential with growing number of Arts (Geography, Politics) and Architecture programs offering planning-related courses and projects
- New and emerging faculty research-practice labs offer new space for faculty-student-community collaboration and funding, and are a strong fit with Ryerson's commitment to SRC and collaboration.

FINAL ASSESSMENT REPORT (FAR)
In accordance with the Institutional Quality Assurance Process (IQAP)**,** this Final Assessment Report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate program delivered by the School of Urban and Regional Planning. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies the recommendations; who will be responsible for leading the implementation of the recommendations; who will be responsible for providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

A) SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE URBAN AND REGIONAL PLANNING PROGRAM

The School of Urban and Regional Planning submitted a self study report to the Vice Provost Academic on November 22, 2016. The self study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for each full-time faculty member in the School.

Two arm's-length external reviewers (Laura E. Taylor, PhD, RPP, MCIP, Associate Professor, Faculty of Environmental Studies, York University; and Wayne Caldwell, PhD, RPP, MCIP, Associate Vice President Research, Strategic Partnerships (Interim) and Professor, Rural Planning and Development, University of Guelph) were appointed by the Dean of the Faculty of Community Services from a set of proposed reviewers. They reviewed the self study documentation and then conducted a site visit to Ryerson University on February 27, 2017 from 8:30 a.m. to 7:00 p.m. A one-day visit was required, rather than the normal two-day visit, due to time and travel constraints of the reviewers.

The visit included meetings with the Interim Provost and Vice-President Academic; Interim Vice Provost Academic; Dean of the Faculty of Community Services, Director of the School of Urban and Regional Planning; the Chief Librarian; and meetings with a group of current undergraduate students and recent graduates of the program, full-time faculty and support staff. The Peer Review Team (PRT) also had an opportunity to tour the campus and the School of Urban and Regional Planning at 105 Bond Street including classrooms, studios, computer lab, public spaces, and offices.

In their report (April 2017), the Peer Review Team (PRT) provided feedback that describes how the Urban and Regional Planning program meet the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The SURP program is highly valued by current students and alumni. The admission standards, curriculum structure and delivery, program learning outcomes and teaching methods are appropriate. Further, the program reflects the current state of the discipline. The School of Urban and Regional Planning has an excellent reputation for graduating planners that contribute to the profession, particularly within the greater Toronto area. Faculty are committed to the program and play leadership roles within the department, at the University and within the planning profession. Alumni are also engaged and active with the School. The undergraduate program is organized around studio courses, where all students are enrolled in studio each term throughout their programs. The reviewers commented that this is a powerful way to engage students with practical issues and problem-based learning, allowing for creative engagement with contemporary urban issues as studio "brings the outside in".

In addition to studios, the research centres (Centre for Urban Research and Land Development and City Building Institute) and research labs (Ecological Design Lab; TransForm Lab) are the result of creative, innovative work by SURP faculty members. The Centres and Labs are highly visible as they showcase faculty and student work at symposia, conferences, and on the web. The School should continue to engage with the Centres and Labs, and to also look for new creative ways to showcase studio work. The School continues to build a more research-intensive program through the appointment of outstanding faculty that will enhance the reputation of the school.

The Peer Review Team identified a number of strengths to be recognized:
1. *Studio Focus*: The studio experience provides students with practical skills, experimental learning and exposure to teamwork.
2. *Location of the program*: Located in the midst of downtown Toronto, Ryerson provides a setting to observe and study the planning of Canada's largest city.
3. *Faculty*: The faculty are knowledgeable and committed to the program. There are a number of recent hires who bring new perspectives that help to enrich the program. There is also a growing culture of the importance of research within the School.
4. *PLAN, PLAB and PLAD:* The combination of these three programs, while introducing certain administrative challenges, also adds much in terms of different students with different backgrounds and experience. In particular those within the PLAD program bring a number of skills that enrich the entire program.
5. *Staff and Administrative Structure:* The staff who support the program were widely recognized for their commitment to the program and desire to provide effective service. The administration of the School is appropriate to the programs delivered.

