

SENATE MEETING AGENDA

Tuesday, April 2, 2019



SENATE MEETING AGENDA

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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. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the April 2, 2019 meeting*
4. Announcements
- [Pages 1-9](#) 5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the March 5, 2019 meeting*
6. Matters Arising from the Minutes
7. Correspondence
- [Pages 10-14](#) 8. Reports
 - 8.1 Report of the President
 - 8.1.1 President's Update
- [Pages 15-16](#) 8.2 Communications Report
- [Pages 17-18](#) 8.3 Report of the Secretary
 - 8.3.1 Senate Elections Update:

Pages 19-35

8.4 Committee Reports

8.4.1 Report #W2019-3 of the Academic Standards Committee (ASC): K. MacKay

Pages 19-30

8.4.1.1 Periodic Program Review for the Department of Architectural Science Bachelor of Architectural Science Degree Program – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the Periodic Program Review for the Department of Architectural Science Bachelor of Architectural Science Degree Program.*

Pages 30-34

8.4.1.2 Chang School Certificate Review – Certificate in Community Engagement, Leadership and Development

Motion: *That Senate approve the Chang School Certificate Review – Certificate in Community Engagement, Leadership and Development.*

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8.4.1.3 Chang School Certificate in Demographic Analysis – Discontinuation

Motion: *That Senate approve the Chang School Certificate in Demographic Analysis – Discontinuation.*

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8.4.1.4 For information: G. Raymond Chang School of Continuing Education Certificate Revisions

- Certificate in Psychology: Course Deletions and Additions (Required)
- Certificate in Advanced Enterprise Architecture and Infrastructure Management: Revision of Admission Criteria
- Certificate in Lighting Design: Course Deletion; Course Addition (Required)
- Certificate in Caribbean Studies: Course Addition (Elective)
- Certificate in Community Engagement, Leadership and Development: Course Deletion (Elective)
- Certificate in Health Studies: Gerontology Stream: Course Deletions and Additions (Electives)
- Certificate in Human Resources Management: Course Deletion (Elective)
- Certificate in Leadership in Organizations: Course Deletion (Elective)

- Certificate in Mental Health and Addictions: Course Deletion (Elective)
- Certificate in Proficiency in French: Course Additions and Changes
- Certificate in Retail Management: Course Deletion (Elective)

Pages 36-53

8.4.2 Report #W2019-3 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

Pages 37-41
Pages 42-53

8.4.2.1 Academic Policy Review Committee – K. Mackay

8.4.2.1.1 Interim Report: Make-Up Exams

8.4.2.1.2 Discussion Paper: Self Declaration

Pages 54-83

8.4.3 Report #W2019-1 of the Yeates School of Graduate Studies Council – J. Mactavish

Pages 55-68

8.4.3.1 Periodic Program Review for the Architecture (MArch) Graduate Program

Motion: *That Senate approves the Periodic Program Review for the Architecture (MArch) Graduate Program.*

Pages 69-83

8.4.3.2 Periodic Program Review for the Chemical Engineering (PhD, MAsc, MEng) Graduate Programs

Motion: *That Senate approves the Periodic Program Review for the Chemical Engineering Graduate Programs.*

9. Old Business
10. New Business as Circulated
11. Members' Business
12. Consent Agenda
13. Adjournment

SENATE MINUTES OF MEETING			
Tuesday, March 5, 2019			
MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
M. Benarroch	D. Androutsos	V. Magness	N. Allou
M. Bountrogianni	C. Antonescu	D. Mason	B. Baum
D. Brown	R. Babin	A. McWilliams	J. Circo
D. Cramb	A. Bailey	R. Meldrum	A. Jagayat
G. Craney	T. Burke	A. Miransky	F. Khan
T. Duever	D. Checkland	P. Moore	R. Kucheran
C. Falzon	Y. Derbal	S. Rakhmayil	S. Mehmood
C. Hack	K. Dermody	S. Sabatinos	S. Rattan
M. Lachemi	M. Dionne	N. Thomlinson	
S. Liss	S. Dolgoy	J. Tiessen	
K. MacKay	A. El-Rabbany	M. Tiessen	
J. Mactavish	R. Hudyma	M. Vahabi	
I. Mishkel	C. Kular	N. Walton	
D. O'Neil Green	K. Kumar		EX-OFFICIO STUDENTS:
A. Saloojee			
C. Shepstone			
P. Sugiman			
SENATE ASSOCIATES:			ALUMNI:
M. Zouri			C. Tam
REGRETS:		ABSENT:	
A. M. Brinsmead		R. J. Allick	
L. Barnoff		S. Benda	
N. Chen		J. Makuch	
E. Ignagni		J. Marriott	
J. McMillen		A. Rahunathan	
D. Taras		R. Ravindran	
A. Yazdani		P. Shannon	
S. Zolfaghari		A. Sharma	

5:00 p.m. Committee of the Whole Discussion:

Presentations were made on the University Master Plan (Deborah Brown) & the Vision for Ryerson University 2030 (Ian Mishkel).

5:50 p.m. Senate Meeting starts

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1. Call to Order/Establishment of Quorum ---- 6:09 p.m.
 2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
 3. Approval of the Agenda
Motion: *That Senate approve the agenda for the March 5, 2019 meeting*

D. Mason moved; N. Walton seconded
Motion approved
 4. Announcements - None
 5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the January 29, 2019 meeting*

A. McWilliams moved; D. Mason seconded
Motion approved
 6. Matters Arising from the Minutes –
D. Bell announced that the concerns from members regarding previous minutes were addressed.
 7. Correspondence - None
 8. Reports
 - 8.1 Report of the President
 - 8.1.1 President's Update

The President reported that:

- 1) The Minister of Finance, Bill Morneau, and Minister of Employment, Workforce Development and Labour, Patricia A. Hajdu, announced that Ryerson, with Blueprint and the Conference Board of Canada, has been selected to lead the Canada-wide consortium charged by the Federal Government with delivering the Future Skills Centre. The centre is

designed to ensure Canadian workers are prepared for the jobs of tomorrow within the changing economy. It will work with a network of partners across the world and will offer programs in both English and French. In terms of funding, this is the largest grant that has been given to Ryerson with a total of \$376,000,000 over the course of six years.

- 2) Minister Morneau, researchers, staff and students opened the new building which houses Ryerson's Centre of Urban Innovation (CUI). This new building now holds seven research centres and institutes, and is a site of collaboration. This centre houses faculty and students researching areas such as data analytics, energy, food, transportation, and water, and offers new space for Ryerson's network of zones.
- 3) In recent weeks, many conversations have been held on campus regarding the topic of democracy and the importance of protecting it. On the February 28, 2019, Ryerson hosted former Governor General, David Johnston, to have the conversation of how we can work to build a better Canada by restoring trust in our institutions and in democracy.
- 4) In response to D. Mason's question at the January 29 2019 Senate meeting, about approval of feasibility of the Law School, it was confirmed that the Feasibility Committee has agreed that this project will proceed.
- 5) The names of Honorary doctorate recipients for the Spring 2020 Convocation were announced. All nominators, and the Awards and Ceremonials committee were thanked for their hard work. The recipients are:

Faculty of Arts:

Richard Atleo, Hereditary Chief of the Ahousaht First Nation, associate adjunct professor, University of Victoria; Doctor of Laws

Faculty of Communication and Design:

Eric McCormack, Canadian Actor, alumnus Theatre '85, Doctor of Laws

Faculty of Community Services:

Jean Augustine, Former Canadian politician, social activist; Doctor of Laws

Faculty of Science:

Samantha Nutt, Founder, War Child Canada and War Child USA; Doctor of Laws

Ted Rogers School of Management:

Hazel McCallion – Former Mayor of Mississauga, Chancellor, Sheridan College; Doctor of Commerce.

Victor G. Dodig – President and CEO, CIBC; Doctor of Laws.

- 6) A video presentation was provided on the Centre for Urban Innovation.
- 7) Provost Benarroch, with Vice Provost University Planning Glenn Craney, gave a presentation on the Budget for 2019/2020.

