

SENATE MEETING AGENDA

Tuesday, May 29, 2018

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THE COMMONS - POD 250

4:30 p.m. Light dinner is available

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Approval of the Agenda
Motion: *That Senate approve the agenda for the May 29, 2018 meeting*
3. Announcements
- Pages 1-8 4. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the May 1, 2018 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports
- Pages 9-12 7.1 Report of the President
7.1.1 President's Update
- Pages 13-17 7.2 Communications Report
7.3 Report of the Secretary
- Pages 18-73 7.4 Committee Reports
7.4.1 Report #W2018-5 of the Academic Governance and Policy Committee (AGPC): M. Benarroch
- Pages 22-33 7.4.1.1 New draft policy for Grade Reassessment and Grade Recalculation, and deletion of corresponding sections from Policy 134

(Undergraduate Academic Consideration and Appeals) and Policy 152 (Graduate Academic Consideration and Appeals)

Motion: *That Senate approve the draft Grade Reassessment and Grade Recalculation Policy, as well as the deletion of the reassessment and recalculation sections currently in Policy 134 (Undergraduate Academic Consideration and Appeals) and Policy 152 (Graduate Academic Consideration and Appeals)*

Pages 34-73

7.4.1.2 New Graduate Admissions Policy; New Graduate Status, Enrolment, and Evaluation Policy (plus a Procedures section); retirement of current Policy 142 (*Graduate Admissions and Studies*)

Motion: *That Senate approve a new Graduate Admissions Policy; a new Graduate Status, Enrolment, and Evaluation Policy and related Procedures; as well as the retirement of the current Policy 142 (Graduate Admissions and Studies)*

7.4.1.3 Update on the review of Ryerson's Freedom of Expression statement

Pages 74-141

7.4.2 Report #W2018-2 from the Yeates School of Graduate Studies (YSGS): J. Mactavish

Pages 76-90

7.4.2.1 Periodic Program Review (PPR) Final Assessment Report (FAR) – Communication and Culture (MA and PhD)

Motion: *That Senate approve the joint Periodic Program Review between Ryerson University and York University for the Communication and Culture MA and PhD programs*

Pages 91-104

7.4.2.2 Periodic Program Review (PPR) Final Assessment Report (FAR) – Film & Photography Preservation and Collection Management (MA)

Motion: *That Senate approve the Periodic Program Review for the Film and Photography Preservation and Collection Management MA program*

Pages 105-141

7.4.2.3 Curriculum Modifications – Master's of Journalism Program

Motion: *That Senate approve the curriculum modifications for the Master's of Journalism program as described in the agenda*

- Pages 142-164 7.4.3 Report #W2018-3 from the Academic Standards Committee:
M. Moshé
- Pages 142-152 7.4.3.1 Periodic Program Review – Sociology, Faculty of Arts
- Motion:** *That Senate approve the Periodic Program Review for Sociology*
- Pages 152-155 7.4.3.2 Chang School Certificate in Enterprise
Architecture and Infrastructure Management – Review
- Motion:** *That Senate approve the review of the Chang School Certificate in Enterprise Architecture and Infrastructure Management*
- Page 155-156 7.4.3.3 Chang School Certificate in Enterprise Architecture and
Infrastructure Management – Discontinuation
- Motion:** *That Senate approve the discontinuation of the Chang School Certificate in Enterprise Architecture and Infrastructure Management*
- Pages 156-159 7.4.3.4 Chang School Certificate in Advanced Enterprise Architecture
& Infrastructure Management – Proposal (new)
- Motion:** *That Senate approve the proposal for a new Chang School Certificate in Advanced Enterprise Architecture and Infrastructure Management*
- Pages 159-160 7.4.3.5 Chang School Certificate in Information Systems Management
– Course Additions, Deletions, Repositioning
- Motion:** That Senate approve the course additions, deletions, and repositioning for the Chang School Certificate in Information Systems Management
- Pages 160-163 7.4.3.6 Chang School Certificate in Occupational Health and Safety
Leadership – Proposal (new)
- Motion:** *That Senate approve the proposal for a new Chang School Certificate in Occupational Health and Safety Leadership*

Pages 163-164

7.4.3.7 For Information: Chang School Certificates – March and April, 2018. **(NOTE: This item was also included in the May 3, 2018 Standards report to Senate, but was mistakenly omitted from the Senate agenda. It is therefore included again for the May 29, 2018 Senate meeting.)**

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

11.1 [Academic Plan Update](#)

Includes the Annual Report to Senate from the Vice-President, Research and Innovation

12. Adjournment

SENATE MINUTES OF MEETING**Tuesday, May 1, 2018**

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

5:00pm – Committee of the Whole Discussion

Senate members participated in a Committee of the Whole discussion regarding the initial stages of the review of [Policy 159 \(Academic Accommodations for Students with Disabilities\)](#). The Vice chair of Senate, A. Ferworn, chaired this portion of the meeting. M. Moshé highlighted some key points to enable Senators to consider questions about the policy, and J. Austin also provided a brief summary. Some questions to be discussed were posted for members. Approximately 10 Senators engaged in the discussion; some of their key points are summarized here.

R. Rezaee commented that the current version of the policy has some disadvantages compared to the original version, that there can be issues for students receiving accommodations under the current policy, and that disability issues should be discussed in multiple policies that affect students.

K. Underwood described some issues with the Accessibility for Ontarians with Disabilities Act (AODA), as well as some ongoing discussions regarding its implementation.

K. Church stated that accommodation and accessibility are separate processes, and suggested that they should be covered in separate policies.

H. Doshi commented that faculty members may need more advice and support to provide appropriate accommodation for students. S. Dolgoy and S. Rakhmayil echoed that comment. C. Halliday, Director, Student Learning Support, reported that space and resources are limited, and that the unit is managing as well as possible.

B. Arkinson commented that receiving accommodation can be especially challenging for Chang School students.

J. Turtle informed members that if they wish to provide further comments, they could do so by sending an email to policyreview@ryerson.ca

The Committee of the Whole discussion ended at 5:45pm, at which point the regular Senate meeting followed.

1. Call to Order/Establishment of Quorum

2. Approval of the Agenda

Motion: *That Senate approve the agenda for the May 1, 2018 meeting*

V. Magness moved; and A. McWilliams seconded.

R. Rezaee requested to have a motion added to the agenda. M. Lachemi informed her that she could speak to her issue as an item under Members' Business.

Motion Approved.

3. Announcements - None
4. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the April 3, 2018 meeting*

D. Mason moved; J. Zboralski seconded
Motion Approved.
5. Matters Arising from the Minutes - None
6. Correspondence - None
7. Reports
 - 7.1 Report of the President
 - 7.1.1 President's Update

Highlights:

President Lachemi announced that the Board of Governors approved the University's 2018-2019 balanced budget of \$606M on April 26, 2018. He highlighted some key areas of the budget, including a priority on teaching and learning; support for the new Daphne Cockwell Health Sciences Complex; and several strategic initiatives, including a focus on mental health and implementation of the Truth and Reconciliation Commission recommendations.

The President updated Senate on the process for selecting the next Secretary of Senate. A number of expressions of interest have been received, a small committee will review those expressions, and the President will update Senate at its next meeting.

The President reminded Senate that Ryerson is celebrating a double anniversary in 2018 – 70 years as an educational institution and 25 years as a University. The anniversary logo will be displayed around campus, a website has been created where alumni were invited to share their stories, and there are several upcoming events at which Ryerson's anniversary will be celebrated. For example, on May 10 the Honorary Doctorate gala dinner will take place; in attendance will be former president Terry Greer, who was president at the time Ryerson gained University status. There is also the Ryerson faculty conference on May 17, and on June 1 there will be a party on Gould Street.

- 7.2 Communications Report - as presented in the agenda.
- 7.3 Report of the Secretary
 - 7.3.1 Update on committee memberships
J. Turtle informed members that he is working on finalizing Senate committees (specifically AGPC and SPC). He will provide another update at the May 29 meeting.
- 7.4 Committee Reports
 - 7.4.1 Report #W2018-4 of the Academic Governance and Policy Committee (AGPC):
M. Benarroch

7.4.1.1 Department of Electrical and Computer Engineering name change

Motion: *That Senate approve changing the name of the Department of Electrical & Computer Engineering to the Department of Electrical, Computer, & Biomedical Engineering*

M. Benarroch moved and T. Duever seconded

Motion Approved.

7.4.1.2 Senate Policy Framework

Motion: *That Senate approve the Ryerson Senate Policy Framework*

M. Benarroch; V. Magness seconded.

R. Rezaee commented that a preamble section for policies can be beneficial. J. Turtle agreed to look into the best way to include that comment into a revised version of the Framework.

Motion Approved.

7.4.1.3 Child and Youth Care School Council Bylaws

Motion: *That Senate approve the Child and Youth Care School Council Bylaws*

M. Benarroch moved; V. Magness seconded.

Motion Approved.

7.4.1.4 Criminology MA Program Council Bylaws

Motion: *That Senate approve the Criminology MA Program Council Bylaws*

J. Mactavish moved; R. Rezaee seconded

V. Magness asked about if there was a dispute resolution section in these bylaws. J. Turtle responded that it was not on the list of mandatory items on the checklist, but a few Senators pointed out that these bylaws do include dispute resolution sections (Sections 4.8 and 4.9), which satisfied V. Magness's concern.

Motion Approved.

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

M. Moshé provided an update of the committee's work. She stated that the policy on Grade

Reassessment and Grade Recalculation was approved by the committee and will be submitted to AGPC next week. If approved there, it will be in the May 29 Senate agenda.

7.4.2 Report #W2018-3 of the Academic Standards Committee: M. Moshé

7.4.2.1 Periodic Program Review – Politics and Governance, Faculty of Arts

Motion: *That Senate approve the Periodic Program Review for Politics and Governance*

M. Moshé moved; M. Bountrogianni seconded

M. Moshé provided an overview of the PPR process and outcomes, and commended Department Chair Chris Gore for this very comprehensive review.

Motion Approved.

7.4.2.2 G. Raymond Chang School Certificate in Global Management Studies – Discontinue

Motion: *That Senate approve the discontinuation of the Chang School Certificate in Global Management Studies*

M. Moshé moved; I. Baitz seconded

Motion Approved.

7.4.2.3 G. Raymond Chang School Certificate in Foundations of International Management – Proposal (new)

Motion: *That Senate approve the proposal for a Chang School Certificate in Foundations of International Management*

M. Moshé moved; M. Bountrogianni seconded

Motion Approved.

7.4.2.4 G. Raymond Chang School Certificate in Entering Foreign Markets – Proposal (new)

Motion: *That Senate approve the proposal for a Chang School Certificate in Entering Foreign Markets*

M. Moshé moved; M. Bountrogianni seconded

Motion Approved.

7.4.2.5 G. Raymond Chang School Certificate in Advanced International Trade Management – Proposal (new)

Motion: *That Senate approve the proposal for a Chang School Certificate in Advanced International Trade Management*

M. Moshé moved; M. Bountrogianni seconded

Motion Approved.

7.4.2.6 Early Childhood Studies/York University BA/BEd Program – Curriculum Modification

Motion: *That Senate approve the Early Childhood Studies/York University BA/BEd Program Curriculum Modification*

M. Moshé moved; V. Magness seconded

Motion Approved.

7.4.2.7 For Information: G. Raymond Chang School Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition – Name Change to Certificate in Canadian Dietetic Knowledge Competencies

7.4.3 Report #W2018-1 of the Scholarly Research and Creative Activity Committee (SRCAC): S. Liss

7.4.3.1 Policy 52 - Ethics Review of Research Involving Animals

Motion: *That Senate approve the revised version of Policy 52 - Ethics Review of Research Involving Animals*

S. Liss moved; A. McWilliams seconded

V. Magness asked if Ryerson still houses animals. S. Liss explained that there are no animals on campus for research purposes, but that some Ryerson-related research using animals is done at St. Michael's Hospital.

Motion Approved.

7.4.3.2 Policy 58 - Research Using Biohazardous Materials

Motion: *That Senate approve the revised version of Policy 58 – Research Using Biohazardous Materials*

S. Liss moved; T. Duever seconded

Motion Approved.

7.4.3.3 Policy 143 - Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding

Motion: *That Senate approve the revised version of Policy 143 – Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding*

S. Liss moved; V. Magness seconded

K. Underwood asked two questions about the distribution of indirect costs, specifically the 15% that is allocated to faculty members: What happens to those funds if they are not accessed by faculty members? And, in general, can there be more clarity regarding the procedures around how faculty access those funds? S. Liss promised to follow up and report back to Senate at the May 29 meeting.

Motion Approved.

7.4.5 Report #W2018-1 from the Yeates School of Graduate Studies (YSGS): J. Mactavish

7.4.5.1 Periodic Program Review (PPR) Final Assessment Report (FAR) – Building Science (MAsc, MBSc)

Motion: *That Senate approve the periodic program review for the Building Science (MAsc, MBSc) program as described in the Senate Agenda*

J. Mactavish moved; H. Doshi seconded

Motion Approved.

7.4.5.2 Periodic Program Review (PPR) Final Assessment Report (FAR) – Environmental Applied Science and Management (MAsc, PhD)

Motion: *That Senate approve the periodic program review for the Environmental Applied Science and Management (MAsc, PhD) program as described in the Senate agenda*

J. Mactavish; A McWilliams seconded

President Lachemi noted that some of the space issues described in the PPR will be addressed when the Daphne Cockwell Health Sciences Complex opens.

Motion Approved.

7.4.5.3 Periodic Program Review (PPR) Final Assessment Report (FAR) – Nutrition Communication (MHSc)

Motion: *That Senate approve the periodic program review for the Nutrition Communication (MHSc) program as described in the Senate agenda*

J. Mactavish moved; E. Kam seconded

Motion Approved

8. Old Business - None

9. New Business as Circulated - None

10. Members' Business –

R. Rezaee stated that YSGS should offer the opportunity to students who request to continue in their graduate program and utilize University resources after they have met their degree requirements.

J. Mactavish commented that the aim of graduate studies is to support students to complete their degrees in a timely manner. She agreed to meet with R. Rezaee to discuss her request.

President Lachemi commented that degree-completion time periods are an important indicator of a program's success, and that extending that period would not be beneficial to students or the University. He noted that students can currently take courses beyond those required for their degree, but that funding to take those courses would not be appropriate.

11. Consent Agenda - None

12. Adjournment – 6:50pm

Ryerson University
President's Update to Senate
May 29, 2018



THANK YOU – As 2017-18 draws to a close, I would like to extend my sincere thanks and appreciation to all members of Senate for a year in which our double anniversary reflects achievements born of a proud and proactive history of serving the evolving needs of society with a focus on academic excellence and student success, partnership and teamwork, and the shared values that inspire us all.

CHANCELLOR – Ryerson joins in extending thanks and appreciation to Chancellor Lawrence Bloomberg, who will preside over his last Convocation on June 13th. From 2012 to 2018, Chancellor Bloomberg has served with distinction over a time of leadership in city-building and educational innovation; and will be remembered for encouraging students to stand up for Canadian values and stay connected to Ryerson.

SECRETARY OF SENATE – Special thanks to John Turtle for five years of service as Secretary of Senate at a time of surging growth in student numbers, new undergraduate and graduate programs, distinctive SRC activity, and collaborative innovation – with exemplary stewardship on behalf of students and the academic community ensuring the integrity and currency of Senate policies and procedures.

HON DOC GALA – This year's celebration also featured a presentation to President Emeritus Terry Grier (president in 1993 at the time Ryerson became a university), announcing the commemorative naming of the southwest arch in the Quad as the Terence W. Grier Gate. Ryerson leaders in attendance included: John Craig Eaton (Chancellor 1999-2006); Lawrence Bloomberg (Chancellor 2012-2018); Brian Segal (President & Vice-Chancellor 1980-1988); Sheldon Levy (President & Vice-Chancellor 2005-2016); Errol Aspevig (Vice-President, Academic 2000-07); and Dennis Mock (Vice-President Academic 1989-2000).

CONGRATULATIONS

Ryerson long-service employees who have reached the milestone of 30, 35, 40 and 45-plus years, as well as those joining the 25-year club this year, are pioneers and leaders by example, and I was delighted and proud to host celebratory events and share Ryerson reminiscences in their honour.

Lauren McNamara, research associate at the Ted Rogers School of Management Diversity Institute, has been named an Ashoka Fellow for promoting schoolyard inclusion as founder and director of the social innovation initiative Recess Project Canada.

Pamela Palmater, Ryerson Chair in Indigenous Governance, was honoured by the British Columbia Civil Liberties Association (BCCLA) with the 2018 Liberty Award for Excellence in Legal Advocacy (Individual), recognizing outstanding leadership in protecting and promoting human rights and freedoms in Canada.

Joseph DeBenedictis (Radio and Television Arts '10) and his video editing team received two Emmy Awards – in the Sports Documentary category for *Rex & Rob Reunited* and the Sports Interview and Discussion category for *Beyond Blue & Gold: The Ottawa Brawl* at the 61st Annual event in New York.

Emily Gleeson, 2nd year aerospace engineering PhD student, received a 2018 Amelia Earhart Fellowship, part of the Zonta International Foundation advocating for women in science, business and public life.

Ela Aldorsson (Fashion Communication '05) won the 2018 Accessory Designer of the Year Award and *Bronwyn Seier* (Fashion Design '17) won the Simons Fashion Design Student Award announced at the 5th Annual Canadian Arts & Fashion Awards (CAFA) Gala on April 20th.

RyeTAGA (Ryerson Technical Association of the Graphic Arts) won the Helmut Kipphan Cup for best student technical research journal for the 7th time in 10 years, coached by advisor Trung Nguyen.

TRSM students tied for 1st Place with l'Université du Québec à Montréal at the 2nd Annual IT World Canada/Information Technology Association of Canada (ITAC) business technology case competition.

OVPECI ANNIVERSARY – Congratulations and thanks to the Office of the Vice-President, Equity and Community Inclusion (OVPECI) led by Vice-President Denise O'Neil Green for leadership, vision and guidance, and a year of significant achievements including:

- Launching the Student Diversity Self-ID
- Hosting the first University and Research Funding Agencies' Equity Officers Roundtable
- Releasing the Truth and Reconciliation Commission Community Consultation Report
- Hosting Canada's first ever White Privilege Global-Toronto Conference
- Advancing the Canada Research Chair Program Equity, Diversity and Inclusion action plan
- Delivering ECI training to a Norwegian delegation of entrepreneurs
- Integrating the campus accessibility audit into decision-making for renovations and new buildings
- Earning Best Diversity Employer distinction for Ryerson for the fourth consecutive year
- Celebrating the Viola Desmond Awards for 10 years

WHITE PRIVILEGE CONFERENCE (WPC) Global Toronto – The Office of the Vice-President, Equity and Community Inclusion hosted *Are Canadians Too Polite? Addressing Global Perspectives on White Privilege and Oppression in Canada and Beyond* from May 9-12 at Ryerson, the first time the WPC was held outside the United States. The conference provided an opportunity to engage in critical discussions about diversity, multicultural education and leadership, social justice, race/racism, colonization, sexual orientation, gender relations, religion and other systems of privilege, power and oppression. Keynote speakers included Shirley Cheechoo, Brock University Chancellor, artist, actor and film director; Rinaldo Walcott, Canadian writer and Director of the Women and Gender Studies Institute at the University of Toronto; John A. Powell, Executive Director & Chancellor's Chair of the Haas Institute and Professor at the University of California; Jane Fernandes, President at Guilford College; Desmond Cole, Activist and Freelance Journalist; Adrien K. Wing, Associate Dean at the University of Iowa, Author, Editor of the *Critical Race* and *Global Critical Race Feminism*; and Ritu Bhasin, Speaker, Author and Advocate.

VIOLA DESMOND BANQUET AND AWARDS – The 10th Annual Viola Desmond Awards and Banquet was a special event held on May 11th as part of the White Privilege Conference, including a presentation by Bank of Canada representatives of the new \$10 bill featuring Desmond's image. The 2018 recipients are:

- *Mdme. Vivian Barbot Ryerson Staff Award*: Professor Emily Agard, Director of SciXChange
- *Dr. Malinda Smith Ryerson Faculty Award*: Professor Melanie Knight, Department of Sociology
- *Hon. Mayann Francis Ryerson Student Award*: Susanne Nyaga, Social Work, 2017 RSU President
- *Ms. Viola Desmond High School Student Award*: Shanique Peart, Central Technical School

MALALA YOUSAFZAI – The Ryerson Leadership Lab, distinguished visiting professor Karim Bardeesy and the Fakih Foundation partnered to bring 20-year-old education advocate Malala Yousafzai to Toronto for a screening of the 2015 documentary *He Named Me Malala* at the TIFF Bell Lightbox followed by a Q&A with CTV News anchor Lisa LaFlamme. An audience of 500 GTA students heard her recount the events of October 9, 2012 when she was targeted and shot by a Taliban gunman for advocating education for girls, launching a journey that would take her away from home for over five years, and lead to becoming the youngest-ever recipient of the Nobel Peace Prize. While Yousafzai is still studying at Oxford University, in her name the Malala Fund has become a supporter of girls' education around the world.

INTERNATIONAL PARTNERSHIPS –

INJAZ-CBIE-JORDAN – Youth development NGO INJAZ and the Canadian embassy in Amman have inaugurated the *Launching Economic Achievement Programme for Women in Jordan* in collaboration

with Ryerson and the Canadian Bureau for International Education (CBIE). The three-year international project will work with schools, universities, colleges and youth centres to promote a culture of gender equality with initiatives including curriculum development, creating a business incubator recognizing the basic needs of early and aspiring entrepreneurial endeavours; programs and experiences based on the Canadian model; seminars with key organisations on the realities of working women in Jordan; and collaborative research on issues such as unemployment, female participation in the labour market and raising the percentage of female entrepreneurs.

FOS-AIMS CAMEROON – Anthony Bonato, mathematics, spent March in Cameroon teaching an intensive three-week course to students from 13 African countries. The course is part of a one-year pilot agreement between the Faculty of Science and non-profit organization AIMS Cameroon to bring graduate mathematics education to Africa's most promising students, recognizing Ryerson leadership in applicable, real-world studies such as biomathematics, financial mathematics and network science. Thirty students taking a class on Modelling and Searching Networks, based on a Ryerson graduate course, came from countries ranging from Benin, Cameroon, and Kenya, to Senegal, Sudan and Zimbabwe—all pursuing a master's degree through AIMS after completing undergraduate mathematics.

SCIENCE RENDEZVOUS – On May 12th Canada's annual celebration of science kicked off NSERC's Science Odyssey week with 300 events across 30 cities across the country, involving over 6,000 innovators, researchers, engineers, and scientists from 125 partner organizations. Ryerson welcomed visitors of all ages to Gould Street for a celebration of STEAM (science, technology, engineering, arts & math) with activities showing the integration of art into the sciences to promote understanding and innovation. Demonstrations and hands-on activities included the chance to scan your hand with ultrasound, create a centrifuge to separate mixtures, help build an accessibility robot, and see the lightest material ever created and the magic of infinity mirrors – and much more. Special thanks to everyone involved in building science awareness, curiosity, and connections with Ryerson.

RYERSON UNIVERSITY BUDGET – On April 26th the Board of Governors passed the 2018-19 University Operating Budget. The majority of the budget – approximately \$480 million of \$606 million – will flow directly to the faculties to support teaching and research. The university is also investing \$34.4 million to support strategic initiatives including: providing greater student engagement and success; increasing SRC excellence, intensity and impact; fostering an innovation ecosystem; and expanding community engagement and city building. Other budget highlights include additional resources to support the response to the Truth and Reconciliation Commission; new academic positions; investments in mental health; the creation of the National Centre on Cybersecurity; online learning and open educational resources; additional experiences in zone learning; and the operations of the new Daphne Cockwell Health Sciences Complex. Prior to the Board's approval there was an extensive period of budget consultation across the university through town halls and meetings with Senate, students, deans, academic chairs and directors, bargaining units and administrative leaders.

from the president's calendar

April 11-13, 2018: The Ryerson academic mission to London, England offered a very special opportunity to host a reception for Ryerson alumni, and to spend time discussing collaborative initiatives and exchanges with University of the Arts London (UAL), London South Bank University (LSBU), and City University London (CUL).

April 17, 2018: Ryerson hosted a meeting with l'Université de l'Ontario français (Dyane Adam, chair, technical implementation committee; Normand Labrie, member, technical implementation committee; Peter Popadić, manager, university administration); Glenn O'Farrell, CEO, Groupe Média TFO; and Knightstone Capital (David Lehberg, founder and CEO; Alan Perlis, president; Patrick Miksa, vice-president academic assets) to discuss opportunities for collaboration and sharing best practices.

- April 18, 2018:* I met with distinguished counsel in residence Ralph Lean and Dale Lastman, Chair of Goodmans LLP and a director of Maple Leaf Sports & Entertainment on law and sports collaboration.
- April 18, 2018:* I delivered an invited presentation on cybersecurity to the CIO Council at the Ontario Investment and Trade Centre.
- April 18, 2018:* I was very pleased to attend the Esch Foundation trustees luncheon celebrating outstanding support for students over successive levels of invention and product development.
- April 19, 2018:* I attended an event hosted by the Brampton Board of Trade announcing the Ryerson expansion in Brampton in collaboration with Sheridan College, attended by the Hon. Mitzie Hunter, Minister of Advanced Education and Skills Development, and the Hon. Harinder Malhi, Minister of the Status of Women,
- April 20, 2018:* I met with Dr. Andy Smith, president and CEO, Sunnybrook Health Sciences Centre, to discuss research partnerships and our experience collaborating with St. Michael's Hospital.
- April 21, 2018:* I was proud to attend The Citizens Foundation (TCF) Canada Gala and Fundraiser titled *She is the Change: She Learns, She Reads, She Leads* as the 2018 theme supporting education.
- April 23, 2018:* It was exciting to join members of the project team on a tour of the Centre for Urban Innovation, continuing to take inspiring shape as a leadership initiative in city-building.
- April 24-25, 2018:* I attended the Universities Canada membership meetings in Vancouver and visited Incubate Innovate Network Canada (I-INC) colleagues at Simon Fraser University.
- April 27, 2018:* It was a privilege to attend the Canadian Helen Keller Centre Awards and fundraising event for deaf-blindness achievement and support, honouring the Royal Ontario Museum.
- April 27, 2018:* I was joined by vice-president administration and operations Deborah Brown in a meeting with McKinsey senior partners Andrew Pickersgill and Roger Rudisuli to discuss the risk management framework for the university.
- April 27, 2018:* At the launch of the 2018 Scotiabank CONTACT Photography Festival, I was pleased to offer a welcome and congratulations to the Ryerson Image Centre as 'home base' for the event.
- April 30, 2018:* On an academic partnership mission to Montreal, FCAD dean Charles Falzon and I met with Cirque du Soleil international; political leader Jean Charest, co-founder and CEO of Play the Future Andy Nulman, and Ryerson colleague Alan Shepard, president of Concordia University.
- May 1, 2018:* The annual Discovery event hosted by Ontario Centres of Excellence (OCE) was an impressive opportunity to interact with students and sectors investing in an innovative future.
- May 1, 2018:* Schneider Electric president Susan Uthayakumar and smart grid solution architect Pratap Revuru met with Centre of Urban Energy academic director Bala Venkatesh, FEAS dean Tom Duever and vice-president research and innovation Steven Liss to discuss the Smart Building Analytics Living Lab and other collaborative projects.
- May 3, 2018:* Vice-president administration and operations Deborah Brown joined me for meetings with Michael Kraljevic, CreateTO, and with Toronto city councillor Kristyn Wong-Tam, to discuss collaboration on land use projects and initiatives benefiting our communities.
- May 4, 2018:* I met with Amir Wasti (BSc computer science '05), president and CEO of itechtions, to share ideas on alumni engagement.
- May 7, 2018:* I was pleased to offer a welcome to high school guidance counsellors on campus to meet with Ryerson on all aspects of the relationship mentoring and advising students on their choices.
- May 7, 2018:* I met with Toronto city councillor Michael Thompson to discuss Ryerson involvement in city-building and economic development.
- May 8, 2018:* It was a wonderful occasion attending the installation of former TRSM dean Steven Murphy as president and vice-chancellor of the University of Ontario Institute of Technology (UOIT).
- May 10, 2018:* Ryerson welcomed Dr. Joanne Curry, vice-president external relations at Simon Fraser University, and leader of the Surrey Campus development, to discuss Brampton project strategies.

RYERSON COMMUNICATIONS REPORT

A sampling of appearances in the media by members of the Ryerson community for the May 29, 2018 meeting of the Ryerson Senate

STUDENT ENGAGEMENT

The Toronto Star reported on a new campus-wide educational campaign on marijuana use at Ryerson, quoting **Allan Macdonald**, Student Health and Wellness.

NOW Toronto featured the Ryerson School of Interior Design's Year End Show.

The Globe and Mail featured the pedestrian-friendly King Street pilot project, including four public areas designed by Ryerson students.

Metro News reported on the Sumaya Dalmar Award at Ryerson, quoting **Alan Sears**, Faculty of Arts. The item was picked up by more than 40 print and online news sites.

IT Business reported that Ryerson and the Université du Québec à Montréal/École des sciences de la gestion are joint winners of the second National BTM Student Case Competition.

Graphic Arts Magazine reported on the annual Graphic Communications Management Job Fair, quoting GCM Chair **Ian Baitz**.

Graphic Arts Magazine reported that the Ryerson Technical Association of the Graphic Arts Student Chapter has won the 2018 Helmut Kipphan Student Publication Award for the seventh time in 10 years.

680 News reported that the Lung Association, in partnership with Ted Rogers Leadership Centre, is holding a seminar on cannabis at Ted Rogers School of Management.

SRC EXCELLENCE

The Financial Post quoted **Ann Cavoukian**, Privacy by Design Centre of Excellence, on the topic of changes to privacy laws in the EU that will indirectly help consumers and push Canada to follow. The item was picked up by more than 50 media outlets.

Ann Cavoukian spoke to the Globe and Mail about ways to find out what data Facebook and Google keep on people. She was quoted in Investment Executive on the topic of new federal privacy rules giving businesses flexibility on data breach reporting. The item was also picked up by more than 15 media outlets. She also contributed a piece to the Globe and Mail on the topic of privacy controls needing to be placed back into the hands of the individual.

Ann Cavoukian spoke to the CTV News Channel on the topic of Facebook changing its privacy settings. She was quoted in the Ottawa Citizen on the topic of personal data online. The item was picked up by eight news sites.

Sonya Fatah, Journalism, spoke to the Globe and Mail in reaction to the news that male CBC hosts earn almost 10 percent more than their female colleagues.

Peggy Nash, distinguished visiting professor, appeared on a TVO's The Agenda with Steve Paikin discussion about the NDP platform. She took part in a CBC News Network Power & Politics discussion on the Ontario budget.

Raktim Mitra, Urban and Regional Planning, spoke to CBC Radio's Spark about bike-sharing in Canada.

CBC Radio spoke with **Mark Campbell**, RTA School of Media, on Kendrick Lamar awarded the Pulitzer Prize for music. He contributed a piece to the Globe and Mail on the topic of Kanye West disrespecting black life.

Reva Seth, Brookfield Institute for Innovation and Entrepreneurship, co-authored a piece on leadership and diversity for the Financial Post.

Shiri Pasternak, Criminology, co-authored a piece for the Toronto Star on the topic of the Trans Mountain pipeline.

Chris Bentley, Legal Innovation Zone and Law Practice Program, was quoted in a TechVibes article about LegalTech building its profile in the professional community.

Gina Alexandris, Law Practice Program (LPP), was quoted in an AdvocatePR piece about the value of mentorship in Ryerson's LPP.

Christopher Gore, Politics and Public Administration, co-authored a piece for the Washington Post on political solutions and technical fixes for water issues in Cape Town.

Ivor Shapiro, Journalism, contributed a piece to the National Post on the topic of mental illness on campus.

Irene Berkowitz, Cultural Policy Fellow, spoke to CBC News about streaming overtaking cable TV.

Mitchell Kosny, Urban and Regional Planning, spoke to CTV News Toronto in reaction to Doug Ford's about-face on plans for the Greenbelt. Similar items appeared in 10 media outlets.

Frank Clayton, Centre for Urban Research and Land Development, spoke to the Toronto Star and the Globe and Mail about Doug Ford's stance on the Greenbelt.

Farrah Khan, Office of Sexual Violence Support and Education, appeared on a CBC News Network discussion about misogynistic hate.

Yamikani Msosa, Office of Sexual Violence Support and Education, appeared on a CBC News Network discussion about toxic male subculture.

Farrah Khan, Office of Sexual Violence Support and Education, was quoted in a Calgary Sun article about the W7 summit urging leaders to go beyond self-declared feminism. The item was picked up by more than 20 other news media.

Diana Petramala, Centre for Urban Research and Land Development, spoke to Citytv Toronto about the King Street pilot project.

The Toronto Star quoted **Diana Petramala**, Centre for Urban Research and Land Development, on the topic of the King St. pilot.

Richard Lachman, RTA School of Media, contributed a piece to the World Economic Forum on the topic of training scientists in the arts to make our world safer.

Michael Manjuris, TRSM, spoke to L'Express about free trade between Canada and Europe. He was quoted in a Xinhua News Agency piece on the U.S.'s trade dispute with China.

The Financial Post quoted **Sean Mullin**, Brookfield Institute for Innovation and Entrepreneurship, in an article on Donald Trump's anti-Amazon rant raising the stakes for the company's second headquarters location. The item was picked up by more than 30 news sites.

Lisa Taylor, Journalism, contributed a piece to the Globe and Mail on the topic of public-interest speech.

Lisa Taylor, Journalism, was quoted in the Toronto Star in reaction to a leaked jail story about the accused van killer. The item was picked up by more than 50 media outlets.

Atefeh Mashatan, TRSM, spoke to The New Economy about Facebook privacy and lax data controls.

Paul Knox, Journalism, spoke to the National Post about Doug Ford creating simulated news.

CBC Montreal spoke with **David Amborski**, Urban and Regional Planning, about the drop in Toronto home sales.

April Lindgren, Journalism, was quoted in a Toronto Star article about the Star brand expanding nationally. The item appeared in more than 30 news outlets. She contributed a piece to the National Post and the Conversation outlining how the government should spend the \$50 million to support local news.

Cathy Crowe, distinguishing visiting practitioner, spoke to the Toronto Star about hostile architecture as a growing problem for the homeless.

Wendy Cukier, TRSM, spoke to CBS News about the Toronto van incident targeting women. Similar items appeared in more than 50 news media.