The Peer Review Team also identified areas for improvement:
1. *Attrition:* There is attrition between 1st and 2nd year, and a smaller drop between 2nd and 3rd year. The Self Study report notes that SURP rates are similar to Ryerson and the Faculty of Community Services, but the PRT felt retention to be worthy of study going forward.

2. *Diversity in the curriculum*: A plan to increase diversity in worldviews in the curriculum is required. Especially noted by students was the need for the inclusion of Indigenous approaches to study as well as inclusion of Indigenous landscape and settlement histories. The 40/60 female/male gender imbalance among students may also be worth examining. Students recognized the benefits of being in the dynamic planning and development environment of a major global urban-region but felt they were at times limited to issues facing downtown Toronto.

3. *Digital media skills*: Explicit learning outcomes for the undergraduate program should focus on skills (statistical analysis, computer literacy for visual communication and modelling) and professionalism expected of an entry-level employee.

The Director of the School of Urban and Regional Planning submitted a response to the Reviewers' Report on May 5, 2017. The response to the Peer Review Team Report and the Program's Response was submitted by the Dean of the Faculty of Community Services on September 15, 2017.

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

Recommendations
Studio: It is recommended that more core faculty resources be dedicated to studio (particularly in 1st and 2nd year).

The School will work with the Dean's office to determine how to allocate more faculty resources to 1st and 2nd year studios. The School will look into providing TA support to PLG 220, PLG 320, and PLG 420 for 2017/18, while it works with the Dean to increase the faculty complement to 3 (or 4) instructors in fall 2018 and beyond.

The Dean will work with the School to examine the resource options for studio.

School differentiation: The reviewers see the Ryerson program as having a focus on development and planning within large cities. In this context, there is an opportunity to increasingly "brand" the Ryerson program in this light or whatever focus faculty and alumni believe appropriate.

The faculty, students, and alumni will meet in fall 2017 to formally consider the pros and cons associated with this suggestion.

The Dean fully supports this inclusive and engaging approach proposed by the School.

Placement course: The School should revisit the field placement course. Additional administrative oversight may help. Alternate approaches could also be considered (e.g., summer internships or single term co-op options).

The School will work with the Ryerson Planning Alumni Association to increase the number of placements currently being offered in the fall and winter semesters, as well as work toward developing an internship option (which is already offered at the graduate level during the summer). The School will also work with Ryerson University's Office of Co-operative Education to explore Co-Op options for students.

The Dean supports the School's recommendation to work with the Ryerson Planning Alumni Association to expand placement opportunities and to engage the Co-Op office. The Dean further recommends that SURP work with the Dean's Office new Manager, Experiential Learning Strategy who can provide leadership and guidance in relation to these placement-related issues.

Student engagement in school governance: The PRT was surprised to learn that students had a limited role in School governance. Student participation on administrative committees such as promotion and tenure, and school council, are all options that could be considered. Regular Town Halls would also be welcomed.

Membership in most administrative committees is dictated by the Ryerson Collective Agreement and University Policy. Students from all years have representation on School Council, which meets at least once per semester. Town Hall meetings will be implemented in 2017, starting with one per semester.

The Dean supports this response.

Broaden views and perspectives: A plan to increase diversity in worldviews in the curriculum is required.

The School has identified many actions in its development plan to address these recommendations. First and foremost, the School needs to hire a replacement for a retirement with expertise as a Social/International Planner. The School's field trips and recently re- introduced Field Camp provide students with an opportunity to move beyond the Toronto region. Faculty will also be asked to examine whether they address indigenous issues and international cases in their individual courses, and whether the opportunity exists to enhance these elements. The School will also examine the international case studies recently developed by the Association of Collegiate Schools of Planning and the Global Planning

Educators to see where they might be incorporated into the curriculum.