- The presentation discussed the core values at Ryerson and reiterated the commitment to enabling student engagement through an exceptional experience. At the core of these values is Ryerson's commitment to diversity, equity, and inclusion.
- The current budget will be one of the more difficult for Ryerson due to the decrease in government funding and 10% reduction in tuition fees.
- Ryerson is continuing to prioritize its students, Ryerson's core business, and the desire to be transparent.
- Moving forward with the budget cuts, new ways of increasing revenue are being examined.
- The university has started to target expenditure reductions, starting with one-time-only expenditures. Ryerson has identified one-time expenditures that have been labelled recurring expenditures because they were funded one time but have been recurring year to year. These have been turned to base.
- The heads of units have been notified that the financial cut can be buffered over a two-year period.
- Compared to other universities, Ryerson is not very concerned about meeting domestic demand because applications are up 3.4%. The university is also up in terms of international student applications and the aim is to increase the number of these students by approximately 500 over the 2019/2020 period.
- Ryerson will also be going forward with the Law School on a cost-recovery basis. That said, there are some upfront costs that will come from money set aside for this purpose. There is just over \$5, 000,000 upfront cost over the first three years of implementing the Law School. However, Ryerson projects a surplus in the third year of Law School operation of \$1.5 million. This estimate is based on tuition fees of \$26,300 which is the equivalent to what Ryerson was planning on charging for this school plus what the government grant would have been.
- Ryerson is looking for community feedback on the budget along with an opportunity to share your ideas, as balancing it will need to be a group effort. A webpage has been set up for this purpose (<https://www.ryerson.ca/2019-budget/your-ideas/>).
- An initial discussion has been held with the government concerning interest in a cyber-security program.
- Glenn Craney spoke to the financial aspect of the budget in more detail stating that 95% of all Ryerson revenue is comprised of operating grants from the Ontario government, or fees. Both of these forms of revenue are regulated by the government. Tuition fees represent just over 50% of the overall revenue. Looking at expenditures, 3/4 go towards salaries and benefits.
- For Ryerson, a 10% decrease in domestic fees represents a decrease of approximately \$29,000,000 in overall funding levels. International fees remain deregulated which means that they can be set at the discretion of the board.
- There were significant changes made to the ancillary fees policy which will now be optional for students. The government has yet to release information concerning what these changes will look like and therefore setting the budgets based on these changes will be a work in progress.

Questions arising from the budget presentation:

Q. Requested more information on the ancillary fees and what the funding for Ryerson's Zones will look like?

A. The Provost responded that the ancillary fee issue arose because the government released a statement regarding ancillary fees that go towards student groups that are not 'essential', students will have the ability to opt out. They have been working with some of the student groups and on Ryerson's internal ancillary fees to figure out which ones are essential according to the guidelines given by the government. Official guidelines have not yet been received. In terms of the Zones, they are being reviewed like all other units and therefore they too have been asked to model a 5% and 10% cut on the portion of funding they receive from Ryerson.

Q. There are a lot of duplicate courses. How long it will take to merge some of the curriculum and core courses into one course, or even reducing the course load that many programs offer?

A. The Provost responded that the deans, chairs, and faculty members have worked very hard to see what is currently possible in terms of changing curriculum. The final cuts have not been decided upon. In regards to length of programs and related matters that must go through Senate, these items will take longer to process.

Q. Inquiry about the \$44,000,000 funds that Ryerson is either short or that is tied up in expenditures. If Ryerson is lending \$2.5 million to the Law School, would it be correct to state that these funds therefore total \$46.5 million or were those funds set aside and, if so, is there any other further funds set aside that could be drawn on?

A1. The Provost clarified that that cuttable base was still \$44,000,000 as money for the Law School has indeed been set aside. He also stated that there has been some money set aside over the years prior. At the faculty levels, some of these funds can be used in the couple of years ahead. Ryerson is also looking at cuts that can be made to offset the cut to the base. He stated that it's important to note that the cuts resulting from the government are cuts to the base.

A2. The President added that the university is also working very hard to raise funds to help support the Law School and to help support future students of this school. In regards to innovation of space, Ryerson is working with some potential donors.

8.2 Communications Report as presented in agenda

8.3 Report of the Secretary

8.3.1 Senate Elections Update:

D. Bell stated that Senate elections are underway. March 4-7, 2019 is the online voting period for students, faculty-at-large, and CE faculty. March 11-14, 2019 is the online voting period for faculty representing the Faculties.

8.4 Committee Reports

8.4.1 Report #W2019-2 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1 Periodic Program Review for the School of Nursing Collaborative Program and Post Diploma Degree Program – Faculty of Community Services

Motion: *That Senate approve the Periodic Program Review for the School of Nursing Collaborative Program and Post Diploma Degree Program.*

K. MacKay moved; N. Walton seconded

K. MacKay stated that the Daphne Cockwell School of Nursing offers two programs that lead to a Bachelor of Science in Nursing. The first is the Ryerson, Centennial, George Brown Collaborative Nursing degree program and the other is the Post-Diploma degree program. The collaborative program is a full-time, four-year program that reflects the partnership between the three collaborating institutions. The Post-Diploma degree program is full-time, two-year and part-time, three-year program targeted at registered practical nurses and internationally educated nurses who successfully completed a one-year bridging program at an approved community college. The Post-Diploma degree program is offered in conjunction with the Chang School of Continuing Education in a hybrid and an online format.

Questions/Comments:

Q. It is assumed that this report came about before the budget cuts, will these programs be affected?

A. The Director of the School of Nursing indicated that the Nursing program will experience the same challenges as other schools and departments. With clinical placements, indirect supervision, and with lab use, additional costs are created that require unique budget reductions.

Q. Will the budget cut impact the ability to hire more male faculty to allow for greater representation as the female/male ratio is currently 60/40?

A. The Director of the School of Nursing indicated that there is varying information on rates of individuals who are identifying as men within the Nursing profession but that it is much lower than 40%. It is under 10%. In terms of Ryerson's student body within Nursing, the school recruits a variety of gendered people into the program. In terms of recruitment, they actively recruit for anyone of any gender who meets the criteria and has the experience to teach students. This includes sufficient academic preparation and being a registered nurse. The reality is that because the number of identifying men within the nursing profession is under 10%, there are not many identifying men applying for nursing positions.

Q. The President asked that the Provost give a broader understanding on how Ryerson is protecting the hiring of faculty.

A1. The Provost stated that this year, Ryerson is up to nearly 100 faculty who are being hired. All of these positions are being protected in the budget cuts.

A2. The President added that the impact of the budget cut is on many universities, as observed through the Council of Ontario Universities' meetings, and this is causing many of these institutions to freeze and put a hold on hiring. However, Ryerson believes that protecting new faculty hires is very important.

Motion approved.

8.4.1.2. School of Nursing Post Diploma Degree Program course grading variations.

Motion: *That Senate approve the School of Nursing Post Diploma Degree Program course grading variations.*

K. MacKay moved; N. Walton seconded.

Motion approved

8.4.1.3. Department of Chemistry and Biology course grading variations.

Motion: *That Senate approve the Department of Chemistry and Biology grading variations.*

K. MacKay moved; A. McWilliams seconded.

Motion approved

8.4.1.4. For information: G. Raymond Chang School of Continuing Education Certificate Revisions

- Certificate in English Literature and Popular Culture: Course Deletions (Elective; Course Changes)
- Certificate in Aging and Gerontology: Course Deletions and Additions
- Advanced Certificate in Public Administration and Governance: Course Additions (Electives)
- Certificate in Accounting-Finance: Course Deletion (Elective)
- Certificate in Computer Programming Applications: Course Additions (Electives)
- Certificate in Graphic Communications: Course Additions (Electives)
- Certificate in Mental Health and Addictions: Course Addition (Elective)
- Certificate in Publishing: Course Addition (Elective)
- CINT 917 Community Development: Course Title and Description Change
- CINT 920 Community Collaborations: Course Description Change

8.4.2 Report #W2019-2 of the Academic Governance and Policy Committee (AGPC):

M. Benarroch

8.4.2.1 Senate Bylaws #2

Motion: *That Senate approve Senate Bylaws #2 and revoke article #9 of the Senate Bylaw approved by Senate March 3, 2015.*

D. Checkland moved; N. Walton seconded

D. Checkland stated that Bylaw #1 was passed in December, 2018 and contained the basic organization of Senate. Bylaw #2 is separating out what used to be section 9 of the previous bylaw (on meetings and procedures) into a separate bylaw. AGPC is also recommending an additional change in Section 6.3. to which an amendment is being presented and included in the Senate Appeal package.