CBC Radio's The Current and Metro Morning spoke with **Alok Mukherjee**, distinguished visiting professor, about his new book on Toronto police. He contributed a piece to the Toronto Star on the topic of the impact of the G20 policing issues.

The Washington Post spoke with **Myer Siemiatycki**, Politics and Public Administration, about Doug Ford running for office. The item was picked up by more than 25 media outlets. He commented in the Toronto Star about city council elections. He spoke with Breakfast Television about Premier Wynne calling Doug Ford a bully, an item that was picked up by more than 20 news media.

CTV News Toronto spoke with **Ben Barry**, chair, School of Fashion, about Canadian designers getting increased exposure thanks to future royal Meghan Markle. The item was picked up by more than 40 media outlets.

George Kapelos, Architectural Science, contributed a piece to Canadian Architect on the 1958 Toronto City Hall and Square Competition.

The Toronto Star featured The Chang School's Gateway for International Professionals programs; quoting dean **Marie Bountrogianni**.

Patrice Dutil, Politics and Public Administration, appeared on TVO's The Agenda with Steve Paikin discussing Canadian politicians involved in battles during the First World War.

Chris MacDonald, TRSM, contributed a piece to Canadian Business on leadership and responsibility. He was quoted in a Metro News article about the ethical eating debate, an item that was carried by more than 30 other news sites.

CBC News referenced research by **Idil Abdillahi**, Social Work, on the topic of finding solutions to gun violence.

Toronto Life, NOW Toronto, blogTO, Applied Arts Magazine, Canadian Art, and Photo Life reported on CONTACT Festival exhibits at the Ryerson Image Centre (RIC). A Graphic Arts piece on Indigenous artists featured at the festival quoted RIC Director **Paul Roth**. Art Daily reported on exhibits at the Ryerson Image Centre by three contemporary Indigenous artists: Shelley Niro, Nadia Myre and Scott Benesiinaabandan.

Mark Bulgutch, Journalism, contributed a piece to the Toronto Star on the politics of Donald Trump.

The Toronto Star reported that the three-judge panel for the Amazon First Novel Award includes **Irene Gammel**, Canada Research Chair in Modern Literature and Culture.

University Affairs featured research by **Frauke Zeller**, Faculty of Communication & Design, on the topic of using AI and robots to inspire healthy change in humans.

Pamela Palmater, chair, Indigenous Governance, spoke to the CBC News Network about the Kinder Morgan pipeline dispute. She contributed a piece to NOW Toronto on the Trans Mountain pipeline crisis.

Claire Nelischer, City Building Institute, was quoted in a National Post article about what could have been done to prevent incidents like the van attack. The item appeared in more than 50 news media.

Hossein Rahnama, RTA School of Media, appeared on a TVO's The Agenda with Steve Paikin discussion about bots and humans.

Cheri Bradish, TRSM, was quoted in the National Post on collectible giveaways at baseball games. The item appeared in news sites.

Business News Network spoke with **Graham Haines**, City Building Institute, about the housing market.

The Toronto Star and Guelph Mercury quoted **Michael McGregor**, Politics and Public Administration, on the topic of Doug Ford's populist politics resonating with Ontarians.

Haroon Siddiqui, distinguished visiting professor, contributed a piece to the Toronto Star on the seven key elements of a digital policy to protect Canadians.

Murtaza Haider, TRSM, co-authored a piece for the Financial Post about the housing slowdown impact on the Canadian economy. He was quoted in the Globe and Mail about Doug Ford's plan for transit.

COMMUNITY ENGAGEMENT AND CITY BUILDING

President Mohamed Lachemi was quoted on the Ryerson campus in Brampton in the Toronto Star, about the site for the new campus, an item carried by 10 other news outlets. Other coverage of the new campus and innovation hub included CBC, Global News, 680 News, IT World Canada, Brampton Guardian, Weekly Voice, inbrampton and blogTo.

In its coverage of the tragic van attack, the Boston Herald reported on **President Lachemi's** statement offering "deepest sympathies to all of those affected by the terrible incident." Similar coverage appeared in more than 200 news media.

University Affairs featured the appointment of **Deborah Brown** as Vice-president, administration and operations.

Environment Guru reported that **Steven Liss** was appointed Vice-president, research and innovation.

The Government of Ontario, Le Metropolitan, and Radio-Canada Ottawa reported that the newly appointed Board of Governors for l'Université de l'Ontario français includes **Frédéric Dimanche**, Ted Rogers School of Hospitality and Tourism Management.

Fashion Magazine reported that **Ben Barry**, “a noted advocate for diversity and inclusivity,” was named Chair of the School of Fashion.

CBA National profiled **Julia Shin Doi**, General Counsel & Secretary of the Board of Governors.

Print Action reported that **Jason Lisi** has been appointed as the next Chair of School of Graphic Communications Management.

Generation Next and the Toronto Star reported that the Ryerson library launched a Busy Box initiative, quoting librarian **Jane Schmidt**.

CTV News Toronto reported on Malala Yousafzai’s appearance at Ryerson, as part of a Ryerson Leadership Lab event, in partnership with the Fakhri Foundation.

Citytv Toronto and CTV News reported on the vigil held at Ryerson for alumna **Anne Marie D’Amico**, who was killed in the van attack.

Urban Toronto featured construction of the new Ryerson Centre for Urban Innovation.

NOW Toronto featured Green Story, by the Social Ventures Zone, which motivates companies and consumers to make greener choices.

INNOVATION

Urban Toronto reported on ShapeLab, created by Ryerson’s Office of Social Innovation in partnership with the City of Toronto.

The Lawyer’s Daily reported on the Artificial Intelligence Legal Challenge hosted by the Ryerson Legal Innovation Zone.

Betakit reported that Ryerson’s Legal Innovation Zone has unveiled the winners of its AI Legal Challenge, which was held in partnership with the Ministry of the Attorney General.

The Globe and Mail featured HostTO, based in the DMZ incubator program. The app will support users interested in Airbnb ownership.

Mobile Syrup reported that the Brookfield Institute for Innovation and Entrepreneurship received a \$1-million pledge from the Government of Ontario to start a digital literacy and coding pilot project. CityTV’s Breakfast Television reported on the launch of the project.

Canadian Lawyer Magazine stated that “Law firms interested in at least beginning to explore what legal applications might be currently under development should visit a true legal technology incubator such as the Legal Innovation Zone at Ryerson University.”

Prepared by University Relations

**Report #W2018-5 of the Academic Governance and Policy Committee (AGPC):
M. Benarroch**

May 29, 2018

1. APRC Report:
 - a. Draft Policy on Grade Reassessment and Grade Recalculation
 - b. Deletion of grade reassessment and grade recalculation sections currently in Policy 134 and Policy 152
 - c. Minor revisions to Policy 134 to replace the word 'medical' with 'health' to be consistent with the new Ryerson Health Certificate
2. Yeates School of Graduate Studies (YSGS) Report (Policy #142 Revision)

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

Report of the Academic Policy Review Committee (APRC)

Draft Policy xxx: Grade Reassessment and Grade Recalculation

May 2018

Background

The Academic Policy Review Committee is an ad hoc committee of AGPC. Its mandate is to review five academic policies and to make recommendations to AGPC, which may then make recommendations for policy revisions to Senate. The academic policies the APRC is reviewing are Policy 134: Undergraduate Academic Consideration and Appeals; Policy 135: Examinations; Policy 145: Undergraduate Course Management; Policy 151: YSGS Course Management; and Policy 152: Graduate Student Academic Consideration and Appeals.

This report presents a new draft policy on grade reassessment and grade recalculation for AGPC's review and potential recommendation to Senate. Draft Policy xxx: Grade Reassessment and Grade Recalculation, which is appended to this report, has been unanimously approved by the APRC.

Currently, the policies and procedures on undergraduate student and graduate student grade reassessment and grade recalculation reside respectively in (a) Policy 134: Undergraduate Academic Consideration and Appeals, and (b) Policy 152: Graduate Student Academic Consideration and Appeals. The APRC proposes a separate policy on grade reassessment and grade recalculation that applies to all full-time and part-time undergraduate, graduate and Chang School Continuing Education students enrolled in a course at Ryerson University.

There are distinct advantages to separating the policy on grade reassessment and grade recalculation from Policy 134 and Policy 152 and then combining the undergraduate and graduate student policies in these areas. First, a separate policy makes it clear to both students and instructors where to find information on Ryerson's policy and procedures for grade reassessment and grade recalculation. Second, separating the policy from the appeals policy should lessen a common misunderstanding among students that a request for a grade reassessment or grade recalculation follows the policies and procedures of a formal appeal, when in fact students may only submit an appeal, on the grounds of Procedural Error, if the reassessment or recalculation of a graded course component was not done in compliance with Policy 134 or Policy 152. Third, given the significant commonality between the graduate policy and its undergraduate counterpart, the proposed policy harmonizes the policies and procedures for undergraduate and graduate grade reassessment and grade recalculation.

Consultation Process

The APRC consulted with a range of stakeholders when writing this draft policy. Associate deans on the APRC were asked to consult with faculty and students within their Faculties; CESAR and RSU APRC student reps and advocates were asked to consult within their constituencies; the designated resource persons to the APRC (e.g., the Ombudsperson) contributed their own feedback; and the AGPC was consulted on an earlier version of this policy.

Several concerns arose during these consultations. The most important revolved around ways to avoid confusion by ensuring that: (a) the policies and procedures for grade reassessment and grade recalculation are kept distinct, (b) the role of GAs/TAs is explicitly incorporated, and (c) the conditions and appropriate ground under which a formal grade or standing appeal can be requested are outlined; and (d) the Chair/Director's role in formal grade reassessments. A related concern was that the timelines associated with all aspects of the policy need to be specified. The APRC has tried to deal with all of these concerns.

Policy Features

The distinguishing features of the draft policy in contrast to Policies 134 and 152 are as follows:

- 1) A definitions section has been added to provide definitions of key terms (e.g., graded course component; grade reassessment versus grade recalculation).
- 2) A new section makes explicit the principles governing the policy and its implementation. These are framed within the newly approved Senate Policy Framework.
- 3) The procedures for requesting a grade reassessment are outlined separately from the procedures for requesting a grade recalculation.
- 4) The role of GAs/TAs has been specified in both the procedures for requesting a grade reassessment and the procedures for requesting a grade recalculation.
- 5) The timelines for students in each step of the process have been specified and clarified.
- 6) The conditions under which students may request a formal grade and/or academic standing appeal and the appropriate ground for such an appeal (i.e., procedural error) have been clarified.
- 7) The role of the Chair/Director in a formal grade reassessment has been clarified.
- 8) The relevant individual authorized to submit a grade change resulting from a grade reassessment or a grade recalculation has been specified.

Recommendations

- The APRC recommends that AGPC recommend to Senate the approval of the draft Grade Reassessment and Grade Recalculation policy, with an implementation date of Fall 2018.
- The APRC recommends that AGPC recommend to Senate the deletion of the grade reassessment and grade recalculation sections currently in Policy 134 and Policy 152 (as per the track changes noted in the attached policies). In the relevant sections of Policy 134 and Policy 152, it is recommended that a note be added, stating that this portion of

the policy has been retired and consolidated with its graduate (or undergraduate) counterpart, respectively, in a new policy.

- The APRC recommends additional minor revisions to Policy 134 to replace the word 'medical' with 'health' to be consistent with the new Ryerson Health Certificate that was launched in Fall 2017.

Respectfully submitted,

Marcia Moshé, APRC Co-Chair and Interim Vice-Provost, Academic

Jacob Friedman, APRC Co-Chair and Chair, Mechanical & Industrial Engineering

APRC Members:

Kathleen Kellett, Associate Dean, Arts

Marcus dos Santos, Associate Dean, Faculty of Science

Medhat Shehata, Interim Associate Dean, Faculty of Engineering & Architectural Science Jennifer

Martin, Associate Dean, Faculty of Community Services

Ivor Shapiro, Associate Dean, Faculty of Communication & Design

Tina West, Associate Dean, Ted Rogers School of Management

Allen Goss, Associate Dean, TRSM

Samantha Wehbi, Associate Dean, Yeates School of Graduate Studies

Muthana Zouri, Program Director, Communication & Design, Chang School

Peter Danziger, President, Ryerson Faculty Association

Daniel Lis, Vice-President Education, Ryerson Students' Union (RSU)

Michelle Smith, Student Issues & Advocacy Coordinator (RSU)

Lyndall Musselman, Student Rights Coordinator (CESAR)

Arezoo Najibzadeh, Vice President Education (CESAR)

John Turtle, Secretary of Senate (non-voting)

Jona Zyfi, Senate Policy & Appeals Administrator (non-voting)

*****DRAFT*****

**RYERSON UNIVERSITY
POLICY OF SENATE**

GRADE REASSESSMENT AND GRADE RECALCULATION

Policy Number:

Policy Approval

Date:

Next Policy Review Date:

Responsible Committee or Office: Provost and Vice President Academic

1. PURPOSE OF POLICY

The purpose of this policy is to affirm the right of students to request a reassessment of a graded course component if they believe their grade does not reflect the academic merit of their work or request a recalculation of a final grade or a grade on a course component if they believe an error or omission has been made in the calculation of grades.

The further purpose of this policy is to enable students' requests for grade reassessment and grade recalculation to be processed and assessed in a fair, timely, objective, and consistent manner throughout the University.

2. APPLICATION AND SCOPE

This policy applies to all full-time and part-time undergraduate, graduate, and Chang School of Continuing Education students who are enrolled in a course at Ryerson University (the "University").

3. DEFINITIONS

3.1 Chair/Director

This is the head of the Department or School. In this policy, Chair/Director includes Graduate Program Director and Associate Chair of Graduate Programs.

3.2 Graded Course Component

An essay, assignment, laboratory report, examination, test or other completed course work which has received a numeric, letter, or pass/fail grade.

3.3 Grade Reassessment

A review and reevaluation of a graded course component when a student contests the grade based on the merit of their work.

3.4 Grade Recalculation

A review of the calculation of a final grade or a grade on a course component to eliminate arithmetic errors (e.g. improper addition) and/or omissions.

3.5 Graduate Assistant (“GA”)

A graduate student employed by the University to assist with teaching or related duties.

3.6 Instructor

For this policy, instructor is the person responsible for the course and includes all those represented by the Ryerson Faculty Association as well as part-time, sessional, and Continuing Education contract lecturers who are represented by Unit 1 or Unit 2 of CUPE Local 3904.

3.7 Teaching Assistant (“TA”)

An undergraduate student employed by the University to assist with teaching or related duties.

4. PRINCIPLES

4.1 The values stipulated in the University’s Senate Policy Framework are applicable and fundamental to this policy.

4.2 The University is committed to promoting academic success and to ensuring that students’ grades accurately reflect their attainment of the intended learning outcomes of a course.

4.3 All members of the University community (faculty, students, and staff) are expected to act in good faith. “Good faith” is a general presumption that all parties involved are acting with honest and sincere intentions.

4.4 The University expects instructors to:

4.4.1 ensure timely and constructive feedback in response to student work, in accordance with Policy 145: Undergraduate Course Management and Policy 151: Yeates School of Graduate Studies Course Management;

4.4.2 recognize the need to reconsider evaluations of student work in some circumstances;

4.4.3 process requests for grade reassessment and grade recalculation fairly, objectively, respectfully, transparently, and expeditiously.

4.5 The University expects students to:

- 4.5.1 review written feedback on graded course components and seek additional feedback, where necessary, to understand evaluation procedures and decisions on course components;
- 4.5.2 be respectful of instructors' subject matter expertise.

5. GENERAL REGULATIONS

- 5.1 Students' requests for a grade reassessment must be based on sufficient academic grounds and be supported by evidence and documentation (e.g. from the course outline, course notes, textbooks, assignment grade rubric). Merely asserting that the work deserves a higher grade, that the student disagrees with the grade or that the assignment was the result of a great deal of effort, is insufficient support for a grade reassessment. At each stage of reassessment, the student must explicitly respond to the comments made in the previous assessment or reassessment in support of their argument that the grade does not reflect the academic merit of their work.
- 5.2 For grade reassessments in graduate courses, reassessment of a portion of a graded course component is not permitted.
- 5.3 A reassessment or recalculation may result in the grade being maintained, raised or lowered.
- 5.4 Students have the right to see their graded course work. Students will be given supervised access to any graded work that has not been returned or to their final exams, and be permitted to use that work for a reasonable length of time to prepare the required explanation for the grade reassessment or grade recalculation request.
- 5.5 All parties will abide by the timelines outlined in the Procedures: Grade Reassessment and Grade Recalculation. However, when warranted by special circumstances, decision-makers may waive or extend a deadline.
- 5.6 Students must be provided with the written rationale and explanation for grade reassessment and/or grade recalculation decisions made by GAs/TAs (where applicable), instructors, Chairs/Directors, and independent assessors.
- 5.7 If reassessment or recalculation of the course component was not done in compliance with this policy and its procedures, an appeal may be submitted on the grounds of procedural error. Please refer to Policy 134: Undergraduate Academic Consideration and Appeals, or Policy 152: Graduate Student Academic Consideration and Appeals.
- 5.8 If reassessment or recalculation of the course component was done, and there are no grounds for procedural error, students cannot subsequently appeal the grade on the course component on Course Management grounds.
- 5.9 The use of this policy to gain academic advantage or benefit, such as by resubmitting altered test or examination work after it has already been evaluated, constitutes academic misconduct and will be subject to the

processes, penalties, and consequences, as outlined in Policy 60: Academic Integrity.

RELATED PROCEDURES:

Procedures: Grade Reassessment and Grade Recalculation

RELATED POLICIES:

Policy 60: Academic Integrity

Policy 134: Undergraduate Academic Consideration and Appeals

Policy 152: Graduate Student Academic Consideration and Appeals

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PROCEDURES:

GRADE REASSESSMENT AND GRADE RECALCULATION

1. PURPOSE OF PROCEDURES

The Grade Reassessment and Grade Recalculation Procedures (the "Procedures") outline the procedures to be followed when students request a grade reassessment or grade recalculation.

2. GRADE REASSESSMENT PROCEDURES

Students who believe that a grade in a course component, either in whole or part, does not reflect the academic merit of their work should generally first review their concerns with the instructor to resolve the issue. However, the instructor may specify that students review their concerns with the GA/TA prior to requesting a reassessment by the instructor. In such cases, instructors must inform students of this process in writing.

Reassessment, therefore, may be a multi-stage process commencing with an informal review by the GA/TA, proceeding to a request for reassessment to the instructor, and, thereafter, to the Chair/Director of the Department/School offering the course, if the expectations specified in these Procedures are satisfied.

Where the GA/TA reviews the graded work and their reassessment results in a different grade they must advise the instructor and provide the rationale for their decision.

2.1 Reassessment of Graded Course Component by the Instructor

2.1.1 Student Responsibility

2.1.1.1 Students who believe that a grade in a course component, either in whole or part, does not reflect the academic merit of their work, and have reviewed their concerns with the GA/TA if that process is specified in writing by the instructor, should contact their instructor within ten (10) business days of the date when the graded work in question is returned to the class, or when the grade on the work is posted. Grades not questioned within this period may not be reassessed.

2.1.1.2 For work graded during the final week of classes, or during the exam period, there might not be an opportunity to review the work with the instructor prior to the assignment of a final

grade in the course. In that case, students should contact the instructor about the work as soon as possible, and usually within ten (10) business days from the date that grades and standing are available to students on RAMSS.

- 2.1.1.3 Students can discuss their concerns with the instructor either verbally or by email. Students are encouraged to follow up on verbal discussions with emails to record that a discussion took place at a specified time and/or to summarize the outcome of the discussion. Failure to properly document such discussions may jeopardize any future appeal.
- 2.1.1.4 Students may be required to submit a written rationale to the instructor, explaining why they believe the work merits a higher grade. The rationale must be based on academic grounds and be supported by evidence and documentation (e.g. from the course outline, course notes, textbooks, assignment grade rubric). Where the GA/TA has reassessed the work, any comments made by them should be explicitly addressed by the student. Requests that are not based on the merit of the work will not be considered.
- 2.1.1.5 Students must recognize that there are graded course components, such as oral presentations or performances, which do not lend themselves to reassessment. However, where a record (e.g. audio or video recording) of the course component is available reassessment may be possible. Where reassessment is not possible students may raise their concerns with the Chair/Director.
- 2.1.1.6 If the instructor denies, or does not respond to the request for a grade reassessment within ten (10) working days, or if the student disagrees with the result, the student may submit a formal request for grade reassessment to the Chair/Director of the Department/School offering the course.
- 2.1.1.7 Students who have attempted to have their grade(s) reassessed, but have not resolved the matter prior to an appeal deadline or have not received a response from an instructor/Chair/Director, may submit a formal grade and/or academic standing appeal, on the ground of procedural error, by the appeal deadline. In this case the procedural error is a violation of this policy or its procedures. Students may withdraw the formal grade and/or academic standing appeal at a later date if the matter has been resolved.

2.1.2. Instructor Responsibility

- 2.1.2.1 Instructors must ensure graded work is returned to students in a timely manner.

- 2.1.2.2 Instructors must respond to students' requests for grade reassessment in a timely manner, that may not be longer than ten (10) business days of students' requests, assuming that students have met the ten (10) business day deadline for submitting requests.
- 2.1.2.3 Instructors should inform students that the reassessment of a graded course component may result in a grade that is higher, lower or the same as the original grade.
- 2.1.2.4 If instructors do not grant the request for reassessment, they must provide students with a written rationale for the denial.
- 2.1.2.5 If instructors reassess the course component, they must provide students with a written rationale for their decision, explaining why the grade was maintained, raised or lowered.
- 2.1.2.6 If the grade reassessment results in a change to a final grade, instructors are responsible for submitting the grade revision.

2.1.3 Chair/Director Responsibility

- 2.1.3.1 The Chair/Director must assist in resolving disputes over grade reassessments when students ask for assistance (e.g. in some circumstances arranging a grade reassessment by an independent assessor).
- 2.1.3.2 If the Chair/Director is the instructor for a course in which reassessment is being requested, and the matter cannot be resolved, the Chair/Director must request that the Dean of the Faculty offering the course appoint an appropriate replacement to act as Chair/Director in the process.

2.2 Formal Grade Reassessment by an Independent Assessor

2.2.1 Student Responsibility

- 2.2.1.1 Students may submit a formal written request for a grade reassessment to the Chair/Director of the Department/School offering the course, in any of the following circumstances:
 - 2.2.1.1.1 they do not feel they can discuss the matter with the instructor;
 - 2.2.1.1.2 the instructor has not responded to the student or reassessed the work within ten (10) business days of the student's request;
 - 2.2.1.1.3 they have not been able to resolve the matter with the instructor.

- 2.2.1.2 Students' formal grade reassessment requests must be based on academic grounds and be supported by evidence and documentation.
- 2.2.1.3 Students must recognize that there are graded course components, such as oral presentations or performances, which do not lend themselves to independent reassessment. However, where a record (e.g. audio or video recording) of the course component is available, reassessment may be possible. Where reassessment is not possible, students may raise their concerns with the Chair/Director.
- 2.2.1.4 Students must explain in writing, and provide evidence and documentation, regarding the reason(s) they believe the original grade does not reflect the merit of their work, explicitly address any comments made in previous reassessments, and whether:
 - 2.2.1.4.1 the instructor's revised grade is inappropriate; and/or
 - 2.2.1.4.2 the instructor's refusal to reassess the work is not correct.
- 2.2.1.5 If the course component in question has been returned to students, those requesting a reassessment of that component must submit it with the formal application, and must make and keep a copy of the course component for their records.
- 2.2.1.6 Students must provide the Chair/Director with the course outline and the requirements of the graded course component in question.

2.2.2 Instructor Responsibility

- 2.2.2.1 The instructor must provide the Chair/Director of the Department/School offering the course with the grading scheme utilized in evaluating the work.
- 2.2.2.2 For work not in the student's possession, such as a final exam, the instructor will submit this to the Chair/Director. Instructors must make and keep a copy of this work for their records.
- 2.2.2.3 Instructors must provide the Chair/Director with the student's grade breakdown in the course (e.g. what each component is worth, what the student achieved in each component) if requested.

2.2.3 Chair/Director Responsibility

- 2.2.3.1 Within ten (10) business days after receiving all relevant documents, the Chair/Director must inform the student in writing whether the requested grade reassessment is granted.

- 2.2.3.2 If a request for grade reassessment is not granted, the student must receive written feedback that addresses the rationale for denying the request.
- 2.2.3.3 If students raise concerns about a course component that does not lend itself to independent reassessment, the Chair/Director is expected to respond in writing to the concerns.
- 2.2.3.4 If students request a partial reassessment, the Chair/Director will determine if such a partial reassessment is appropriate. **For a graded course component in graduate courses, partial reassessment is not permitted.**
 - 2.2.3.4.1 If the Chair/Director decides that more than the requested part of the work will be reassessed, the student must be notified by email prior to the reassessment, with an explanation of why the structure of the work warrants such a decision.
 - 2.2.3.4.2 In this case, the student has five (5) business days to decide whether to withdraw the request for reassessment.
- 2.2.3.5 The Chair/Director must ensure that grade reassessments are done by qualified individuals. The Chair/Director may select a new assessor who is internal or external to the University. Normally, the Chair/Director should not be the assessor. The Chair/Director will take steps to ensure the impartiality of the assessor.
 - 2.2.3.5.1 The Chair/Director will provide the assessor with the grading scheme and clean copy of the work, identical to the originally submitted work, with all grading notations and all student identifiers deleted.
 - 2.2.3.5.2 Normally, neither the instructor nor the student will be informed of the identity of the assessor.
 - 2.2.3.5.3 Neither the Chair/Director nor a selected assessor will consult with the original assessor.
- 2.2.3.6 The Chair/Director will communicate the decision of the new assessor, to the student and the instructor by email, normally within ten (10) business days of informing the student that the grade reassessment request was granted. If more time is needed to assess the work, the Chair/Director will inform the student by email.
- 2.2.3.7 The Chair/Director must communicate the rationale for the decision, explaining why the grade was maintained, raised or lowered.
- 2.2.3.8 The reassessed work will be sent to the student. However, if the work was not in the hands of the student, e.g. final exams, the reassessed work will be sent to the instructor and the

Chair/Director will advise the student accordingly. The student may have supervised access to the reassessed work by contacting the instructor.

- 2.2.3.9 The reassessed grade becomes the official grade for that work. If the final grade is revised, the Instructor is responsible for submitting the grade revision. Normally, the Chair/Director will advise the instructor of the results of the reassessment and request that the instructor amend the student's final grade accordingly. If the instructor declines to do so, or fails to do so within five (5) business days, the Dean or Dean's designate is authorized to submit a grade change form and must inform the instructor that a grade change has been authorized.

3. GRADE RECALCULATION PROCEDURES

Students who believe that there has been an arithmetical error (e.g. due to an omission, improper addition) in calculating the grade on an individual course component, or their final course grade, should generally first review their concerns with the instructor to resolve the issue. However, the instructor may specify that students review their concerns with the GA/TA prior to requesting a grade recalculation by the instructor. In such cases, instructors must inform students of this process in writing.

Grade recalculation, therefore, may be a multi-stage process commencing with an informal review by the GA/TA, proceeding to a request for grade recalculation to the instructor, and, thereafter, to the Chair/Director of the Department/School offering the course, if the expectations specified in these Procedures are satisfied.

Where GAs/TAs review the calculation of the grade and this results in a different grade they must advise the instructor and provide the rationale for their decision.

3.1 Student Responsibility

- 3.1.1 Students who believe that there has been an arithmetical error (e.g. due to an omission, improper addition) in calculating the grade on an individual course component and have reviewed their concerns with the GA/TA where this process is specified in writing by the instructor, should contact their instructor as soon as possible and usually within ten (10) business days of the date when the graded work in question is returned to the class, or when the grade on the work is posted, to resolve the issue.
- 3.1.2 For work graded during the final week of classes, or during the exam period, there might not be an opportunity to review the work with the instructor prior to the assignment of a final grade in the course. In that case, the student should contact the instructor about the work as soon as possible, usually within ten (10) business days from the date that grades and standing are available to students on RAMSS.

- 3.1.3 Students can raise their concerns with the instructor either verbally or by email. Students are encouraged to follow up on verbal discussions with emails to record that a discussion took place at a specified time and/or to summarize the outcome of the discussion. Failure to properly document such discussions may jeopardize any future appeal.
- 3.1.4 Students who request a grade recalculation must submit the relevant, original course work that has been returned to them and indicate precisely where they think the error has occurred. If the instructor has the graded work, the student will be given supervised access to the work to prepare the required explanation for the grade recalculation.
- 3.1.5 Students may submit a written request for a grade recalculation to the Chair/Director of the Department/School offering the course, in any of the following circumstances:
 - 3.1.5.1 they do not feel they can discuss the matter with the instructor;
 - 3.1.5.2 the instructor has not responded to the student within ten (10) business days of the student's request for a grade recalculation;
 - 3.1.5.3 the instructor has not recalculated the work within ten (10) business days of the student's request for a grade recalculation;
 - 3.1.5.4 they have not resolved the matter with the instructor.
- 3.1.6 Students who have attempted to have their grades recalculated, but have not resolved the matter prior to an appeal deadline or who have not received a response from an instructor/Chair/Director, may submit a formal appeal (see Policy xx: Appeals) by the deadline. Students may withdraw the formal appeal at a later date if the matter has been resolved.

3.2 Instructor Responsibility

- 3.2.1 Instructors should inform students that the grade recalculation of a graded course component may result in a grade that is higher, lower or the same as the original grade.
- 3.2.2 A grade recalculation will not result in the work being reread/reassessed. However, if a section of the work was not graded that section will be read and assessed and the grade for that section will be included in the grade total.
- 3.2.3 Instructors must respond, verbally or by email, within ten (10) business days to students' requests for a grade recalculation. Instructors must inform the student in writing whether a grade change has occurred and the reason(s) for their decision.
- 3.2.4 The instructor must provide the Chair/Director with the student's grade breakdown in the course (e.g. what each component is worth, what the student achieved in each component) when requested.

- 3.2.5 If a grade change has occurred, the instructor is responsible for submitting the grade revision.

3.3 Chair/Director Responsibility

- 3.3.1 The Chair/Director of the Department/School offering the course must assist in resolving disputes over grade recalculation when students ask for assistance.
- 3.3.2 If the Chair/Director is the instructor for a course in which recalculation is being requested, and the matter cannot be resolved, the Chair/Director must request that the Dean of the Faculty offering the course appoint an appropriate replacement to act as Chair/Director in the process.
- 3.3.3 The Chair/Director must respond to students' requests for grade recalculation within ten (10) business days after receiving all relevant documents.
- 3.3.4 The Chair/Director must inform the student in writing as to whether there is a change in grade and the reason(s) for the decision.
- 3.3.5 Where there is a change in the grade, the instructor is responsible for submitting the grade revision. Normally, the Chair/Director will advise the instructor of the results of the grade recalculation and request that the instructor amend the student's final grade accordingly. If the instructor declines to do so, or fails to do so within five (5) working days, the Dean or Dean's designate is authorized to submit a grade change form and must inform the instructor that a grade change has been authorized.

RELATED POLICIES:

Policy x: Grade Reassessment and Grade Recalculation

Policy 134: Undergraduate Academic Consideration and Appeals

Policy 152: Graduate Student Academic Consideration and Appeals

YSGS Report to AGPC - Policy 142 Revision

May 3, 2018

Context

When Policy 142 was created it was used as a catch-all policy for graduate student related items. It currently contains an assortment of policy, procedures and guidelines. Our goal to improve university policies required a significant division of the content of Policy 142 as it currently exists.

Based on scans of sector-wide practices the information is best kept in three different documents: Graduate Admissions Policy, Graduate Status, Enrolment and Evaluation Policy, and procedures. The current contents of Policy 142 have been split into these three proposed documents and the overall language has been adjusted to improve clarity and understanding.

Policy 142 Review Committee

Co-chair: Samantha Wehbi
Co-chair: Cory Searcy
FOA: Julia Spaniol
FCS: Zhixi Zhuang
FCAD: John Shiga
TRSM: Kim Bates
FEAS: Jacob Friedman
FOS: Andrew Laursen
YSGS: Rachel Trozzolo, Mary Neelands, Lillian Zereneh
AGPC: Andy McWilliams

Consultation and Editing Support

Graduate Program Administrators
Graduate Program Directors
YSGS Staff
Associate Deans with graduate responsibilities
Graduate Student Advisory Group
Program and Planning Committee
YSGS Council
Robyn Jacobson

Motion to Senate

That Senate approve the retirement of Policy 142: Graduate Admissions and Studies and adopt the Graduate Admissions Policy, the Graduate Status, Enrolment, and Evaluation Policy and the accompanying procedures for Fall 2018.

Division of Contents

New Admissions Policy

Retained Policy 142 content

- General Admission Requirements
- English Language Proficiency
- Program Specific Admission Requirements
- Readmission
- Admission Decisions

New content

- Purpose
- Application and scope
- Values
- PMDip
- Change of status/program
- Dual-degree
- GPA calculation
- Credentials from non-English institutions
- Evaluation
- Policy 60 reference on false representation

New Graduate Status, Enrolment, and Evaluation Policy

Retained Policy 142 content

- Categories of Students
- Academic Evaluation
- Academic Standing
- SRC Requirement Evaluation

New content

- Purpose
- Application and Scope
- Definitions
- Goals, values, principles
- PMDip students
- GPA info
- Rounding of grades
- Supervision
- Graduation

New Graduate Status, Enrolment, and Evaluation Procedures

Retained Policy 142 Content

- Residency
- Continuous Enrolment
- Leave of Absence (LOA)
- Terms of a Leave of Absence
- Transfer from Master's to PhD
- Course Related Policies
- Voluntary Withdrawal
- Administrative Withdrawal
- Time to completion
- Extension of time to Completion
- Fees
- Transfer of Credit

New content

- Registration
- First enrolment
- Simultaneous registration
- Minimum residency
- Supervision details
- MRP/Thesis/Dissertation examination details
- Governor general award recommendations
- Examination submission
- Research non-disclosure

**RYERSON UNIVERSITY
POLICY OF SENATE**

**GRADUATE ADMISSIONS POLICY
(DRAFT – May 2, 2018)**

Policy Approval Date:

Next Policy Review Date:

Responsible Committee or Office: Yeates School of Graduate Studies

Contact Office: Yeates School of Graduate Studies Admissions Office

1. PURPOSE OF POLICY

To stipulate the minimum requirements for ensuring admission of the best-qualified applicants to graduate programs at Ryerson University (the “University”).