The Dean supports the call for increased EDI (equity, diversity, inclusion) related curriculum. It is recommended that the School partner with the office of the Vice President Equity and Community Inclusion to seek guidance on these issues. As well, it is recommended that the School consider applying to Ryerson's Aboriginal Education Council for funding to assist with curriculum revision in relation to inclusion of Indigenous content. The School will be hiring two tenure track positions in the coming academic year and it is expected that an EDI lens to be brought to the hiring process. The School is encouraged to seek support from the Vice President Equity and Community Inclusion. The Dean's Office also recommends that the School consider sending a School representative to participate in the Faculty of Community Services Internationalization Committee and to the EDI advisory committee to further support its efforts on this front.

Technology (digital aspect of planning): Explicit learning outcomes for the undergraduate program should focus on skills (statistical analysis, computer literacy for visual communication and modelling) and professionalism expected of an entry-level employee.

The School will continue to offer a GIS elective annually and work with faculty to develop an advanced AutoCAD Design and Infrastructure elective. The School will also establish a technology committee made up of faculty and alumni to examine the types of technological/software training needed and how best to incorporate it into the curriculum. The School recently updated the technology module included as part of PLG220 (Introductory GIS, AutoCad, Adobe Suite and Sketch-up) and the AutoCAD components of PLG320, and will look into restructuring the studio stream further to introduce advanced representation and all of the technologies (e.g., GIS, AutoCad, Adobe Suite) and skills required by entry-level planning employees and tie these into "making and building" objectives related to data visualisation, graphic representation and 3D modelling (i.e. model making and building, both physical and digital). Open source platforms will be introduced that provide students with integrated platforms with which to immediately conduct planning analyses and learn other tools. The School will work with RAPS to continue to offer software specific workshops with DME as pilot tested in fall 2016 and will explore collaboration with DME and FCAD or DAS to offer a visual communication, graphic representation, GIS boot camp orientation course prior to fall 2017 term. The School will also look into allocating space and technology for model building and other related activities.

The Dean is generally in support of these initiatives. As well, the School is encouraged to develop a detailed proposal and budget related to IT as part of the annual Ryerson University budgeting process this Fall. The Dean's Office is working in collaboration with the Director of e-learning at Ryerson University to further enhance practices around digitally enhanced learning.

Standard of incoming students: Assuming admission numbers remain constant the School should work further with University Admissions to promote the programs. Enhanced branding and improved program outcomes (for example studio) can also improve the reputation of the School leading to greater demand and interest. The School website is also not easy to navigate.

The School will continue its successful recruitment of students that have completed Bachelor degrees into the PLAB program through enhanced recruitment through the website and recruitment strategy developed with University Admissions to target feeder university programs. The articulation agreements with two college programs will be updated between in 2017-19.

The Dean generally supports the ideas proposed by the School. Further, as part of the priorities in this academic year, FCS will continue an expansion of communication strategies which will provide further opportunities to support SURP's efforts to raise its profile.

Preparation for future program reviews: The Self-Study Report and Appendix 1 were difficult to navigate for the reviewers. As with all such documents, a great deal of information is offered and organizing and collating are challenging. SURP may consider an exit interview for non-returning students, after first year especially, to better understand their reasons for leaving. To meet the increasing requirements to document program quality, and to generally assist in program delivery, an improved alumni tracking and contact database are required.

The format of the Self Study report conforms with the requirements of the Periodic Program Review Manual. In reference to the recommendation for an exit interview for non- returning students, currently non-returning students are required to meet with the School Director to sign a form and to discuss their reasons for leaving. While most leave because they choose to work or to pursue a different subject, the Director will develop a survey instrument to gather more information. The School will work to develop improved alumni tracking and contact database through the Alumni Association.

The Dean is in support of the School's response. Further, the Dean's Office is in the process of hiring a development and alumni engagement staff person who will be available to the School to assist with alumni engagement activities in the coming year.