Amendment to Motion received (page 48 of the agenda):

N. Thomlinson moved; A. McWilliams seconded:

Be it Resolved: That Article 9.6.3 of the existing bylaw be re-inserted in the proposed Bylaw #2 as Article 6.3:

- 6.3. Abstentions: Senators may choose not to vote. Abstentions are not votes, are not recorded, and are not factored in the tallying of votes (although Senators who are present and who choose not to vote are counted as part of quorum).

and

Be it Further Resolved: That Article 6.3 of proposed Bylaw #2 be renumbered as Article 6.4 (as follows):

- 6.4. Majorities: Questions shall be decided by a simple majority of those present and voting, except those questions specified in this Bylaw as requiring a two-thirds majority. Motions that shall require a two-thirds majority are:
- 6.4.1. A motion to revise or augment the Agenda for the meeting;
 - 6.4.2. A motion to extend sitting beyond four (4) hours duration;
 - 6.4.3. A motion to amend the Senate Bylaw; and
 - 6.4.4. Any matter a simple majority designates, in a decision taken without debate, as a major question.

N. Thomlinson stated that he is moving the amendment because he sees a bigger political dimension to this that he would like to flag. Senators are not attending as individuals, but to represent a constituency. To represent their constituents, Senators should not be encouraged to abstain. When matters come forward for decision that people are uncomfortable with, or if they feel that they lack sufficient information to make a decision, or do not agree with the available decisions, there are mechanisms that should be used to fix that. Abstentions are not one of them. Instead, tools like referral motions or tabling decisions should be in place so that the result is a decision that people can feel comfortable to vote on. Recording abstentions normalizes abstaining, and should be avoided.

Comments:

- Abstention vote is useful for indicating that individuals participated in voting, though they may have been uncomfortable with voting 'yes' or 'no'. This was compared to voting at the governmental level.
- The issue is not whether members can abstain, it's whether or not to record abstentions as an official vote.
- The difference between voting at the governmental, or individual level vs. voting at Senate is that Senators are representatives.
- The President indicated that the practice up to this point, has been that individuals can vote 'yes', 'no', or abstain.
- The current bylaw contains the same procedure that the President just detailed. This bylaw legitimizes not voting by recording it in the minutes. What the original language asserted, and what this language would return, is that minutes would only show the number in favor and the number against.

Vote on the amendment: Amendment approved.

Vote on motion as amended: Approved.

9. Old Business - None
10. New Business as Circulated - None
11. Members' Business
- Q. Would Senate consider adding an international student representative on the Senate in the future?
 - A. The President responded that this would have to be presented at a future review of Senate Bylaw #1.
12. Consent Agenda - None
13. Adjournment 7:18 p.m.

Ryerson University President's Update to Senate April 2, 2019



BOARD OF GOVERNORS ELECTIONS – The results of the 2019 Board elections were announced on March 8. Congratulations to new Board members representing their constituencies: for teaching faculty, Catherine Ellis (Department of History, Faculty of Arts) and Michael Kolios (Department of Physics, Faculty of Science); for administrative staff, Jennifer Gonzales (Student Affairs); and for students, Sadat Ahmed (Financial Mathematics, Faculty of Science), Karol Bahnan (Electrical Engineering, FEAS), and Ahmadreza (Reza) Khonsari (Civil Engineering, FEAS). Voting for the alumni Board member will take place from June 17 to 28.

CONGRATULATIONS

A team of *Business Technology Management* (BTM) students from TRSM placed third at CaseIT2019, the international management information systems case competition, which was held at Simon Fraser University in February. Congratulations to team members Ejaz Aman, Alicia D'souza, Reyaz Hamid, and Erwang Li for their display of superlative skill at analyzing cases.

Joanne McKee, Ryerson's chief financial officer, has received this year's Ken Clements Distinguished Administrator Award from the Canadian Association of University Business Officers (CAUBO). The award honours Joanne's significant contributions both to CAUBO and to higher education across Ontario.

Ryerson University was named one of Canada's Best Diversity Employers by Mediacorp Canada for the fifth year in a row. The citation praised Ryerson's annual Viola Desmond Awards, the Access Ryerson accessibility initiative, and the Built Environment Working Group as highlights of Ryerson's strategy of enhancing diversity and fostering inclusion across campus.

Julia Shin Doi, general counsel and secretary of the Board of Governors, was given a Lifetime Achievement Award by the Federation of Asian Canadian Lawyers (FACL), of which she is a founder and past president. The award recognizes "significant and longstanding contributions to the legal community" as well as "positive contributions made to social justice and/or the Asian community."

Amy Soden, development writer in University Advancement, has been named a DiverseCity Fellow by the Toronto-based CivicAction Leadership Foundation. Amy, who is legally blind and volunteers her time as a mentor for young people in Toronto's blind community, will participate in a year-long program designed to build her leadership skills and develop collaboration within a diverse and growing network of rising leaders.

EVENTS

ATHLETICS – The 2018–19 OUA season saw one of the most successful seasons in Ryerson Athletics' history. Women's Hockey made the OUA semi-finals for the first time ever, while the men's team

finished in first place in their division during the regular season before losing in a hard-fought series to the Guelph Gryphons in the quarter-finals.

From March 7 to 10, Ryerson Athletics and Recreation hosted the U Sports Women's Basketball Championships, where the Rams placed fifth after beating the Acadia Axewomen 91–67 in the consolation final. The Men's Basketball team won silver at the OUA Final and bronze at the USports National Championship. Meanwhile, the Women's Volleyball team captured the silver medal at the OUA Final and moved on to compete in the U Sports National Championship in Edmonton. For the second year in a row, they reached the national finals, this time finishing as silver medalists after falling in five nail-biting sets to the UBC Thunderbirds.

In terms of individual awards, Xander Ketrzynski had an outstanding first season in Men's Volleyball, capturing the OUA's Rookie of the Year and Player of the Year awards. In Women's Volleyball, Theana Vernon won OUA Player of the Year; Lauren Wong won Rookie of the Year; and for the second season in a row, Dustin Reid was named OUA Coach of the Year.

MBA GAMES – From January 4 to 6, TRSM hosted Canada's 31st annual MBA Games, at which 20 teams and 650 business students competed in academic, athletic, and spirit challenges. The event's theme was Diversity and Inclusion, and the charity it supported—as chosen each year by the hosting school—was the Canadian Council for Refugees. Among other awards, Ryerson's team placed second in the Technology and Innovation Case Competition.

RECONCILIATION AND GRADUATE EDUCATION – On February 14, the Indigenous Graduate Student Circle joined associate deans, graduate program directors, and student members of GRADcafé for a session on the Truth and Reconciliation report and its calls to action. A keynote address by Kevin Lamoureux, former education lead for the National Centre for Truth and Reconciliation, was followed by a conversation aimed at working towards an Indigenous Strategic Framework for the Yeates School of Graduate Studies (YSGS).

INTERNATIONAL WOMEN'S DAY – From March 4 to 9, Ryerson was proud to host programming for International Women's Day (IWD). Among the many events aimed at empowering women and amplifying their voices were an evening with American activist and Me Too movement founder Tarana Burke, the presentation of the annual Viola Desmond Awards for accomplished Black women at Ryerson and across Toronto, an IWD Comedy Night at the SLC auditorium, and a DMZ panel on addressing the gender gap in funding entrepreneurship that echoed the theme of this year's IWD: #BalancelsBetter. The week ended with the Toronto-wide IWD Rally & March on March 9, followed by the Ryerson-hosted IWD Fair in the SCC lobby, organized by the Ryerson Centre for Women and Trans People and the Continuing Education Students' Association of Ryerson (CESAR). Ryerson's programming was hosted by the Office of the Vice-President of Equity and Community Inclusion and Ryerson's Human Rights Services, in partnership with many other Ryerson units, as well as employee and student unions.

POLITICAL CIVILITY – On March 11, Ryerson's Democratic Engagement Exchange hosted "Political Civility in the Age of Partisan Polarization," which featured Max Cameron, professor in the University of British Columbia's Department of Political Science, in discussion with distinguished visitor Steve Paikin. Professor Cameron asserted the importance of politicians' being trained properly, through such

programs as this summer's Institute for Future Legislators, which will be run by Ryerson's Faculty of Arts in collaboration with UBC's Centre for the Study of Democratic Institutions.

SCHOLARSHIP FOR WOMEN IN STEM – On March 12, Ryerson announced The Savitri & Anju Virmani Scholarship for Women in STEM. Established with a \$100,000 donation from Cargojet CIO Anju Virmani, which was matched by the President's Awards to Champion Excellence (PACE), the scholarship fund will annually award four scholarships of \$10,000 each to full-time female undergraduate students who are entering the fourth year of a STEM program. Annual awards celebrations will be attended by leaders in the field so that recipients may pursue mentorship opportunities and build their network.