2. APPLICATION AND SCOPE

This policy pertains to all individuals applying to graduate programs at the University and the faculty, staff, and, administrators who are involved in the admissions process.

3. DEFINITIONS

Key terms, abbreviations, and acronyms are in [Appendix 1](#) of Graduate Status, Enrolment, and Evaluation Policy.

4. GOALS, VALUES, AND PRINCIPLES

The values stipulated in the University’s *Senate Policy Framework* are applicable and fundamental to this policy.

The admissions process is intended to be clear, transparent, consistent, and timely with all parties accountable for their outlined responsibilities.

5. ACADEMIC REQUIREMENTS

The University’s minimum academic requirements for admission to Professional Master’s Diploma, Master’s, and Doctoral programs are provided below. Candidates must meet or surpass these minimum requirements as well as other requirements that may be specified by the program to which they are applying. Approval of all exceptions is at the sole discretion of the Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS).

5.1. Professional Master’s Diploma programs

Applicants for admission will have:

- 5.1.1. graduated or will be eligible to graduate from an accredited, four-year (or equivalent) degree program prior to the commencement of the program to which they are applying;
- 5.1.2. a minimum of a B/3.0 CGPA or equivalent in the final two years of the program; and
- 5.1.3. demonstrated the capacity to succeed in the program to which they have applied by meeting the criteria that may be specified by the graduate program.

5.2. Master’s programs

Applicants for admission will have:

- 5.2.1. graduated or will be eligible to graduate from an accredited, four-year (or equivalent) degree program prior to the commencement of the program to which they are applying;
- 5.2.2. a minimum of a B/3.0 CGPA or equivalent in the final two years of the degree program; and
- 5.2.3. demonstrated a capacity to succeed in the program to which they have applied by meeting the criteria that may be specified by the graduate program.

5.3. Doctoral programs

Applicants for admission will have:

- 5.3.1. normally graduated or will be eligible to graduate from an accredited Master's degree program prior to the commencement of the program to which they are applying;
- 5.3.2. a minimum of a B+/3.33 CGPA or equivalent in their Master's program; and
- 5.3.3. demonstrated a capacity to succeed in the program to which they have applied by meeting the criteria that may be specified by the graduate program.

5.4. Change of status or program

Current Ryerson University graduate students requesting to change their status or program within the same discipline will:

- 5.4.1. meet the requirements outlined by the graduate program;
- 5.4.2. have approval from their faculty advisor/supervisor and Graduate Program Director (GPD).

5.5. Dual-degree programs

Applicants for admission to a dual-degree program will meet the requirements as stipulated in the formal agreement.

5.6. Special status students

Individuals seeking enrolment as a special status student will:

- 5.6.1. meet the admissions requirements for the graduate program in which they will be taking courses; and
- 5.6.2. have approval from the GDP of the graduate program offering the course as well as the instructor of the course.

5.7. Exchange students

Individuals seeking enrolment as an exchange student will:

- 5.7.1. be currently enrolled in a graduate program at another institution that has a formal exchange agreement with a Ryerson University program;
- 5.7.2. meet the requirements as outlined in the formal exchange agreement; and
- 5.7.3. have approval from the GDP.

5.8. Ontario Visiting Graduate Students (OVGS)

Students seeking enrolment as an OVGS will:

- 5.8.1. meet the requirements of the OVGS program;
- 5.8.2. be approved by GPD and the course instructor; and
- 5.8.3. follow the procedures outlined within the formal agreements on the OVGS website.

5.9. English language proficiency

- 5.9.1. Applicants must demonstrate English language proficiency to the level required for success in the program of study.
- 5.9.2. Applicants who have not completed two or more years of full-time post-secondary education at a Canadian university or a university at which English was the primary language of instruction must provide proof of language proficiency.
- 5.9.3. Proficiency is normally demonstrated with a test of English proficiency. Minimum achievement scores for YSGS are posted on the YSGS Admissions website.

5.10. Program specific admission requirements

Individual programs with additional admission requirements will be listed on the YSGS Admissions website and on the program's website.

5.11. Grade Point Average (GPA) calculation

- 5.11.1. For applicants to Master's level programs, GPA is normally calculated using the courses from the final two years of their undergraduate degree or equivalent. The number of credits used in the calculation may vary based on many factors but flexibility is used to the advantage of the applicant.
- 5.11.2. For applicants to Doctoral programs, GPA is calculated using all grades from the applicant's Master's program.
- 5.11.3. GPA calculations do not include courses taken after degree completion.

5.12. Credentials from international institutions

Original transcripts/documents submitted in a language other than English must be accompanied by notarized English translations.

5.13. True and complete applications

- 5.13.1. All information and documents submitted for application purposes must be true, complete, and correct.
- 5.13.2. Falsification or misrepresentation in any aspect, including submission of incomplete information, during the admissions process (e.g. of self, personal achievements, educational background, career experience, etc.) is a violation of [Policy 60: Academic Integrity](#).

5.14. Changes to admissions requirements

All changes to the admission requirements must be submitted to YSGS for approval no less than 18 months in advance of the cycle they are implemented.

6. READMISSION

- 6.1. Students who have withdrawn in good academic standing from a Ryerson University graduate program may be considered for readmission but readmission is not guaranteed.
- 6.2. Students must reapply to the program through the standard application process and pay all associated fees.
- 6.3. Possible conditions of readmission may include:
 - 6.3.1. additional coursework;
 - 6.3.2. additional academic work; and/or
 - 6.3.3. payment of all fees for the term(s) of the withdrawal when the only remaining program requirement is a MRP, thesis or dissertation.

7. EVALUATION OF APPLICATIONS AND OFFERS OF ADMISSION

All complete applications to the University's graduate programs will be reviewed and processed in a timely manner.

7.1. Evaluation

- 7.1.1. The Graduate Admissions Office will review complete application packages to determine eligibility in accordance with the University's minimum admission requirements.
- 7.1.2. The graduate program to which an individual has applied will evaluate admissible applications that have been verified by the Graduate Admissions Office in accordance with additional requirements for the program.

7.2. Admissions decisions

- 7.2.1. Recommendations for admission will be made by graduate programs to the Vice-Provost and Dean, YSGS.
- 7.2.2. Final authority for admission decisions rests with the Vice-Provost and Dean, YSGS. These decisions are final and cannot be appealed.

7.3. Communication of offers, wait-list, and non-approvals

- 7.3.1. The Graduate Admissions Office is responsible for sending formal offers of admission, waitlist, and non-approval communications.
- 7.3.2. The offer of admission will indicate any conditions associated with the offer of admission.

7.4. Closing of admission cycle

The University reserves the right to close the admission cycle for programs without notice.

8. ADMISSION RELATED FEES

8.1. Application fees

- 8.1.1. Applicants are required to pay an application fee, which is generally not refundable, for each application submitted.
- 8.1.2. This application fee must be paid for the application to be assessed.

8.2. Registration deposit

Upon acceptance to a program, a non-refundable deposit is required by the date stipulated on the offer of admission to hold the spot.

9. INTERPRETATION AND APPLICATION

The interpretation and application of this policy is the responsibility of The Vice-Provost and Dean, YSGS, who also makes final decisions, where required, under this policy.

RELATED PROCEDURES:

Procedures: Graduate Status, Enrolment, and Evaluation

RELATED POLICIES:

Graduate Status, Enrolment, and Evaluation
Policy 60: Academic Integrity

RELATED DOCUMENTS:

YSGS Graduate Calendar

**RYERSON UNIVERSITY
POLICY OF SENATE**

**GRADUATE STATUS, ENROLMENT, AND EVALUATION
(DRAFT – MAY 2, 2018)**

Policy Approval Date:

Next Policy Review Date:

Responsible Committee or Office: Yeates School of Graduate Studies

Contact Office: Yeates School of Graduate Studies Admissions Office

1. PURPOSE

To establish student status, outline the minimum standard of academic performance, establish evaluation of degree requirements, and provide for determining students' eligibility to graduate.

2. APPLICATION AND SCOPE

This policy is to be followed by all students enrolled in graduate programs and courses at Ryerson University and the faculty, staff, and administrators involved in the delivery of these programs and courses.

3. DEFINITIONS

Key terms, abbreviations, and acronyms can be found in [Appendix 1](#).

4. GOALS, VALUES, AND PRINCIPLES

The values stipulated in the University's *Senate Policy Framework* are applicable and fundamental to this policy.

Program delivery and assessment is intended to be clear, transparent, consistent, and timely with all parties accountable for their outlined responsibilities.

5. CATEGORIES OF STUDENTS

5.1. Program students

Program students are registered in full-time or part-time studies in a graduate program (Master's, Doctoral or Professional Master's Diploma) at the University.

5.1.1 Full-time graduate student

Students are full-time graduate students if they:

- 5.1.1.1. are enrolled in a full-time graduate program;
- 5.1.1.2. pursue graduate studies as a full-time commitment;
- 5.1.1.3. regularly interact with faculty members and utilize University resources either virtually or in-person; and
- 5.1.1.4. progress at a satisfactory pace as defined by the requirements of their respective programs and determined by their Graduate Program Director (GPD).

5.1.2. Part-time graduate student

Students are part-time graduate students if they:

- 5.1.2.1. are enrolled in a part-time graduate program;
- 5.1.2.2. are pursuing a diploma or degree but do not meet the requirements of full-time status as defined in Section 5.1.1; and
- 5.1.2.3. are not registered in more than two courses each term unless an exception exists within their program.

5.1.3. Joint-degree student

Students are joint-degree students if they:

- 5.1.3.1. are pursuing a joint program;
- 5.1.3.2. meet the requirements of a full-time or part-time graduate student at Ryerson University; and
- 5.1.3.3. meet the requirements of the joint program.

5.1.4. Dual-degree student

Students are dual-degree students if they:

- 5.1.4.1. are pursuing a dual-degree program;
- 5.1.4.2. meet the requirements of a full-time graduate student at Ryerson University; and
- 5.1.4.3. meet the requirements of the dual-program.

5.2. Non-program students

Non-program students are permitted to take graduate courses or conduct research under the supervision of a faculty member without being registered in a graduate program in YSGS.

5.2.1 Special status students

Students are special status students if they:

- 5.2.1.1. are not enrolled in a graduate program at the University;
- 5.2.1.2. intend to register at the University in no more than two graduate courses within a graduate discipline as a special student and/or conduct research under the supervision of a faculty member who is a member of YSGS; and
- 5.2.1.3. have approval from the GPD, research supervisor, and/or the instructor of the course(s).

5.2.2. Exchange students

Students are exchange students if they:

- 5.2.2.1. are not enrolled in a graduate program at the University;
- 5.2.2.2. are enrolled in an Exchange Program;
- 5.2.2.3. intend to register in courses at the University and/or conduct research under the supervision of a faculty member who is a member of YSGS; and
- 5.2.2.4. have approval from the GPD, research supervisor, and/or the instructor of the course(s).

5.2.3. Ontario Visiting Graduate Students (OVGS)

Students are OVGS if they:

- 5.2.3.1. are graduate students registered at another Ontario university (the home university) and enrol in graduate courses at Ryerson University (the host university) while remaining registered at the home university;

- 5.2.3.2. meet the criteria, and have been approved through the OVGS procedure as outlined on the website;
- 5.2.3.3. have approval from the instructor of the course(s), the GPD, and the Vice-Provost and Dean of YSGS; and
- 5.2.3.4. have approval from their home university to complete one or more of their degree requirements at Ryerson University.

6. ACADEMIC PERFORMANCE EVALUATION

6.1. Course requirements

Course requirements are applicable to all graduate level required courses and electives as well as directed study courses.

- 6.1.1. Graduate students must complete courses in accordance with their program's degree requirements.
- 6.1.2. All program requirements are included in the graduate calendar.

6.2. Grading in courses

- 6.2.1. The course instructor assigns final course marks as letter grades or other defined status designations, as appropriate.
- 6.2.2. Credit towards program requirements will only be granted for a course where a student achieves a minimum grade of:
 - 6.2.2.1. B- at the Master's level; or
 - 6.2.2.2. B for the Doctoral level; or
 - 6.2.2.3. Pass in Pass/Fail courses.
- 6.2.3. Graded course performance designation

6.2.3.1. Graduate grading scale and GPA scale conversion

Percentage grades	Letter grade	Ryerson GPA
90-100	A+	4.33
85-89	A	4.0
80-84	A-	3.67
77-79	B+	3.33
73-76	B	3.0
70-72	B- (master's level only)	2.67
0-69 (Master's) 0-72 (Doctoral)	F	0

6.2.3.2. Variance from graduate percentage conversion to letter grades

Courses that use a different conversion scale than specified in Section 6.2.3.1 must clearly state the conversion process in the course outline.

6.2.3.3. Rounding of percentage grades

The final numerical grade in a course will be rounded to the nearest integer in accordance with standard mathematical practice before converting to a letter grade. For example, 69.5% would be rounded to 70% and 69.3% would be rounded to 69%.

6.2.4. Other course status designations

Designation Code	Meaning (A full description is located in Appendix 2)
AEG	Aegrotat
AUD	Audit
CNC	Course not for credit
CRT	Credit
DEF	Deferred
FNA	Failure, non-attendance
GNR	Grade not recorded
INC	Incomplete
INP	In progress
PSD	Passed

6.3. Scholarly research and creative activity (SRC) requirements

SRC requirements include but are not limited to, theses, MRPs, comprehensive/candidacy examinations, and dissertations.

- 6.3.1. Graduate students in research based master's programs must complete an MRP, creative work or a thesis in accordance with their program requirements.
- 6.3.2. Graduate students in doctoral programs must complete a dissertation, creative work and/or an oral exam in accordance with their program requirements.
- 6.3.3. All program requirements are outlined in the Graduate Calendar.

6.4. Evaluation in SRC requirements

- 6.4.1. Final evaluation for a SRC requirement is assigned by the GPD, supervisor, or examining committee as appropriate.
- 6.4.2. Credit towards graduation requirements will only be granted where a final evaluation for a SRC requirement is indicated as completed.
- 6.4.3. SRC performance designation
 - 6.4.3.1. An examining committee will assess the written and/or creative work as well as a student's ability to defend it, where appropriate, by vote in accordance with the procedures.
 - 6.4.3.2. Students will receive a final performance designation for each degree requirement.
 - 6.4.3.2.1. **Completed** is granted for work that meets the expectations of the examining committee; or
 - 6.4.3.2.2. **Fail** is granted for work that does not meet the expectations of the examining committee

6.5. Progress report designation

Once students have begun SRC requirements, they will be assigned a performance designation by their supervisor/Supervisory Committee based on their annual progress reports.

- 6.5.1.1. **INP (in progress)** is granted for satisfactory progress; or
- 6.5.1.2. **UNS (unsatisfactory)** is granted for unsatisfactory progress.

6.6. Other program requirement completion designations

Students will receive the designation of **Completed** for the completion of non-course and non-SRC program requirements.

7. ACADEMIC STANDING

At the end of each term, grades will be published on the University student administrative system, indicating academic standing (clear, provisional or withdrawn) for that term.

7.1. Clear

- 7.1.1 Clear status is assigned when students have:
 - 7.1.1.1 a minimum passing grade in each graduate course; and
 - 7.1.1.2 INP progress reports, where applicable.
- 7.1.2 Students with a clear standing may continue in their program of study.

7.2. Provisional

- 7.2.1. Provisional status is assigned when students have:
 - 7.2.1.1. one UNS progress report but no failed grades; or
 - 7.2.1.2. one failed grade but no UNS progress reports; or
 - 7.2.1.3. failed to meet a specific program requirement.
- 7.2.2. Students with Provisional status may not continue their program of study until a specific provisional plan to correct academic deficiencies

has been authorized in writing by their supervisor and GPD, signed by the student, and recorded with the Office of the Registrar. Normally the deficiencies must be addressed within a maximum of one year. Students who are substituting a different course for a failed course must request, before the last day to add courses, that the substituted course be used in place of the failed course for GPA calculation and graduation requirements.

- 7.2.3. Students who fail to have a provisional plan approved prior to the official last date to add a course in the term following the application of the Provisional status, may have their enrolment cancelled for that term, or be withdrawn from the program.

7.3. Withdrawn

- 7.3.1. Withdrawn status is assigned when students have:

- 7.3.1.1. Two UNS progress reports; or
- 7.3.1.2. Two failed grades; or
- 7.3.1.3. One failed grade and one UNS progress report; or
- 7.3.1.4. Failure to develop a provisional plan; or
- 7.3.1.5. Failure to meet the requirements of a provisional plan; or
- 7.3.1.6. A final performance designation of Fail for a thesis, major project/paper or dissertation; or
- 7.3.1.7. Failure to complete the graduate program within the allowable time to completion as defined in the in the procedures.

- 7.3.2. Students who have been withdrawn from a program are not eligible for readmission into that program.

7.4. Disciplinary withdrawal

Disciplinary withdrawal is assigned in response to violations of Policy 60: Academic Integrity and Policy 61: Ryerson Student Code of Non-Academic Conduct.

7.5. Open

Open status is used when an academic status has not been assigned and students may continue in the program; normally used when there is an INP or INC designation in a course during the term.

8. GRADUATION

Students are eligible to graduate from a graduate program when they have:

- 8.1.1. been formally admitted to and registered in the program;
- 8.1.2. successfully completed all graduate program requirements within the allowable time to completion permitted by the program; and
- 8.1.3. have formally applied to graduate.

9. INTERPRETATION AND APPLICATION

The interpretation and application of this policy is the responsibility of The Vice-Provost and Dean, YSGS, who also makes final decisions, where required, under this policy.

RELATED PROCEDURES:

Procedures: Graduate Status, Enrolment, and Evaluation

RELATED POLICIES:

Graduate Status, Enrolment, and Evaluation

Policy 60: Academic Integrity

Policy 61: Ryerson Student Code of Non-Academic Conduct

RELATED DOCUMENTS:

YSGS Graduate Calendar

Appendix 1: Acronyms and Key Terms

Acronyms

CGPA	Cumulative Grade Point Average
GDLE	Graduate Degree Level Expectations
GGGM	Governor General Gold Medal
GPA	Grade Point Average
GPD	Graduate Program Director
LAC	Library and Archives Canada
LOP	Letter of Permission
LOA	Leave of Absence
MRP	Major Research Paper/Project
OVGS	Ontario Visiting Graduate Students
PMDip	Professional Master's Diploma
SRC	Scholarly Research and Creativity Activity
YSGS	Yeates School of Graduate Studies

Key Terms

Academic Year	For graduate studies the academic year starts in the fall term and continues through the following winter and spring/summer terms.
Course	A formally recognized academic unit of study approved for inclusion in one or more programs, which has a unique course code, title, and description recorded in the graduate calendar.
Cumulative Grade Point Average (CGPA)	<p>A cumulative average calculated as an indicator of overall academic performance within an academic program.</p> <p>A CGPA is calculated as the sum earned grade points divided by the sum of the cumulative GPA weights, and rounded to the nearest hundredth.</p>
Doctoral Program	The complete set and sequence of courses, combination of courses, and/or milestones prescribed by the University for the fulfilment of a doctoral degree. Degrees are granted for meeting the established requirements at the specified standard of performance consistent with the University's Graduate Degree Level Expectations (GDLE).
Dual-degree Program	A formal agreement between a Ryerson University program and another university that allows students to enroll at both institutions to complete the dual-degree program requirements and receive degrees from both institutions.
Exchange Program	A formal agreement between a Ryerson University graduate program and another university that allows students to complete some program requirements at the other institution.
Faculty / faculty	<p>When capitalized, an academic unit consisting of teaching departments/schools and established by Senate and the Board of Governors. The head of a Faculty is the Dean.</p> <p>Non-capitalized, the term "faculty," for the purpose of this policy, refers to the academic teaching staff of the University.</p>
Graduate Program	The complete set and sequence of courses, combination of courses, and/or milestones prescribed by the University for the fulfilment of a graduate diploma or degree. See also "Doctoral Program," "Master's Program," and "Professional Master's Diploma Program."
Interdisciplinary Program	A graduate program that is delivered by faculty members from multiple Faculties.

Joint Program	A graduate program that is delivered by Ryerson University in partnership with another institution under the auspices of a formal agreement. Students are enrolled at one institution and cross-registered at the other. Upon completion of program requirements, a single degree is granted with the names of both institutions on it.
Master's Program	The complete set and sequence of courses, combination of courses, and/or milestones prescribed by the University for the fulfilment of a master's degree. Degrees are granted for meeting the established requirements at the specified standard of performance consistent with the University's Graduate Degree Level Expectations (GDLE).
Non-course Program Requirement	Non-course program requirements include but are not limited to graduate seminars, theses, major research papers, major research projects, comprehensive/candidacy examinations, dissertations, and required certifications.
Ontario Visiting Graduate Student (OVGS)	A provincial program that allows a graduate student enrolled at an Ontario university (home University) to complete a graduate course at another Ontario university (host University) while remaining registered at the student's own institution with the approval of both institutions.
Professional Master's Diploma Program	The complete set and sequence of courses, combination of courses, and/or milestones prescribed by the University for the fulfilment of a professional master's diploma program. Diplomas are granted for meeting the established requirements at the specified standard of performance consistent with the University's Graduate Degree Level Expectations (GDLE).
Program	See "Graduate Program"
Scholarly research and creative activity (SRC) Requirement	Program requirements including but are not limited to, theses, major research papers, major research projects, comprehensive/candidacy examinations, and dissertations.
Student	Generally, in policies and procedures relating to graduate students, this refers to an individual currently enrolled at Ryerson University in a graduate program or course.

Appendix 2: Course Designations

AEG: (Aegrotat) - credit granted by the Vice-Provost and Dean, YSGS, in consultation with the instructor, only under exceptional circumstances when there has been acceptable performance in a course and some course work remains to be completed.

AUD: (Audit) - course attended as auditor only.

CNC: (Course not for credit) - course not for credit in the current program, this designation is recorded on the transcript as information supplementary to the grade earned in the course.

CRT: (Credit) - transfer credit achieved through an acceptable grade in an equivalent graduate course which has been completed at Ryerson University or in a graduate program at another institution and which is deemed equivalent to a course in the student's graduate program. Equivalency is determined by the GPD or faculty member who is responsible for teaching the course in the student's graduate program. Such credit should be granted as a part of the admission process. For a student already registered in the Program, this type of credit will normally require a Letter of Permission from the student's GPD prior to registering in the course.

Transfer credits will count toward the student's graduation requirements but will not be used in grade point average calculation. Students may not receive transfer credits for more than 50% of their current Program course requirements.

DEF: (Deferred) - an interim grade assigned during the investigation of academic misconduct (as described in Policy 60: Academic Integrity). The DEF grade will be replaced by an official course grade upon resolution of the matter.

FNA: (Failure, Non Attendance) - awarded by the instructor when the student has been absent from the majority of course meetings and/or has submitted no work for evaluation. This grade will be assigned when a student abandons a course without completing a formal withdrawal prior to established deadline dates. This grade is counted as a failure in the calculations of GPA and academic standing.

GNR: (Grade not recorded) – grades have not been submitted for an entire class. The student should immediately initiate an inquiry with the faculty member and/or graduate program.

INC: (Incomplete) - incomplete coursework or a missed final examination due to documented health or compassionate grounds. An INC can be awarded only when some work remains to be completed and when the completion of the outstanding work or an alternate examination may result in a passing final grade. The outstanding work or alternate examination must be completed by a specified date not later than the end of classes in the next term unless alternate arrangements have been made. The INC will be replaced by an official course grade when the work is completed, or with an "F" if not completed. An INC is not included in GPA calculation, nor as a credit or failed course.

INP: (In Progress) – indicates coursework in progress with at least one more term of formal course enrolment and study required for completion (e.g. extended absence

requires repeating the course is still in progress). An INP is not included in GPA calculation, nor as a credit or failed course.

PSD: (Passed) - acceptable performance in a course graded only pass or fail, as predefined in the Graduate Calendar.\

RYERSON UNIVERSITY

PROCEDURES: GRADUATE STATUS, ENROLMENT, AND EVALUATION

Approval Date:

Next Review Date:

Responsible Office: Yeates School of Graduate Studies (YSGS)

Contact Office: Office of the Vice-Provost and Dean, YSGS

1. **PURPOSE OF PROCEDURES**

The Graduate Status, Enrolment, and Evaluation Procedures (“Procedures”) outline the procedures to be followed throughout the graduate student cycle from enrolment to graduation at Ryerson University (the “University”) and identify the roles and responsibilities of those involved in processes.

2. **RESIDENCY**

In order to earn a Ryerson University graduate degree or diploma, all students are required to complete a minimum of 50% of their program’s course requirements and all non-course program requirements while enrolled in the program from which they are graduating at Ryerson University.

3. **MINIMUM RESIDENCY**

- 3.1 All graduate programs must specify a minimum length in terms, which is normally the shortest period of time a student must be registered in a program in order to qualify for the degree.
- 3.2 The minimum residency for a program normally predetermines the minimum total academic fees that the student must pay prior to graduation.
- 3.3 In cases where a minimum residency is not indicated by the program, the following apply:
 - 3.3.1 PMDip: 2 full-time terms or equivalent
 - 3.3.2 Master’s: 3 full-time terms or equivalent
 - 3.3.3 Doctoral: 8 full-time terms or equivalent

4. **FIRST ENROLMENT**

Students beginning their graduate programs will register for the first time at the start of the academic term indicated in their letter of admission.

5. **CONTINUOUS ENROLMENT**

Students admitted to graduate programs are required to maintain continuous enrolment, including payment of applicable fees, in every fall, winter, and spring/summer term of their program until all requirements of their program have been met, unless they have been granted a leave of absence or have withdrawn from the program.

6. **SIMULTANEOUS REGISTRATION**

- 6.1 Simultaneous registration in more than one full-time graduate program (including at other institutions) is not permitted.
- 6.2 With the consent of both graduate programs concerned and the Vice-Provost and Dean, YSGS, simultaneous registration in a full-time and a part-time program or in two part-time programs may be permitted.
- 6.3 Students are normally responsible for fees charged for both programs.

7. TRANSFER CREDITS

- 7.1 A graduate level course completed prior to enrolment in a student's current program may be assessed for use towards degree requirements if:
- 7.1.1 No more than 50% of their program requirements are fulfilled with transfer credits;
 - 7.1.2 No degree has been conferred using the course;
 - 7.1.3 The student provides proof that they have withdrawn from any other programs;
 - 7.1.4 The course was not used towards the basis for admission to the current program; and
 - 7.1.5 The Graduate Program Director (GPD) grants approval.
- 7.2 A graduate level course completed at another institution while students are enrolled in a program at Ryerson University may be assessed and used toward degree requirements if:
- 7.2.1 It is formally approved on a Letter of Permission (LOP) prior to enrolment;
 - 7.2.2 No more than 50% of their program requirements are fulfilled with transfer credits; and
 - 7.2.3 The GPD grants approval.

8. TIME TO COMPLETION

All graduate students are expected to complete their programs in the timeline outlined by the graduate program.

8.1 Maximum time to completion

- 8.1.1 In some circumstances students may require more time than specified by their program to complete the program requirements. In these circumstances, students must still meet all requirements within the maximum allowable time to completion:
- 8.1.1.2 Master's program (full-time): three years
 - 8.1.1.3 Master's program (part-time): five years
 - 8.1.1.4 Doctoral program (part-or full-time): six years
- 8.1.2 Students who are granted a change in status from part-time to full-time or from full-time to part-time will have their time to completion adjusted for completion included in their approval.

8.2 Extension of time to completion

If students cannot complete program requirements before the maximum time to completion as stipulated in Procedure 8.1, they must apply for an extension.

- 8.2.1 Under extenuating circumstances the GPD, in consultation with the student's supervisor, can grant a one term extension to the time to completion.

- 8.2.2 An application for an extension of more than one term or a second petition must be granted final approval from the Vice-Provost and Dean, YSGS.
- 8.2.3 Students who do not apply for extension by the last date to add a course for the term, or if the petition is not approved, will be withdrawn from the program.
- 8.2.4 Students who are withdrawn from their program must reapply to reenter the program and apply for an extension.

9. LEAVE OF ABSENCE (LOA)

9.1 Parental LOA

- 9.1.1 Students will be granted an LOA at any time during their pregnancy or within twelve months of the date of birth or custody to provide full-time care.
- 9.1.2 Parental leave must commence within twelve months of the date of birth or custody.
- 9.1.3 Approval of a parental LOA will only be granted with the application that outlines their plan for a successful return to their program and appropriate supporting documentation.
- 9.1.4 The GPD can grant a student's parental LOA for a maximum of five terms.

9.2 Health, Financial or Compassionate LOA

- 9.2.1 In rare circumstances, where students are unable to meet the requirement of continuous enrolment, an LOA may be granted.
- 9.2.2 A student may apply for an LOA where there are serious or significant health, financial or compassionate situations.
- 9.2.3 Approval of an LOA will only be granted with the application that outlines their plan, with appropriate supporting documentation, for a successful return to their program.
- 9.2.4 The GPD can grant a student's first LOA for a maximum of one term.
- 9.2.5 The Vice-Provost and Dean, YSGS must grant final approval for LOAs of more than one term, but the LOAs cannot exceed three terms.
- 9.2.6 Students will not normally be granted more than one LOA during their graduate program.
- 9.2.7 Under extraordinary circumstances, an extended LOA or a second LOA may be approved by the Vice-Provost and Dean, YSGS.

9.3 Terms of an LOA

- 9.3.1 Students who are granted an LOA will not:
 - 9.3.1.1 be required to pay fees during the leave;
 - 9.3.1.2 have that term of the leave included in the calculation of time to completion for the degree;
 - 9.3.1.3 be entitled to use the services of the University or the program during the leave;
 - 9.3.1.4 have access to supervisors or supervision;
 - 9.3.1.5 have access to labs or research facilities; and

- 9.3.1.6 be working towards the completion of diploma or degree requirements while on leave.
- 9.3.2 An LOA will not be granted for students in the first term of a program as indicated in their letter of admission.
- 9.3.3 Students who are granted an LOA will have their funding packages evaluated for eligibility while on the leave.
- 9.3.4 Students who are returning from a LOA must:
 - 9.3.4.1 have a plan for completion of program requirements upon their return that has been approved by their faculty advisor/supervisor, GPD, and Vice-Provost and Dean, YSGS, where appropriate; and
 - 9.3.4.2 register for a minimum of one term before completion of the program.
- 9.3.5 Students who fail to return from an LOA on the expected date will be withdrawn from their program.

10. CHANGE OF PROGRAM OR STATUS

All changes of program or status are governed by the Graduate Admissions Policy.

10.1 Program Transfer from Master's to Doctoral level

- 10.1 In some graduate programs, a graduate student may transfer from a Master's program to a Doctoral program without completing the Master's degree.
- 10.2 YSGS requirements for this type of transfer include:
 - 10.2.1 completion of all course requirements for the Master's degree with a minimum 3.67 GPA;
 - 10.2.2 demonstrated strong research potential; and
 - 10.2.3 GPD and supervisor or Supervisory Committee's permission.
- 10.3 Program specific requirements for this type of transfer can be found on the YSGS or graduate program website.
- 10.4 A student who transfers from a Master's program to a Doctoral program may not transfer back to the Master's level nor receive a Master's degree in that program.

10.2 Program transfer from Doctoral to Master's level

- 10.2.1 In some graduate programs, a graduate student may transfer from a Doctoral program to a Master's program.
- 10.2.2 The specific conditions for this type of transfer, including additional requirements and number of terms allowed to complete requirements, will be outlined in the student's offer of admission.
- 10.2.3 A student who transfers from a Doctoral program to a Master's program may not transfer back to the Doctoral level.

10.3 Program change from one degree to another in the same program

- 10.3.1 In some graduate programs, a student may transfer from one degree to another (example: MEng to MAsc) subject to consultation with and the approval of the GPD.

- 10.3.2 The specific conditions for this type of transfer including additional requirements and number of terms allowed to complete requirements will be stipulated in the student's offer of admission.

10.4 Program change from one program to another

Students who want to change graduate programs must apply through the standard admissions procedure.

10.5 Change of status between part-time and full-time

- 10.5.1 In some circumstances, a student may change status from full-time to part-time or part-time to full-time subject to consultation with and the approval of the program GPD.
- 10.5.2 Normally, a student may not transfer from full-time to part-time when the only remaining graduation requirement is a thesis, MRP or dissertation.

11. ENROLMENT FEES

- 11.1 Students are required to pay applicable fees from initial enrolment in a program through to the term in which they complete all degree requirements or officially withdraw.
- 11.2 Students who are granted an LOA will not be required to pay fees during the leave.

12. MINIMUM DEGREE FEES

The minimum degree fee for all programs (part-time and full-time) is based on the minimum time to completion for a full-time student in the program, as stated on the YSGS website.

- 12.1 If students complete their program without paying the minimum degree fee, a "Balance of Degree Fee" may be assessed just prior to graduation.
- 12.2 The fee is based on tuition fees only, as published on the fees schedule in effect at the time of graduation.

13. VOLUNTARY WITHDRAWAL

- 13.1 A student who chooses not to continue in a program must officially withdraw from the program. Withdrawn students will not be entitled to use the services of the University or the program.
- 13.2 A student who voluntarily withdraws from their program must reapply through the Graduate Admissions Office to reenter the program. Readmission is not guaranteed and may be subject to conditions including but not limited to additional courses or other academic work to align with any curriculum changes.

14. ADMINISTRATIVE WITHDRAWAL

- 14.1 A student who has not participated in, nor paid fees for their program, or has not responded to program correspondence for a term, will be withdrawn from the program. Withdrawn students will not be entitled to use the services of the University or the program.
- 14.2 A student who is administratively withdrawn from their program must reapply through the Graduate Admissions Office to reenter the program. Readmission is

not guaranteed and may be subject to conditions including but not limited to additional courses or other academic work to align with any curriculum changes.

15. COURSE RELATED PROCEDURES

15.1 Add/Drop Courses

All graduate course additions and drops must be processed by the dates listed on the Significant Dates in the Graduate Calendar.

15.2 Course Audit

15.2.1 To audit a course, students must have written approval from their supervisor and from the instructor for the course. Any requirements of the auditor must be stipulated in writing by the instructor at the time of authorization.

15.2.2 A graduate student, while paying program fees, may audit the equivalent of two one-credit courses in any graduate or undergraduate program at the University without additional fees.

15.2.3 Courses taken for audit will not count for credit toward the student's program, but will appear on the student's transcript with the designation "AUD" in lieu of a grade.