IMPLEMENTATION PLAN

1. Development Plan Area: Students and Alumni	
Sub-Area of Focus: Intake	**Focus:** Secondary School Recruitment
Goal #1: *Provide greater support for university and other efforts to recruit secondary school students and promote urban planning as a field of study*	
New / Continued: Continued from 2006 PPR	
Objectives: To increase the number and quality of applicants to the planning program from high school graduates and increase awareness of urban planning as a field of study and a career path.	
Timeline: Ongoing	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

2. Development Plan Area: Students and Alumni	
Sub-Area of Focus: School Identity and Reputation	**Focus:** Community Building
Goal #2: *Improve the School's Identity and Student Community*	
New / Continued: Identified as an issue from qualitative answers in the 2016 PPR Student Surveys	
Objectives: Foster a sense of investment and community within SURP and offset issues associated with a "commuter" campus as many students do not live downtown and commute daily from suburbs in the GTHA.	
Timeline: Short Term 1 - 2 years	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

3. Development Plan Area: Students and Alumni	
Sub-Area of Focus: School Identity and Reputation	**Focus:** Employment Skills Preparation
Goal #3: *Improve job-finding skills and opportunities*	
New / Continued: Identified as an issue in the 2016 PPR Student and Alumni Surveys	
Objectives: Improve the ability of students to successfully find employment upon graduation from the program.	
Timeline: Short Term 1 - 2 years	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

4. Development Plan Area: Program Delivery	
Sub-Area of Focus: Course Offerings	**Focus:** Diversity, Equity & Inclusion
Goal #4: *Incorporate a greater diversity of opinions and people in the classroom particularly in terms of Human Rights and Indigenous People (duty to consult is required by law)*	

New / Continued: Identified as an issue during the Feb 1st (2016) staff meeting and supported by results of 2016 PPR Alumni Survey; mandated by law; needs to be consistent with Ryerson's Academic Plan	
Objectives: To address lack of emphasis on diversity, equity and inclusion, per Ryerson Academic Plan; and how this manifest through specific curriculum content in social planning, indigenous perspectives, human rights, and international planning.	
Timeline: Short Term 1 - 2 years	**Priority:** High
Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding	

5. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Integration of SRC Activities into Teaching
Goal #5: *Enhance the link between faculty SRC and student learning*	
New / Continued: Continued from the 2008-2013 Academic Plan. Progress has been made to include SRC Activities into upper-year client-based studios. There is opportunity to expand this integration into electives.	
Objectives: While research activities and projects are commonly connected to upper-year client-based studios, and in research methods courses, it is relatively uncommon to include SRC in other courses (left to the discretion of the instructors). Opportunities exist to bring more SRC activities into the classroom and to enhance opportunities for students to participate in faculty SRC.	
Timeline: Short Term 1 - 2 years	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

6. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Experiential & Applied Learning
Goal #6: *Explore opportunities to increase hands-on "making and building", fabrication in the core; and explore additional professional contacts to increase Placement and Studio opportunities*	
New / Continued: New, as the model-making component of PLG420 has been lost concomitant with growth across campus in other programs (e.g. FCAD FabLab, Architecture modelling lab, DME etc) so this training needs to be folded into each core studio of our program. Continued from the 2006 PPR and identified as a valuable experience and major strength of the planning program in 2016 PPR Alumni Survey	
Objectives	
Introduce opportunities and assignment support for modelling in Urban design, land use planning and ecological design; explore collaborative potential with FCAD and DAS, DME;	
Establish in house resources for fabrication and space to work on and store during making of these "made and built" explorations and studies; and	
Ideally, placement could be made available to all SURP students in their final semesters without a competitive application process; this would require a full-time placement coordinator (which could be shared for cost-effectiveness with the graduate program which has a required placement / internship in place). This could involve the expansion of placement into a mandatory part of the curriculum to enhance professional exposure prior to graduation, which would enhance program strength through differentiation.	
Timeline: Long & Short Term	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding	

7. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Technology
Goal #7: *Enhance the training, use, application and platform availability of technology; introduce specific technology- based learning as discrete and cumulative skills-based components of the program*	
New / Continued: This is a long-standing and growing problem facing the program. Identified in the 2006 PPR, Feb 1st (2016) staff meeting, and 2016 PPR Alumni and Student Surveys.	
Objectives: The core curriculum should introduce and reinforce technology use, training and application, from GIS to data visualisation and graphic representation, as analytical and communicative strategies used by professional planners. The program must provide relevant software platforms and up-to-date hardware, and allow those who want to be proficient in specific technologies (e.g., GIS, AutoCad, Adobe Suite) to do so via elective offerings. This objective is concomitant with Design Thinking and Visual Communication.	