GLOBAL CAREER SERVICES SUMMIT – From March 12 to 15, in partnership with the University of Toronto, Ryerson's Career Centre hosted the fourth annual Global Career Services Summit. Directors of career services from 16 countries, as well as government representatives and media, attended workshops and "deep dive" discussions on the future of work, taking in such issues as AI, robotics, new industries, and the changing role of experiential learning.

from the President's Calendar

February 19, 2019: I met with Zarar Rana, CEO and founder of telecom software consulting company ZCOM Systems, to thank him for establishing the Canada Pakistan Foundation of Friendship Award for First Generation Students at Ryerson University.

February 19, 2019: I met with Deepak Chopra to discuss his experience as former president and CEO of Canada Post, and to invite him to engage with entrepreneurs in the DMZ.

February 19, 2019: I met with city councillor Shelley Carroll (Don Valley North) to discuss Ryerson's role in city-building and our upcoming Master Plan.

February 19, 2019: I met with city councillor Joe Cressy (Spadina-Fort York) to discuss Ryerson's role in city-building and our upcoming Master Plan.

February 20, 2019: I met with Andrew Jones, chairman of the Pacific Asia Travel Association and guardian of Sanctuary Resorts, Hong Kong, to discuss potential collaboration with a developer from Hong Kong.

February 20, 2019: Along with deputy provost and vice-provost, University Planning Glenn Craney, I met with Harvey Weingarten, president of the Higher Education Quality Council of Ontario (HEQCO), to hear his perspective on changes in the post-secondary system.

February 21, 2019: I met with city councillor Paula Fletcher (Toronto-Danforth) to discuss Ryerson's role in city-building and our upcoming Master Plan.

February 22, 2019: In Montreal, along with dean of arts Pamela Sugiman and Jarislowsky Democracy Chair Sanjay Ruperalia, I met with Stephen Jarislowsky, founder, chairman, and CEO of Jarislowsky Fraser Ltd., to thank him for his support and to discuss future plans for the Democracy Chair.

February 25, 2019: I was pleased to bring remarks to the Ryerson Staff Awards Reception, at which we celebrated the outstanding contributions of nominees, nominators, the selection committee, and the award-winners themselves.

February 25, 2019: I welcomed Etobicoke-Centre MPP Kinga Surma, the parliamentary assistant to the Minister of Transportation, to the Centre for Urban Innovation, where she participated in a

roundtable discussion with faculty and students to discuss Ryerson's contributions in the area of smart transportation.

February 26, 2019: I was delighted to give remarks at the Faculty Teaching Awards luncheon, where we celebrated the winners of Ryerson's teaching awards, as well as Frankie Stewart's teaching award from the Ontario Confederation of University Faculty Associations, for their contributions in building a great culture of teaching and learning.

February 26, 2019: I hosted Rod Phillips, Ontario Minister of the Environment, Conservation and Parks, as well as MPPs Andrea Khanjin (parliamentary assistant to minister Phillips) and David Piccini (parliamentary assistant to the Minister of Training, Colleges and Universities) at the Centre for Urban Energy, where we took a tour and discussed Ryerson's innovation ecosystem and contributions in the field of urban energy.

February 26, 2019: I gave remarks at a celebration of Donette Chin-Loy Chang's honorary doctorate from the University of the West Indies.

February 27, 2019: I met with Ryerson alumnus Michael Kraljevic, executive advisor at the city of Toronto's real estate agency, Create TO, to discuss Ryerson's contribution to city-building.

February 28, 2019: I was proud to bring remarks to a breakfast for long-service employees, where we honoured the remarkable dedication of Ryerson employees who have been with us for 30 years or more—including Gilbert Ha, buyer at the Ryerson University Campus Store, who has been with us for 50 years.

February 28, 2019: I gave introductory remarks at a Ryerson Leadership Lab event with former governor general David Johnston, who presented his new book, *Trust*, in discussion with distinguished visitor and Leadership Lab co-founder Karim Bardeesy.

March 1, 2019: I met with Paul Davidson, president of Universities Canada, for an update on the organization's strategies and Ryerson's ongoing contribution.

March 1, 2019: Along with vice-president, administration and operations Deborah Brown, I met with Ashton Sequeira, president of Chartwells, about our ongoing partnership on campus food services.

March 4, 2019: I attended a lunch meeting hosted by Denmark's ambassador, Niels Boel Abrahamsen, and consul, Niels Tanderup Kristensen, to discuss the collaboration between Danish and Canadian architects in developing the infrastructure and cityscape of Toronto. HRH Crown Prince Frederik of Denmark was also in attendance.

March 4, 2019: I met with Turkish ambassador Kerim Uras to discuss the potential for deepening Ryerson's partnership with Turkish universities.

March 4, 2019: I met with Alan Shepard, current president of Concordia University and president-designate of Western University, about collaboration and partnership between our universities.

March 4, 2019: I was honoured to deliver welcoming remarks at the 2019 Viola Desmond Day Awards ceremony, at which the Ryerson community recognized the outstanding contributions of Black women among our faculty, staff, students, and alumni, as well as a graduating high school student.

March 5, 2019: I had an introductory meeting with Brian Gallant, former premier and attorney general of New Brunswick and current member of the New Brunswick legislative assembly for Shediac Bay-Dieppe.

March 6, 2019: I met with Merrilee Fullerton, Minister of Training, Colleges, and Universities, to discuss Ryerson's contributions to the post-secondary education sector.

March 7, 2019: I participated in a special meeting of Council of Ontario Universities (COU) executive heads to discuss the post-secondary sector's strategy in the short, medium, and long term.

March 7, 2019: Along with assistant vice-president international Anver Saloojee and Ontario court Judge Mary Hogan, I met with community builder Karen Pitre, president of The Lonsdale Group, about her work with justice hubs across Canada and potential collaboration with Ryerson's law school.

March 7, 2019: I delivered introductory remarks at the annual Ted Rogers Management Conference (TRMC), introducing the conference's honorary chair, Melinda Rogers, deputy chair of Rogers Communications.

March 7, 2019: I was proud to attend the Rams' first game of the U Sports Women's Basketball Final 8, which Ryerson hosted at the Mattamy Athletic Centre. Although we lost to the top-seeded Laval Rouge et Or, we went on to win the consolation finals.

University Relations Monthly Metrics & Reach



UR Highlights: February 2019

- Provided full marketing and communications support to the Future Skills Centre launch announcement, February 14. Launch event was attended by more than 300 people, including several members of the media
- Provided support for the opening of the Centre for Urban Innovation, February 14 including event and tour logistics, event signage and collateral, media relations, government relations, and social media support.

Media Relations

- The Future Skills Centre launch announcement was covered by over 140 outlets including the Globe and Mail, Toronto Star, Maclean's, CBC, National Post, Academica and BNN.
- Ryerson faculty experts were quoted widely on US border security, SNC Lavalin controversy, TTC ownership, and Sidewalk Labs
- Planning for spring 2019 Law School communications push, content creation for law school website
- Supported release of CURLD's "Missing middle housing" report which was covered the The Toronto Sun, Toronto.com and NewsTalk1010
- Emily Agard and Samantha Yamine, both of the Faculty of Science, were guests on CTV Your Morning, on the occasion of the International Day of Women and Girls in Science, February 11.

Publications

- Produced 19 editions of Ryerson Today (RT)
- 58,607 subscribers
- Highest open rate for the month was the story about the Faculty of Arts student who received the Sumaya Dalmar Award and how it inspired him to advocate for trans people of colour (36.6 per cent), second-highest open rate was "An anniversary edition on Ryerson's Truth and Reconciliation Commission report" (33.9 per cent)
- Other popular stories: "New Future Skills initiative starts with Ryerson's leadership" and "American Sign Language courses at Ryerson spell success"

Marketing

- Produced more than 30 print projects including on-campus and off-campus ads (TTC, condo network, etc.) for the USports national Women's Basketball championships, a new Biomedical Zone book, a brochure to promote the launch of the new CUI building, and more.
- Developed a visual identity for the Future Skills Centre and kick-off event materials. Launched a bilingual website for the Centre (UR led development of content and the full website).
- Developed and launched the Cybersecure Catalyst website.
- Led photo shoot for Masters of Entrepreneurship and Innovation campaign.