15.2.4 Failure of the auditor to fulfil the requirements will result in withdrawal from the course.

15.3 Course Substitution

Students may use an appropriate non-program course to fulfil a program requirement or elective with authorization from the student's supervisor/advisor and GPD.

15.4 Grade Substitution

15.4.1 For the purpose of improving GPA/CGPA, students may substitute a different course for a previously taken elective course regardless of the mark received, with authorization from the student's supervisor/advisor and GPD.

15.4.2 Students are required to submit a GPA Adjustment Form to Enrollment Services and Student Records no later than the final date to add a course for the term.

15.5 Course Repeat

15.5.1 Students may be allowed to repeat a course once, with approval from their GPD.

15.5.2 The original grade will continue to appear on the student's academic record, but only the last grade achieved for a repeated course (whether higher or lower) will count in the GPA and CGPA.

16. SUPERVISION

16.1 Advisor or supervisor arrangement

- 16.1.1 Graduate students require a faculty advisor or supervisor who is a YSGS member from the student's program who is approved by the GPD.
- 16.1.2 When a faculty advisor is initially paired with a student in a program where research is involved, a supervisor will be determined once the student's research area is identified.

16.2 Supervisory relationship

- 16.2.1 Graduate students and faculty supervisors must adhere to all University policies and all expectations outlined by the YSGS.
- 16.2.2 Graduate students and faculty supervisors must adhere to all expectations outlined within their graduate program.
- 16.2.3 The role of the faculty advisor or supervisor is to provide academic advising and monitor the student's progress toward the completion of the program.
- 16.2.4 Where a dissertation, thesis or MRP is part of a student's curriculum, the student's supervisor shall:
 - 16.2.4.1 meet regularly with the student;
 - 16.2.4.2 review the student's proposal and recommend its approval to the GPD normally not less than one to two terms (depending on the length of the program) prior to the expected date of program completion;
 - 16.2.4.3 complete the supervisor's portion of the student's annual Progress Report;
 - 16.2.4.4 evaluate the readiness of the MRP, thesis or dissertation (and the paper or project if required) to be examined orally, and make a recommendation to the GPD regarding a date for the defence and the composition of the Examining Committee;
 - 16.2.4.5 ensure that a copy of the student's work is sent to each member of the student's Examining Committee when required; and
 - 16.2.4.6 uphold any graduate program specific expectations of supervisors.

16.3 Supervisory Committee for Doctoral students

- 16.3.1 The membership of a student's Supervisory Committee:
 - 16.3.1.1 is composed of two to four members, who should remain on the committee throughout the student's research, including: the student's supervisor(s) and one faculty member from the student's program who is a member of YSGS;
 - 16.3.1.2 may include a non-academic expert professional in the field of research or a Ryerson University faculty member who is not a member of YSGS; and
 - 16.3.1.3 is recommended by a student's supervisor to the GPD for approval.

- 16.3.2 The GPD shall forward to the Vice-Provost and Dean, YSGS the recommendations for committee appointments in accordance with program expectations no later than the beginning of the third year of study.
- 16.3.3 The Supervisory Committee shall:
 - 16.3.3.1 be chaired by the student's supervisor;
 - 16.3.3.2 at minimum, meet once annually with the student;
 - 16.3.3.3 review the student's preparedness and establish a timeline of expected progress;
 - 16.3.3.4 update the GPD when the student successfully completes a non-course program component and has set a research topic;
 - 16.3.3.5 update the GPD when the student is unsuccessful in completing a non-course program component and provide detailed reasons for the decision to the GPD, Vice-Provost and Dean, YSGS, and the student within two weeks of the failed attempt;
 - 16.3.3.6 formally approve the dissertation proposal;
 - 16.3.3.7 complete any requirements as indicated by the graduate program; and
 - 16.3.3.8 evaluate the readiness of the dissertation to be examined and, with a minimum of majority agreement, make a recommendation to the GPD regarding the formation of the Examining Committee.

17. PROGRAM OF STUDY

The Program of Study establishes the plan for courses and/or research that a student will follow to complete degree requirements.

- 17.1 In consultation with the student, the faculty advisor or supervisor will recommend an initial Program of Study and submit to the GPD for approval.
- 17.2 This should normally be completed within the first four weeks of the program.
- 17.3 The Program of Study should be reviewed each term, prior to course enrolment by the student, and any additions or changes should be discussed with and approved by the faculty advisor or supervisor.

18. PROGRESS REPORTS

Progress Reports are used to maintain a record of student progress toward degree requirements and to assign an annual performance designation for progress in non-course program requirements (research progress for MRP/thesis/creative work/dissertation) where appropriate.

- 18.1 Every student in a degree program is required to submit one Progress Report per year, normally at the end of the winter term in the form and format set out by YSGS.
- 18.2 Individual programs may set requirements for additional program level reports.
- 18.3 The student will initiate the process by completing the student portion of the report.
- 18.4 Where appropriate the supervisor will assign a performance designation of:

INP (in progress) for satisfactory progress; or
 UNS (unsatisfactory) for unsatisfactory progress.

18.5 If UNS is assigned:

18.5.1 a detailed reason for this judgement must be included;

18.5.2 specific instructions on deliverables for the following term must be outlined; and

18.5.3 the student's Academic Standing will become Provisional.

18.6 In the event that the student does not present a Progress Report for review, the supervisor will complete one, a UNS will be assigned and the student's Academic Standing will be adjusted accordingly;

18.7 The GPD will add any additional comments.

18.8 A copy of the report must be given to the student and the GPD.

19. READINESS FOR EXAMINATION

19.1 The supervisor(s) or supervisory committee, in consultation with the student, will determine if written work is ready to stand for defence and will establish an Examining Committee and schedule the defence.

19.2 If consensus is not reached with regard to readiness, the student has the right to petition the GPD in order to have the written work stand for defence, establish the Examining Committee, and schedule the defence.

19.3 Where the GPD is the student's supervisor, the student may petition the Vice-Provost and Dean, YSGS.

20. MASTER'S MRP REQUIREMENTS

20.1 Readiness of Examination

Refer to Procedure 19 for the process.

20.2 Examining Committees

20.2.1 The Examining Committee will be appointed by the GPD when the student and supervisor agree the MRP is ready for assessment.

20.2.2 The Examining Committee is composed of a minimum of three members: the student's supervisor(s), the GPD or designate, and one faculty member from the student's program who is a member of YSGS.

20.2.3 The Vice-Provost and Dean, YSGS may approve the appointment of an expert professional in the field of the MRP, or a Ryerson University faculty member who is not a member of the YSGS, to serve as a member of the Examining Committee.

20.2.4 The committee will vote by simple majority on the assessment decision.

20.2.5 The GPD, or designate, will serve as Chair and will only have a vote in the event that other votes result in a tie.

20.3 Conduct of Examination

Evaluation of MRP is coordinated by a student's supervisor in accordance with the graduate program's procedures.

21. MASTER'S THESIS REQUIREMENTS

21.1 Readiness for Examination

Refer to Procedure 19 for the process.

21.2 Examining Committee

- 21.2.1 Committee membership is recommended by the student's supervisor and must be approved by the GPD.
- 21.2.2 The Examining Committee is composed of a minimum of four members: the student's supervisor(s), the GPD or designate, one faculty member from the student's program who is a member of YSGS, and one faculty member who is not involved in the student's research and is a YSGS member from any graduate program.
- 21.2.3 The Faculty Dean or the Vice-Provost and Dean, YSGS may approve the appointment of an expert professional in the field of the thesis, or a Ryerson University faculty member who is not a member of the YSGS, to serve as a member of the Examining Committee.
- 21.2.4 The GPD, or designate, will serve as Chair.

21.3 Examination Date

The examination date is set by the student's supervisor in consultation with the Examining Committee and student, only when the Examining Committee is formally appointed.

21.3 Circulation of material

- 21.3.1 The student will provide the final document for examination to each committee member at least two weeks prior to the defence or as determined by the program.
- 21.3.2 Committee members may request digital or hard copies as necessary.

21.4 Role of the Chair

- 21.4.1 The Chair is responsible for maintaining decorum during the examination, and ensuring that the student's work is given a fair and equitable assessment.
- 21.4.2 The examination is public, but the Chair has the authority to exclude persons whose conduct disturbs the examination.
- 21.4.3 The Chair presides over the deliberations of the Examining Committee but only votes in the case of a tie.

21.5 Non-attendance

- 21.5.1 Member(s) of the committee who cannot attend the defence in-person or through video conferencing, must submit a written report to the Chair at least one week before the defence.

- 21.5.2 The Chair will appoint a delegate for the absent member, who cannot be an existing member of the committee, to present the report at the examination.
- 21.5.3 No more than two members may be absent from the defence. The supervisor(s) must attend the defence.
- 21.5.4 If any committee member is absent, and has not been replaced by a delegate, the examination may proceed only with the approval of the student and the Examining Committee Chair.
- 21.5.5 Delegates have the status of a committee member, and their vote substitutes for that of the absent member.

21.6 Presentation

- 21.6.1 The examination begins with an oral presentation by the student using whatever aids are required to make an effective presentation.
- 21.6.2 The focus of the presentation is the main contributions and conclusions of the work.

21.7 Questions

- 21.7.1 The Chair gives priority to questions from members of the committee.
- 21.7.2 Usually the questions by the supervisor are last.
- 21.7.3 The Chair must ascertain that all of the questions from an absent committee member have been adequately presented by the delegate who may also pose any additional questions deemed necessary.
- 21.7.4 At the discretion of the Chair, non-committee members in attendance may ask questions.

21.8 Deliberations

- 21.8.1 Only the Examining Committee, including delegates, will be present during deliberations.
- 21.8.2 Examining Committee members who are attending remotely are responsible for ensuring confidentiality.

21.9 Decisions

- 21.9.1 The decision of the Examining Committee shall be by vote and shall be based on the written and/or creative work and on the student's ability to defend it.
- 21.9.2 The committee will vote by simple majority on the assessment decision.
- 21.9.3 Where there is a co-supervisor, one vote will be shared equally between them.
- 21.9.4 The Chair will only vote in the event that other votes result in a tie.
- 21.9.5 The Chair will record the decisions of all committee members including those who are attending remotely.
- 21.9.6 The student must pass both the oral examination and the written work.
- 21.9.7 The following decisions are open to the examining committee:

21.9.4.1 Oral Examination Decisions

Pass is granted for work that meets the expectations of the examining committee.

Decision deferred until major revisions on written/creative work are submitted and the committee has reconvened when necessary.

Fail is granted for work that does not meet the expectations of the examining committee.

21.9.4.2 **Written and/or Creative Work Decisions**

Pass is granted for work that may require minor revisions that do not radically modify the development/argument of the thesis. Expectations shall be clearly specified in writing to the student and the supervisor shall ensure that they are made. When the supervisor confirms that the changes have been made, the examination requirement has been met.

Major Revision is granted for work that requires revisions ranging from rewriting a large part of a chapter to including additional work. Detailed reasons for referring the paper for major revision and expectations will be supplied in writing by the Chair of the Examining Committee to the Vice-Provost and Dean, YSGS, the GPD, the supervisor and the student within one week following the oral examination.

The Examining Committee must give final approval to the major revisions by reconvening the examination or by consultation.

If the decision by consultation on the major revisions is **unsatisfactory**, the examination must be reconvened.

Upon reconvening, a final decision must be made.

Decisions are limited to **Pass** or **Fail**.

Fail is granted for work that does not meet the expectations of the committee. Detailed reasons for the decision will be supplied in writing by the Chair of the Examining Committee to the Vice-Provost and Dean, YSGS, the GPD, and the student within one week following the oral examination.

22. DOCTORAL PREPARATORY PHASE

22.1 Every Doctoral program requires the completion of one or more preparatory or foundation phases. This may take the form of one or more of the following examples:

- 22.1.1 comprehensive examination;
- 22.1.2 candidacy examination;
- 22.1.3 qualifying examination;

- 22.1.4 dissertation proposal; and/or
- 22.1.5 proposal defence.
- 22.2 Preparatory phase requirements must normally be completed successfully within two years, and no later than three years, from the date of program registration or a UNS will be assigned.
- 22.3 Individual programs may also require an internal preliminary examination before approval to go to formal presentation, which may include an external examination.

23. DOCTORAL DISSERTATION PHASE

23.1 Readiness for Examination

Refer to Procedure 19 for the process.

23.2 Examining Committee

- 23.2.1 Committee membership is recommended to the GPD by the student's supervisory committee in consultation with the student .
- 23.2.2 The Examining Committee will normally be composed of: the supervisor(s); two faculty members from the student's program who are members of YSGS; one faculty member from outside of the program who is a member of the YSGS; one member external to the University (the requirements for the external member are at Procedure 23.4); and a non-voting Chair that is appointed by the Vice-Provost and Dean, YSGS.
- 23.2.3 If appropriate, an additional member who is an expert professional in the field of the dissertation, or a Ryerson University faculty member who is not a member of the YSGS may be recommended.
- 23.2.4 GPDs shall forward their recommendation regarding the composition of the Examining Committee to the Vice-Provost and Dean, YSGS for approval, appointment, and assignment of the Chair.

23.3 Examination Date

The examination date is set by the student's supervisor in consultation with the Examining Committee and student, only when the Examining Committee is formally appointed.

23.3 Circulation of material

- 23.3.1 The student will provide the final document for examination to each committee member at least four weeks prior to the defence or as determined by the program.
- 23.3.2 Committee members may request digital or hard copies as necessary.

23.4 External Examiner

23.4.1 External examiners will normally:

- 23.4.1.1 Be an expert in the field of the dissertation;
- 23.4.1.2 Have experience with doctoral level graduate studies;
- 23.4.1.3 Be at arms' length from the dissertation; and
- 23.4.1.4 Normally not have served on a Ryerson University examining committee in the previous three years.

23.4.2 The External Examiner's Report must:

- 23.4.2.1 be sent to the GPD at least two weeks prior to the scheduled defence; and
- 23.4.2.2 will be circulated to the Examining Committee Chair, student, and their supervisor one week before the examination.

23.5 Role of the Chair

- 23.5.1 The Chair is responsible for maintaining decorum during the examination, and ensuring that the student's work is given a fair and equitable assessment.
- 23.5.2 The examination is public, but the Chair has the authority to exclude persons whose conduct disturbs the examination.
- 23.5.3 The Chair presides over the deliberations of the Examining Committee but only votes in the case of a tie.

23.6 Non-attendance

- 23.6.1 Member(s) of the committee who cannot attend the defence in-person or through video conferencing, must submit a written report to the Chair at least one week before the defence.
- 23.6.2 The Chair will appoint a delegate, who cannot be an existing member of the committee, for the absent member.
- 23.6.3 No more than two members may be absent from the defence. The supervisor(s) must attend the defence.
- 23.6.4 If any committee member is absent, and has not been replaced by a delegate, the examination may proceed only with the approval of the student and the Examining Committee Chair.
- 23.6.5 Delegates have the status of a committee member, and their vote substitutes for that of the absent member.

23.7 Presentation

- 23.7.1 The examination begins with an oral presentation of the dissertation by the student using whatever aids are required to make an effective presentation.
- 23.7.2 This focus of the presentation is the main contributions and conclusions of the work.

23.8 Questions

Following the presentation, questions may be asked.

- 23.8.1 The Chair gives priority to questions from members of the committee.
- 23.8.2 Usually the external examiner's questions are presented first.

- 23.8.3 Usually the questions by the supervisor are last.
- 23.8.4 The Chair must ascertain that all of the questions from an absent committee member have been adequately presented by the delegate who may also pose any additional questions deemed necessary.
- 23.8.5 At the discretion of the Chair, non-committee members in attendance may ask questions.

23.9 Deliberations

- 23.9.1 Only the Examining Committee, including delegates, will be present during deliberations.
- 23.9.2 Examining committee members who are attending remotely are responsible for ensuring confidentiality.
- 23.9.3 If the external examiner is absent, the full external examiner's report is shared with the committee.

23.10 Decisions

- 23.10.1 The decision of the Examining Committee shall be by vote and shall be based on the written and/or creative work and on the student's ability to defend it.
- 23.10.2 The committee will vote by simple majority on the assessment decision.
- 23.10.3 The Chair will only have a vote in the event that other votes result in a tie.
- 23.10.4 The Chair will record the decisions of all committee members including those who are attending remotely.
- 23.10.5 Where there is more than one supervisor, a vote will be shared equally between them.
- 23.10.6 The student must pass both the oral examination and the written work.
- 23.10.7 The following decisions are open to the Examining Committee:

23.10.5.1 Oral Examination Decisions

Pass is granted for work that meets the expectations of the Examining Committee

Decision deferred until major revisions submitted and the committee has reconvened when necessary

Fail is granted for work that does not meet the expectations of the Examining Committee.

23.10.5.2 Written and/or Creative Work

Pass is granted for work that may require minor revisions that do not radically modify the development/argument of the paper. Expectations shall be clearly specified in writing to the student and the Supervisor shall ensure that they are made. When the Supervisor confirms that the changes have been made, the examination requirement has been met.

Major Revision is granted for work that requires revisions ranging from rewriting a large part of a chapter to including additional work. Detailed reasons for referring the paper for major revision and expectations will be supplied in writing by the Chair of the Examining Committee to the Vice-Provost and Dean, YSGS, the GPD, the supervisor and the student within one week following the oral examination.

The Examining Committee must give final approval to the major revisions by reconvening the examination or by consultation.

If the decision by consultation on the major revisions is **unsatisfactory**, the examination must be reconvened.

Upon reconvening, a final decision must be made.

Decisions are limited to **Pass** or **Fail**.

Fail is granted for work that does not meet the expectations of the program. Detailed reasons for the decision will be supplied in writing by the Chair of the Examining Committee to the Vice-Provost and Dean, YSGS, the GPD, and the student within one week following the oral examination.

24. Submission and Deposit of Theses and Dissertations

- 24.1 Following a successful examination, the student must submit the final copy of the thesis or dissertation, and MRP where required by the program, along with verification by the student's supervisor and the GPD, that all required corrections or revisions have been made, in accordance with the submission procedures found on the YSGS website.
- 24.2 As a condition of engaging in a graduate program of the University, the author of a submitted MRP, thesis or dissertation grants certain licenses and waivers with respect to the circulation and copying of the MRP, thesis or dissertation. These licenses and waivers take effect upon the submission of the copies listed above, except in cases of research non-disclosure, where they will take effect following the period of withholding. The licenses and waivers are as follows:
 - 24.2.1 the University Library will be permitted to allow consultation of the MRP, thesis or dissertation as part of the library collection and the making of single copies for another library or similar institution or for an individual for private study and research; and
 - 24.2.2 submission of a thesis or dissertation to the Library and Archives Canada (LAC) will be made as agreed to by the student on the LAC Non-exclusive Licence to Reproduce Theses form. The LAC does not accept major research papers/projects.

25. Research Non-Disclosure

In cases where a student's non-course program requirement contains confidential or proprietary information, the student may request the following:

- 25.1 attendance of oral examination limited to the examining committee;
- 25.2 non-disclosure agreements with all examining committee members; and/or
- 25.3 delayed circulation of the document for a period of no more than 12 months from the date of final examination.

26. Governor General Gold Medal Award (GGGM)

- 26.1 The GGGM is awarded annually to the graduate student(s) who achieve(s) the highest academic standing at the graduate level.
- 26.2 The recipient(s) must be enrolled in full-time studies and have completed their program within the normal time frame (as determined by YSGS).
- 26.3 The Chair of a student's Examining Committee will determine at the time of defence if a student should be considered for the award.
- 26.4 The GGGM is awarded at the Fall convocation and all students who completed their studies in the past year may be considered.
- 26.5 The number of GGGMs available each academic year is determined by the Office of the Governor General of Canada.

RELATED POLICY:

Graduate Status, Enrolment, and Evaluation

RELATED DOCUMENTS:

GPA Adjustment Form

LAC Non-exclusive Licence to Reproduce Theses form

YSGS Council report to Senate

May 15, 2018

In this report the Yeates School of Graduate Studies Council (YSGS Council) brings to Senate its evaluation and recommendation on the following items:

Periodic Program Review (PPR) Final Assessment Reports (FARs)

Communication and Culture (MA and PhD)

The Communication and Culture self-study report was reviewed thoroughly by the Program and Planning committee on November 23, 2016. The timeline of this PPR was longer than others due to the joint completion with York University.

On November 2, 2017 the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On March 14, 2018 the YSGS Council voted in favour of moving the the FAR to Senate.

Motion: That Senate approve the joint Periodic Program Review between Ryerson and York University for Communication and Culture Graduate Programs.

Film & Photography Preservation and Collection Management (MA)

The Film and Photo Preservation and Collection Management self-study report was reviewed thoroughly by the Program and Planning committee on September 28, 2017 and following that the PRT team was decided upon and scheduled to visit on December 5 and 6, 2017.

On May 1, 2018 the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On May 11, 2018 the YSGS Council voted in favour of moving the the FAR to Senate.

Motion: That Senate approve the Periodic Program Review for the Film and Photography Preservation and Collection Management graduate program.

Curriculum Modifications

Master's of Journalism Program

Following the periodic program review of the Master's of Journalism graduate program, the program developed changes to the curriculum to reflect industry and professional developments and best prepare graduates. These changes were approved by School of Journalism Council on

January 15, 2018 and were reviewed by the YSGS Program and Planning committee on May 1, 2018 where the changes were recommended for approval.

On May 11, 2018 the YSGS Council voted in favour of moving the the curriculum modifications to Senate.

Motion: That Senate approve the curriculum modifications for the Master's of Journalism program.

Submitted by:

A handwritten signature in blue ink, appearing to read "J Mactavish", with a long horizontal flourish extending to the right.

Jennifer Mactavish, Vice-Provost and Dean
Yeates School of Graduate Studies Council

Communication and Cultural Studies Joint Graduate Program (MA and PhD) York University and Ryerson University

Cyclical Program Review – 2009 to 2016

Final Assessment Report and Implementation Plan

Reported/Approved:

- **York University Joint-Committee on Quality Assurance: May 2018**
- **Ryerson University Senate: May 2018**

Program Description

The Joint Master's and Doctoral Program in Communication and Culture at York and Ryerson is a unique partnership with two universities combining expertise and opportunities for advanced study related to media and cultural technologies in practice and theory, as well as communication politics and policy. Three fields of study are offered: Media and Culture; Politics and Policy; Technology in Practice. The first students were admitted in 2000.

The Program offers an innovative two-year Master's program, full-time or part-time, which allows students to enter from a wide diversity of academic backgrounds and professional experiences. The MA program offers unique options for combining academic and professional work that promotes the integration of theory-building, media practice, and policy through independent research. Master's students can elect one of three options for completing their degrees: by thesis (+ 8 courses), by project (+ 8 courses) or by major research paper (MRP + 9 courses).

The MA program focuses on exposing students to the following:

- Designing and conducting research that sheds new light on issues and problems in theory, empirical studies, and professional practices.
- Reporting research in a variety of conventional and non-traditional research and creative methods.
- Participating in course-based seminar discussions with faculty, to delve into the implications of current and emerging themes of interest.
- An option of undertaking field placements (with public, private or community organizations) that provide the experiential-learning opportunities commensurate with the standards of a graduate course.

The PhD program, which can be pursued on a part- or full-time basis, is a research intensive, theoretically and methodologically grounded offering that emphasizes the practices, processes and technologies for elevating understanding of contemporary mediated cultures. Research opportunities are

supported by a large complement of faculty from across Ryerson and York, who bring a breadth of perspectives and experiences. PhD candidates must complete six one-term courses: three PhD core courses and appropriate courses in a major and minor field. Upon completion of courses, candidates must pass qualifying examinations and present an acceptable dissertation proposal. The dissertation must make an original contribution to knowledge in the field.

The PhD program focuses on exposing students to the following:

- Providing experience and training in advanced research and developing critical and analytical skills.
- Preparing candidates for a career in teaching, or research in cultural industries or non-profit organizations.
- Providing a broad knowledge of the fields of Communication Studies and Cultural Studies with an emphasis on two of the program's three fields (Media and Culture, Policy and Practice and Technology in Practice).
- Facilitating the acquisition of autonomy in conducting research, through the dissertation as well as such avenues as conference papers, scholarly publications, policy consulting, and creative exhibitions.

An overview of the recent registrations, enrollments, and degrees awarded is provided in the table below.

Communications and Culture	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
Masters	15	37	36
PhD	12	59	11

Reviewers appointed by the Vice-Provost Academic, York University and the Associate Dean of Students and Programs, Yeates School of graduate Studies, Ryerson University:

Dr. Brenda Austin-Smith, Associate Professor and Head of Department, English Film and Theatre, University of Manitoba

Dr. Darin Barney, Associate Professor and Director of Graduate Programs, Art History & Communication Studies, McGill University

Dr. Annie Bunting, Associate Professor, Law & Society, York University

Dr. Kamal Al-Solaylee, Associate Professor, School of Journalism, Ryerson University

Cyclical Program Review Process

The self-study report was the result of a year-long process of reflective evaluation that engaged the faculty and student members of the program, in confidential and open forums, and through qualitative and quantitative surveying. This process commenced in May 2015 and ended in August 2016

with the writing of the Self Study Report. The program also used the occasion of the program evaluation to connect with all MA and PhD alumni for the first time in the program's 15-year existence.

Materials Provided Prior to Site Visit

- Self-study Report - Joint MA & PhD Graduate Program between York University and Ryerson University in Communication and Culture. Review of the Period 2009-2016. Submitted Jointly: 15 August 2016.
- Decanal Agenda of Concerns: Communication and Culture Graduate Program -- J.J. McMurtry Associate Dean (Programs) York University (December 18, 2016)
- Faculty CVs, Communication and Culture Graduate Program, York University and Ryerson University.
- Ontario Council of Academic Vice-Presidents' Undergraduate and Graduate Degree Level Expectations.
- Revised Memorandum of Understanding on the administration of the Joint MA/PhD program in Communication and Culture Between Ryerson University and York University (27 October 2011).
- Academic Policy, Planning and Research Committee University Academic Plan 2010- 2015: Enhancing Academic Quality in a Globalized World Senate of York University.

Site Visit: January 11- 13, 2017

The site visit for the Communications Studies program and the York/Ryerson Joint Program in Communication and Culture spanned three days and took place on both the York University and Ryerson University campuses.

The reviewers began with a meeting on January 11, 2017 with Alice Pitt, Vice-Provost Academic and Barbara Crow, Dean of Graduate Studies. Thursday morning began with a meeting with graduate faculty members, followed by meetings with the York Faculty of Liberal Arts and Professional Studies (LAPS) Associate Dean of Graduate Studies and Research, Sandra Whitworth, and the ComCult Executive, the GPD York Steven Bailey and the GPD Ryerson, Paul Moore. During lunch the reviewers met with graduate students at York.

The afternoon at Ryerson began with a formal welcome by Marsha Moshe, Interim Vice-Provost Academic, Jennifer Mactavish, Vice-Provost and Dean of the Yeates School of Graduate Studies (YSGS), and Anthony Bonato, Associate Dean, Students and Programs of YSGS. Meetings with Research Chairs and faculty members followed. The reviewers also met with Ryerson librarians and graduate students and toured the Ryerson facilities, including the Arts Collaboratory.

Outcome:

Ryerson University:

The Final Assessment Report submitted to Ryerson University Senate in May 2018. A report on the activities outlined in the Final Assessment Report will be due one year after the approval of the Senate.

York University:

The Joint-Committee on Quality Assurance concluded that the responses and plans adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due November 2019.

The next cyclical program review will begin in the Fall of 2023.

Strengths:

The Review Report cited clarity of program objectives, quality and dedication of faculty and staff, and the significant scholarly achievements of the program's students as notable strengths of the Communications and Culture program.

Areas for Enhancement

The reviewers' recommendations are in two broad categories: curricular and administrative/financial with detailed recommendations in both. The reviewers indicated that there should be clarification of the Technology in Practice field. Detailed responses from both York University and Ryerson University follow.

Combined Ryerson/York Reviewer Recommendations, Responses and Implementation Plan

Since the program is a joint MA and PhD program offered by Ryerson University and York University, this section combines responses and reflection from both York University and Ryerson. Ryerson University responded to the recommendations and responses, divided into two broad categories. The role of Yeates School of Graduate Studies is to provide direct commentary on academic matters, as well as administrative and financial matters.

Recommendations related to the harmonization of student funding opportunities at York and at Ryerson are not addressed as they are beyond the purview of the program. In addition, it should be noted that the governing procedures over hiring differ and cannot be harmonized. Both universities commit to ongoing collaboration on this innovative and highly successful program.

Reviewer Recommendations, Responses and Implementation Plan

For simplicity, responses (as well as a recap of the review recommendations and program responses) are provided in the form of tables.

Academic Recommendations

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Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
Clarify field description of “Technology in Practice”.	<p>ComCult response Agreed, in addition to planned curricular evaluation and redesign of electives more widely.</p> <p>YSGS response YSGS supports the program-level response.</p> <p>LA&PS response We are in favour of this clarity and feel that it may help make connections between changes at the undergraduate level and at the graduate level as well as make the program more appealing to applicants of a particular type. A review of other fields may also be useful at this time.</p>	<p>Executive of Communication and Culture Program</p> <p>Convene a committee to revise existing descriptions as well as clearly articulate research creation deliverables, expectations and guidelines for MA & PhD. Work to be based on MA research creation guidelines and review of comparable programs externally.</p>	<p>S2018- Committee to be created.</p> <p>Fall 2018- Preliminary Report to ComCult Executive and discussion</p> <p>W2019- Changes to be adopted by ComCult Executive.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Exec-Council & Faculty should develop strategy to address declining applications, especially to the MA, reflecting evolving identity, strengths and aspirations.</p>	<p>ComCult response Agreed, existing efforts can be enhanced, and wider consultation with faculty would assist.</p> <p>YSGS response YSGS supports the program-level response. YSGS will also convene a discussion with the interdisciplinary Graduate Program Directors at Ryerson University to explore how it can support recruitment efforts.</p> <p>LA&PS response We are in support of the development of a strategy to address declining applications in the Program. A review of "competitor programs" may be helpful in developing a response and strategy.</p>	<p>GPD</p> <ul style="list-style-type: none"> a. Internal review/update of public facing communication assets, including websites and social media feeds. b. Discuss recruitment strategies with other interdisciplinary grad programs. c. Conduct targeted recruitment pilot project: GA/RA linked to specific faculty member to be advertised externally. d. Meet with faculty to discuss more targeted recruitment, work on setting up additional targeted recruitment programs next year and process going forward. e. Review competitor programs offerings 	<ul style="list-style-type: none"> a. Communication assets: updated website and new social media strategy by W2019. b. Interdisciplinary grad program discussion by F2018. c. Targeted recruitment pilot project by Sping 2018. d. Meet with faculty to plan additional/future targeted recruitment by F2018.