Timeline: Short Term 1 - 2 years	**Priority:** High
Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding	

8. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Design Thinking
Goal #8: *Enhance the training, use, application and platform availability of design-thinking into the core curriculum in ways that capitalize on existing and new faculty capacity for teaching and research related to design. Note that "design" as used here includes design of policy, landscape and built-form alike. (This goal is distinct from but related to specific technology-based learning as discrete and cumulative components of the program.)*	
New / Continued: Ongoing discussion at undergraduate curriculum meetings; and identified at Feb 1st (2016) staff meeting and 2016 PPR Alumni and Student Surveys.	
Objectives: The core curriculum should introduce and reinforce the importance of design thinking in contemporary planning education and training. From policy design to landscape and built-form design, students must be introduced explicitly to theory of design thinking, employ design thinking through projects along with relevant skills and technologies to support visual communication and graphic representation strategies used by professional planners. Allied professions have a ratio to teach these courses of 1:15 and so did SURP when it began. SURP ratio in core studios with increased enrollment is currently 1:57. Accordingly, the program must provide the associated and relevant software platforms and up-to-date hardware, student to faculty ratios in core studios and allow those who want to be proficient in specific supporting technologies to do so via multiple elective offerings.	
Timeline: Short Term 1 - 2 years	**Priority:** High
Responsibility for Leading Follow-Up: Director of SURP	

9. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Program Specializations
Goal #9: *Offer official program specializations within the undergraduate program.*	
New / Continued: Identified in the 2006 PPR, discussed in the Feb 1 (2016) staff meeting and further emphasized in responses to 2016 PPR Alumni Survey	
Objectives: Develop official program specializations based on clusters of related electives in areas of transportation, private development, environment & ecology, and urban design.	
Timeline: Medium Term 3 - 4 years	**Priority:** High
Responsibility for Leading Follow-Up: Director of SURP	

10. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Electives
Goal #10: *Increase the number and breadth of PLE elective course offerings. Where funding becomes available to do so, consider open electives to facilitate cross-pollination of curriculum and collaborative potential.*	
New / Continued: Identified in the 2016 PPR Student and Alumni Surveys and in learning objectives mapping.	
Objectives: Address survey results that note important topics are being left out of the curriculum; i.e. Design Thinking & Visual Communication, Health Planning, Food Systems Planning, Aboriginal Planning & Indigenous Perspectives.	
Timeline: Short Term 1 - 2 years	**Priority:** High
Sub-Area of Focus: Curriculum Development	**Focus:** Learning Outcomes
Goal #11: *Address deficiencies identified in introducing, reinforcing and ensuring proficiency of learning objectives across core and elective courses.*	
New: Identified in mapping of Learning Objectives across courses through 2016 PPR	
Timeline: Short Term	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding	

11. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Research Methods Stream

Goal #12: *Revise the entire research methods stream to ensure appropriate content and timing. Specifically, consider earlier introduction of research design course in which both qualitative and quantitative methods are considered in a multi-methodological context; consider adding a qualitative methods component into the upper stats course. This should address late timing in the delivery of research methods courses beginning only in upper years of the PLAN program curriculum.*

New / Continued: Ongoing issue identified within PLAN curriculum; raised annually by the undergraduate curriculum committee with various proposals offered, raised again at May Days meetings for the last two years; raised in Feb 1st (2016) faculty meeting (PLG700 is now resolved; repurposed for contemporary issues in planning and can be used for Human Rights following pilot test in F16; see "Diversity Equity and Inclusion" focus.)