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Website

- Comparing February 2018 to February 2019, we saw a 13.15% increase in visits to ryerson.ca.
- Mobile visits to our website increased by 54.1% this February compared to last year, and mobile represented 36.2% of all visits.

Social Media

- **Instagram:** Gained 1.3K followers to reach a benchmark of 21K followers. Overall engagement has increased by 4.6K to reach 41K. The highest performing post in the history of Ryerson's Instagram was shared in February 2019 (side by side photos of Yonge and Dundas in the 1970s and today), which set a new benchmark for engagement at 2,478.
- **Facebook:** Gained 396 fans to reach a benchmark of 71K. Engagement has increased by 1.7K to reach 3.9K.
- **Twitter:** Followers have increased by 2.8K to reach a benchmark of 54K. Engagement has increased by 4.7K to reach 7.9K.
- **LinkedIn:** Followers down by 342 (platform-wide decrease in organic followers across LinkedIn as they are purging spam and restricted accounts); 1.6K social engagements (likes, comments, shares); our content had 338K impressions with video posts continuing to yield the strongest audience engagement
- **Giphy:** 694K views of gifs and stickers

Digital Marketing

- Led digital campaigns for YSGS (domestic recruitment, multi-channel, managed in-house) and working with agency partners to support campaigns for MBA (domestic recruitment), TRSM (domestic undergrad recruitment), FCAD (undergrad recruitment in key U.S. markets), Science (domestic grad recruitment) and Rams (U SPORTS National Basketball Championship event promo).
- Planning digital campaign to support FEAS - MEIE (domestic grad recruitment).
- Planning digital campaign to support MBA (international and out-of-province recruitment).



Office of the
Secretary of Senate

STUDENT SENATOR ELECTION RESULTS – 2019-2020

1. Names are listed in order of the number of votes received, which is indicated next to each name. Other voting details are also provided in each category.
2. An asterisk (*) denotes elected or acclaimed candidates.

AT-LARGE STUDENT POSITIONS (4 seats)

Shahid, Hamza 496*
Arif, Mehreen 458*
Spagnuolo, Julia 375*
Karp, Olivia Nicole 367*
 Elshoushany, Fotoon 342
 Amoako, Jedi 315
 Rattan, Jasmeet 300
 Balasubramaniam, Tharshini 282
 Shanmuganatham, Jathavi 279
 Madrid, Reinzo 207

Declined 138
 Ballots Submitted 1420
 Votes Cast 3421
 Eligible Voters 40220

Participation Rate 3.5%

FACULTY REPRESENTATIVE STUDENT POSITIONS:

Faculty of Arts Student Position (1 seat)

Kewal, Justina 74*
 Yasmin, Maleha 65

Declined 19
 Ballots Submitted 158
 Votes Cast 139
 Eligible Voters 5315
 Participation Rate 3.0%

Faculty of Communication and Design (1 seat)

NGUYEN, Minh-Khoi Kavin, Interior Design (**Acclaimed**)*

Faculty of Community Services Student Position (1 seat)

Donato-Woodger, Simon 134*

Circo, Jacob 69
Motiwala, Naqiyah 48

Declined 10
Ballots Submitted 261
Votes Cast 251
Eligible Voters 8034
Participation Rate 3.2%

Faculty of Engineering and Architectural Science Student Position (1 seat)

Salman, Danny 228*

Bhugun, Manav 190

Declined 75
Ballots Submitted 493
Votes Cast 418
Eligible Voters 5627
Participation Rate 8.8%

Ted Rogers School of Management Student Position (1 seat)

Moghaddas, Milad 286*

Malek, Asad 136
Nadeem, Danish 102

Declined 45
Ballots Submitted 569
Votes Cast 524
Eligible Voters 12038
Participation Rate 4.7%

Graduate Studies Student Positions (2 seats)

Elsayed, Hamdy 60*

Park, Katey 54*

Jagayat, Arvin 37
Ferworn, Charlotte 36
Igoshina, Elizaveta (Liza) 30

Declined 4
Ballots Submitted 146
Votes Cast 217
Eligible Voters 2824
Participation Rate 5.2%

G. Raymond Chang School of Continuing Education Student Positions (2 seats)

Domenic Bitondo (Acclaimed)*
Vanessa Prevost (Acclaimed)*

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2019–3; April 2019

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

- **PERIODIC PROGRAM REVIEW – Department of Architectural Science Bachelor of Architectural Science Degree Program - Faculty of Engineering and Architectural Science.**
- **CHANG SCHOOL OF CONTINUING EDUCATION – Review of the Certificate in Community Engagement, Leadership and Development**
- **CHANG SCHOOL OF CONTINUING EDUCATION – Discontinuation of the Certificate in Demographic Analysis**
- ***For Information: Chang School Certificates – Revisions (February 2019)***

A. PERIODIC PROGRAM REVIEW – DEPARTMENT OF ARCHITECTURAL SCIENCE BACHELOR OF ARCHITECTURAL SCIENCE DEGREE PROGRAM, FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE

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 **Architectural Science Program**. The report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations selected for implementation.

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE ARCHITECTURAL SCIENCE PROGRAM

The Architectural Science program submitted a self-study report to the Vice Provost Academic on November 29, 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 all RFA faculty members in the Department of Architectural Science and of all other RFA faculty who have recently taught core courses (required and/or elective).

Two arm's-length reviewers (Patrick Harrop, Associate Professor, McEwen School of Architecture, Laurentian University, and Andrew Furman, Associate Professor and Associate Chair, Ryerson School of Interior Design) were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted site visits at Ryerson University on May 1-2, 2018.

The visits included meetings with the Provost and Vice-President Academic; Vice Provost Academic; Dean, Faculty of Engineering and Architectural Science; Chair, Architectural Science; and three Associate Chairs, Architectural Science. The PRT also met with several members of the Department of Architectural Science including staff, students, and faculty members. A general tour of the campus was provided, with emphasis on the Department of Architectural Science Building, the Woodshop and Fabrication laboratories, Classrooms,

Studios, and the Student Learning Centre (SLC) and Ryerson Library.

In their report, dated June 10, 2018, the Peer Review Team (PRT) provided feedback that describes how the Architectural Science program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The Peer Review Team (PRT) also noted that the Architectural Science Degree Program meets the standards set by the CACB requirements and has been since 2010 a recognized accredited program of architectural studies. Overall, they found the program to deliver a strong foundational Bachelors of Architectural Science degree (B. Arch. Sc.) in order for graduates to directly engage with contemporary architectural and building-related practice.

The main areas of strength identified by the PRT include:

- A high demand program with the distinguishing feature of three distinct practice-oriented streams;
- Graduates able to quickly integrate into offices and workspaces in AES fields;
- Program meets CACB requirements and has been accredited since 2010;
- Interdisciplinary and culturally diverse learning experiences for students;
- Admission standards above the Ryerson average for entering first year students;
- Urban location resulting in access to extended studio-learning experiences;
- A strong and dedicated support staff team.

The PRT identified opportunities for improvement, including extending the scope of the co-op program, broadening opportunities for student exchange programs with international schools, and incorporation of greater cultural diversity, sustainability and accessibility into the program and its curriculum framework.

The PRT also noted a need for expansion of appropriate physical facilities, including more faculty spaces to hold discussions or 'studio crit' with their student sections, as well as a rethinking of the structure of the fourth year architecture streams in Architecture, Building Science and Project Management.

The Chair of the Department of Architectural Science submitted a response to the PRT Report on August 10, 2018. The response to both the PRT Report and the Program's Response was submitted by the Dean of Engineering and Architectural Science on November 29, 2018.

The Academic Standards Committee completed its assessment of the Architectural Science Program Review on February 28, 2019. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continues, as well as provide a one-year follow-up report by **June 30, 2020**, as follows:

1. A report on the status of the initiatives outlined in the Developmental Plan;
2. Evidence that efforts have been made to review and improve course outlines.