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Convene a Joint “Task Force” with York and Ryerson officers to address structural barriers to fulsome participation in the program’s supervision, service and teaching.</p>	<p>ComCult response Agreed, unreservedly. Systematic planning, with greater imperatives or incentives for interdisciplinary participation is urgent.</p> <p>YSGS response YSGS agrees that interdisciplinary programs, including ComCult, face challenges in securing faculty participation to meet their teaching, supervision, and service needs. YSGS notes that these issues have been formally recognized at Ryerson University. For example, the Senate Task Force on Interdisciplinary Programs released its final report in December 2013. The Provost’s response to that report was issued in May 2015. Nonetheless, YSGS agrees that further action is needed, particularly given the unique challenges ComCult faces as a joint program with York University. YSGS notes that active efforts are ongoing to address challenges related to supervision, teaching, and service in interdisciplinary programs at Ryerson. YSGS supports a meeting between ComCult’s GPDs and the responsible Associate Deans at both universities to discuss these issues.</p> <p>LA&PS response There is general agreement that participation in joint programs needs review and renewal in a structured way. Other interdisciplinary programs within York review faculty participation on a regular basis and we recommend some sort of structured review on an ongoing basis to find out both why this is an issue as well as what the faculty believes would be productive responses to this issue.</p>	<p>GPD, with Dean’s offices</p> <p>Convene meeting to discuss the recommendations of the peer review team. Also, there should be a regularized review of the participation of faculty in the programs and discussion of possible responses to these issues.</p>	<p>F2018, have held meeting to discuss next steps.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Increased diversity and equity in the curriculum and supervisory faculty membership, achieved by better employment of existing faculty, new faculty recruiting, cross-listing and other cross-appointments, including dedicated hiring for the grad program.</p>	<p>ComCult response Agreed, with first reparative steps underway, and new faculty recently appointed members of the program.</p> <p>YSGS response YSGS supports the program’s efforts to appoint new faculty currently at York and Ryerson that address the identified areas of need. YSGS also acknowledges the arguments for an increased number of cross-appointed faculty, either through new faculty recruiting or the secondment of existing faculty. YSGS notes, however, that these appointments need to be considered in the context of departmental- and faculty-level planning. The appointment of new faculty is outside of the purview of YSGS. Working with the interdisciplinary GPDs, YSGS will coordinate the development of a proposal for increased cross-appointments in Ryerson’s interdisciplinary programs, including ComCult. This proposal will be presented to the Provost during the 2017-2018 academic year (Note: the proposal is currently with the Provost).</p> <p>LA&PS response We are in support of this suggestion as well as the process outlined above.</p>	<p>GPD</p> <p>Continue out-reach efforts to bring supervisors and instructors into key roles in the program whose work represents key areas of EDI, in the underlined gaps of Black studies/critical race scholars and Indigenous methods scholars. Conduct informal evaluation of how representation of these key areas has evolved since PPR process 3 years on.</p>	<p>F2019: report on activities since PPR to ensure that program has added additional affiliated and active faculty that enhance EDI in the program, in particular in underlined areas of Indigenous methods and critical race/Black studies scholarship.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Seminar on Grant Applications in Fall prior to deadlines.</p>	<p>ComCult response Agreed, existing programming can be better communicated.</p> <p>YSGS response YSGS supports the program-level response on improving communications. YSGS also notes that ComCult has been actively supporting students with grant applications.</p> <p>LA&PS response LA&PS supports this desire to improve communication on this issue. The active support of student grant applications is important.</p>	<p>GPD</p> <p>Continue to hold and clearly communicate this workshop. Update of website/social media assets will help.</p>	<p>Spring 2018- reflect on workshop process, plan F2018 workshops.</p>
<p>Better advising on MA options and distinctions among MRP and Thesis choices.</p>	<p>ComCult response Agreed, with policy changes, deadline adjustments, and practical changes underway.</p> <p>YSGS response YSGS supports the program-level response.</p> <p>LA&PS response We are in support of these changes.</p>	<p>GPD</p> <p>Revisit MA options as part of committee devoted to articulation of PhD research creation options.</p>	<p>S2018- Committee to be created.</p> <p>Fall 2018- Preliminary Report to ComCult Executive and discussion.</p> <p>W2019- Changes to be adopted by ComCult Executive.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
Library liaisons assigned to ComCult at both Ryerson and York should participate in a joint library orientation session.	<p>ComCult response Agreed.</p> <p>YSGS response YSGS supports the program-level response.</p> <p>LA&PS response Agreed.</p>	<p>GPD</p> <p>Consider/plan joint library orientation session for F2018</p>	<p>F2018, plan/conduct session or else plan/conduct feasible substitute event if not logistically possible for library staff.</p>

Administrative and Financial Recommendations

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
Program Review Site Visits should provide adequate time to prepare and deliberate collectively, preceding and following consultations.	<p>ComCult response Agreed, adding that advance consultation with the program may also be helpful.</p> <p>Further, the rarity of a joint, bi-campus visit led to inadequate timing because of unavoidably duplicated meetings at both campuses.</p> <p>YSGS response YSGS supports the program-level response.</p> <p>LA&PS response Agreed.</p>	<p>GPD and Associate Dean of YSGS</p> <p>Hold planning meeting with GPD and Dean's office to involve GPDs in planning for next PPR cycle, ensure schedule takes into account joint evaluation and lessons learned here.</p>	<p>1 year prior to internal planning for PPR cycle, hold meeting to make sure schedule /process is set up to allow for full evaluation of joint program.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Decanal and Provostial strategy at Ryerson to ameliorate discrepancy in PhD financial support and GA opportunities.</p>	<p>ComCult response Agreed, existing ad hoc planning is insufficient. Systematic changes in practices are urgent.</p> <p>YSGS response YSGS supports the principle of increasing student funding levels. However, YSGS also notes that the levels of financial support for ComCult students are consistent with norms at Ryerson University.</p> <p>Funding provided to the program through Ryerson Graduate Fellowships (RGFs) is consistent with that provided to other interdisciplinary programs at Ryerson. YSGS notes that most GA positions are controlled by departments and other faculties at Ryerson. YSGS also notes that it does provide financial support for interdisciplinary GAs, including for ComCult. YSGS also encourages the program to explore increases to other sources of funding, including external scholarships and stipends from faculty supervisors.</p> <p>LA&PS response We are in general supportive of strong funding packages for graduate students but note that our financial support is largely determined by the CUPE 3903 collective agreement. There are other scholarships which are available to students on a competitive basis which may improve their funding.</p>	<p>GPD</p> <p>As above:</p> <p>Conduct targeted recruitment pilot project: GA/RA linked to specific faculty member to be advertised externally.</p> <p>Meet with faculty to discuss more targeted recruitment, work on setting up additional targeted recruitment programs next year and process going forward.</p> <p>In addition:</p> <p>Work with departments and schools to earmark GA/lectureship opportunities for ComCult students.</p>	<p>a. Targeted recruitment pilot project by Spring 2018.</p> <p>b. Meet with faculty to plan additional/future targeted recruitment by F2018.</p> <p>c. Find slates of earmarked GA positions by recruitment for F2020 class.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Joint institutional strategy for cluster-hires in areas of communication and culture, dedicated service to ComCult.</p>	<p>ComCult response Agreed. We are willing and eager to coordinate with departments and faculties.</p> <p>YSGS response As noted above, the appointment of new faculty is outside of the purview of YSGS. YSGS also notes that, given the institutional differences in structures between York and Ryerson, it may not be practical to pursue a joint strategy on hiring. YSGS would be prepared to discuss these issues in a meeting between ComCult's GPDs and the responsible Associate Deans at both universities. YSGS will, however, coordinate the development of a proposal for increased cross-appointments in Ryerson's interdisciplinary programs, including ComCult. This proposal will be presented to the Provost during the 2017-2018 academic year (Note: the proposal is currently with the Provost).</p> <p>LA&PS response The issue of joint hires is outside of the purview of the Dean's Office however we would argue that the program could try to work creatively in terms of strategically planning hires at each institution to address the perceived needs of each institution as well as the graduate program</p>	<p>GPD</p> <p>Follow up with YSGS on progress of this initiative.</p>	<p>Meeting to be held in F2018 on progress of this initiative and its implications for the faculty hiring going forward.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Maintain staffing levels, with additional support at peak times.</p>	<p>ComCult response Agreed.</p> <p>YSGS response YSGS notes that ComCult has a full-time Graduate Program Administrator. Staffing levels are consistent with the norms at Ryerson University. YSGS will continue to monitor whether staffing levels are appropriate and will consider well-substantiated proposals from the program for any adjustments.</p> <p>LA&PS response The staffing for the program is in accordance with faculty wide practices. Should a situation arise where more staffing is required a request can be made to LA&PS's Executive Officer to address the issue.</p>	<p>GPD</p> <p>Hold meeting with YSGS to discuss monitoring of ComCult staffing levels.</p>	<p>Spring 2019- hold meeting to discuss ComCult staffing levels.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Ryerson Provost should renovate 111 Gerrard as a dedicated Program space at Ryerson.</p>	<p>ComCult response Agreed, or a similar initiative. This is an urgent concern, and an embarrassment for doctoral recruitment, a detriment to retention.</p> <p>YSGS response YSGS notes that 111 Gerrard was recently renovated. ComCult students do currently have access to the facility, including a large open area, 4 offices (each with 2 desks) assigned to ComCult PhD students, and a kitchen. The space at 111 Gerrard is also available to the students of other interdisciplinary programs. YSGS notes that ComCult students also have access to study space in the Student Learning Centre (SLC).</p>	<p>GPD-YSGS</p> <p>Continue working to find additional dedicated space for ComCult, understanding that: a) Lack of space undermines our recruitment pitches; b) Since the PPR the ComCult lounge on the 3rd floor of the RCC was repurposed as RTA offices, meaning there is less workspace now than when the review underlined a lack of space at Ryerson as a major issue; c) The future of 111 Gerrard is, at present, unclear.</p> <p>Hold meeting to confirm the future of the 111 Gerrard building and space and its implications on ComCult student work space.</p>	<p>F2018. Hold meeting to discuss ComCult space, including 111 Gerrard Street, Toronto.</p>



A report on the progress of these initiatives will be provided in the Follow-up Report as indicated in the Outcome section of this document.

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Office of the Vice-Provost and Dean
Yeates School of Graduate Studies

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Film + Photography Preservation and Collections Management (F+PPCM) (MA)

Last Updated: May 14, 2018

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FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Film + Photography Preservation and Collections Management (MA)**. 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 also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary

The F+PPCM program is designed to focus on caring for collections of photographs and films at a time when the advent of the digital era challenges traditional collecting practices. The first cohort of students was admitted in 2006 and 205 full-time students have graduated from the program so far.

The program is unique in two ways: Firstly, the film stream is the only one of its kind in Canada and secondly, the photo stream is the only one in the world. Apart from this singularity, the program's uniqueness also lies in its commitment to experiential learning and professional education. Students spend 3 semesters taking courses at Ryerson, one semester undertaking an internship and two semesters at a placement in a wide variety of collections that can be private, public, part of a museum, archive, library or community. The collections and institutions that welcome our students are the most prestigious in the world.

In their three semesters at Ryerson, students are grounded in the history of their medium; they study the materiality and the processes, which constitute the objects they will care for. They learn how to catalogue films and photographs, both analogue and digital, and they learn how to preserve film and photography collections, to appraise them, understand the laws that govern their organization and dissemination, assess their condition, house them, protect them from present or future degradation,

store them and also describe them orally and in writing to different audiences. The students' learning is enhanced by frequent field trips to important collections within the city of Toronto and outside it. Research forms the basis of their activities and results in a major research paper completed in the sixth semester whilst the students are at their placement; the paper is usually on objects in the placement collection.

Curriculum goals include desirable knowledge, skills, and analytical acuity for students. A recent curriculum mapping exercise shows that F+PPCM program goals are congruent with the goals of the University, Faculty of Communication and Design and the School of Image Arts. Learning opportunities for almost all of the goals are identifiable in the courses taught, the internship and placement. Additional experiences, such as being a graduate or research assistant also enhance students' opportunities for meeting these goals. Student achievement is demonstrable in graded assignments, the completion of the MRP – thesis or thesis project – the reports provided by the internship and placement supervisors who are professionals in the field and student employment after graduation.

Applicants for the F+PPCM program need a minimum B grade point average from a four-year degree granting university. Assessment criteria include grade point average scores and quality of the statement of intent, letters of reference, and work/voluntary experiences. The number of applicants has remained steady – from between 40 to 50 over eight years, which is a reflection of provincial graduate admissions patterns. Students' grade point averages at entrance show a steady increase over time with almost 60% of incoming students with an A range average in 2014. The attrition rate for the program is low.

At its origin, the program was based on cost recovery. Since it became a scholarship and bursary program in 2009, students in the program have received external grants ranging in annual total value of \$57,000 to \$136,666. Internal funding has been available every year, ranging from \$1,500 to \$7,000. Every student who is accepted into the program receives some funding from the university, unless s/he is an international student. The amount an individual student receives is calculated on the number of students admitted, the funding available for that year, and the merit-based rank of the student as determined by the admissions committee. \$5000 is allotted to each second-year student to facilitate his or her placement.

Student success in the program is demonstrated by high grade point averages upon graduation, which since the period covered by this review (2009-15) are on average 3.95 (A-). Applicants with an A or A- average are rising every year. Their scholarly output is demonstrated by the 42% of graduates who have

reported publications in the student survey and a subsequent sampling request which resulted in alumni reporting a total of 63 articles published in (or accepted by) journal and books. The students have completed 210 theses/thesis projects. Fortunately, we have kept complete up-to-date statistics on student employment from the beginning of the program until today and which show that more than two-thirds are employed in their field.

The program depends on core faculty. At this writing, 42.9% of the courses are taught by full-time faculty and 61.5% by part-time instructors. Faculty members have research interests that reflect the focus of the program. They are historians, photographers, filmmakers, historical process experts, preservationists, scientists, archivists and librarians. Collectively, they have published over 200 articles in refereed journals, 30 books, and 100 book chapters; made 25 films and given hundreds of presentations, invited keynote lectures and workshops since 2009.

On the whole, members of the F+PPCM faculty believe they have benefitted enormously from the program. It has helped to enrich their teaching and scholarship, and enhanced their research productivity. It demands a high level of investment but supporting and witnessing the of the students' intellectual growth is also very rewarding. They would like to see a wider distribution of supervisory responsibilities and planning for a Canada Research Chair, which would have combined oversight of the program, the Wilhelm Research Imaging Laboratory and the Media Preservation Centre.

Human and financial resources, space, computing and library facilities are the key resources available to the program. While the allocated human and financial resources are fully stretched, efforts to maximize efficiencies and procure additional resources whenever possible are ongoing. The program has appropriate and adequate space and computing facilities. The graduate labs in particular are much appreciated by the students although further supplies are needed in the grad film lab. The library's electronic resources and staff services are of high quality but books and journals in hard copy are insufficient. Faculty and students have to rely on interlibrary loans for these, which can mean long wait-times. The electronic subscription to the most important periodical in the film preservation field, FIAF's *Journal of Film Preservation*, has been cancelled.

Student satisfaction with this program is high. Faculty course surveys rate the program as better than other graduate programs at the university and the university at large. Student surveys underscored their appreciation for the extensive support received throughout the program. Alumni attribute to the program a deeper understanding of different theoretical frameworks, methodologies and diversity and

inclusion. Many comment on their improved skills in critical thinking, research, writing, using technology, and public speaking / presentation. They claim to have gained self-confidence, and developed professional work habits. However, a few are also disappointed with the over-emphasis on theory and insufficient training in job skills such as digital preservation. Some students felt that they were not competitive enough in the job market and needed training in digitization; metadata standards, practices, and technologies, digital collections and databases; digital preservation and stewardship. They also asked for clearer communication about funding options, job prospects and opportunities.

Such feedback from current students, faculty and alumni has resulted in recent changes and prompted others to come. These include the introduction of more 'hands-on' experience with film materials and processes, an expansion of offerings in digital preservation and fine-tuning of course descriptions.

In conclusion, the F+PPCM program is a well-established program with an internationally respected reputation. The entering grade point average of its applicants is rising each year. Its graduates have been successful finding employment in the field and many are in positions to hire current graduates. Faculty members associated with the program are well-established, well-funded scholars and effective teachers. There is a clear coherence between the curriculum and faculty research, which is an important reason for their high level of commitment to the program. However, the program also needs to identify and respond to emerging needs and opportunities to build on this success. The following areas will be the focus of attention in the next few years:

- Increasing courses or course content in digital preservation.
- Establishing the Wilhelm Research Imaging Laboratory lab and the new media preservation lab and liaising with these endeavours.
- Increasing contact with alumni to create a network for job promotion, information, skill enhancement.
- Establishing mechanisms for systematic and ongoing internal review of the program.

Periodic Program Review and Peer Review Team

Film + Photography Preservation and Collections Management (MA).

The graduate program in Film + Photography Preservation and Collections Management (MA) submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the Master's programs in Film + Photography Preservation and Collections Management consisted of Susan Oxtoby (University of California, Berkeley), Dr. Vincent Lavoie (Université de Québec à Montréal), and Dr. Gene Allen (Ryerson University).

The appraisal committee spent two days at Ryerson. The visit included interviews with the University and Faculty Administration including the Vice-Provost Academic; Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of F+PCCM, and meetings with Faculty, a group of current students, and support staff.

The PRT site visit was conducted on December 5 and 6, 2017. The PRT report was communicated to the Associate Dean, YSGS on March 6, 2018, and the response to the report from F+PCCM was communicated on April 4, 2018.

Program Strengths, Weaknesses and Opportunities – PRT Statement

This is an internationally recognized program that has an excellent reputation and operates at a high level of scholarship and practice. It is unique in the world (for photographic preservation) and in Canada (for film preservation). Many of the best-known and most highly regarded museums, art galleries, libraries and archival institutions around the world welcome the program's students for mutually beneficial field placements and employment after graduation. Students and alumni express great satisfaction with their overall educational experience in the program, while indicating a need for some specific improvements.

The program's major weaknesses are an insufficient number of core faculty; some inadequacies in physical and other human resources (lack of permanent office and program space for the film stream; need for a dedicated Graduate Program Assistant); the need for more hands-on, practical instruction in film preservation specifically; inadequate library resources; and lack of a clear plan for attracting more international students and incorporating them successfully into the existing program structure. This latter issue is a particularly challenging problem which, we believe, needs to be addressed at the University level as well as at the program level. This is because provincial government policy does not allow international students to be counted as part of any program's target enrolment; thus, any increase in international enrolment means larger class sizes and increased demand for supervisors. The hiring of additional core faculty members would also be a way to increase faculty diversity.

For photo stream students, the hands-on teaching collections are a great strength as is the school's close relationship to the prestigious Ryerson Image Centre, which is at the heart of the success of the photo program.

The film stream program should capitalize on the fact that Toronto is a film Mecca, with a great deal of international activity, and numerous film and moving image centres in the nonprofit and commercial sectors. Canada faces an urgent situation related to preserving the breadth and range of its national film and moving image heritage. The responsibility of training the country's future archivists, who have a deep and critical knowledge of film history, is a tall order and the job needs to be done well. There are steep financial implications and the country is in need of experienced archivists, who know how to cull what's important.

The amount of film preservation work to be done in Canada is daunting and presents serious challenges. As noted, the film stream is still relatively new. More work needs to be done and the program should be fine-tuned to make it more effective. This is a challenge, but Ryerson is well positioned to be a leader in this capacity.

Summary of PRT Recommendations with Graduate Program and YSGS Responses Academic Recommendations

Recommendation 1: Increase the number of core faculty.

F+PPCM Response

The program agrees with the PRT's recommendation. The School of Image Arts was successful in hiring a digital preservation specialist in 2016 (*"a blind spot that is being addressed"*), but has not replaced core faculty lost to retirements. The need for an archivist/ film preservation specialist seems particularly acute to the review team, which felt that current core faculty couldn't cover this essential area. We are pleased that the team perceives the urgency of the matter and will work with the School and Dean's hiring plans to ameliorate the situation.

YSGS Response

YSGS acknowledges the arguments for an increased number of core faculty.

YSGS also notes, however, that these appointments need to be considered in the context of departmental- and faculty-level planning. The appointment of new faculty is outside of the purview of YSGS.

YSGS encourages the program to work with FCAD Dean's office on a plan for new hiring.

Recommendation 2: Find a sustainable way of attracting and enrolling more international students.

F+PPCM Response

The program agrees with the PRT's recommendation. When the program began, international students constituted more than half of its cohort. This percentage has slowly diminished until the present when we enroll one or two at the most each year. We have no trouble whatsoever attracting international students in both streams. Among other things, we offer an attractive scholarship for an American student to support an internship at the AGO each year. But we cannot enroll the students we attract. The program cannot accept any international students until its domestic target is filled. Adding international students above the domestic cohort increases pressure on an already diminished core faculty. Although an increasingly international cohort would benefit the reputation of the program, expand its placement partners and further inspire its highly-qualified domestic students, at present it is not possible. This is a university-wide situation and the program looks forward to working in tandem with the University to accept the excellent international students who apply each year.

YSGS Response

YSGS notes that the program is able to accept international students (with permission from the Vice-Provost and Dean of YSGS). This, however, does require the program to explore funding streams outside of what YSGS provides.

YSGS also acknowledges that the first priority is to ensure that domestic targets are met since it is tied to funding. YSGS also notes that, as a publicly funded institution, Ryerson's priority must be to satisfy domestic demand first.

YSGS also notes that it recognizes the challenges and opportunities associated with increased international enrollment.

YSGS further notes that changes to international enrollment are not entirely in its purview, but it will continue to advocate for increased opportunities and funding for international students.

Recommendation 3: Offer a more practical course in film preservation.

F+PPCM Response

The program agrees with the PRT's recommendation. The program already took the first step in this direction by revamping PP8151 and hiring Christina Stewart to teach it. One course, however, is not enough. Therefore, the program will form a committee to analyze PP8156 Film Production Processes with a view to shifting its content emphasis to more practical aspects of preservation work.

YSGS Response

YSGS supports the program response. YSGS will support the program as needed for any minor or major curriculum modifications, per Policy 127.

Recommendation 4: Provide a stronger connection to film and moving image archivists.

F+PPCM Response

The program agrees with the PRT's recommendation. Faculty member Dimitrios Latsis has sought and received a grant from Ryerson International to support students' attendance at the annual FIAF Summer Restoration Workshop in Bologna, Italy and the Cinema Ritrovato Festival there. Two first-year and one second-year student were accepted for summer 2018. F+PPCM enjoys a student chapter of AMIA and encourages student attendance at the annual conference. Two students will participate in the bi-annual Orphan films symposium. The students already participate in TIFF's Reel Heritage program and the program will explore the possibility of Reel Heritage invitees giving workshops or master classes for the students. Until last year, all students attended the Nitrate Picture Show at George Eastman Museum and monies will be set aside for them to do so again.

Finally, as of this writing, A \$2,600,000 SSHRC-funded partnership grant "Archive Counter Archive: Activating Canada's Moving Image Heritage," has just been awarded to PI Janine Marchessault, our York University colleague. F+PPCM faculty Marta Braun is among the co-investigators and Izabella Pruska-Oldenhof among the collaborators. Ryerson contributed to the grant in kind and the film stream features prominently in its execution. The program will build curriculum and internships around the collections of the different partners, all Canadian film archives, with a special focus on vulnerable archives.

YSGS Response

YSGS commends the program's efforts in securing additional grants.

YSGS also supports the program response regarding its consideration of potential curriculum changes. As noted above, YSGS will support the program as needed for any

minor or major curriculum modifications, per Policy 127, if the program chooses to make changes.

Administrative and Financial Recommendations

Recommendation 5: Hire a Graduate Program Assistant who will work exclusively for this program.

F+PPCM Response

The program agrees with the PRT's recommendation. Until January 2018, the Graduate Program Assistant (GPA) divided her time between F+PPCM and Documentary Media and served neither well. This situation has already changed since the Faculty of Communication and Design (FCAD) Associate Dean Jean Bruce re-assigned GPAs to FCAD graduate programs. A new GPA was hired in January 2018, shared with journalism. The result is a lighter workload but one still manifestly too heavy to serve the needs of a program such as F+PPCM with two streams. A GPA dedicated to the program is absolutely necessary and should be seriously considered by FCAD.

YSGS Response

YSGS notes that the appointment of a full-time GPA is outside of its purview. As the program notes, that is at the discretion of the FCAD Dean's office.

YSGS encourages the program to continue working with the FCAD Dean's office to address this issue.

Recommendation 6: Assign permanent space for faculty offices and student activities in the film stream of the program.

F+PPCM Response

The program agrees with the PRT's recommendation. Based on a space-needs study carried out by the Program Director, the program has used Kerr Hall Souty office space and a room for the film stream grad lab for over six years. The program welcomes the PRT's support and is heartened by Dean Charles Falzon's announcement at the debriefing meeting with the PRT that he hopes to make the arrangement permanent.

YSGS Response

YSGS supports the program response and encourages it to continue working with the FCAD Dean's office to address this issue.

Implementation Plan

Academic Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>1. Increase the number of core faculty.</p>	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	<p>Ongoing.</p>
<p>2. Find a sustainable way of attracting and enrolling more international students.</p>	<p>Fundraise scholarship and bursary funding for international students.</p> <p>Ongoing recruitment of international students supported by foreign bursaries (e.g. the German DADD).</p>	<p>Chair/Director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty, FCAD Dean, YSGS Dean.</p>	<p>Ongoing.</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>3. Offer a more practical course in film preservation</p>	<p>Adjust content of PP8156 Film Production Processes to emphasize practical aspects of preservation.</p> <p>Locate CUPE instructor with experience in film preservation to teach the course.</p>	<p>Faculty and program director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: GPC council, YSGS council as per Policy 127.</p>	<p>Fall 2018: Curriculum adjustment, search for appropriate faculty.</p> <p>Winter 2019 introduce new course content into PP8156.</p>
<p>4. Provide a stronger connection to film and moving image archivists.</p>	<p>Ensure continuity of Ryerson International grant supporting students at FIAF Summer Restoration Workshop in Bologna Italy (first such grant awarded Spring 2018) .</p> <p>Support existing student chapter of AMIA (American Moving Image Archivist Association).</p> <p>Support student attendance at yearly Nitrate Festival in Rochester, NY and Orphan Film symposium in NY, NY.</p> <p>Invite TIFF’s Reel Heritage speakers to give workshops and fund same.</p> <p>Monitor student participation in Archive Counter Archive: Activating Canada’s Moving Image Heritage (SHRC Partnership grant to which F+PPCM and Ryerson faculty were co-investigators).</p>	<p>Film Stream faculty, Program Director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: FCAD Dean, Program Director.</p>	<p>Ongoing for AMIA; F2018 for TIFF; W2019 for Ryerson International/ FIAF Bologna/Orphan Film symposium and Nitrate Festival.</p>

Administrative and Financial Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>5. Hire a Graduate Program Assistant who will work exclusively for this program.</p>	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	<p>Ongoing.</p>
<p>6. Assign permanent space for faculty offices and student activities in the film stream of the program.</p>	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	<p>Ongoing.</p>

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in one year from the date of Senate approval.

PROPOSAL FOR MAJOR CHANGES TO CURRICULUM MASTER OF JOURNALISM

FEBRUARY 2018

EXECUTIVE SUMMARY

BACKGROUND

CURRENT CURRICULUM: DETAILS

- Program of Study
- Major Research Project (MRP)
- Experiential learning
- Electives

CURRENT CURRICULUM: ISSUES

- Peer-Review Report Recommendations
- Student Feedback
- Faculty Feedback
- Industry Feedback

PROPOSED CURRICULUM: FRAMEWORK

- Reduce length of program
- Break platform silos
- Focus on digital skills and innovation
- Create courses to streamline Major Research Project (MRP) research, development and production

PROPOSED CURRICULUM: DETAILS

- Program of Study
- Major Research Project (MRP)
- FCAD and Advanced Specialization Electives
- Development and sequencing of core skills (* marks elective courses)

PROPOSED CURRICULUM: GRADUATE LEVEL DEGREE EXPECTATIONS

1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Level of Application of Knowledge
4. Professional Capacity/Autonomy

[5. Level of Communication Skills](#)

[6. Awareness of Limits of Knowledge](#)

[APPENDIX A: BRIEF HISTORY OF THE SCHOOL AND ITS PROGRAMS](#)

[APPENDIX B: EXAMPLES OF STUDENT PATHS](#)

[APPENDIX C: LIST OF NEW, REVISED AND RETIRED COURSES](#)

[New Courses](#)

[Revised Courses](#)

[Retired Courses](#)

[APPENDIX D: BEFORE-AND-AFTER COMPARISON](#)

[PROPOSED \(18 credits\)](#)

[\(55 instructional hours,
not incl. cross-listed electives\)](#)

[CURRENT \(16.5 credits\)](#)

[\(53.5 instructional hours,
not incl. cross-listed electives\)](#)

[APPENDIX E: IMPLEMENTATION SCHEDULE AND COSTS](#)

[Timeline for Proposed Curriculum](#)

[Costs and Impact on Resources](#)

[APPENDIX F: NEW COURSE CALENDAR DESCRIPTIONS](#)

[APPENDIX G: ADJUSTED COURSE DESCRIPTIONS
\(EXISTING COURSES\)](#)

EXECUTIVE SUMMARY

The Master of Journalism (MJ) program was introduced in the School of Journalism in 2007 and while the course content of every offering has been revised and modified to reflect professional and industry developments, as of two years ago, the curriculum had not been significantly reviewed nor rebuilt since its inception. The graduate program committee first began its own review in the fall of 2016 and recommendations from the program's first Periodic Program Review (PPR) in January 2017, along with ongoing consultations with students, faculty and industry professionals, have helped shape the core of this proposed, digital-first curriculum.

Echoing the recommendations of the internal and external reviewers of the Peer Review Team (PRT), who outlined critical areas of improvement, and in response to the ever-changing demands of journalism and the news industry, the graduate program committee has identified four main objectives of this curriculum redesign. They are to:

- **Stay competitive** and reduce the length of the program to five semesters;
- **Break platform silos** which create inevitable skills gaps;
- **Bring digital skills and a focus on innovation** to the forefront of the program;
- **Create a course structure for students** to develop and produce their Major Research Projects in a substantive and timely fashion.

Much has changed in the news and media world since the program's inception and much more continues to change at even faster pace. The digital-based disruption of news production, consumption and business models has been seismic across the spectrum of media outlets and today's new journalist needs to be able to report and produce in a variety of media platforms and a social-web environment, as well as to exhibit readiness for continuing innovation and an environment of entrepreneurial enterprise.

The proposed curriculum prepares students for a digital-first news culture while keeping the essentials of research, writing and narrative, and the social role and values of journalism, front and centre in students' learning experience. These changes represent the fruits of extensive consultation and discussion among School of Journalism faculty and students as well as industry partners, alumni and internal Ryerson stakeholders, and build upon the School's undergraduate curriculum redesign in 2015.. The School believes that the proposed new curriculum will better prepare students for the digital universe they're already living in, as well as engage them in the social role of journalism.

Our proposal, approved by School Council on Jan. 15, 2018, will follow a brief review of our School, our program and the current curriculum.

BACKGROUND

Since its early days, the School of Journalism has maintained a reputation for graduating students who hit the ground running in various newsrooms and workplaces across the country, a reputation enhanced, since Ryerson's establishment as a university, by a broad liberal education. A key factor in providing for, and anticipating the needs of, the constantly changing landscape of the news and media businesses has been our ability to revisit our curriculum from time to time and reassess its effectiveness in preparing our students to work in today's media outlets. As a School, we've always embraced technological and cultural changes and led the way in journalism education. However, while the School's Bachelor of Journalism program was overhauled in 2015 to bring the curriculum up to date with rapidly evolving industry standards and needs, the Master of Journalism (MJ) program has remained relatively unchanged since the program's inception 10 years ago.

The MJ program at Ryerson is a relatively young program by university standards. We admitted our first cohort in September 2007, and now admit approximately 27 students per year into the six-semester curriculum. During its brief life, the program has seen important changes in technology and the approach to teaching journalism, including three major movements that have challenged journalism: a search for new business models, the social media revolution and the adoption of mobile, wireless technology as a platform not only for dissemination of news, but also for its production.

The Master of Journalism is currently a full-time, six-semester program, offered primarily in the daytime. The curriculum is mainly delivered through studio instruction, seminar-style discussions, internships and a Major Research Project (MRP), which includes a substantial work of journalism (in any medium, plus a reflective paper). The program's objective is for students to become fully prepared to work as professional journalists in the media of their choice. They have come to graduate school for a professional master's degree. We are in the business of teaching the skills of journalism, culminating in a research project that is a significant piece of journalism of publishable quality.

In January 2017, two external reviewers and one internal arm's-length reviewer visited the Ryerson School of Journalism for a mandated Periodic Program Review of its undergraduate and graduate programs. That marked the first time the Master of Journalism program had been peer-reviewed since its introduction in 2007. The program is not otherwise accredited by any external body.

Both the current and proposed graduate programs set standards for achievement that are compatible with the Graduate Degree Level Expectations (GDLE) for Ryerson. Our courses are designed to be both high-level in terms of academic excellence and intense due to their demands for industry-level standards of achievement. Courses are difficult and demanding

without apology. Our students all have undergraduate degrees and are among the highest achievers at their level. We believe that the standards we set reflect both their excellence and our needs. We expect that they will do more work than they have been accustomed to in their undergraduate program—more reading, for example, and more research within a shorter time frame. The assessment we use to gauge their progress is equally demanding and completely keeping with the GDLE.

We feel that this approach is mandatory because of the nature of the industry our students wish to succeed in. Our industry is currently in transition, and studies suggest that surviving within this new environment is going to be challenging. But by ensuring that our students are accustomed to working at a certain level of intensity, they will become well prepared to thrive in this new world.

The MJ program has a number of approaches that underscore innovative and creative content and delivery. First and foremost is class size. The program emphasizes an intimate learning environment that maintains groups of 15 to 28 students. This creates a kind of “craft class” that gives a student-centered, interactive learning experience. Even the “large” classes are able to maintain that kind of an atmosphere, with faculty and staff observing that the atmosphere is more often like that of a “newsroom” than an academic environment. Teamwork among students is strongly emphasized, which builds both a creative dynamic and a great sense of comradeship within the School, especially as the uniformity of the learning experience generally sees students sharing the same course work and time commitments.

Gratitude for the hands-on nature of the program continues to stand out as among the most frequent responses when students are asked what they like most about their courses. Noticeably, students begin immersion in professional practice within the first few weeks of the MJ program, rather than beginning with theoretical discussions. The program is constructed around the concept of experiential learning as a core philosophy. Students begin planning their Major Research Projects early in the program, allowing them to engage in original research in the community as they work towards creating a publishable work of journalism. Additionally, students in their third semester spend six weeks working in a professional environment. Faculty members ensure that the placements will mean actual journalistic work for the students, and this is confirmed as the students provide the instructor with weekly diary entries detailing their work conditions. They also spend time during the fourth semester on an internal internship with one of the school’s two major publication brands: *The Ryersonian*, a digital, TV and newspaper platform or the *Ryerson Review of Journalism*, an award-winning print magazine with extensive digital output. Their time spent in either of these venues will be “real-time” work paralleling the deadlines, workload and general expectations that they will encounter throughout their professional lives.

The MJ courses prepares students for the full range of challenges they can expect to encounter in their professional lives and allow them to consider their work in the context of wider ethical considerations. Students enjoy balanced prospects of academic achievement and excellence in

the practice of journalism. MJ students have been high-achievers at the undergraduate level, and are ready to be challenged to achieve progressively higher standards of near-professional work. Working with outstanding teachers and production specialists, students use the most current tools to produce journalism in every known form and to innovate new ones. They are immersed in the realities of diversity and the challenge of inclusion, through constant engagement with and reporting on life in one of the world's most diverse cities. Among the markers of student progress are successful completion of course credits, achievement in both internal and external internships, and steady progress toward completion of the MRP. The highest measure of success is eventual publication of MRPs in the public sphere.

Despite the challenges, we have every reason to believe that the Master of Journalism program will continue to meet with outstanding success—from a student perspective and from the point of view of forging new directions academically and professionally in the world of journalism.

CURRENT CURRICULUM: DETAILS

The Master of Journalism is currently a full-time, six-semester program, offered primarily in the daytime. The curriculum is mainly delivered through studio instruction, seminar-style discussions, internships and a Major Research Project (MRP), which includes a substantial work of journalism (in any medium, plus a reflective paper).

Program of Study

Semester One:

JN8101 The City: Reporting and Writing (mandatory, 6 hours, 2 credits)

JN8103 Research Methods for Journalists (mandatory, 3 hours, 1 credit)

JN8104 Urban Politics and Society for Journalists (mandatory, 3 hours, 1 credit)

Semester Two:

JN8105 Critical Approaches the Journalistic Practice (mandatory, 3 hours, 1 credit)

Skills-based elective (Choice of one; 1.5 hours each, 0.5 credit each):

JN8110 Radio or JN8111 Copy Editing

Platform-based Journalism electives (Choice of two; 6 hours each, 1 credit each):

JN8201 Broadcast Journalism, JN8203 Magazine and Feature Writing, JN8202 Digital Journalism

Semester Three:

JN8102 Internship (mandatory, 2 credits)

Semester Four:

Advanced Journalism elective (Choice of one; 2 credits each):

JN8310 Journalism Masthead or JN8303 Advanced Magazine Journalism

FCAD elective (Choice of one; 3 hours each, 1 credit each):

JN8106 The History of News, CD8310 Topics in Cross-Cultural Communication, CD8320 Forms and Approaches or CD8330 Audiences and the Public

JN8107 Standards of Journalists' Care (mandatory, 3 hours, 1 credit)

Semester Five:

JN8108 Journalism Workshop (mandatory, 6 hours, 1 credit)

Advanced Specialization elective (choice of 2 credits):

Semester Six:

Completion of Major Research Project (MRP)

(Students begin work on the project in Semester Four and finish it in Semester Six.)

Major Research Project (MRP)

The student is required to complete a Major Research Project (MRP). This is to be a substantial and original work of journalism, demonstrating mastery of the chosen medium and competence in carrying out research. It is not required that the MRP be published, but it should be of publishable quality. The project's subject matter and methods should also reflect the student's awareness of journalism's important role in civil society. The research topic is selected in consultation with the student's supervisor(s); a formal proposal is submitted for approval; and the research is carried out under the direction of the supervisor(s). On completion, the finished MRP (accompanied by a reflective essay) is submitted to the supervisor(s) and one additional reader, who assess and grade it. This is a pass/fail "milestone."