Objectives: Resolve weighting of qualitative and quantitative methods; offer an earlier introduction to research design (as a framework for methods) in the PLAN program curriculum; streamline and update all courses in research methods and research design.

Timeline: Short Term 1 - 2 years	Priority: High

Responsibility for Leading Follow-Up: Director of SURP

12. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** 2 year PLAB/D programs

Goal #13: *Revise and optimize delivery of PLAB and PLAD programs.*

Continued: An ongoing problem that has been raised annually by the undergraduate curriculum committee with various proposals offered, raised again at May Days meetings for the last two years; raised in Feb 1st (2016) faculty meeting

Objectives: Address deficiency in visual communication and graphic representation skills of PLAB students and poor research/writing skills of PLAD students.

Timeline: Medium Term 3 - 4 years	Priority: Moderate

Responsibility for Leading Follow-Up: Director of SURP

13. Development Plan Area: Faculty Development	
Sub-Area of Focus: SRC Activities	**Focus:** Measurement

Goal #14: *Track and expand SRC activities*

Continued: Identified in 2006 PPR, 2008-2013 Academic Plan, and current Academic Plan.

Timeline: Ongoing	Priority: Moderate

Objectives: Increase the quantity and quality of published and recognised Faculty SRC activities.

Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding

ASC EVALUATION

The Academic Standards Committee (ASC) assessment of the Urban and Regional Planning Periodic Program Review indicated that a thorough, analytical and self-critical program review was conducted. The School did an excellent job of integrating into the developmental plan the feedback from students, alumni, employers and the peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:
1. An update on the initiatives outlined in the developmental plan.
2. A complete set of recent course outlines (dated) of all required and elective professional courses.
3. Up-to-date CVs (dated) of all RFA and CUPE instructors teaching required and elective courses in the program as of 2016-2017.
4. An update on any decisions made by the School regarding revising or deleting the academic standing variation that is outlined in the Ryerson Calendar.

Follow-up Report

In keeping with usual practice, the one-year follow-up report which addresses the recommendation stated in the ASC Evaluation section is to be submitted to the Dean of the Faculty of Community Services, the Provost and Vice-President Academic, and the Vice Provost Academic by the end of June, 2019.

Date of next Periodic Program Review
2025 - 2026

Recommendation
  • Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Periodic Program Review – Urban and Regional Planning, Faculty of Community Services*

B) *For Information*: CHANG SCHOOL CERTIFICATES – REVISIONS (December 2017)
  i.   Certificate in Advanced Accounting: Changes to Admission Criteria
  ii. Certificate in Computer Programming Applications: Course Deletion and Addition
  iii. Certificate in Health Informatics: Course Addition
  iv. Certificate in Health Services Management: Course Addition
  v.   Certificate in Health Studies: Course Additions and Deletions
  vi. Certificate in Project Management: Course Deletions
  vii. Certificate in Project Management for Technical Professionals: Course Deletions and Addition

Respectfully Submitted,

Marcia Moshé

Marcia Moshé, Chair for the Committee

ASC Members:
Charmaine Hack, Registrar
John Turtle, Secretary of Senate
Marcia Moshé, Chair and Interim Vice Provost Academic
Denise O'Neil Green, Vice-President, Equity and Community Inclusion
Katherine Penny, Director, Curriculum Quality Assurance
Anne-Marie Singh, Faculty of Arts, Criminology
Anne-Marie Lee Loy, Faculty of Arts, English
James Nadler, Faculty of Communication & Design, Creative Industries
Wendy Freeman, Faculty of Communication & Design, Professional Communication
Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
Annette Bailey, Faculty of Community Services, Nursing
Andy Gean Ye, Faculty of Engineering and Architectural Science, Electrical & Computer Engineering
Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering
Vadim Bostan, Faculty of Science, Chemistry & Biology
Jeffrey Fillingham, Faculty of Science, Chemistry & Biology
Yi Feng, Ted Rogers School of Management, Finance and Accounting
Donna Smith, Ted Rogers School of Management, Retail Management
Val Lem, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Amanda Grant, Student
Ashley Blumson, Student

Academic Integrity Office – Report to Senate

Policy 60: Academic Integrity Section 6.9.4 states:

"The Academic Integrity Office will maintain statistics on Academic Misconduct, reporting these, in a non-identifying manner, annually to Senate."