Presented to Senate for Approval: April 2, 2019

Start date of next Periodic Program Review: **2024-25**

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

RECOMMENDATION 1: Reinforcing Program Streams

In bringing the Ryerson Architecture program to a successful CACB accreditation status, many of the resources and the cultural environment of the Department have been directed towards that end and focused

on the development of this program. Despite the success of this project, there is a perception that the Building Science and Project Management programs have not enjoyed the same initiative over the years. If anything, both programs have experienced a diminished presence within the DAS. It was noted by both reviewers, that the ongoing erosion of a collegial environment, that seems to have its lines drawn along the disciplines, is an underlying corrosive that puts the cohesion of the DAS at risk. While this is a common reality across all academic disciplines, the current rhetoric the reviewers heard (informally) have raised this issue of concern. It is our view that the DAS, in having created a stable and successful accredited architecture program, has an opportunity inherent in this curricular conflict to significantly shift the stability of the school to a much more ambitious level involving all three disciplines. Given that there are more potential hires, including retirement replacements, a need to develop a strategic plan for infrastructure revitalization, the school should take this opportunity to make efforts to revitalize and revision its curriculum with regards to the three disciplinary options, and acknowledge the important contribution of both of these programs to the overall curriculum (including architecture).

Department Response: The department agrees that the integration of architecture, building science and project management is at the heart of its strength, and offers significant opportunities to continue to evolve the uniqueness of our program to a much more ambitious level involving all three disciplines. As noted above many discussions in the department focus on the balance of emphasis of the three aspects of the curriculum. The department recognizes the important contribution of all components of the B.Arch.Sc. curriculum to the overall curriculum. The PPR self-study document sets out a series of steps to revitalize and re-envision the B.Arch.Sc. curriculum. This includes consideration of the three disciplinary options and the possibility of concentrations in the fourth year. Work has already started to consider how the fourth year curriculum can evolve to better reflect the interdisciplinary needs of industry and the desires of students for flexibility.

Dean's Response: The integration of architecture, building science and project management is the strength of the undergraduate program in architectural science, and offers significant opportunities to continue to evolve the uniqueness of our program to a much more ambitious level involving all three disciplines. Moving forward, the department will focus on achieving a greater balance of emphasis of the three aspects of the curriculum. As per the recommendations of the PRT, department faculty members have already started to consider how the fourth-year curriculum can evolve to better reflect the interdisciplinary needs of industry and the desires of students for flexibility.

RECOMMENDATION 2: Complementarity between the fourth-year options

There is an uncomfortable and unresolved curricular relationship between the Building Science, Project Management and Architecture streams. There are divergent, if not conflicting views as to how the programs could arrive at a better state of complementarity. This is particularly the case in how these specializations carry their curricular objectives into an entry into the graduate programs. There needs to be more clarity in the evaluation process whereby a student intends to pursue one of the three streams. A more consistent standard of outcomes (final projects and grade point averages) for the four years of study across the DAS for the four years of study would streamline the potential complementarity while providing more cross disciplinary flexibility for a student wishing to pursue graduate studies in either or combinations of the available graduate options.

Department Response: The department agrees that there is an opportunity to create better complementarity between the fourth-year options, increasing cross-disciplinary flexibility for students, which will strengthen the program. In 2016-17 a fourth-year committee was struck to review the fourth-year curriculum. A variety of proposals were reviewed and presented to the Department. The PPR development plan (point number 6) proposes that the next steps of this process will be for the Department to further develop ideas into full recommendations and agree how to proceed. At a May 2018 faculty retreat a discussion about this was initiated and the new Associate Chair of Curriculum will be leading the process to determine what changes are needed for the fourth-year curriculum. Furthermore, the department will aim to provide more clarity for

students about the fourth-year options, the impact on their career and the process of choosing which option to pursue. We have been working with student groups to develop clear guidance and processes.

Dean's Response: By creating better complementarity between the fourth-year options, cross-disciplinary flexibility for students will increase and the program will strengthen. The new associate chair of curriculum will be leading the process to determine what changes are needed for the fourth-year curriculum. Furthermore, the department will aim to provide more clarity for students about the fourth-year options, the impact on their careers and the process of choosing which option to pursue. The department has been working with student groups to develop clear guidance and processes.

RECOMMENDATION 3: Revitalized fourth and third year curriculum

It is highly recommended that the DAS proceed with a rigorous and thoughtful revisioning of the curricular structure to ensure that the DAS exploits the potential opportunity that its unique faculty and curricular composition offer. As noted above, the DAS has a unique legacy that could potentially evolve into the most relevant and attractive programs in the country. The DAS should aim to develop a revitalized fourth and third year curriculum that places a high priority on course interchangeability, interdisciplinary flexibility and transparency among the programs While most liberal electives are placed at the early part of the curriculum, the opportunity of students developing their own trajectory of studies could imply opening the curriculum to more flexibility of the liberal electives, opportunities to work on Zone projects and participation in the Mobility programs must come with options for all streams in DAS.

Department Response: As noted above and in the PPR self-study report development plan, the department plans to review the B.Arch.Sci. program to better consider flexibility for students and consider the implications of the university wide open elective policy on the program. In addition, as set out in point 7 of the PPR development plan the department will consider how the B.Arch.Sc. program could be made more flexible to enable more variety in paths through the program for students, including consideration of how to better utilize the spring/summer term to enhance student experience and increase flexibility.

Dean's Response: The department will assess how the university-wide open elective policy can be an opportunity to help the department revitalize the fourth-year curriculum. This may enable prioritization of course interchangeability, interdisciplinary flexibility and transparency among the three options.

RECOMMENDATION 4: Accreditation priorities

Where Ryerson is currently developing its cultural and arts profile, there should be more evidence of a sympathetic and natural complementarity with other design and arts based programs.

The recommendation is to integrate student learning opportunities with courses that explore diversity, accessibility, sustainability and cultural diversity. To continue to explore these conditions for accreditation in the studio streams with connections between other disciplines and expertise in the subjects.

Department Response: These three curriculum areas: cultural diversity, accessibility and sustainability, were highlighted by the last CACB professional accreditation team as not being well represented in the curriculum. The department believes that these curriculum areas are represented in the curriculum but that they were not well presented to the visiting team. A matrix has been developed that indicates how aspects of cultural diversity, accessibility and sustainability should be included in the core studio curriculum.

Dean's Response: Student learning opportunities will be better integrated with courses that explore concepts related to diversity, accessibility and sustainability. The department believes that these curriculum areas are represented in the curriculum but that they were not well presented to the visiting team. A matrix has been developed that indicates how aspects of cultural diversity, accessibility and sustainability are embedded in the core studio curriculum.

RECOMMENDATION 5: Staffing

There is a need to provide adequate staffing to the DAS to ensure the successful implementation of the various innovations that have been introduced into the curriculum over the past decade and to prepare for the next wave of improvements and opportunities afforded to the public, students and faculty.

The recommendation is to review the Appendices and fill the needed (and advised) staffing to ensure a clear division of duties so that innovation and excellence may continue to grow at DAS.

Department Response: The department has been able to fill three staff positions in the last twelve months and this has helped considerably in providing the administrative, IT, and technical support needed to deliver our programs. We now have a strong and dedicated staff complement. However, two of the positions are only two- year term contracts. It is essential to our continued evolution that these two positions become permanent, base-funded positions.

Dean's Response: Adequate staffing will enable DAS to accomplish two priorities: 1) it will ensure the successful implementation of the various innovations that have been introduced into the curriculum over the past decade, and 2) it will ensure that DAS is fully prepared for the next wave of improvements and opportunities afforded to the public, students and faculty. The department has been able to fill three staff positions in the last twelve months that have helped to considerably improve administrative, IT, and technical support needed to deliver programs. We now have a strong and dedicated staff complement. Two of the positions are only two-year term contracts and the Faculty and DAS are exploring opportunities to convert these to permanent, base-funded positions.

RECOMMENDATION 6: Advocacy for studio-based learning

There needs to be a clear recognition at the DAS, Faculty and University levels that a studio-based curriculum is different but essential in its uniqueness compared to other disciplines on campus. Interestingly enough, Zone learning and the support of collaborative extra-curricular activities on campus, provide evidence that Ryerson is already practicing to a certain extent, what the DAS has considered to be a core foundation in its approach to teaching. Teaching by synthesis (making) is at the heart of architectural education. There is an opportunity for the DAS to collaborate effectively with these initiatives on the campus. More still, there is an opportunity for the DAS to take a leadership position in this type of learning with the Department acting as a hub for this form of practical learning in a studio environment.

Department Response: The department was a major driver in the creation of the Digital Fabrication Zone and many of our students have benefited from participation in its activities. Also, as recognized in the PRT report, students often undertake design-build competitions utilizing the departmental workshop facilities (in fact such activities often place considerable strain on workshop resources). However, these have mostly been extra-curricular activities. To facilitate this, an Extracurricular Projects Committee was created in 2017 in order to better coordinate workshop facilities, budgets, and student scheduling. As part of the review of the fourth-year curriculum, the department is exploring the opportunity to integrate more design-build studios/courses and other activities into the curriculum that collaborate with the Ryerson zones and other groups. For example, our students were a major part of the various Ryerson teams that completed ShapeLab projects for King Street Transit Pilot in the spring of 2018.