MRP Guidelines:

April (Semester 2): 250-word description of project

September (Semester 4): Treatment + bibliography

January (Semester 5): Expanded treatment + bibliography

April (Semester 5): First draft

Early June (Semester 6): Final draft

Mid-June (Semester 6): Reflective essay

Late June (Semester 6): Second Reader feedback

Aug. 15 (Semester 6): Final day to hand in completed MRP to Program Office

Experiential learning

Students are placed in summer internships in Semester 3 and in Semester 4, they must choose between working at the School's news publication (digital, broadcast, print) *The Ryersonian* or at the *Ryerson Review of Journalism* (digital and print). Students who opt for the *Review* must continue to take the magazine elective in Semester 5.

Electives

There are nearly 30 courses offered within the program and students are allowed to take electives within FCAD that give them access to considerably more.

CURRENT CURRICULUM: ISSUES

The graduate program committee began its curriculum review in the fall of 2016 and while recommendations from the program's first Periodic Program Review in January 2017 have helped inform the central thrust of the changes, ongoing consultations with students, faculty and industry professionals has helped the committee shape the overall redesign.

Peer-Review Report Recommendations

In January 2017, two external and one internal arm's-length reviewers visited the Ryerson School of Journalism for a mandated Periodic Program Review of its undergraduate and graduate programs. That marked the first time the Master of Journalism program has been peer-reviewed since its introduction in 2007. The Peer Review Team (PRT) consisted of Professor Kelly Toughill (University of King's College), Dr. Brian Gabriel (Concordia University) and Dr. Art Blake (Ryerson University).

The reviewers were positive about the professionalism of the school. Their report accepted that graduates "all agree that the School and its programs do an excellent job of training for the professional world of journalism." However, while MJ graduates were pleased with the program, the reviewers expressed concern the program was less capable of maintaining its currency. The most significant recommendations by the PRT concerned making significant curriculum change to the graduate journalism program. These recommendations and the critical issues they highlight are at the core of the changes we are proposing for the Master of Journalism program:

Overhaul the Master of Journalism curriculum. The PRT's assessment that the MJ program is no longer up to date would seem to be the most serious criticism of the program. While it is true this program has not officially changed since 2007, course content has not been static: faculty in the School know they must constantly revise and modify their lectures and workshops to keep pace with professional and industry developments and innovations. What may not have been immediately apparent is that the program has evolved steadily within the guidelines of university practices outlined under the category of minor curricular change. The School recognizes the enormous challenge of reviewing and revising the curriculum but believes that work is essential for the preservation of RSJ's reputation as the leading Canadian journalism school.

Shorten the length of the MJ program. The PRT suggested, "The School may want to rethink the length, particularly in light of competition from other universities." Research by the Journalism graduate program committee has found the Ryerson MJ program to be the longest of any in Canada — others range from three to five semesters. This is a factor the MJ committee has been grappling with. The length of program cannot be examined in isolation but

with other curriculum considerations, such as the sequencing of the external internship and the Major Research Project.

Eliminate silos that keep students from acquiring skills across platforms. The PRT encouraged the School to eliminate any curriculum silos that may inhibit the acquisition of skills in all journalistic delivery platforms. The 'silos' are the 'platforms' of the news media: broadcast, print, magazine and online. The committee agrees with the PRT that more skills need to be delivered without concern for content that may have been previously placed in a silo and protected. Efforts should be focused toward students gathering as many core multimedia skills as possible during their two-year program.

Emphasize digital journalism, mobile journalism and include visual thinking (video, data visualization) in the core curriculum. The PRT's advice to enrich the MJ program with more digital, data and visual journalism is well taken. Emboldened with this recommendation, the MJ committee will move quickly to address these issues. The MJ program can quickly take advantage of in-house self-training videos to address specific digital skills modules, which are already being used successfully in the undergraduate program. In addition, digital content in the form of assignments can be pushed into all first-semester graduate courses (instead of waiting for the JN8202 Digital Journalism course currently offered in Semester 2).

Student Feedback

Focus groups were conducted with first- and second-year graduate students to get a better sense of how they felt the program could be improved. Here is what they suggested:

Introduce digital skills right away. Students said they wanted to be creating video and multimedia for the web and mobile in the first-semester city reporting course and not wait until the second semester.

Devote more time in class for technology. They felt the way of teaching technical skills should change so that they can work on course projects in class and get the help when they need it.

Don't put students in boxes. Having to choose two courses between broadcast journalism, digital journalism and feature writing is not an accurate reflection of the reality of newsrooms today and students risk limiting their career opportunities if they don't have cross-platform skills.

Teach law and ethics earlier in the program. This course should precede the summer internship and the Advanced Masthead courses. Under the current curriculum, students said they were unprepared for related issues that arose during the internship and their Masthead courses.

Formalize courses or modules focusing on pitching and freelancing. MJ students said during the program, they didn't have time to build their professional websites and create a portfolio. They expressed the desire to enter the job market as quickly and effectively as possible, identifying pitching and freelancing as key skills they had hoped to master before graduating.

Faculty Feedback

In a series of individual meetings with the graduate program director before the curriculum was proposed as well as subsequent discussions about the redesign proposal, faculty members echoed the major issues raised by the students (such as emphasizing digital skills, breaking silos, re-sequencing the law and ethics course). They also raised the following suggestions:

Create a structure for MRP development. Faculty members felt that with MRP completion slated for Semester 6, students were not adequately pacing the research, development and production aspects of their project throughout the program. Many students take on full-time jobs upon completion of coursework in Semester 5 and MRPs are not given the focused attention they require. The suggestion was to create MRP seminar courses to not only help the students stay on track, but to give them additional skills they need for success in today's industry, such as pitching and freelancing.

Ground theory courses in journalistic practice. "Don't silo the theory courses," said one faculty member. Students should understand the application of journalistic theory to journalistic practice and to that end, faculty members expressed the need for all reporting and survey courses to integrate critical media skills.

Add additional data journalism courses and modules. Several faculty members expressed the need for students to be exposed to data journalism at multiple points throughout the program in response for the growing need for data literacy in newsrooms. They also suggested adding an additional elective courses to build advanced skills.

Industry Feedback

The School of Journalism's advisory council currently consists of seven editors and a publisher within Canadian news organizations, including The Canadian Press, *The Globe and Mail*, *Toronto Star*, *CBC*, *Huffington Post Canada*, *Global News*, *Thomson Reuters*, *Bloomberg News*, and *Bell Media*. The council has been concerned, as was School leadership, to see a new curriculum that kept pace with rapid change while keeping core skills, knowledge and values at the core. This feedback was consistent with what we have learned from industry professionals through conversations, internship and other partnerships, frequent guest-lecturer visits, and close connections between faculty members and leading professionals — many of whom are our alumni.

PROPOSED CURRICULUM: FRAMEWORK

The current Master of Journalism (MJ) curriculum has been in place, with minor modifications, since the inception of the program in 2007. In the wake of this year's PPR recommendations, which outlined critical areas of improvement, and in response to the ever-changing demands of our industry, the graduate program committee has outlined four tenets as the foundation of our curriculum redesign: (1) reducing the length of the program; (2) breaking platform silos; (3) focus on digital skills and innovation and (4) streamlining Major Research Project research, development and production. Here is how we propose to support these principles:

Reduce length of program

Five-semester model: The MJ program will be reduced from six to five semesters, ending at the close of the Winter semester of the second year. This brings us in line with our graduate journalism competitors, including Carleton University and the University of British Columbia. Other media-related master's programs at Ryerson, including Media Production and Digital Media, are shorter in length (one-year) and could also be seen as in-house competition for prospective MJ students.

Break platform silos

Mandatory courses across all platforms: Currently, graduate students must choose from two of three platform-based courses: Broadcast Journalism, Magazine Journalism and Digital Journalism in Semester 2. In line with industry demands for new journalists and the strong recommendation from the Peer Review Team, the new curriculum requires students take three core courses that focus on news and storytelling forms across multiple platforms:

JN8201 Producing the News (Semester 2): *In this course, students will learn essential audio and video skills to produce news and short feature stories for broadcast and digital platforms, with a focus on deadline-driven coverage and the particular requirements of gathering and presenting information for each platform. Working in teams, students will learn several aspects of production to prepare and present their own reports. Detailed group and individual critiques of student work will be a key method of learning.*

JN8203 Narrative Journalism (Semester 2): *Students learn longform journalism techniques, methods of interviewing and approaches to narrative structure across multiple platforms, with a focus on in-depth features for magazines and newspapers. Examples of award-winning work, written and multimedia, will be studied and analyzed, and students will learn to produce their own longform feature. Methods of interviewing and approaches to narrative structure will be among the topics covered. Detailed group and individual critiques will be a key method of learning.*

JN8202 Digital Journalism Studio (Semester 2): Students report, edit and produce digital journalism in correlation with their work in *Producing the News and Narrative Journalism*. Students will learn how to use with new and evolving digital tools, use social media to collect and distribute information, produce multimedia stories, write and edit digital news and features, as well as understand principles of reader engagement. Group and individual critiques will play a key role in this learning process.

This integrated approach is already successfully underway in the third year of the undergraduate program. In that case, the news reporting workshop and digital workshop have been bundled together to give students the opportunity to rotate through reporting, visual, interactives and audio desks on a weekly basis.

Focus on digital skills and innovation

Early and often: Two existing Semester 1 courses will be enhanced to introduce incoming MJ students to digital skills earlier and in a less siloed fashion than they are taught in the current curriculum: JN 8101 Covering the City and JN8103 Reporting and Data Methods. Some of these changes have already been implemented in Fall 2017.

Innovation course: Under this proposal, JN8108 Journalism Workshop (currently Semester 5) will be renamed and resequenced to reflect this renewed focus:

JN8108 Journalism Innovation (Semester 2): Working in small groups, students will explore the challenges facing journalists and the industry today by developing and pitching an entrepreneurial journalism project with potential solutions to address specific issues. Using startup methodologies and design-thinking approaches they will address industry challenges such measuring engagement, growing revenue and keeping up with emerging technologies.

FCAD “Supercourse” electives: Students will now have the opportunity to take two elective Faculty of Communication and Design (FCAD) design-thinking courses in Semesters 4 and 5 to build upon the skills they learn in JN8108 Journalism Innovation and to enhance their entrepreneurial and experiential learning opportunities.

New MRP opportunities: Introducing concepts of innovation and entrepreneurship earlier opens the door for students to continue exploring the problem that they first address in JN8108, as part of their Major Research Project. Masters students will also have access to resources in the new Journalism Innovation Lab (launching Fall 2018) and can apply for residence in the centre.

Extra specialization course option for Ryersonian students: With the introduction of an additional specialization course option in Semester 4, students taking the Advanced Masthead - News course can now take up to three specialization courses, including two in Semester 5..

Specialization course option for RRJ students: With the introduction of a specialization course option in Semester 4, students working on the RRJ will now have the opportunity to take an elective, an option previously not allowed.

Create courses to streamline Major Research Project (MRP) research, development and production

Earlier MRP deadlines: Working with their MRP supervisor, students are expected to deliver the penultimate drafts of their projects to their Second Reader before March 31. This gives them one month to address changes and complete the project before Winter 2018 grades are due.

New MRP courses: Three new Pass/Fail courses will be created for students to work on their Major Research Project during the five semesters:

JN8501 JN8501 MRP I: Story Development (Semester 3)

This course is the first in a sequence of courses designed to assist students in researching, developing and producing their Major Research Projects. Students will explore current journalism practice in relation to student project objectives, focusing on the preliminary stages of research and story development. The fundamentals of effective digital, narrative, audio and video feature projects will also be taught. Pass/Fail

JN8502 MRP II: Storytelling Seminar (Semester 4)

This is an advanced seminar that focuses on specific methods and techniques of digital, narrative, audio and video storytelling, including interviewing subjects, editing images, writing for documentary and creating multimedia interactives. Students work in smaller groups to develop and refine their approach to their Major Research Project. This is a hands-on course designed to prepare students to produce their final project. Pass/Fail

JN8503 MRP III: Pitching and Branding Seminar (Semester 5)

In this final Master's Project course, students will learn and apply story pitching skills through developing a comprehensive plan to publish their final project. Students will apply marketing principles, digital content-building techniques and social media analytics towards the process of conceiving a personal brand. The coursework also drives toward the launch of a professional, personally branded website to promote the student's journalistic work. Pass/Fail

PROPOSED CURRICULUM: DETAILS

Since its inception in 2007, Ryerson's Master of Journalism program has taught students how to report stories to professional standards, while gaining a sophisticated understanding of journalism's historic mission and its present-day possibilities. Now, we have embarked on an ambitious curriculum redesign to prepare them to be at the forefront of the future of journalism, challenging them to master reporting across digital, broadcast and print platforms through in-classroom and real-world experiences as well teaching them how innovation and entrepreneurship continue to shape the ever-evolving media landscape.

Program of Study

Semester 1: Fall (15 hours, 5 credits)

Digital journalism skills (including audio and video, data journalism and using social media for newsgathering) will be introduced in all Semester 1 mandatory courses. Acting on the PRT's recommendations, we first introduced a data journalism module in JN8103 in September 2017.

JN8101 Covering the City (6 hours, 2 credits)

JN8103 Reporting and Data Methods (3 hours, 1 credit)

JN8104 Urban Politics and Society for Journalists (3 hours, 1 credit)

JN8107 Law and Ethics in Journalism (3 hours, 1 credit)

Semester 2: Winter (18 hours, 4 credits)

With three mandatory, multi-platform journalism courses, students no longer have to be selective which newsroom skills to learn, better preparing them for the job market. The introduction to concepts of innovation and disruption in journalism also helps them understand the diverse media opportunities that lie ahead.

JN8201 Producing the News (6 hours, 1 credit)

JN8202 Digital Journalism Studio (3 hours, 1 credit)

JN8203 Narrative Journalism (6 hours, 1 credit)

JN8108 Journalism Innovation (3 hours, 1 credit)

Semester 3: Spring/Summer (3 hours plus Internship, 3 credits)

For six weeks, students are placed in real-world journalism internships at organizations such as Toronto Life, CBC Radio, CBC Digital, Global TV and Vice News. For the remaining six weeks, they will be taking online courses in copy editing and developing their Major Research Project (MRP), which includes identifying and securing access to their primary subjects.

JN8102 Internship (full-time, 2 credits)

JN8501 MRP I: Story Development (online) (1.5 hours, .5 credit)

JN8111 Essential Editing (online) (1.5 hours, .5 credit)

Semester 4 : Fall (up to 4.5 hours plus Masthead, 3.5 credits)

Students select an internal internship with either The Ryersonian, a digital, TV and newspaper platform or the Ryerson Review of Journalism, an award-winning print magazine with extensive digital output. They must submit a rough draft of their project to pass the MRP II: Storytelling Seminar course. They will also take one FCAD or Advanced Specialization elective to focus on an area of interest.

JN8303 Journalism Masthead - Narrative (full-time, 2 credits) or

JN8301 Journalism Masthead - News (part-time, 2 credits)

JN8502 Master's Project II: Storytelling Seminar (1.5 hours, .5 credits)

FCAD or Advanced Specialization elective - see *below* (3 hours, 1 credit)

Semester 5 (up to 7.5 hours plus elective full-time Masthead, 4.5 credits)

The final semester sees students completing their Major Research Project and strategizing about how to market their work and their personal brand for professional opportunities. They will also take up to two Advanced Specialization electives to focus on areas of interest.

JN8308 Journalism Masthead - Narrative Editing elective - *RRJ* only (full-time, 2 credits)

FCAD or Advanced Specialization electives see *below* (up to 6 hours, 2 credits)

JN8503 Master's Project III: Pitching and Branding Master Class (1.5 hours, .5 credits)

Major Research Project (MRP)

The student is required to complete a Major Research Project (MRP). This is to be a substantial and original work of journalism, demonstrating mastery of the chosen medium and competence in carrying out research. It is not required that the MRP be published, but it should be of publishable quality. The project's subject matter and methods should also reflect the student's awareness of journalism's important role in civil society.

MRP Guidelines:

August 15 (Semester 3): 800-word treatment of project, potential source list + bibliography due

December 7 (Semester 4): First draft due

March 31 (Semester 5): Final draft and reflective essay due

April 15 (Semester 5): Second Reader feedback on draft and essay due

May 13 (Semester 5): Final day to hand in completed MRP and essay to Program Office

The structure of this proposed curriculum also opens the door to a new, innovative MRP format for the School of Journalism. Introducing concepts of innovation and entrepreneurship earlier in the program, students will be encouraged to continue exploring the problem that they first address in JN8108 Journalism Innovation (Semester 2). A student could, for example, conceive of an innovative news product in the course and then develop it further for their Major Research Project, documenting their experience and results in an accompanying research paper. Master's students will also have access to resources in the new Journalism Innovation Lab at Ryerson (launching Fall 2018) and can apply for residence in the centre.

FCAD and Advanced Specialization Electives

Master's students will now have the opportunity to take more FCAD and Advanced Journalism Specialization electives. *Ryerson Review of Journalism* students will be able to take one elective in Semester 4 (previously they could take none) and *Ryersonian* students can take up to three electives in Semesters 4 and 5 (previously, they could only take up to two).

FCAD Electives:

- CRI 815: Creative Impact Supercourse 1 (1 credit)
- CRI 825: Creative Impact Supercourse 2 (1 credit)
- JN8106 The History of News (1 credit)
- CD8310 Topics in Cross-Cultural Communication (1 credit)
- CD8320 Forms and Approaches (1 credit)
- CD8330 Audiences and the Public (1 credit)

Advanced Specialization Electives in Journalism:

- JN8401 Television Documentary (2 credits)
- JN8402 Advanced Research Methods: Investigative Techniques (2 credits)
- JN8303 Journalism Masthead - Narrative (2 credits)
- JN8301 Journalism Masthead - News (2 credits)
- JN8308 Journalism Masthead - Narrative Editing (2 credits)

- JN8403 Business Journalism (1 credit)
- JN8404 International Journalism (1 credit)
- JN8405 Health and Science Journalism (1 credit)
- JN8406 Visions of Literary Journalism (1 credit)
- JN8407 Radio Documentary (1 credit)
- JN8409 Journalism and the Political Arena (1 credit)
- JN8410 Justice and the Courts (1 credit)
- JN8411 Photojournalism (1 credit)
- JN8412 Podcasting (1 credit)
- JN8413 Critical and Opinion Writing (1 credit)

JN8414 Journalism and the Arts (1 credit)
JN8415 Data Journalism (1 credit)
JN8416 Reporting Religion (1 credit)
JN8420 Special Topics in Journalism: Reporting on Indigenous Issues (1 credit)

Development and sequencing of core skills (* marks elective courses)

Under the new proposal, students will take mandatory classes (starting in Semester 1) that introduce and reinforce core journalism skills (including digital, data and research, visual and audio storytelling, experiential learning, entrepreneurship and critical thinking) and also have the opportunity to drill down in elective specializations in Semesters 4 and 5.

Skills: Digital Journalism

JN8101 Covering the City (Semester 1)
JN8103 Reporting and Data Methods (Semester 1)
JN8201 Producing the News (Semester 2)
JN8202 Digital Journalism Studio (Semester 2)
JN8203 Narrative Journalism (Semester 2)

Skills: Data and Research

JN8103 Reporting and Data Methods (Semester 1)
JN8501 MRP I: Story Development (Semester 3)
JN8402 Advanced Research Methods: Investigative Techniques* (Semester 4 or 5)
JN8415 Data Journalism* (Semester 4 or 5)

Skills: Visual and Audio Storytelling

JN8201 Producing the News (Semester 2)
JN8202 Digital Journalism Studio (Semester 2)
JN8203 Narrative Journalism (Semester 2)
JN8302 MRP II: Storytelling Seminar (Semester 4)
JN8401 Television Documentary* (Semester 4 or 5)
JN8407 Radio Documentary* (Semester 4 or 5)
JN8411 Photojournalism* (Semester 4 or 5)
JN8412 Podcasting* (Semester 4 or 5)

Skills: Narrative Journalism

JN8203 Narrative Journalism (Semester 2)
JN8303 Journalism Masthead - Narrative (Semester 4)
JN8308 Journalism Masthead - Narrative Editing (Semester 5)

Skills: Reporting, Writing and Editing

- JN8101 Covering the City (Semester 1)
- JN8201 Producing the News (Semester 2)
- JN8202 Digital Journalism Studio (Semester 2)
- JN8203 Narrative Journalism (Semester 2)
- JN8502 MRP II: Storytelling Seminar (Semester 4)
- JN8413 Critical and Opinion Writing* (Semester 4 or 5)
- JN8414 Journalism and the Arts (Semester 4 or 5)
- JN8406 Visions of Literary Journalism* (Semester 4 or 5)
- JN8416 Reporting Religion* (Semester 4 or 5)
- JN8420 Special Topics in Journalism: Reporting on Indigenous Issues* (Semester 4 or 5)

Skills: Critical Thinking and Analysis

- JN8101 Covering the City (Semester 1)
- JN8104 Urban Politics and Society for Journalists (Semester 1)
- JN8108 Journalism Innovation (3 hours, 1 credit)
- JN8501 MRP I: Story Development (Semester 3)
- JN8409 Journalism and the Political Arena* (Semester 4 or 5)
- JN8416 Reporting Religion* (Semester 4 or 5)
- JN8420 Special Topics in Journalism: Reporting on Indigenous Issues* (Semester 4 or 5)
- JN8410 Justice and the Courts* (Semester 4 or 5)
- JN8106 The History of News* (Semester 4 or 5)
- CD8310 Topics in Cross-Cultural Communication* (Semester 4 or 5)
- CD8320 Forms and Approaches* (Semester 4 or 5)
- CD8330 Audiences and the Public* (Semester 4 or 5)

Skills: Experiential Learning

- JN8102 Summer Internship (Semester 3)
- JN8301 Journalism Masthead - News (Semester 4)
- JN8303 Journalism Masthead - Narrative (Semester 4)
- JN8408 Journalism Masthead - Narrative II (Semester 5)

Skills: Innovation and Entrepreneurship

- JN8108 Journalism Innovation (Semester 2)
- JN8503 MRP III: Pitching and Branding Seminar (Semester 5)
- CRI 815: Creative Impact Supercourse 1* (Semester 4 or 5)
- CRI 825: Creative Impact Supercourse 2* (Semester 4 or 5)

PROPOSED CURRICULUM: GRADUATE LEVEL DEGREE EXPECTATIONS

The current and proposed MJ programs set standards for achievement that are compatible with the Graduate Degree Level Expectations (GDLE) for Ryerson. While the program's learning outcomes have not changed significantly, there is a greater emphasis on Research and Scholarship as well as the Level of the Application of Knowledge and Professional Capacity/Autonomy with the introduction of the MRP courses (JN8501, 8502, 8503).

1. Depth and Breadth of Knowledge

Key Courses: JN8103, JN8107, JN8108, JN8402

Understanding key issues in professional journalistic practice and current industry challenges is core to the mission of the program. In the MJ program, students gain a sophisticated understanding of journalism's historic mission and its present-day possibilities, learn advanced research skills, embrace innovation, and focus on the challenges of covering Canada's largest, most diverse and most dynamic city. In JN8104 Urban Politics and Society for Journalists, students learn to examine journalistic practices critically and identify ways they can be improved. In JN8108 Innovation and Entrepreneurship in Journalism students analyze current challenges in the Journalism industry and investigate and pitch new ideas and approaches.

2. Research and Scholarship

Key Courses: JN8101, JN8103, JN8104, JN8107, JN8416, JN8501, JN8502, JN8503

In JN8101 Covering the City and JN8103 Reporting and Data Methods for Journalists students learn essential research skills and analyze key considerations in journalistic information gathering. JN8104 Urban Politics and Society involves critiques and analyses of news reporting on urban issues. In JN8107 Law and Ethics for Journalists, students examine and compare legal and ethical constraints and dilemmas faced by reporters, editors and producers, using case studies, readings from legal and philosophical works and insights from guest speakers. In the three MRP courses (JN8501, JN8502, JN8503), students are expected to extensively research and report on their subjects.

3. Level of Application of Knowledge

Key Courses: JN8103, JN8108, JN8303, JN8301, JN8304, JN8501, JN8502, JN8503, JN8415

Journalistic research competencies are learned and practiced in the required courses (most notably JN8103 Reporting and Data Methods) which set the foundation for critical analysis of journalistic practice and a deeper understanding of the important relationship between journalism and the society in which it is practiced. These skills are applied to professional level news production in the primary practice-based courses in year two, namely JN8102 Internship, JN8303/JN8408 Journalism Masthead - Narrative (*Ryerson Review of Journalism*) and JN8310 Journalism Masthead - News (*Ryersonian*).

4. Professional Capacity/Autonomy

Key Courses: JN8101, JN8102, JN8108, JN8303, JN8301, JN8304, JN8501, JN8502, JN8503

The MJ is a professional degree. Essential journalistic skills (research and reporting) are introduced in year one and become key as the degree progresses. Professional skills are applied in the external internship course at the end of year one. In year two students take an ethics course and two advanced specialization credits for which complex decision making and personal initiative and accountability are integral components. In the masthead courses (internal internships) students are expected to take on a variety of roles for the *Ryerson Review of Journalism*, or in a simulated professional newsroom setting for *The Ryersonian*. Professional level journalistic production is expected. For their milestone (Major Research Project) students are required to produce a professional quality work of journalism. Students are encouraged to, and often do, publish their MJ work.

5. Level of Communication Skills

Key Courses: JN8101, JN8102, JN8108, JN8111, JN8201, JN8202, JN8203, JN8303, JN8301, JN8304

The ability to communicate information clearly and reliably is key to all of the applied courses in the curriculum and is perhaps best exemplified in the internal and external internship courses. JN8102 Internship is an external internship course, where students are placed at professional outlets such as the CBC, the *Toronto Star*, *The Globe and Mail*, for six weeks). JN8303/JN8408 Journalism Masthead - Narrative is an internal internship where, students form the masthead of the 33-year-old *Ryerson Review of Journalism* and produce a substantial magazine with features and digital content. JN8301 Journalism Masthead - News is also an internal internship, one that places its students in a 24/7 digital news environment for six weeks, producing stories for *The Ryersonian* both digitally and in print.

6. Awareness of Limits of Knowledge

Key Courses: JN8103, JN8104, JN8107

Several MJ courses look at the challenges and constraints of journalistic practice. In JN8103 Reporting and Data Methods students learn how to approach a research problem from multiple directions, how to interpret data from a variety of sources and how to recognize its limitations. In JN8104 Urban Politics and Society for Journalists students look at the role of journalism in municipal life and the challenges it faces in living up to its promise. In JN8107 Law and Ethics for Journalists students examine and compare legal and ethical constraints and dilemmas faced by reporters, editors and producers in fulfilling duties owed to sources, subjects, audiences, peers and employers.

APPENDIX A: BRIEF HISTORY OF THE SCHOOL AND ITS PROGRAMS

- 1948** Students share a common first year with printing program
- 1950** Journalism becomes a program
Writing for broadcast (radio) training is offered
- 1951** *The Ryersonian* begins publication
- 1953** School of Journalism graduates its first diploma class
- 1957** Students share a common first year with Radio and Television Arts (RTA) students
- 1971** Ryerson attains university status
Journalism students receive a three-year Applied Arts bachelor's degree
- 1973** One-year program (JRAD) offered for those with undergraduate degrees
- 1980** JRAD becomes a two-year program
- 1982** Students must specialize in their final years, choosing from newspaper, magazine or broadcast
- 1984** *The Ryerson Review of Journalism* begins publication
- 1992** School of Journalism takes up its current space in the Rogers Communication Centre
- 2006** Online specialization is first offered as choice for students in their final year (BJourn and JRAD)
- 2007** First cohort of Master of Journalism students admitted
- 2008** Final class of JRADs graduate
First cohort of accelerated-standing MJ students is admitted
- 2009** First cohort of MJ students graduates
Last cohort of accelerated-standing MJ students is admitted
- 2017** First Peer Review Report on the Master of Journalism program

APPENDIX B: EXAMPLES OF STUDENT PATHS

The benefits of the core skills and the range of choice offered in the proposed Master of Journalism (MJ) curriculum may be illustrated by following three hypothetical students through the program. While these three students are invented, they represent actual career aspirations that we know to be present for students in our program.

Hana, Sisi and **Omar** all arrive as students with recent bachelor's degrees, but their aims and objectives are quite diverse:

Hana arrives in the program with a bachelor's in political science from McGill University and a strong interest in hard news and remains focused on that goal. She pursues professional-level skills as news reporter and editor on a variety of media platforms, as is required by today's news marketplace. Her summer internship is with CP24's digital news team. In the final year of her master's program, she is a mainstay at *The Ryersonian* and creates an innovative tablet-based breaking-news platform first as part of a team in Innovation and Entrepreneurship for Journalists in Semester 2 and then she completes the work and writes a research paper about its development and impact for her Major Research Project.

Sisi, who earned her undergraduate degree in English at Queen's University, is propelled by a fascination with the arts and entertainment. She loves storytelling, and is inclined toward magazine-style and documentary journalism. In the summer, she interns with the digital team at *The Walrus*. For final year, she sets her mind on an editing position at the *Ryerson Review of Journalism* (RRJ) and is part of a team producing a television documentary for course credit. She is also using working on a television documentary about all-female film crews in Toronto for her Major Research Project.

Omar comes to the MJ program from the University of Toronto, where he was editor in chief of *The Varsity* in his senior year. He is interested in broadcast and podcasting and his summer internship allows him to work on the pop-culture CBC Radio One show and podcast, *Day 6*. He decides to work on *The Ryersonian* in Semester 4, taking on the role of the news outlet's broadcast producer. He produces the weekly newscast as well as the morning quick news hits for the web and social media. His Major Research Project is a four-part podcast series on the Toronto stand-up comedy scene.

Here is how their Master of Journalism experiences might look:

(* marks elective courses)

	Hana	Sisi	Omar
Semester 1	JN8101 Covering the City JN8103 Reporting and Data Methods JN8104 Urban Politics and Society for Journalists JN8107 Law and Ethics in Journalism	JN8101 Covering the City JN8103 Reporting and Data Methods JN8104 Urban Politics and Society for Journalists JN8107 Law and Ethics in Journalism	JN8101 Covering the City JN8103 Reporting and Data Methods JN8104 Urban Politics and Society for Journalists JN8107 Law and Ethics in Journalism
Semester 2	JN8201 Producing the News JN8202 Digital Journalism Studio JN8203 Narrative Journalism JN8108 Journalism Innovation	JN8201 Producing the News JN8202 Digital Journalism Studio JN8203 Narrative Journalism JN8108 Journalism Innovation	JN8201 Producing the News JN8202 Digital Journalism Studio JN8203 Narrative Journalism JN8108 Journalism Innovation
Semester 3	JN8102 Internship: CP24 JN8111 Essential Editing (online) JN8501 MRP I: Story Development(online)	JN8102 Internship: The Walrus JN8111 Essential Editing (online) JN8501 MRP I: Story Development (online)	JN8102 Internship: CBC Radio JN8111 Essential Editing (online) JN8501 MRP I: Story Development (online)

<p>Semester 4</p>	<p>JN8301 Journalism Masthead - News</p> <p>JN8502 MRP II: Storytelling Seminar</p> <p>CRI 815: Creative Impact Supercourse 1*</p>	<p>JN8303 Journalism Masthead - Narrative</p> <p>JN8502 MRP II: Storytelling Seminar</p> <p>JN8401 Television Documentary*</p>	<p>JN8301 Journalism Masthead - News</p> <p>JN8502 MRP II: Storytelling Seminar</p> <p>JN8412 Podcasting*</p>
<p>Semester 5</p>	<p>JN8503 MRP III: Pitching and Branding Seminar</p> <p>JN8410 Justice and the Courts*</p> <p>JN8415 Data Journalism*</p>	<p>JN8503 MRP III: Pitching and Branding Seminar</p> <p>JN8308 Journalism Masthead - Narrative Editing (mandatory if taking JN8303)</p>	<p>JN8503 MRP III: Pitching and Branding Seminar</p> <p>JN8414 Journalism and the Arts*</p> <p>JN8413 Critical and Opinion Writing*</p>

APPENDIX C: LIST OF NEW, REVISED AND RETIRED COURSES

Please see Appendix F for calendar descriptions of new courses and Appendix G for adjusted calendar descriptions of existing courses.