The statistics for the 2016-2017 academic year are reported below. Some points to note:
- The total number of suspicions of academic misconduct reported to the AIO in 2016-2017 was 581, versus 774 for the previous year. The reduction in the number of suspicions can be attributed to three programs at the University. The AIO believes that this reduction results from a change in the approach to academic integrity in these programs.
- Once again, the majority of the reported suspicions (72.98%) fell into the category of plagiarism.
- Of the total number of suspicions, 69.36% resulted in a finding of academic misconduct while 30.64% resulted in no finding of misconduct.
- As a result of progressive discipline, 9 warning letters were sent to students with two Disciplinary Notations (DNs) in lieu of penalty hearings.

Designated Decision Makers' Council

The revised Policy 60, which was implemented on September 1, 2015, introduced the Designated Decision Makers' Council (DDMC). Faculty can refer their suspicion of academic misconduct to the DDMC if they do not wish or are unable to pursue the matter. Once a case is referred, the Chair of the DDMC then assigns a DDM, who becomes the decision maker (Policy 60, 3.4.1.2). The DDMC is made up of volunteer faculty who are trained by the Academic Integrity Office and its partners (Policy 60, 4.2). Since September 2015, the DDM option has been piloted, being made available to part-time faculty only, with the hope that it would later become available to all faculty, across the university. A total of 83 suspicions have been referred to DDMs (30 in 2015-2016 and 53 in 2016-2017). Unfortunately, due to capacity issues, it has not become possible to make the DDM program available to all faculty. As such, the DDM program will remain available to part-time faculty only.

Academic Integrity Office - Data Report: September 1, 2016 – August 31, 2017
(with comparative data provided in tables for September 1, 2015 – August 31, 2016)

I.   *Reporting Suspicions of Academic Misconduct*

The total number of suspicions of academic misconduct reported to the Academic Integrity Office (AIO) between September 1, 2016 and August 31, 2017 was 581.

Suspicions of Academic Misconduct	
September 1, 2015 – August 31, 2016	774
September 1, 2016 – August 31, 2017	581

Of the total number of reported suspicions of academic misconduct (581), the majority, 424 (72.98%) fell into the category of plagiarism.

Largest Category of Suspicions of Academic Misconduct (Plagiarism)	
September 1, 2015 – August 31, 2016	541 (69.90%)
September 1, 2016 – August 31, 2017	424 (72.98%)

Of the total number of reported suspicions of academic misconduct (581), 525 (90.36%) involved undergraduate students, 27 (4.65%) involved continuing education students registered either in a Certificate or Non-Certificate program in The G. Raymond Chang School, and 29 (4.99%) involved graduate students.

	Undergraduate Students	Continuing Education	Graduate Students
Sept.1, 2015 – Aug. 31, 2016	670 (86.56%)	84 (10.85%)	20 (2.58%)
Sept.1, 2016 – Aug. 31, 2017	525 (90.36%)	27 (4.65%)	29 (4.99%)

Pursuant to Policy 60: *Academic Integrity*, instructors or Chairs/Directors requested a "Facilitated Discussion" with a representative from the Academic Integrity Office (AIO) in 473 (81.41%) of the total reported suspicions to provide the student(s) with an opportunity to respond.
Instructors or Chairs/Directors opted for a "Non-Facilitated Discussion" with the student(s) in the remaining 108 (18.59%) of all reported suspicions.

	Facilitated Discussions (FD)	Non-Facilitated Discussions (NFD)
Sept. 1, 2015 – Aug. 31, 2016	500 (64.40%)	274 (35.40%)
Sept. 1, 2016 – Aug. 31, 2017	473 (81.41%)	108 (18.59%)

II.   *Findings of Academic Misconduct and Penalties*

Of the total number of suspicions of academic misconduct (581), 403 (69.36%) resulted in a finding of academic misconduct, and in 178 (30.64%) of total cases, there was no finding.