Dean's Response: To further strengthen and lead in studio-based education, DAS is encouraged to explore the opportunity to integrate more design-build studios/courses and other activities into the curriculum that collaborate with the Ryerson zones and other groups. In the spring of 2018, students played significant roles in multiple teams that completed ShapeLab projects for the King Street Transit Pilot.

RECOMMENDATION 7: Autonomy of the Department

Much of the initial discussion between faculty, administration and the reviewers focused on the question of determining the nature of autonomy of the DAS. While there are many variations on the meaning of the status of autonomy, the lack of a clear definition of the DAS as both a physical building and academic unit could be contributing to the obscuring of the clarity of a curricular structure. Throughout the course of the

visit, there were references made to diverse academic units that had existed in the University (Landscape Architecture) to those that exist on campus that are clearly allied to the DAS in content: Urban and Regional Planning, Interior Design yet have no formal association or connection to the DAS.

Department Response: The Department of Architectural Science is a clearly defined academic unit within the Faculty of Engineering and Architectural Science at Ryerson. It is located in its own building which is highly valued by students, staff and faculty, although it is clearly in need of improvement and expansion. The Landscape Architecture Program at Ryerson was delivered through the Department of Architectural Science but was cancelled about 15 years ago. At present the department does not have the capacity or an agreed plan to re-establish this program. The department agrees that reinforcing our links with the Schools of Urban and Regional Planning, and Interior Design would benefit our programs, and we are looking for opportunities for more collaboration (to add to existing initiatives). Currently, the School of Urban and Regional Planning delivers one core course in our B.Arch.Sc. program (PLX 599 - The Human World).

Dean's Response: The department is encouraged to continue to reinforce links between architecture, building science, project management and engineering programs housed within the Faculty. Greater efforts will be made by the department to find opportunities for curricular and co-curricular collaboration across disciplines with the Schools of Urban and Regional Planning, and Interior Design.

RECOMMENDATION 8: Academic unit

While consolidation of academic units is a risky exercise, the reviewers felt that there was an opportunity for the University to view the DAS in a larger strategic scope of its future plans. The need to clarify the DAS unit as an institutional entity; The need to revision the interdisciplinary nature of the curriculum, the need to substantially re- address the badly needed infrastructure requirements could present the university with an opportunity to resituate the DAS as a core institution embodying the values of the University.

Department Response: In their report the PRT raise the issue of the title of the academic unit, questioning why we are a "department" rather than "school" (or "faculty") as is the case in other Canadian architectural schools. However, at Ryerson the term "school" and "department" are used interchangeably. Thus, pursuing a change in name to become a "school" would have no impact on our academic status and would be purely an issue of perception.

RECOMMENDATION 9: Student wellbeing

The evidence of high student stress and anxiety over circumstances beyond their control is of great concern to the reviewers. Most pressingly the long commutes due to the exceptionally high cost of living in downtown Toronto could risk corroding the culture in the Department and the ability for the program to develop a committed culture of excellence. There is a lack of dedicated student space within the architecture building that would offset this pressing situation. Architecture programs are notorious for the exceptional demands of focused work in the studios. There is an urgent need to provide the student body with a place to retire, refresh, recuperate and focus after long hours of work.

The recommendation is to reclaim the student spaces that were given up for other space requirements over the years and to build upon a culture at DAS in providing the necessary support infrastructure for students who's wellbeing is at risk.

Department Response: The department recognizes the need to alleviate student stress and anxiety whenever possible. Space in the architecture building is in great demand, and in recent years some of the informal study spaces have been lost. The department plans to create a working group under the leadership of the Associate Chair of Student Issues (including students, staff and faculty) to develop guidance on good studio practices. The aim is to help students and instructors minimize stress and health issues, and to ensure appropriate feedback practices. Student groups in the department have been encouraged to undertake initiatives to support student healthy working practices and provide information on dealing with mental health issues. The department is also looking into the possibility of providing more informal lounge and meeting spaces within

the building, and is working with student groups to provide facilities such as fridges to store food, etc. Nevertheless, in the short term the limitations on current space limit the possibilities that are available.

Dean's Response: To help students and instructors minimize stress and health issues, and to ensure appropriate feedback practices, the department will explore ways to provide more informal lounge and meeting spaces within the building.

RECOMMENDATION 10: Status of streams

The recommendation is to revisit how equal status for the three streams is or is not perceived by the students, faculty and the public in the production of work and SRC through the Lecture series, Paul. H. Cocker Gallery, publications and online presence.

Department Response: The aim of the lecture series and gallery space is to promote ideas that reflect all aspects of our programs. We will continue to look for lecturers, exhibitions and other content that reflect and complement our unique program strengths.

RECOMMENDATION 11: Student workspace

The studio space needs of the students and faculty have been under pressure due to the growth of the graduate programs, Co-operative placements, Exchange Program, and reclamation of student spaces with galleries and other operational spaces. The recommendation is to implement a plan that maintains a student workspace with pin up work areas along with breakout areas for meetings and presentations.

Department Response: Although there is constant pressure on space, the department recognizes the benefit and importance of providing each student with their own secure studio space. The recent renovation of the studio spaces in the 4th floor of the architecture building has improved conditions in these spaces somewhat although some issues remain. We will continue to work to improve the conditions in studio spaces in the medium term, while an overall long-term plan for the building evolves (see below). Availability of review and crit spaces (where groups meet to review projects) has become an issue, due to the demands of our 3 programs, and the shortage of such spaces. We have tried to address this through scheduling of the studio courses of each year group to minimize the concurrent demand on such spaces from several groups. The coop program does not adversely affect space requirements.

RECOMMENDATION 12: Facilities

The building is in need of a major renovation/transformation as it is going to become more and more urgent as the maintenance of the facilities have been deferred for some time. The comments by the students, alumni, staff and faculty all support this current difficulty with working in conditions that affect teaching and learning. The HVAC, facade and even the pride of the history of the building as a purpose-built structure designed by a noted Canadian Architect is not acknowledged enough.

Department Response: The department agrees that the building requires major attention. In consultation with the Dean of FEAS, the department plans to undertake a study of the space needs in the future, and explore the potential of the architectural building to be renovated and expanded to meet these needs. In the mean time we have been working with the Ryerson maintenance team to improve the current building systems to function to their design capacity, and to improve lighting quality.

Dean's Response: The building housing the architectural science program requires major attention and the Faculty and DAC will work with the university to explore opportunities to repair and renovate as required.

RECOMMENDATION 13: Advisory Board

The recommendation is to transform the role of the Advisory Board into a major contributing factor in promoting the DAS and to work with the University to secure the means to affect positive changes such as establishing a research Chair, introduce basic infrastructure and promote the needed major renovations to 325 Church Street.

Department Response: The department agrees that the Program Advisory Board membership needs revitalizing, and that this group can be valuable in supporting the building renovation/expansion work that is needed. They can also be beneficial for promoting our programs and help further strengthen our connections with the profession and AEC industry.

Dean's Response: The department is encouraged to revitalize the membership of the Program Advisory Council (PAC) so that it is better positioned to support departmental goals of program promotion, improved connections with the profession and AEC industry, as well as playing a role in needed building renovation/expansion work.

IMPLEMENTATION PLAN

Recommendation/Priority #1a: Curriculum
Objective: Provide better support for students developing the necessary digital skills to succeed in the program, and develop a strategy for supporting students in this area.
Actions: Options to be considered include extra curricular workshops or 1st year students doing an IT skills workshop instead of the Collaborative Exercise.
Timeline: 2019-2020
Responsibility for leading initiative: IT 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/Priority #1b: Curriculum
Objective: Improve the connections between structures courses for greater clarity of content and facilitation of delivery.
Actions: Review of the group of structures courses including PCS107, ASC203, ASC303, and CVL407courses
Timeline: 2018-2019
Responsibility for leading initiative: Associate Chair, Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1c: Curriculum
Objective: Address concerns about the value of certain core courses taught outside the Department, and their contribution to the architectural curriculum, to assess whether student course hours are effectively used, and to potentially improve student experience and learning.
Actions: Review how well courses ACS 104, PCS 107, PLX 599 and CVL 407 meet the requirements of the curriculum, and how they could be improved, rescheduled or changed.
Timeline: 2019-2020
Responsibility for leading initiative: Associate Chair Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1d: Curriculum
Objective: To improve transparency and consistency of grading and assignment feedback for students. In particular, due to the nature of studio learning and how feedback is provided during formal reviews and informal crit sessions sometimes students feel they have not experienced a consistent approach with and across studios.