New Courses

JN8501 Master's Project I: Story Development
JN8502 Master's Project II: Storytelling Seminar
JN8503 Master's Project III: Pitching and Branding Master Class
JN8415 Data Journalism
JN8416 Reporting Religion

Revised Courses

JN8101 Covering the City
JN8103 Reporting and Data Methods
JN8104 Urban Politics and Society for Journalists
JN8107 Law and Ethics for Journalists
JN8108 Journalism Innovation
JN8111 Essential Editing
JN8201 Producing the News
JN8202 Digital Journalism Studio
JN8203 Narrative Journalism
JN8303 Journalism Masthead - Narrative
JN8301 Journalism Masthead - News
JN8304 Journalism Masthead - Narrative Editing

Retired Courses

JN8105 Journalism Practice: Critical Approach
JN8110 Skills: Radio
JN8302 Advanced Broadcast Journalism
JN8304 Advanced Online Journalism

APPENDIX D: BEFORE-AND-AFTER COMPARISON

PROPOSED (18 credits)

(55 instructional hours,
not incl. cross-listed electives)

CURRENT (16.5 credits)

(53.5 instructional hours,
not incl. cross-listed electives)

SEMESTER 1 (FALL)

(5 credits, 15 hours)

SEMESTER 1 (FALL)

(4 credits, 12 hours)

Covering the City
(2 credits, 6 hours)

The City: Reporting and Writing
(2 credits, 6 hours)

Data & Research Methods for Journalists (1 credit, 3 hours)

Research Methods for Journalists
(1 credit, 3 hours)

Critical Issues in Urban Politics for Journalists (1 credit, 3 hours)

Urban Politics and Society for Journalists
(1 credit, 3 hours)

Law and Ethics for Journalists (1 credit, 3 hours)

SEMESTER 2 (WINTER)

(4 credits, 18 hours)

SEMESTER 2 (WINTER)

(3.5 credits, 16.5 hours)

Producing the News (1 credit, 6 hours)

Two from: Broadcast Journalism, Magazine and Feature Writing, Digital Journalism (2 credits, 12 hours)

Narrative Journalism (1 credit, 6 hours)

Skills: Radio or Copy Editing
(.5 credit, 1.5 hours)

Digital Journalism Studio (1) (1 credit, 3 hours)

Critical Approaches to Journalistic Practice (1 credit, 3 hours)

Innovation and Entrepreneurship in Journalism (1 credit, 3 hours)

SEMESTER 3 (SPRING/SUMMER)*(3 credits, 9 hours)***Internship (2 credits, 6 hours)****Essential Editing (.5 credit, 1.5 hours)****Master's Project I:
Story Development
(.5 credit, 1.5 hours)****SEMESTER 4 (FALL)***(3.5 credits, 10.5 hours)***Journalism Masthead: Ryersonian
or Ryerson Review of Journalism
(2 credits, 6 hours)****FCAD elective or Advanced
Specialization* (1 credit, 3 hours)****Master's Project II:
Storytelling Seminar
(.5 credit, 1.5 hours)****SEMESTER 5 (WINTER)***(2.5 credits, 7.5 hours)***Advanced Specialization*
(2 credits, 6 hours)****Master's Project III: Pitching and
Branding Master Class
(.5 credits, 1.5 hours)****SEMESTER 3 (SPRING/SUMMER)***(2 credits, 6 hours)***Internship (2 credits, 6 hours)****SEMESTER 4 (FALL)***(4 credits, 12 hours)***Advanced Newspaper Journalism
or Advanced Magazine Journalism
(2 credits, 6 hours)****FCAD elective (1 credit, 3 hours)****Standards of Journalists' Care
(1 credit, 3 hours)****SEMESTER 5 (WINTER)***(3 credits, 12 hours)***Advanced Specialization*
(2 credits, 6 hours)****Journalism Workshop
(1 credit, 6 hours)****SEMESTER 6 (SPRING/SUMMER)****MRP Completion**

APPENDIX E: IMPLEMENTATION SCHEDULE AND COSTS

Timeline for Proposed Curriculum

September 2017

- *Video, digital and data journalism skills modules integrated into Semester 1 courses: JN8101 The City: Reporting and Writing and JN8103 Research Methods for Journalists*

September 2018

- *Proposed curriculum in place for incoming first-year MJ students*
- *Double cohort of JN8107 Law and Ethics for Journalists with second-year MJ students (old curriculum) and first-year MJ students (new curriculum)*

January 2019

- *Introduction of integrated Producing the News, Narrative Journalism and Digital Journalism Studio courses*
- *Double cohort of JN8108 Journalism Innovation with second-year MJ students (old curriculum) and first-year MJ students (new curriculum)*

May 2019

- *Introduction of JN8102 Internship, JN8501 MRP I: Story Development and JN8111 Essential Editing courses*

September 2019

- *Introduction of JN8502 MRP II: Storytelling Seminar*

January 2020

- *Introduction of JN8503 MRP III: Pitching and Branding Seminar*

April 2020

- *Completion of students' Major Research Project and reflective essay*

June 2020

- *Convocation for first cohort of Master of Journalism students under proposed curriculum*

Costs and Impact on Resources

Costs: Preliminary numbers show that the proposed curriculum, though administered over one less semester than in its previous incarnation, will not result in a significant cost increase to the School. The current program required a total of 53.5 instructional hours and the proposed curriculum requires 55 hours. Several of the electives offered in the MJ program are cross-listed with courses already offered in the undergraduate program.

Transition: In the first year of the transition, however, it is important to note that costs may be higher due to the double cohort of incoming master's students taking JN8107 Law and Ethics in Journalism alongside the second-year master's students in Fall 2018, as well as the same double-cohort taking JN8108 Journalism Innovation in Winter 2019.

Human resources: The elimination of the Spring/Summer Semester 6 brings several advantages to students, faculty and staff. In many cases, students juggle full-time employment with the demands of completing their MRP leading to the projects dragging out into the summer months. Faculty research opportunities in the summer are also limited by their MRP supervisory responsibilities. The administrative tasks surrounding the MRPs also take up time that could be better spent communicating with incoming students and focusing on admissions- and orientation-related opportunities.

Technological resources: Overall, there is expected to be no additional net impact on the School's staff and technological resources with the implementation of this proposed curriculum.

APPENDIX F: NEW COURSE CALENDAR DESCRIPTIONS

JN8501 MRP I: Story Development
<p>This course is the first in a sequence of courses designed to assist students in researching, developing and producing their Major Research Projects. Students will explore current journalism practice in relation to student project objectives, focusing on the preliminary stages of research and story development. The fundamentals of effective digital, narrative, audio and video feature projects will also be taught. Pass/Fail</p> <p><i>Seminar: 1.5 hrs.</i></p> <p><i>Course Weight: 0.5</i></p> <p><i>Billing Units: 0.5</i></p>

JN8502 MRP II: Storytelling Seminar
<p>This is an advanced seminar that focuses on specific methods and techniques of digital, narrative, audio and video storytelling, including interviewing subjects, editing images, writing for documentary and creating multimedia interactives. Students work in smaller groups to develop and refine their approach to their Major Research Project. This is a hands-on course designed to prepare students to produce their final project. Pass/Fail</p> <p><i>Prerequisite: JN8501</i></p> <p><i>Seminar: 1.5 hrs.</i></p> <p><i>Course Weight: 0.5</i></p> <p><i>Billing Units: 0.5</i></p>

JN8503 MRP III: Pitching and Branding Seminar
<p>In this final Master's Project course, students will learn and apply story pitching skills through developing a comprehensive plan to publish their final project. Students will apply marketing principles, digital content-building techniques and social media analytics towards the process of conceiving a personal brand. The coursework also drives toward the launch of a professional, personally branded website to promote the student's journalistic work.</p> <p>Pass/Fail</p> <p><i>Prerequisite: JN8502</i></p> <p><i>Seminar: 1.5 hrs.</i></p> <p><i>Course Weight: 0.5</i></p> <p><i>Billing Units: 0.5</i></p>

JN8415 Data Journalism

Students benefit from visual news research in order to tell stories using static and animated graphics for print, broadcast and online media. As well as learning the technical and compositional skills necessary, students will be introduced to ways in which people synthesize visual information. (Cross-listed with JRN204)

Lab: 3 hrs.

Course weight: 1.00

Billing Units: 1

JN8416 Reporting Religion

This course will introduce students to the practical and social aspects of religious representation. Among the practical topics to be discussed: how to spot a religion story, how to cover familiar and new religions, dealing with the 'hot button' issues and how to find religious experts. Issues to be explored include media use by religious groups, the role of the media in globalized religion and the importance of representation to the negotiation of religious and civil spheres. Assignments include reporting projects, which may be submitted in a variety of media. (Cross-listed with JRN510)

Lecture: 3 hrs.

Course weight: 1.00

Billing Units: 1

APPENDIX G: ADJUSTED COURSE DESCRIPTIONS (EXISTING COURSES)

JN8101 Covering the City

Using the city as a laboratory, students will learn the fundamental skills of journalism by carrying out demanding, practical reporting and writing assignments in various urban locations and settings. Students will learn how to generate and assess story ideas; how to research, observe, interview and otherwise gather information; and how to write for publication across multiple platforms, bearing in mind the requirements of clarity, thoroughness, balance, and accuracy.

Lab: 6 hrs.

Course Weight: 2.00

Billing Units: 2.00

JN8103 Reporting and data methods

This course will focus specifically on reporting and research methods required for journalists, including the essentials of data journalism. Students will learn digital research skills to determine the accuracy and veracity of information, as well advanced library and bibliographic skills, allowing them to inform themselves quickly about unfamiliar subjects and specialized techniques such as access requests, title searches and corporate searches and methods of interviewing.

Lab: 6 hrs.

Course Weight: 2.00

Billing Units: 2.00

JN8104 Urban Politics and Society for Journalists

Students in this course will gain a solid base of knowledge about urban affairs, broadly defined, that will help them produce insightful coverage of different aspects of urban society, including diversity, public health, business, race and Indigenous issues. The course involves critiques and analyses of news reporting on urban issues as well as lectures by experts in such areas as municipal politics, citizens' movements, cultural scenes and multiculturalism.

Class: 3 hrs.

Course Weight: 1.00

Billing Units: 1.00

JN8108 Journalism Innovation

Working in small groups, students will explore the challenges facing journalists and the industry today by developing and pitching an entrepreneurial journalism project with potential solutions to address specific issues. Using startup methodologies and design-thinking approaches, they will address industry challenges such as measuring engagement, growing revenue and keeping up with emerging technologies.
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Lecture: 3 hours

<i>Course Weight: 1.00</i>

<i>Billing Units: 1.00</i>

JN8107 Law and Ethics for Journalists

This course will examine and compare legal and ethical constraints and dilemmas faced by reporters, editors and producers in fulfilling duties owed to sources, subjects, audiences, peers, and employers. These issues will be probed and debated in light of case studies, readings from legal and philosophical works, and the insights of guests including lawyers, ethicists and professional journalists. Included will be the law of libel and contempt, and the intricacies of court reporting, such as the treatment of juveniles involved in crimes.
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<i>Lab: 3 hrs.</i>

<i>Course Weight: 1.00</i>

<i>Billing Units: 1.00</i>

JN8111 Essential Editing

In this course, students will learn the essential concepts and skills of editing stories and visuals across multiple platforms. Subjects covered include editing for style, grammar, accuracy and substance; best practices for digital news, features and interactives; basics of design for web and mobile journalism.
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Pass/Fail

<i>Class: 1.5 hrs.</i>

<i>Course Weight: .5</i>

<i>Billing Units: .5</i>

JN8201 Producing the News

In this course, students will learn essential audio and video skills to produce news and short feature stories for broadcast and digital platforms, with a focus on deadline-driven coverage and the particular requirements of gathering and presenting information for each platform. Working in teams, students will learn several aspects of production to prepare and present their own reports. Detailed group and individual critiques of student work will be a key method of learning.

Lab: 6 hrs.

Course Weight: 1.00

Billing Units: 1.00

JN8202 Digital Journalism Studio

Students report, edit and produce digital journalism in correlation with their work in Producing the News and Narrative Journalism. Students will learn how to use with new and evolving digital tools, use social media to collect and distribute information, produce multimedia stories, write and edit digital news and features, as well as understand principles of reader engagement. Group and individual critiques will play a key role in this learning process.

Lab: 3 hrs.

Course Weight: 1.00

Billing Units: 1.00

JN8203 Narrative Journalism

Students learn longform journalism techniques, methods of interviewing and approaches to narrative structure across multiple platforms, with a focus on in-depth features for magazines and newspapers. Examples of award-winning work, written and multimedia, will be studied and analyzed, and students will learn to produce their own longform feature. Methods of interviewing and approaches to narrative structure will be among the topics covered. Detailed group and individual critiques will be a key method of learning.

Lab: 6 hrs.

Course Weight: 1.00

Billing Units: 1.00

JN8303 Journalism Masthead - Narrative

This is the central professional course in the program's second year. In it, students will use everything they have learned so far to produce an issue of the *Ryerson Review of Journalism*, an award-winning magazine with extensive digital outputs. The focus will be on producing highly polished work across multiple platforms. Through group and individual critiques, students will reach professional standards of achievement.

Course Weight: 2.00

Billing Units: 2.00

JN8301 Journalism Masthead - News

This is the central professional course in the program's second year. In it, students will use everything they have learned so far to produce *The Ryersonian*, a digital, broadcast and newspaper platform that covers the campus and the city. The focus will be on producing highly polished work and on meeting high standards of newsworthiness and thoroughness. Through detailed group and individual critiques, students will reach professional standards of achievement.

Course Weight: 2.00

Billing Units: 1.00

JN8408 Journalism Masthead - Narrative II

This is an advanced laboratory course in which students act as editors and produce an edition of the *Ryerson Review of Journalism*. All aspects of digital and magazine editing and production are covered, including determining the appropriate editorial mix, substantive editing and line editing, fact-checking, proofreading and proof correction, use of display type, art direction and design and all stages of production. Prerequisite JN8303.

Course Weight: 2.00

Billing Units: 2.00

Cover Page for the May 2018 Update to the Academic Plan

This year's Academic Plan update to Senate is the fourth update in *Our Time to Lead*. The first, submitted to Senate in June 2015, dealt with the mechanics of the planning process. The second and third, submitted in May 2016 and June 2017, provided updates from all the reporting divisions. This year's update has the same basic structure as the previous two. It comprises:

- an executive summary outlining in general terms the accomplishments associated with each of the University's four priorities
- reports from each of the divisions which provide updates to the Provost
- the VPRI Annual Report to Senate

This year's report is somewhat longer than before. This reflects the addition of several updates that were not included in previous years from:

- Office of the Vice-President, Equity and Community Inclusion
- Ryerson International
- University Advancement

The logic behind OVPECI's inclusion is obvious. Ryerson International has been incorporated because of its new status as a standalone division. University Advancement was added given the desire by the new VP Advancement and Alumni Relations to connect the work that Advancement does more closely with the academic side of the University's operations.

REPORT OF ACADEMIC STANDARDS COMMITTEE**Report #W2018-5; May 29, 2018**

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

- Sociology Periodic Program Review, Faculty of Arts
- Chang Certificate in Enterprise Architecture and Infrastructure Management – Review
- Chang Certificate in Enterprise Architecture and Infrastructure Management – Discontinue
- Chang Certificate in Advanced Enterprise Architecture & Infrastructure Management – Proposal (new)
- Chang Certificate in Information Systems Management – Course Additions, Deletions, Repositioning
- Chang Certificate in Occupational Health and Safety Leadership – Proposal (new)
- For Information: Chang School Certificates – March and April 2018 (from May 3 senate)

A) SOCIOLOGY PERIODIC PROGRAM REVIEW**EXECUTIVE SUMMARY**

The Ryerson Sociology program has developed a distinctive focus and expertise aligned with Ryerson University's unique mission. The Ryerson Sociology program is committed to teaching sociology as a practice of active inquiry, grounded in a solid foundation of research methods and theory. This active inquiry includes important dimensions of reflexivity, as students in courses ranging from popular culture to work to migration are invited to learn to locate themselves in a broader system of social relations. The emphasis on community engaged and experiential learning in the Sociology program flows from this emphasis on active inquiry, which fits with Ryerson University's specific mission.

The Ryerson Sociology program has developed an approach to equity, diversity and inclusion that combines focussed courses (in Indigenous studies, race, gender and sexuality among others) with a commitment to ensuring that these issues are covered across the curriculum. The Sociology department houses the Caribbean Studies program as part of that commitment to shifting the centre of social inquiry and developing a rich conception of the equity lens. The Ryerson Sociology course offerings reflect two main areas of focus that define the department: contemporary social inequalities with a particular emphasis on intersectional analysis and the study of popular culture as a window on the social world.

This emphasis on sociology as active inquiry is reflected in students' assessments of the program. The surveys of current students and graduates conducted for this self-study indicate that students' experiences of learning reflect this commitment to application, reflection and critical thinking. Students' qualitative responses emphasized hands-on experience, enhancement of the sense of oneself in the world and an interactive environment in which they felt valued. The NSSE scores from the program indicated high levels of student engagement with application of concepts and experience in negotiating diversity and different perspectives grounded in histories of inequality.

The Ryerson Sociology department developed in a service teaching capacity, and the focus on teaching Liberal Studies courses has been sustained. These Liberal Studies classes represent an important contribution to undergraduate education at Ryerson, with a particular emphasis on equity, diversity and inclusion. Sociology courses also figure very prominently in the Chang School's Faculty of Arts offerings.

Challenges

The Sociology program is facing challenges as it seeks to develop a sound basis for consolidating its

strengths and building a program that continues to learn and improve in terms of pedagogy, curriculum, research and reputation. At the level of curriculum, the program faces a level of student frustration that some of the most enticing Sociology courses are available only as Liberal Studies electives not open to those in the undergraduate program. The emphasis on community engaged and experiential learning at this point largely relies on the commitment of specific faculty members, and has yet to be generalized as an overall department focus matched to necessary resources.

The commitment to teaching sociology as active inquiry, with a specific focus on community engaged and experiential learning, is undermined by growing class sizes in program courses and in Liberal Studies classes, which has been accentuated by a reduction in resources for teaching assistants and tutorial sections. The department also relies very heavily on contract faculty to meet its teaching load, which makes it difficult to ensure consistency in pedagogy and content focus. Enhancing the permanent faculty cohort in a way that deepens the pool of expertise in teaching sociology as a practice of active inquiry deploying an equity lens is an important component of building on the department's strengths.

Finally, the Sociology program faces the challenge, shared generally by humanities and social sciences departments in the current era, of helping students, the university administration and the broader community understand the value of a liberal arts education. Enhancing the commitment to community engaged and experiential learning in a wide range of forms is one important way to address this challenge.

Goals

The Sociology Program is ready to deliberately build on its strengths in ways that address the challenges it faces. Through this self-study, the Department clarified six goals for the next seven years.

1. Expand the breadth of sociology courses available to program students.
2. Embed experiential learning more fully in the Sociology curriculum.
3. Increase the permanent faculty complement to address issues of pedagogical and content consistency.
4. Strengthen the program profile in order to continue attracting high-calibre students.
5. Improve the dissemination and mobilization of research knowledge produced by Sociology faculty members.
6. Develop a Sociology graduate program at the Master's level.

Implementation Plan

Recommendation # 1 Community-based, experiential and career-oriented learning

Recommendation # 2 Deepen Equity Focus

Recommendation # 3 Sociology Liberal Studies Electives Availability to Program Students

Recommendation # 4 Strengthen Sociology Focus of Fourth Year Winter Term

Recommendation # 5 Develop Graduate Program in Transformative Social Research

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 Sociology program. 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 SOCIOLOGY PROGRAM

Sociology submitted a self study report to the Vice Provost Academic on February 27, 2018. 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 Department of Sociology.

Two arm's-length external reviewers were appointed by the Dean of the Faculty of Arts from a set of proposed reviewers. The external reviewers were: Dr. Gillian Creese, Acting Associate Dean, Faculty and Equity, Faculty of Arts, University of British Columbia, and a Professor at both the Institute for Gender, Race, Sexuality and Social Justice and Department of Sociology at UBC; and Dr. Tom Langford, Professor at the Department of Sociology, University of Calgary. Drs. Creese and Langford reviewed the self study documentation and then conducted a site visit at Ryerson University on April 6 – 7, 2018.

The visit included meetings with the Interim Provost and Vice-President Academic; Interim Vice Provost Academic; Dean of the Faculty of Arts, Chair of Sociology; the Chief Librarian; and meetings with seven faculty members; two staff members; six faculty and staff involved in experiential learning in Sociology at Ryerson; eighteen students; seven program graduates (alumni); and three faculty concerned about equity and learning, all of whom worked on a recent research study, "Inhabiting Critical Spaces: Teaching and Learning From the Margins at Ryerson University". The peer review team was taken on a brief walking tour from Jorgenson Hall through Kerr Hall to the Rogers Communications Centre in order to observe some of the typical classrooms used for Sociology courses.

In their report (April 2017), the Peer Review Team (PRT) provided feedback that describes how the Sociology program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT noted that current students and alumni are strongly committed to the Department of Sociology, and even when they offered criticisms it was in the context of trying to help the department to better live up to its commitments to equity, diversity and inclusiveness as well as high quality education. Although somewhat concerned about the 3+2 teaching schedule (which will be replaced by a 2+2 teaching schedule in 2017-18), the faculty were genuinely happy to be part of their department and eager to find ways to strengthen Sociology's role at Ryerson University. The administrative staff was also extremely positive about working in the Department of Sociology. The site visit left the PRT with the strong impression that all segments of the department are committed to working together in the coming years to enhance the BA in Sociology program, and find new ways to strengthen Sociology's contributions to Ryerson University's mission and strategic priorities.

The PRT noted that a core strength of the Sociology curriculum is the inclusion of experiential learning in core courses, such as statistics and the capstone course, and the recent addition of courses that address Indigenous issues as part of a commitment to work toward decolonizing the curriculum. Most distinctive about the university's priorities are the emphasis on enabling exceptional experiences for students and expanding community engagement and city building. In these important areas, the BA in Sociology program appears to be doing exemplary work and should be showcased by Ryerson University as epitomizing its distinctive academic profile in Toronto. A weakness of the program, though by no means a result of decisions made by the Sociology Department, is the large class sizes throughout the full four years of the degree program, and the lack of Teaching Assistants or discussion groups in the vast majority of courses.

The Director of the Sociology program submitted a response to the Peer Reviewers' Report on September 26, 2017 following review by the Departmental Council. The response to the Peer Review Team Report and the Program's Response was submitted by the Dean of the Faculty of Arts on February 14, 2018.

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

1) The recent growth of the Sociology Department has not been matched with increased faculty resources. The growth of the program (513 in 2015-16), the number of additional students taught through Liberal Studies (7203 in 2015-16), a larger than average student to faculty ratio (36.9 in 2015-16), and heavy reliance on contract instructors (upwards of 60% of teaching), all point to a pressing need for additional full-time tenure stream faculty. We recommend hiring a minimum of 1 (and ideally 2) more tenure-stream faculty, in addition to the position already advertised for this year, and in addition to replacing future retirements.

Program's response:

The Department will continue to advocate for tenure-track positions to meet the needs of the program, using the Report to support our arguments. We recognize that precarious academic employment is a serious problem and seek to attain the resources that will allow our department to meet our Program goals, which align with those of the Faculty of Arts and the University.

2) The precarity of contract faculty works against the department's overall commitment to equity, and we urge the department to consider ways to enhance the job security of long term contract faculty within the terms of the Collective Agreements, for example by bundling courses to facilitate qualifying for benefits, and providing longer term contracts.

Program's response:

Sociology will advocate for these changes, but they lie well beyond the purview of the department.

3) Within the Faculty of Arts, the Sociology Department provides a disproportionate share of courses to the Liberal Studies stream. Although this is a strength of the department, at present it also limits their ability to offer elective courses to their own majors. The Faculty of Arts should find ways to more evenly distribute the Liberal Studies workload across departments in the faculty.

Program's response:

Sociology will advocate for these changes but they lie well beyond the purview of the department.

The department will assess our overall commitment to teaching liberal studies courses as part of our 2018-19 planning cycle.

4) We recommend that the department and the Faculty of Arts continue to support the development of Caribbean Studies as an integral part of its leadership in addressing equity and diversity.

Program's response:

The department will press for additional resources for Caribbean Studies and is committed to designing faculty postings for future positions that attract applicants with a Caribbean Studies focus. We are also partnering with Caribbean Studies to raise the visibility of the program across campus and in the broader community.

5) The Sociology Department is a leader in providing experiential learning opportunities to students. Although this is so, only a small number of Sociology courses currently provide experiential learning opportunities. We recommend that the Faculty provide additional supports needed to expand experiential learning opportunities in more Sociology courses.

Program's response:

We are committed to extending experiential learning opportunities to all students, particularly given the direction of policies at the Ryerson and Provincial levels. To develop experiential, community engaged and career oriented opportunities for Sociology students, the department is exploring collaboration and partnership with the Ryerson Career Centre, Level Up and Student Affairs Storytelling along with our ongoing work with the Service Learning Coordinator (Community Engaged Learning) and the Career Counsellor from the Faculty of Arts Student Experience Centre.

6) One result of the increasing popularity of Sociology courses is that all courses are large, including upper level courses that average between 50 and 80 students, and several third year core courses as large as 120 students. At the same time, very few courses in Sociology have Teaching Assistants so it is usually not possible to provide small discussion groups. We recommend that more Teaching Assistants be made available to run smaller discussion groups in large courses. Furthermore, until graduate student TAs in sufficient numbers can be recruited, we recommend employing senior Sociology majors as undergrad TAs in a wide variety of 1st and 2nd year courses, just as they are currently employed as peer mentors in methods and statistics courses.

Program's response:

This is both a curricular and a resources issue. We are committed to advocating for these resources and exploring possible curricular design changes. The Department will encourage the Faculty of Arts to conduct a thorough review of TA resource allocation that might allow us to extend tutorial experiences to more of our students and ensure the highest pedagogical standards in courses that have tutorials by building in adequate time in contracts for meetings with faculty members, attending lectures and TA office hours to increase contact opportunities for undergraduates.

7) The size of the courses means that most Sociology majors graduate without ever having a small seminar. We recommend that the department explore ways to ensure that a small handful of upper level courses can be delivered as small seminars. We further recommend that the capstone course be piloted as a seminar, with 4 sections of 30-35 students (rather than the current 2 sections of 60-65 students); and that some variety in the substantive content of the different sections be introduced so that students can choose a capstone seminar that best matches their sociological interests and strengths.

Program's response:

The Department is embarking on a redesign of SOC 490 (Capstone) to offer a smaller class opportunity for students approaching graduation.

8) We recommend that Ryerson University build new classrooms so that all sections of required Sociology courses can be offered in the morning or afternoon, thus facilitating a reasonable working day for commuting students. We also recommend that Ryerson University consider building a few very large classrooms so that departments like Sociology can have the option of offering fewer sections of introductory courses (accompanied by more Teaching Assistants and tutorials) and shifting teaching resources into more senior courses.

Program's response:

Sociology will advocate for these changes, but they lie well beyond the purview of the department.

9) The current configuration of space is not adequate for the proper functioning of the department. We recommend that additional space be allocated to Sociology, including a dedicated seminar space for meetings and four additional offices.

Program's response:

Sociology will advocate for these changes, but they lie well beyond the purview of the department.

10) There is a shortage of computers on campus, especially computers with statistical software needed for Sociology methods courses. We recommend opening a new drop-in computer lab that is not reserved for class use. As a stopgap, we suggest that statistical software be loaded on mobile computers available for loan from the library. Furthermore, we recommend that computer repair and replacement be given greater priority by the Faculty of Arts, particularly when the demand for computers in labs is very strong.

Program's response:

Sociology will advocate for these changes, but they lie well beyond the purview of the department.

11) We recommend that, in the future, Ryerson University increase the size of the sample of Sociology graduates it surveys so that relatively precise population estimates on the employment history of graduates can be obtained.

Program's response:

The Department is committed to enhancing student experiences in our program. We will improve our tracking of program graduates that will permit more effective sampling for future surveys and provide enhanced networking opportunities for graduates and students nearing graduation.

12) We recommend the initiation of a Department of Sociology mentorship program so that faculty members who need to 'jump start' their research programs can gain counsel from colleagues with greater research and publication successes. We also encourage senior administrators at Ryerson to increase the availability of internal research funding for faculty members.

Program's response:

As part of the MA program development and the overall enhancement of the Sociology Department, we are endeavoring to increase our research profile and faculty research opportunities. The Department Research Committee will consider the proposal for a mentorship system to support faculty research.

13) It is a very positive change that Sociology students will soon be allowed to take two Sociology Liberal Studies courses as part of their Sociology degree. However, we wonder if this change goes far enough, and consequently recommend that the department rethink whether the restriction on majors enrolling in Sociology Liberal Studies courses needs to be eliminated entirely.

Program's response:

The department will assess further alterations to the liberal studies restrictions facing program students. However, we are conscious of balancing the creation of more options for students against redundancy in course offerings and the need for higher level sociology-specific opportunities for program students.

14) We support the Department of Sociology's commitment to strengthening its expertise in Indigenous Studies and recommend that the entire curriculum be audited with the goal of decolonizing all facets of what is taught in sociology courses.

Program's response:

We are hiring an additional faculty member in this area in 2017-18 after a failed search last year. We are in the process of establishing an Indigenous Sociology course requirement for all students in the Program. We are beginning work with Aboriginal Initiatives and Aboriginal Student Services to develop a comprehensive approach that will combine curricular changes with issues of access and support for Indigenous students in the program. The department is establishing an Equity Working Group that will continue the work on indigenizing and decolonizing the curriculum.

15) Given the current departmental strengths in, and commitment to, the sociological study of equity, diversity and inclusiveness, we recommend that every new tenure-track hiring should contribute to this thrust of scholarship and teaching in one way or another.

Program's response:

This crucial commitment is a central consideration in the constitution of our Departmental Hiring Committee and the design of faculty positions.

16) As Sociology moves toward a Masters program, we recommend that Ryerson University increase its budget for the library, bringing it closer to the average for Ontario universities. We also recommend reopening negotiations with the University of Toronto to try to secure Ryerson graduate students complete access to the University of Toronto's book collection and digital resources.

Program's response:

Sociology will advocate for these changes, but they lie well beyond the purview of the department. The development of this MA is a high priority for the Department including an evaluation of library resources.

17) Students raised concerns about the absence of a process for dealing with student complaints about courses and/or specific faculty. We recommend that the department create a joint faculty/student committee to develop a process to address complaints.

Program's response:

We will work with the student representatives in Departmental Council to consider directions for consideration of student issues and complaints.

18) We recommend that the Ryerson administration proceed quickly to develop protocols to protect faculty who experience on-line and other forms of racialized, gendered, and/or sexualized forms of harassment or violence.

Program's response:

The department is establishing an Equity Working Group that will continue the work on co-operation with partners in the university to establish protocols concerning racialized, gendered and sexualized forms of harassment aimed at faculty teaching with an equity focus.

19) We recommend that resources be made available so that faculty can continue the work, begun in "Inhabiting Critical Spaces", of addressing how relations of inequality shape teaching and learning at Ryerson.

Program's response:

The department is establishing an Equity Working Group that will continue the work on advocacy for resources to continue the work begin in the "Inhabiting Critical Spaces" Project.

20) We recommend that the Faculty of Arts and the Provost support Sociology to develop a Masters program in the very near future.

Program's response:

The Sociology MA Program in Transformative Social Research is currently going forward to the next stage of internal development at Ryerson. The development of this MA is a high priority for the Department.

C) DEAN'S RESPONSE TO RECOMMENDATIONS

The Dean's Response stated that the self-study presents a very comprehensive description of the program, its strengths, weaknesses and opportunities for growth. The Sociology program clearly distinguishes itself from comparable programs through its consistent emphasis on social equity, community engagement and inclusion throughout the curriculum, its strengths in teaching classical and contemporary theories in sociology, its emphasis on experiential learning and the training it offers students in core skills in qualitative and quantitative research methods. The department was diligent in collecting and analyzing data received from their graduates, which is a challenge for such a new program, created in 2005. As the PRT pointed out, student surveys were ineffective due to a low response rate, which the department proposes to improve by better tracking of its graduates.

The self-study is well-aligned with the Ryerson University and the Faculty of Arts Academic plans (2014-2019), particularly in its emphasis on experiential learning and community-building. In all of its initiatives, whether the focus be curricular development, research, hiring of faculty and contract lecturers, the Department of Sociology maintains its emphasis on social equity, diversity and inclusion.

The Department's response to the PRT gives careful consideration to the twenty recommendations in the report, noting that certain changes, particularly those with resource implications, are beyond the purview of the department and in some cases beyond that of the Faculty of Arts. However, the department makes a commitment to advocate for the recommended improvements in the areas of teaching and curricular development (including experiential learning), RFA and sessional hiring, space and research. Many of the recommendations from the PPR and the PRT report do have resource implications, which will have

to be considered carefully by the Faculty of Arts, given the constraints of limited funding allocations from other levels of administration, collective agreement obligations and the university-wide tripartite curriculum.

Curricular Development

The Faculty of Arts recognizes the strength of curricular innovation in the Department of Sociology and supports its goals in increasing electivity for its students, subject to the usual resource constraints.

Experiential Learning

The Faculty of Arts is currently establishing a working group on diverse forms of experiential learning. Further development of such initiatives is a priority for the Faculty of Arts.

Liberal Studies

The PRT wonders if the weight of Liberal Studies could be better distributed across the Faculty of Arts departments. The Dean of Arts office will consider this possibility, recognizing the tremendous contribution that the Department of Sociology makes to Liberal Studies and service teaching in general. We are certainly willing to consider increased resources for Liberal Studies teaching, and we have recently increased funding for the possible use of TA/GAs. While previously, Sociology program students could not take Sociology courses designated as Liberal Studies, this restriction has been lifted and they may now take up to 2 courses designated The PRT would like to see unlimited access for program students to upper-level Liberal Studies courses in Sociology. This will be a matter for the department to consider.

Curriculum Delivery and Resources

The Dean of Arts office is willing to work with the department to review class sizes in senior courses, such as the capstone SOC 490, as well as the possibility of larger classes at other levels.

TA/GAs (Teaching Assistants/Graduate Assistants)

Recently, we increased the funding for TA/GAs with the intent that departments would decide for themselves where these resources would be most effective. The PRT underlines the benefits of having senior undergraduate students work as teaching assistants, similar to the peer mentors who currently support students in classes in quantitative methods. This is an interesting idea but would have to be considered in relation to the current collective agreement governing TA/GAs and our responsibilities towards graduate students at Ryerson University.

RFA and Sessional Hires

Equity hiring is critical as the department sees a need to increase the number of racialized males as well as Indigenous faculty. Fortunately, the current Provost has indicated that hiring more faculty members is a priority, university-wide. Like other departments, on an annual basis, the Department of Sociology has the opportunity to request new positions by demonstrating need in relation to curricular initiatives new and old as well as overall student enrolments in program courses, open electives and Liberal Studies. The Dean of Arts office highly values the contributions of our sessional instructors and is committed to social equity and to reducing the precariousness of these positions within the limits allowed by resource constraints and the collective agreements in place at the university.

Space

The Faculty of Arts will review these space needs while noting that lack of space is a chronic problem at Ryerson University. The Dean of Arts office advocates continuously for new space; however, permanent solutions are in the purview of executive administration.

Scholarly, Research and Creative Work (SRC):

In its response to the PRT report, the department indicates that development of the Sociology MA Program in Transformative Social Research is currently underway. Such a degree would stimulate SRC production and reinforce a culture of research that would be beneficial for the department at both the graduate and undergraduate level. Overall, the department is committed to seeking out research opportunities for faculty and raising its research profile, which should also have the effect of attracting many high-calibre students to the program. All of these endeavours have the support of the Office of the Dean of Arts which is fully engaged in enhancing the current culture of research in our faculty.

Equity and Governance

Equity is an essential element of policy and practice in the Department of Sociology and the Faculty of Arts. The Department of Sociology has resolved to establish an Equity Working group that will focus on 'indigenization' and decolonization of the curriculum, support equity focused projects and deal with issues from discrimination and sexual harassment to student complaints. This is a responsive solution to student and faculty feedback and provides a useful model for other departments. It also acknowledges the harassment faced in the public forum by social scientists who promote social equity for women and other disadvantaged groups.