	Findings of Academic Misconduct	No Finding of Academic Misconduct
Sept. 1, 2015 – Aug. 31, 2016	581 (75.06%)	193 (24.94%)
Sept. 1, 2016 – Aug. 31, 2017	403 (69.36%)	178 (30.64%)

Of the total number of findings of academic misconduct (403), in 224 (55.58%) cases the student received a "zero" (0) mark and in 153 (37.97%) cases the student received a grade reduction for the academic work at issue - the minimum penalty that can be assigned for a finding of academic misconduct within a course for undergraduate and continuing education students.

	Penalty of "Zero" (0) on the work	Penalty of Grade Reduction (other than "Zero" (0))
Sept. 1, 2015 – Aug. 31, 2016	343 (59.04%)	176 (30.29%)
Sept. 1, 2016 – Aug. 31, 2017	224 (55.58%)	153 (37.97%)

III.   *Academic Misconduct Appeals and Penalty Hearings to the Academic Integrity Council*

The Academic Integrity Council (AIC) heard a total of 58 hearings consisting of 15 (22.39%) penalty hearings and 43 (64.18%) academic misconduct appeal hearings. As a result of progressive discipline, 9 (13.43%) warnings were sent in lieu of penalty hearings.

	Appeal Hearings	Penalty Hearings	Warnings
Sept. 1, 2015 – Aug. 31, 2016	33 (47.83%)	21 (30.43%)	15 (21.74%)
Sept. 1, 2016 – Aug. 31, 2017	43 (64.18%)	15 (22.39%)	9 (13.43%)

Of the 43 academic misconduct appeal hearings heard by the AIC, 21 (48.84%) appeals were denied and 4 (9.30%) appeals were granted. It should be noted that in this time period, 10 cases (23.25%) of academic misconduct appeal cases were withdrawn. There are currently 8 cases still in progress (18.61%).

	Appeal Hearings		
	Granted	Denied	Withdrawn
Sept. 1, 2015 – Aug.31, 2016	7 (21.21%)	19 (57.58%)	5 (15.15%)
Sept. 1, 2016 – Aug.31, 2017	4 (9.30%)	21 (48.84%)	10 (23.25%)

Of the 15 potential penalty hearings[1], 2 cases were withdrawn. Of the remaining 13 cases, 12 (92.3%) of the penalty recommendations were upheld and 1 (7.7%) of the penalty recommendations was overturned by the AIC.

	Penalty Hearings	
	Upheld	Overturned
Sept. 1, 2015 – Aug. 31, 2016	18 (100.00%)	0 (0%)
Sept. 1, 2016 – Aug. 31, 2017	12 (92.3%)	1 (7.7%)

IV.   *Academic Misconduct Appeals and Penalty Hearings to the Senate Appeals Committee*

	Appeal Hearings				Penalty Hearings	
	Granted	Denied	Withdrawn	Dismissed	Upheld	Overturned
Sept. 1, 2015 – Aug. 31, 2016	0	3	1	2	0	0
Sept. 1, 2016 – Aug. 31, 2017	3	2	0	1	2	0

The Senate Appeals Committee (SAC) received 6 academic misconduct appeal applications and held 2 SAC penalty hearings under Policy 60[2] between September 1, 2016 and August 31, 2017. Of those 6 appeal applications, 5/6 (83.3%) cases were heard and 1/6 (16.7%) was dismissed. Of the 5 cases that were heard, 3/5 (60%) were granted and 2/5 (40%) were denied. Of the 2 penalty hearings that were held, both penalty recommendations were upheld.

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[1] Penalty hearings are required where a decision maker or Chair/Director has recommended a Disciplinary Withdrawal, Expulsion or Revocation of a Degree.

[2] The SAC also hears matters under Policies 61, 134, and 152.