Conclusion

The Dean of Arts office is willing to work with the department to address the recommendations set out in the PPR self-study and developmental plan as well as the PRT report, while taking into account the institutional constraints on resources, curricular structure and space faced by the Faculty of Arts.

D) IMPLEMENTATION PLANS

Recommendation # 1 Community-based, experiential and career-oriented learning
Rationale: the external reviewers noted strengths of experiential learning in the Sociology Program and recommended expansion (Rec 5).The Self-Study raised the issue of embedding experiential and community-based learning into the curriculum, so it is not contingent simply on the interests and willingness of faculty members to engage in these kinds of initiatives (Self Study p. 32). At the same time, the Province of Ontario is requiring experiential learning as part of all post-secondary experiences and examining methods to best prepare students for life after graduation.
Objective: (statement that further describes the recommendation) Embed experiential learning further in curriculum and enhance student opportunities for professional development and career focus.
Actions: <ul style="list-style-type: none"> • Consider designating specific courses as experiential – so that any instructor taking on the course would know that it included experiential elements • Enhance resources for experiential and community-based learning (e.g. support for extra TA hours, RA support, funding for the invitation of Elders or other guest experts) • Pilot – Career focus program for Sociology students (Winter term 2018) • First running as a course in Winter term 2019 (SSH 500) with job shadow and career-oriented mentorship by fourth-year students to first-year students
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020
Responsibility for leading initiative: Curriculum Committee, Partnership with Career Centre and Service Learning Coordinator

Recommendation # 2 Deepen Equity Focus
Rationale: The External reviewers noted the department's strong commitment to equity in our Department Plan 2014-19 and in the PPR self-study. Five recommendations revolved around opportunities and challenges for the program in the areas of equity, diversity and inclusion (Recommendations 4,14,15,18 and 19)

Objective: (statement that further describes the recommendation) Deepen the transformative equity focus in the department by Indigenizing and decolonizing the Sociology Curriculum, increasing the variety of equity-oriented courses and strengthening processes for raising equity-oriented concerns in the department
Actions: <ul style="list-style-type: none"> • Map steps to Indigenize and decolonize the curriculum. The department already approved and implemented SOC427 – Indigenous Perspectives on Canada as a required course in second year (start in Fall 2018). • Workshops for faculty on Indigenization, trans issues and other aspects of equity-oriented teaching. • New courses (e.g., Blackness and Freedom). • Development and report from Equity Working Group. • Support for Caribbean studies. • Expansion of resources for equity-oriented curricular development, learning and teaching, and mentorship of racialized and Indigenous students.
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) beginning 2017-18 academic year, final proposals to VPA by June 30, 2020; commences Fall 2021
Responsibility for leading initiative: Curriculum Committee; Equity Working Group
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation # 3 Sociology Liberal Studies Electives Availability to Program Students
Rationale: the external reviewers noted a lack of access to Sociology liberal studies courses for Sociology Program Students (Rec 13). The Liberal Studies courses offer students enticing substantively-oriented course options.
Objective: (statement that further describes the recommendation): Provide program students with a wider variety of substantive courses covering exciting sociological topics
Actions: <ul style="list-style-type: none"> • Allow program students to take two upper liberal sociology courses during their undergraduate career and assess the impact. • Investigate other options to increase opportunities for students to take substantive courses (see Recommendation 4 below).
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) 2017-18 academic year with submission of proposal to VPA by September, 30, 2017; commences Fall 2018
Responsibility for leading initiative: Curriculum Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation # 4 Strengthen Sociology Focus of Fourth Year Winter Term
Rationale: the external reviewers noted a lack of smaller, upper level experiences (Rec 6 and 7), while the Self-Study noted that a “fourth year experience that may feel like a bit of an anti-climax” (Self Study p. 17). The improvement of the second term of fourth year is connected to discussion of the overall distribution of electives through the year.
Objective: (statement that further describes the recommendation) Smaller seminar courses offer the possibility of integrative learning in which students draw on their theoretical and methodological preparation to investigate pressing social issues through a sociological lens. We will explore possibilities for students to be exposed to more integrative learning through the exploration of substantive issues.
Actions: <ul style="list-style-type: none"> • Explore possibility of upper year seminars in Winter term of 4th year. • Examine distribution of substantive electives through the 2nd, 3rd and 4th year .
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020
Responsibility for leading initiative: Curriculum Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation # 5 Develop Graduate Program in Transformative Social Research
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Rationale: The external reviewers supported the development of a graduate program (Rec 20) and enhancement of the research profile of the department (Rec 12). This will strengthen the undergraduate program through curricular design around possible hybrid fourth year/graduate seminar courses. It will also strengthen the department's reputation and the delivery of leading-edge expertise in undergraduate courses.
Objective: (statement that further describes the recommendation) The development of a graduate program in Transformative Social Research to enhance the research profile of the department and offer new forms of seminar-based learning for senior undergraduate students.
Actions: <ul style="list-style-type: none"> • Complete Letter of Intention for Graduate Program. • Upon approval of Letter of Intention, complete full proposal. • Consider possible hybrid 4th year/graduate seminars as part of the curricular development of the graduate program. • Enhance the research profile of the department by highlighting work under the rubric of transformative social research.
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) 2017-18 complete Letter of Intention; 2018-19 academic year complete proposal with submission by August 31, 2019; commences Fall 2020 or 2021
Responsibility for leading initiative: Graduate Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

ASC EVALUATION

The ASC commends the Department of Sociology for its active engagement in the PPR process, its reflective Self Study, and its thoughtful plan for program and curricular enhancements moving forward.

The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:

1. The progress on implementing the recommendations within the implementation plan.
2. Refinement of the program learning outcomes as a foundation for considering the curriculum modifications identified in the self study.

Follow-up Report

In keeping with usual practice, the one-year follow-up report, which addresses the recommendations stated in the ASC Evaluation section, is to be submitted to the Dean of the Faculty of Arts, 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 Sociology Periodic Program Review, Faculty of Arts.*

B) CHANG CERTIFICATE IN ENTERPRISE ARCHITECTURE AND INFRASTRUCTURE MANAGEMENT – REVIEW

A review of the current Certificate in Enterprise Architecture and Infrastructure offered through the Ted Rogers School of Information Management considered several factors including student feedback, an enterprise architecture environmental scan, and recent revisions to the School's curriculum, to complete a SWOT analysis of the current certificate. Based on the resulting SWOT analysis, several recommendations are made that will increase the relevancy and value of a certificate for professionals wanting to build skills in the area of Enterprise Architecture and Infrastructure Management.

Enterprise Architecture (EA) is the conceptual blueprint of an organization's structure and operation, including processes, systems and technologies. It is widely accepted that a well-designed and managed enterprise architecture is instrumental in enabling leaders to not only achieve the right balance between information efficiency and business innovation, but to also remain agile in a competitive and ever-changing marketplace.

The Certificate in Enterprise Architecture and Infrastructure Management was established many years ago and is comprised of degree-credit courses offered through the Ted Rogers School of Information Technology Management. It was formerly called the Certificate in Telecommunications Management. A certificate review was initiated in 2012 and preliminary findings indicated that telecommunications is only a small part of enterprise architecture and that the curriculum in the certificate should be brought into line with the curriculum restructuring at the Ted Rogers School of Information Technology Management (TRSITM). In the meantime, the School undertook its *Periodic Program Review of the Business Technology Management (BTM) Full-time and Part-time Undergraduate Degree Programs* (2015-16). As a result of the PPR, curriculum has been updated or deleted from undergraduate program offerings.

Over the past 10 years, we have had 8 to 16 new certificate registrations per year, with a slight increase since Fall 2013. While these numbers are still low, the slight increase suggests that the name change and addition of a new course may have had a small positive effect.

The Certificate in Enterprise Architecture and Infrastructure Management was conceived as a specialized program. Currently, the EAIM certificate provides students with skills and knowledge that allow them to:

- Effectively communicate ideas and concepts related to business information technology architecture and infrastructure
- Develop and manage information technology architecture and infrastructure to meet the strategic needs of business and government
- Work in teams to analyze and solve business problems by applying information technology architecture and infrastructure

The current certificate is geared towards students who are already working in the IT management field or wish to enter Ryerson's BComm degree program. Courses may be credited toward the Ryerson Bachelor of Commerce (Information Technology Management) degree program should candidates wish to continue their education after attaining this certificate.

The current Certificate requires the completion of four required courses and a choice of two electives, as shown in the following table:

Required (four)	Prerequisite
CITM 207 Computer-Enabled Problem Solving	none
CITM 301 IT Infrastructure	CITM 100 or 102
CITM 305 Systems Analysis and Design	(CITM 100 and 207) or CITM 102
CITM 600 Data Communications Network Design	CITM 301
Electives (select two)	
CITM 315 Network Administration	CITM 301
CITM 410 Business Process Design	(CITM 100 and 207) or CITM 305
CITM 706 Enterprise Architecture	CITM 301, 305 and 410
CITM 750 Project Management	CITM 305 and 410
CITM 820 Information Systems Security and Privacy	CITM 301

It is recommended that applicants have the following: OSSD with six Grade 12 U or M credits, or equivalent, or mature student status, and basic computer literacy and knowledge of the functions of business.

Enterprise Architecture offerings are varied, and the industry is dominated with private sector organizations that offer their own certifications. The criteria for comparative programs was limited to those which identified Enterprise Architects as the target audience, rather than a broader audience of Business Architects, Software Architects or Information Architects. The only comparable offering found in Canada at a post-secondary level is the Certificate in Enterprise Architecture offered by the School of Continuing Studies at the University of Toronto. While the name of the U of T certificate is similar, the learning objectives are at a more introductory level when compared to the Ryerson certificate and therefore likely attracts a different learner profile.

The most recent Chang School Student Survey in Fall 2015, illustrates the CE student profile, enrollment drivers and the perceptions of educational experience within the ITM certificate courses. Twenty-seven students completed the questionnaire. Approximately two thirds of respondents were enrolled in a classroom-based ITM certificate course and approximately 70% are returning students. Demographic characteristics indicate that most students are male (63%) and nearly 85% have some form of post-secondary experience: degree, college diploma, or university certificate. Similarly, 85% are employed. Enrollment drivers for most students included: meeting the requirements of their present jobs/careers; professional development; certificate completion; and pursuing a degree program. For the majority of online students, the Chang School was chosen over other providers primarily due to the availability of online courses. Satisfaction with the learning experience is generally high, particularly for the instructor's subject-matter expertise, as well as availability and responsiveness (by in-class respondents). Average ratings by online students are lower.

Enterprise Architects are some of the most senior and well paid IT professionals. The occupation requires high educational attainment, capacity to understand interdependencies of organizational processes and architecture business, applications, information technology and security. Moreover, critical thinking is essential in architecting business process synergies and goes beyond technical skills.

Strengths

The Ted Rogers School of Information Technology Management has recently re-evaluated and updated its curriculum, including a commitment to diversity and inclusion, as part of a periodic program review and the Business Technology Management degree program has been accredited by ITAC. The courses in the certificate are degree-credit and therefore may be applied to an undergraduate degree. The courses run regularly and are offered online or in the evening to suit the schedules of working students. Strong faculty oversight provided for all ITM courses offered through the Chang School of Continuing Education ensures high quality course content. In general, students are satisfied with the quality of the courses provided by the School of ITM.

Weaknesses

1. Overlap with the Certificate in Information Systems Management, the duplication of courses, creates a number of issues including:

- It is difficult for students to differentiate between the two certificates.
- The inclusion of lower-level courses in the EAIM certificate suggests that it is an entry level certificate, but the environmental scan indicates that enterprise architects are experienced, well-educated and highly skilled.

2. As the current EAIM certificate is available to students with little or no IT background, IT specialists looking for EA training may perceive the certificate as being at an entry level.
3. Significant curriculum is not required, not included, or inappropriately included in the current certificate. For example, CITM 706 Enterprise Architecture is an elective even though it is a key course for students wanting skills in this area.

Opportunities

The environmental scan suggests strong demand in the field in the upcoming medium-term period with the majority of employment opportunities in Ontario and in particular within the city of Toronto. The analysis also indicates that employers are looking for enterprise architects with 5 to 12 years of experience and that the majority of persons who are EAs have a Bachelor's Degree. Rather than a "laddering" entry level certificate, the need in EA is for a shorter, more advanced post-graduate certificate that gives people with intermediate or high level IT skills an opportunity to develop specialized skills that will support a career in EA. While a number of private options for certifications such as TOGAF are available, a focused university certificate will provide development of higher level critical thinking skills in the area.

Threats

The field of enterprise architecture and infrastructure management is constantly in flux as technologies, policies (such as privacy), and business environments change, requiring frequent updating to remain relevant. In general, the demand is for shorter professional development opportunities. Although EA professionals need higher-level skills that will give them the ability to integrate various frameworks to suit the needs of their organization, the credential offered by Ryerson should be relatively short and focused to compete with private sector training programs certifying people in the various frameworks for applying EA.

Recommendations

The recommendations based on the findings of this review are:

1. Discontinue the current EAIM certificate effective Fall 2018
2. Propose an Advanced Certificate in Enterprise Architecture and Infrastructure Management that:
 - Eliminates the overlap with the Certificate in Information Systems Management
 - Eliminates courses not directly relevant to Enterprise Architecture and Infrastructure Management (CITM 207, CITM 301, CITM 305, and CITM 315)
 - Includes CITM 706 and CITM 820 as required courses
 - Adds new/revised curriculum important to EAIM to the elective category
 - Consists of four upper level courses
 - Recommends admission criteria of a minimum of the Certificate in Information Systems Management or equivalent and a degree preferred

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Enterprise Architecture and Infrastructure Management – Review.*

C) CHANG CERTIFICATE IN ENTERPRISE ARCHITECTURE AND INFRASTRUCTURE MANAGEMENT – DISCONTINUE

The Review of the Certificate in Enterprise Architecture and Infrastructure Management (EAIM) identified several issues with the certificate, including:

1. The duplication of courses with the Certificate in Information Systems Management (ISM) makes it difficult for students to differentiate between the two certificates. The inclusion of lower-level courses in the EAIM certificate suggests that it is an entry level certificate as is ISM, when IT specialists looking to move into the field of enterprise architecture typically require a more advanced program.
2. Some courses are misplaced within the certificate. For example, CITM 706 Enterprise Architecture is an elective, although it is a key course for students wanting skills in this area and provides training for the SPARX certification. Similarly, CITM 820 Information Systems Security and Privacy provides essential skills for Enterprise Architects but is also an elective in the current certificate. Both should be required courses.
3. The environmental scan suggests that the demand is for a shorter, more advanced certificate rather than a “laddering” entry level certificate, such as the current EAIM certificate.

For the above reasons, the current Certificate in Enterprise Architecture and Infrastructure Management will be discontinued effective Fall 2018 and will be replaced by a new Advanced Certificate in Enterprise Architecture and Infrastructure Management. A communication will be sent to the 18 students currently active in the EAIM certificate with recommendations for completing their studies. The 13 EAIM graduates will be notified as to how they could go on to the Advanced EAIM certificate.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Enterprise Architecture and Infrastructure Management – Discontinuation*

D) CHANG CERTIFICATE IN ADVANCED ENTERPRISE ARCHITECTURE & INFRASTRUCTURE MANAGEMENT – PROPOSAL (NEW)

The proposal for an Advanced Certificate in Enterprise Architecture and Infrastructure Management (EAIM) has been developed in response to the review of the current certificate in Enterprise Architecture and Infrastructure Management. The review recommends that the current certificate be discontinued and a new certificate, Advanced Certificate in Enterprise Architecture and Infrastructure Management, be developed to meet the demand for high-level skills in this field.

The environmental scan completed for the certificate review suggests strong demand in the field in the upcoming medium-term, but rather than an entry level certificate, the need is for a shorter, more advanced certificate that gives people with intermediate or high level IT skills, for example in software development or data base management, an opportunity to develop specialized skills that will support a career in enterprise architecture and infrastructure management. The environmental scan indicates that enterprise architects are experienced, well-educated and highly skilled. The proposal certificate will appeal to:

- those who have a Bachelor’s degree and some IT experience who want to develop a post-degree specialty;
- those currently working in areas such as data base development, software engineering, security administrator, infrastructure engineering, business analytics, and network administration;
- those who have completed the Certificate in Information Systems Management.

The review supports offering two certificates – one providing essential introductory IT skills; the other building on those competencies to provide in-depth training in the area of enterprise architecture and infrastructure management.

The recommended changes to the current EAIM certificate are extensive. They include removing duplicate courses currently in the Information Systems Management (ISM) certificate or not relevant to enterprise architecture and infrastructure management; adding new required curriculum and electives; shortening the graduation requirement to four courses; and changing the admission criteria. Therefore, we are discontinuing the current EAIM certificate and submitting this proposal for a new Advanced Certificate in Enterprise Architecture and Infrastructure Management.

Goals and Competencies

The goals of the certificate are to provide students with skills in three major areas:

- Effectively communicate ideas and concepts related to business information technology architecture and infrastructure.
- Develop and manage information technology architecture and infrastructure to meet the strategic needs of business and government.
- Work in teams to analyze and solve business problems by applying information technology architecture and infrastructure.

The courses in the certificate will develop the following competencies:

Competencies
- develop the design requirements for new business process architectures - analyze business processes to ensure organizational efficiency and effectiveness when new technologies are implemented. - use appropriate methods, tools and techniques of process analysis and design for organizational improvement.
- apply design, selection, implementation and management criteria to business processes from the perspectives of IT capabilities. - understand high-level internally compatible representations of organizational business models, data, applications, and information technology infrastructure. - apply frameworks and strategies for infrastructure management. - communicate technology architecture strategies concisely to a general business audience.
- apply technical, operational, and managerial issues of computer and network security in an operational environment. - describe industry best-practices relating to computer security - employ techniques for detecting and preventing security violations - explain principles of data privacy, threats to privacy, international and national policy,
- use knowledge of enterprise wide integrated systems, and process thinking as a key elements in business restructuring. - apply concepts, structure, benefits and problems of enterprise solutions from a business perspective as well as from a technical Information Technology perspective.
- explain how telecommunications networks are designed and deployed to support e-commerce, multimedia and web-centric business applications. - describe network planning concepts, network analysis, network design tools and techniques - summarize application, deployment and benefits of industry standard architectures including: TCP/IP, VoIP, SONET, Gigabit Ethernet, 3G and other emerging standards
- describe concepts, architectures and technologies of cloud computing from a business perspective - analyze architectures and mechanisms that capture the real-world of cloud platforms. –awareness of need to knows to plan for developing and using applications on cloud
- explain and apply the tools and techniques of project management as they apply to IT-enabled process improvement projects

Curriculum Structure

The proposed EAIM Certificate will consist of four courses of 39 hours each (156 hours in total) of university degree credit study and is planned for launch in Fall 2018. Six of the courses are currently offered through the Chang School. The seventh, CITM 711, Cloud Computing, is planned for offer through the Chang School in 2018-19.

Required (three)	Prerequisites
CITM 410 Business Process Design	CITM 305
CITM 706 Enterprise Architecture	CITM 301, 305 and 410
CITM 820 Info Systems Security and Privacy	CITM 301
Electives (select one)	
CITM 330 Supply Chain Process Architecture	CITM 305
CITM 600 Data Com Network Design	CITM 301
CITM 711 Cloud Computing	CITM 301
CITM 750 Project Management	CITM 305 and 410

Equity, Diversity and Inclusion

Courses offered through The Chang School typically attract a diverse student body of full-time undergraduates and part-time adult learners. Continuing education adult learners are usually working, over the age of 30, and have diverse cultural backgrounds.

Online courses provide further access for people who cannot attend classroom courses for many reasons (for example work shifts or live remotely). Women find the online format especially attractive as evidenced by the higher proportion of women to men in online ITM courses while the reverse is true for classroom courses. Online courses developed by The Chang School are also AODA compliant to increase inclusion and equity by presenting content in a variety of formats.

As well as increasing the diversity of students in the classroom, the courses provide opportunities for students to be exposed to the different perspectives and experiences of their classmates. Course work supports equity and inclusion through case studies, guest speakers and collaborative work so that diverse perspectives can be expressed and discussed.

Academic Home

The Advanced Enterprise Architecture and Infrastructure Management Certificate will be housed in the Ted Rogers School of Information Technology Management (TRSITM). TRSITM retains responsibility for the overall academic quality of the Certificate.

Admission Criteria

Eligible applicants must have successfully completed the following courses (or the equivalent): CITM 102 (or CITM 100 and CITM 207); CITM 301; CITM 305.

Certificate Resources (Library Resources)

No additional library resources are required.

Employment Overview

An Info World article¹ forecasts: “Enterprise Architects will be in demand to engineer and re-engineer the increasingly complex systems that in 2020 deliver power to run your hybrid vehicle, manage the complexity behind the IoT-connected office and home, and ensure the smooth running of communications, banking, and an increasingly digitally-based health infrastructure.”

¹ Tim O'Neill, Research Fellow and Enterprise Architect. What will enterprise architecture look like in 5 years? (June 2015). Info World. Accessed at: <http://www.infoworld.com/article/2935141/enterprise-architecture/what-will-enterprise-architecture-look-like-in-5-years.html>

Enterprise Architects are some of the most senior and well paid IT professionals. The occupation requires high educational attainment, capacity to understand interdependencies of organizational processes and architecture business, applications, information technology and security.

Comparator Certificate Programs

Enterprise Architecture offerings are varied, and the industry is dominated with private sector organizations that offer their own certifications based on understanding a particular framework.

The only comparable offering found in Canada at a post-secondary level is the Certificate in Enterprise Architecture offered by the School of Continuing Studies at the University of Toronto. It is offered online and consists of three required courses: Foundations of Enterprise Architecture; Enterprise Architecture Development and Governance; and Tools and Applications in Enterprise Architecture. The proposed Ryerson certificate will provide students with in-depth skills in areas not addressed in the U of T certificate such as process design, privacy and security issues, and skill in an elective area.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Advanced Enterprise Architecture & Infrastructure Management.*

E) CHANG CERTIFICATE IN INFORMATION SYSTEMS MANAGEMENT – COURSE ADDITIONS, DELETIONS, REPOSITIONING

The Certificate in Information Systems Management (ISM) provides an introduction to the IT field with a focus on how to develop and manage information systems. The certificate consists of degree credit courses required for the BComm and offered by Ted Rogers School of Information Technology Management (TRSITM). As well as providing grounding in IT management, the certificate provides a smooth transition to the TRSITM Bachelor of Commerce. It also provides the prerequisites for the proposed advanced certificate in Enterprise Architecture and Infrastructure Management. Registrations in the certificate over the last five years have ranged from 54 to 80 per year.

Course Changes

Add the following course:

CITM 315 Server Administration (elective)

Delete the following courses:

CITM 410 Business Process Design (required)

CITM 750 Project Management (elective)

Move the following courses from electives to required courses:

CITM 301 IT Infrastructure

CITM 500 Data and Information Management

Rationale

The School of ITM undertook its *Periodic Program Review of the Business Technology Management (BTM) Full-time and Part-time Undergraduate Degree Programs* (2015-16). As a result of the PPR review, curriculum has been updated or deleted from undergraduate program offerings. The proposed changes to the ISM certificate will ensure its currency, maintain the link to the degree program, and provide students with more focused skills. The revised certificate will also provide the prerequisites for the proposed Advanced Certificate in Enterprise Architecture and Infrastructure Management.

The revised certificate will continue to require completion of six degree credit courses but five (instead of four) will be required and students will choose one elective. To ensure that students who complete this certificate have a good grounding in developing and managing information systems, two of the elective courses, CITM 301 *IT Infrastructure* and CITM 500 *Data and Information Management* will be moved to required courses. Two courses, CITM 410 *Business Process Design* and CITM 750 *Project Management*, will be moved to the proposed advanced certificate where they better fit. One more course will be added to the ISM electives (CITM 315 *Server Administration*).

Current Certificate Structure	Revised Certificate Structure
<p>Required Courses Students may only select one of CITM 100 or CITM 102. CITM 100 Foundations of Information Systems CITM 102 Business Information Systems I</p> <p>CITM 207 Computer-Enabled Problem Solving CITM 305 Systems Analysis and Design CITM 410 Business Process Design</p> <p>Electives (select two) CITM 200 Fundamentals of Programming CITM 301 IT Infrastructure CITM 350 Concepts of e-Business CITM 500 Data and Information Management CITM 750 IS Project Management</p>	<p>Required Courses Students may only select one of CITM 100 or CITM 102. CITM 100 Foundations of Information Systems CITM 102 Business Information Systems I</p> <p>CITM 207 Computer-Enabled Problem Solving CITM 301 IT Infrastructure CITM 305 Systems Analysis and Design CITM 500 Data and Information Management</p> <p>Electives (select one) CITM 200 Fundamentals of Programming CITM 315 Server Administration CITM 350 Concepts of e-Business</p>

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Information Systems Management – Course Additions, Deletions, Repositioning.*

F) CHANG CERTIFICATE IN OCCUPATIONAL HEALTH AND SAFETY LEADERSHIP

Currently the Chang School offers two Certificate programs in occupational health and safety (OHS): *Certificate in OHS*, and the *Certificate in Advanced Safety Management (ASM)*. Both certificates consist of 8 degree-equivalent courses, with the courses coming from degree programs offered by the School of Occupational and Public Health (SOPHe). The *Certificate in OHS* currently meets the educational requirements for graduates to sit the examination for the *Canadian Registered Safety Professional (CRSP)* designation which is offered by the Board of Canadian Registered Safety Professionals (BCRSP).

From July 2018, the BCRSP will change the minimum requirement to take their professional designation exam from a certificate (i.e. our current Certificate in OHS), to a 2-year Diploma in OHS or equivalent (i.e. a series of certificates that are equivalent of a diploma). Along with this change, the BCRSP have also instituted a technician designation (CRST), which the current *Certificate in OHS* or the *Certificate in Advanced Safety Management* satisfy.

In order to satisfy the new educational requirements of the BCRSP (i.e. a 2 year Diploma or equivalent) we are proposing the development of a third certificate, *Certificate in Occupational Health and Safety Leadership*, consisting of 4 courses. Such a certificate, along with successful completion of our current two certificates would meet these new requirements.

The certificate goal is to satisfy the BCRSP academic requirements for prospective designation holders to take the board exam, when completed in addition to the Certificate in OHS and the Certificate in ASM. Students will also be more prepared for leadership roles and responsibilities in the field of occupational health and safety. Often times individuals in the field of OHS are faced with dilemmas around decision making where they are challenged with the focus on production vs OHS. Sometimes the wrong decision is made due to lack of ethical considerations. This certificate will therefore provide an opportunity to explore ethical decision making within an OHS context. This fits well with Ryerson University's mission, part of which is to advance applied knowledge to address societal needs and to prepare students for careers in professional and quasi-professional fields.

The scheduled launch of the proposed certificate program is Fall 2018.

Certificate Structure and Learning Outcomes

Graduates of the program will have the ability to exercise various approaches to relevant issues related to OHS leadership: be analytic and exercise clear thinking related to OHS strategic planning, decision and project management; critically evaluate and question OHS cost and savings ethically; and, plan, develop, implement programs to effectively achieve desired disability management outcomes.

Upon completion of the Certificate, students will:

- i. Have gained insight and breadth of knowledge concerning:
 - Management styles and motivation theory into practice
 - OHS ROI cost vs saving
 - OHS ethics
- ii. Have acquired functional competencies in:
 - Project management
 - Disability management
 - Navigating ethical decision in the area of OHS

Required Courses	Learning Outcomes/Competencies
COHS 477 Integrated Disability Management (<i>current degree-credit course</i>)	Develop and implement integrated disability management program for organizations.
CMHR 640 Leadership (<i>current degree-credit course</i>) (Prerequisite - CMHR 405) Approval obtained from Program Director TRSM)	Explore the theory and practise of leadership. Learn practical leadership techniques for management personnel.
CTEC 210 Fundamentals of Project Management (<i>current degree-credit course</i>) (Approval obtained from Program Director Engineering, Architecture and Science)	Gain knowledge in the area of fundamental project management for successfully managing projects and teams.
CVOH225 Occupational and Ethical Leadership* (<i>new non-degree credit course to be developed for Fall 2019</i>)	Understand how to manage OHS from a business perspective. Understand ROI, costs vs benefits, and other economic evaluation techniques as applied to OHS without compromising human moral and ethics.

*The CVOH225 Occupational and Ethical Leadership course will be developed as a non-degree credit course for Fall 2019 and offered through the Chang School. After this initial offering, it will be developed into a degree-credit course and offered as an elective through SOPHe.

Societal Need and Target Group

Globally, OHS practice is advancing. To keep up with this trend in practice and certification requirements in countries such as the US, UK, Europe and Australia, the BCRSP in Canada has introduced changes to CRSP eligibility criteria. Effective, July 1, 2018 applicants for the CRSP certification will be required to have:

- A minimum of a Bachelor's degree (4-year) in any field **OR** a 2-year diploma (or certificate) in occupational health and safety or a closely related field from a recognized academic institution; and
- At least four (4) years of experience where occupational health and safety is at least 50% of the job responsibility.

The 2-year diploma or certificate needs to have at least 900 hours or 60 credits. The BCRSP have agreed that a 20 course model for degree-equivalent courses at Ryerson will be considered as meeting the BCRSP requirement of 900 hours of training.

The certificate aspires to achieve a greater focus on leadership and project management for OHS professionals. The BCRSP envisions two streams of individuals working in the field of OHS: one is for technicians and the other is for professionals. The BCRSP has confirmed that if students take either the *Certificate in OHS* or the *Certificate in ASM* they could take the *Canadian Registered Safety Technician* (CRST) designation exam. For students interested in taking the *Canadian Registered Safety Professional* (CRSP) designation exam, they must complete all three certificates: the *Certificate in OHS*, the *Certificate in ASM* and the new proposed *Certificate in OHS Leadership*.

The target audience is any OHS professional who is or will be working in a leadership capacity. Having such individuals with leadership roles and responsibility will advance OHS at the senior management and strategic management level.

Upon successful completion of the OHS Program, graduates are eligible to work in a variety of positions such as Occupational Health and Safety Officers, Safety Coordinators, Safety Inspectors, Compliance Officers, Safety Auditors, Safety Advisors, Safety Managers and Safety Consultants, depending on specific hiring practices. OHS employment opportunities exist with government and private industry. OHS employment opportunities exist with government and private industry.

Equity, Diversity and Inclusion

Discussion of equity, diversity and inclusion within the Certificate are primarily through two courses – COHS477 and CVOH225. The focus of COHS477 is on reviewing government legislation and regulations associated with ensuring inclusive processes and practices within a workplace for workers with a disability, as well as discussing what a disability is and undertaking a multi-disciplinary approach to ensuring equity and inclusion of all workers within the workplace. By undertaking the assessment and evaluation of various return-to-work processes, students are also exposed to elements of diversity and inclusion in the workplace. This emphasises the role of workplace leadership in the inclusion of diverse workers in diverse workplaces. It also fosters the notion of equity and fairness within workplaces from an occupational health and safety perspective.

The new course *CVOH225 Occupational and Ethical Leadership* will include examples and applications that are built on equity, diversity and inclusion in the workplace. The examples will align with the professional competencies and case studies will be presented around BCRSP competencies of integrity, respect in the workplace, and confidentiality. In addition, *CVOH225* will include a focus on ethics and morals allows for discussion on the fair and equal treatment of all workers that may be from diverse backgrounds in the workplace. In doing so there will be an emphasis on ensuring that the health and safety of all workers is never compromised due to focusing solely on business needs.

Admission Criteria

Successful completion of the *Certificate in Advance Safety Management* (ASM) or the *Certificate in Occupational Health and Safety* (OHS), or equivalent.

Academic Management and Governance

The academic home for the *Certificate in OHS Leadership* will be the School of Occupational and Public Health in the Faculty of Community Services. This is consistent with the two other OHS certificates (Certificate in OHS and ASM) offered through the Chang School. The academic homes for the individual courses will be their academic schools/departments. This Certificate proposal, once approved, shall be governed by the provisions of Senate Policy No. 76, with respect to the composition and functioning of the Certificate's Standing Curriculum Committee. In keeping with the prevailing practices in a school and/or department, an Academic Coordinator will be selected for the Certificate in OHS Leadership.

Communication Plan

Due to COHS477 being moved from the *Certificate in OHS* to the *Certificate in OHS Leadership*, along with another course in the *Certificate in OHS Leadership* having a prerequisite which is an elective in the *Certificate in OHS*, there is a need to clearly communicate with current and potential students regarding the academic requirements of the certificates and their options with respect to course selection. A communication plan to address these issues has been developed.

Library Resources

Students enrolled in the Certificate will have access to the print and electronic materials available through the Ryerson University Library. The Library is updated regularly and many new holdings are added each year for the sake of currency. As most of the Certificate courses exist already as day school courses within teaching departments and are included among the teaching departments' regular offerings, the possession or acquisition of supporting resources is assured. Academic Departments contributing courses have expanded their offerings of monographs, journals, recordings and electronic resources in recent years, with a particular emphasis on the subject areas of the course offerings to be included in the Certificate.

Comparator Certificate Programs

Currently, the main competition for leadership level programs in OHS comes from universities located on the East Coast of Canada (New Brunswick). These are offered online and accessible to students across the country. The diploma at the University of New Brunswick is 10 courses in length and targeted at supervisors, managers and OHS leaders. In addition to technical OHS content, the curriculum also includes a focus on developing an understanding of business and management, leadership, communication skills, decision making, and organizational and people management. For those that just want to pick up soft and leadership skills, there is the *Certificate in OHS Leadership*. It is 3 courses in length and can complement already acquired technical skills.

Other institutions that offer OHS certificates have already indicated that they are in the process of developing diploma programs or modifying certificate programs that will meet the new CRSP eligibility criteria. The University of Alberta is one example.

Recommendation

- *Having satisfied itself of the merit of this proposal, ASC recommends: That Senate approve the Chang Certificate in Occupational Health and Safety Leadership*

G) For Information: CHANG SCHOOL CERTIFICATES – MARCH AND APRIL 2018

- a. Certificate in Community Engagement, Leadership, and Development: Course Addition and Deletion (Elective)

- b. Certificate in Economics: Course Addition (Elective)
- c. Certificate in Occupational Health and Safety: Course Deletion (Elective)
- d. Certificate in Project Management: Course Additions (Electives)
- e. Certificate in Project Management for Technical Professionals: Course Additions (Electives)
- f. Certificate in Public Administration and Leadership: Change in Admission Criteria
- g. Certificate in Food Security: Revised Course Addition (Elective)
- h. Certificate in Psychology: Course Addition (Elective)

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Denise O'Neil Green, 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

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Ashley Blumson, Student