Actions: Develop a document that provides guidance for transparency and consistency around grading practices and the provision of feedback received in crits/reviews, including consistent rubrics, and management of studios and courses, for faculty and particularly new or part time instructors.
Timeline: 2019-2020
Responsibility for leading initiative: Associate Chair, Student Issues
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1e: Curriculum
Objective: Address CACB accreditation student performance criteria (SPCs) of sustainability, accessibility and cultural diversity.
Actions: Clearly define learning outcomes for each of the core studios that address these SPCs to show how a student develops knowledge in these subject areas.
Timeline: 2019-2020
Responsibility for leading initiative: Associate Chair, Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1f: Curriculum
Objective: Address concerns about the 4 th year student experience, ensure equal access to travel opportunities for all options and explore wider experiential learning opportunities.
Actions: In 2016-17 a 4th year committee was struck to review the 4th year curriculum. A variety of proposals was reviewed and presented to the Department. The next steps of this process will be for the Department to discuss the recommendations and agree how and which of these should be implemented. This includes the proposal to adopt “Concentrations” in 4th year in place of the current options. Furthermore, it is important to consider whether and how we wish to develop further exchange programs and opportunities for students to travel and spend time at other universities. Opportunities for students in all options need to be provided. Potential collaborations for new option course development with other Ryerson departments and beyond provide a way to expand the curriculum and include evolving subject areas such as sustainable design (LEED), health (WELL) etc.
Timeline: 2018-2019
Responsibility for leading initiative: Department Chair; Associate Chair, Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1g: Curriculum
Objective: To increase flexibility in the B.Arch.Sc. program for students that need to take 5 or 6 years due to other commitments.
Actions: Enable more variety of paths through the program. Also, consider how to better utilise the spring/summer term to enhance our student experience and increase flexibility. The summer term enables different types of activities such as travel, design-build projects, and collaborations to occur which are generally popular with students and attract applicants.
Timeline: 2020-2021
Responsibility for leading initiative: Associate Chair, Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1h: Curriculum
Objective: Ensure learning outcomes, courses, and assessments are focused and clearly aligned across the curriculum, per accreditation requirements.
Actions: Continue review of learning outcomes and mapping, considering the CACB Student Performance Criteria for individual courses and embed these into course outlines. Make clear to students the connections between learning outcomes, courses and studios. Hold a Department retreat to review the current demands on student workloads, and types of assessment methods to identify whether the number of assignments is appropriate.
Timeline: 2018-
Responsibility for leading initiative: Associate Chair Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1i: Curriculum
Objective: Expand experiential learning opportunities for students.
Actions: Carry out a strategic review of the possibility of expanding experiential learning opportunities both within and outside the curriculum. This should include considering whether further expansion of the co-op is feasible and desirable, and what are the resource implications. Also, investigating the opportunity to offer other EL opportunities such as a design-build option studio in 4 th year possibly in the spring/summer term. The Collaborative Exercise (ASC205, ASC405, ASC605, and ASC805) should be included in this review to see what opportunities are available to enhance the EL experience of this event.
Timeline: 2019-2020
Responsibility for leading initiative: Associate Chair, Experiential Learning and Co-op
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1j: Curriculum
Objective: Explore ways to better support students applying to graduate school.
Actions: Review strategies to address the issue, including course load, number of assignments and grading practises that better reflect the range of performance of students in the program.
Timeline: 2020-2021
Responsibility for leading initiative: Associate Chair, Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #2a: Facilities
Objective: Find solutions to improve working and study conditions, suitable spaces for new types of learning activity in order to increase student/faculty satisfaction and program/university image. Short term – address minor alterations and better space utilisation; Medium to long term – explore avenues for a major renovation and addition of space, creating a sustainable flagship building that will attract students.
Actions: Initiate a review of the quality of space, quantity of space, types of spaces, environmental control and external perception, and engage with university campus authorities and finance about how this can be addressed.
Timeline: 2018-2020

Responsibility for leading initiative: Department Chair; New facilities committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office

Recommendation/Priority #2b: Facilities
Objective: Address resource needs for workshop and IT equipment.
Actions: Develop a plan of strategic priorities for future acquisition of workshop and IT equipment and identify potential external funding opportunities for resourcing future expansion.
Timeline: 2019-
Responsibility for leading initiative: IT committee with IT staff
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office

Recommendation/Priority #3: Communication
Objective: To develop a consistent and coherent communications strategy which clearly articulates the Department's strengths and uniqueness, to improve student applications, enhance student experience, and attract industry contacts.
Actions: Establish a new, up-to-date web site which addresses the need of the B.Arch.Sc.B.Arch.Sc. program as well as the other programs and activities in the Department, to more effectively communicate our unique identity, and expand communication of faculty SRC and other Departmental activities. Also, make clear the connection between undergraduate and graduate programs in the Department. Use activities such as the lecture series and the gallery shows in a strategic way to more effectively communicate our identity and uniqueness.
Timeline: 2018-2020
Responsibility for leading initiative: Department Chair; Communications Committee and staff
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4a: Operations
Objective: To create an environment for students, staff and faculty to be able to succeed and to enjoy participating in the activities of the Department. This involves developing strategies to maintain a collegial and civil environment where everyone (students, staff, faculty, and visitors) enjoy coming to the Department.
Actions: Faculty and staff will work with student groups on a wellness program and to identify ways to control stress, avoid mental health issues for all. Specifically, we need to create a culture where students do not feel they need to study all-night. This includes changing attitudes and by a variety of strategies including management and scheduling of assignments. Also, ensuring all students understand the available mental health resources (could we have a dedicated mental health councillor in the building)?
Timeline: Ongoing
Responsibility for leading initiative: Department Chair with administrative team
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4b: Operations
Objective: To enable the Department to continue to deliver its programs and enhance its student experience.

Actions: Ensure that the staff positions of second IT technician and building science technician are converted from 2 year temporary positions to full time permanent positions.
Timeline: 2019
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4c: Operations
Objective: To best utilise time allocated to administration.
Actions: Consider how to most effectively use teaching release time for administration, and graduate assistant (GA) positions to facilitate student learning experiences. In particular, consider how to better provide coordination within each year and within the options in 4th year, and the studio master role.
Timeline: Ongoing
Responsibility for leading initiative: Department Chair with admin team
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4d: Operations
Objective: To provide students with better guidance about career paths and possible further study options after they complete the B.Arch.Sc.
Actions: The Department will work more closely with student groups to provide better information and inform students of options.
Timeline: 2019-2020
Responsibility for leading initiative: Department Chair, student groups.
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the Department of Architectural Science - Faculty of Engineering and Architectural Science.*

B. CHANG SCHOOL OF CONTINUING EDUCATION – Review of Certificate in Community Engagement, Leadership, and Development.

A review of the current Certificate in Community Engagement, Leadership, and Development offered through the Faculty of Community Services considered several factors including student feedback, an environmental scan including industry trends and a comparator certificate/program analysis, and recent enrollment and completion data, 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 Community Engagement, Leadership, and Development.

Launched in 2011, the Chang School's Certificate in Community Engagement, Leadership and Development has attracted hundreds of students from a wide spectrum of fields, including healthcare, social work, education, the corporate world and the non-profit sector. Drawing on expertise from various departments of the university, the program was envisaged as one that would appeal to current or future community practitioners working

collaboratively on specific issues (e.g., food security, childcare, substance abuse, settlement, mental health) or with specific community groups (e.g., youth, racialized groups, newcomers, LGBTQ, seniors).

At present, the Certificate requires the completion of four courses and choice of two electives:

Required Courses

- CSWP 934 **Social Work:** Community Engagement Foundations
- CSWP 935 **Social Work:** Engaging Diverse Communities
- CSWP 936 **Social Work:** Community Engagement Practices
- CSWP 937 **Social Work:** Community Engagement Capstone

Electives (select two)

- CCMN 313 **Communication:** Organizational Report Writing
- CCMN 314 **Communication:** Professional Presentations
- CCMN 414 **Communication:** Interpersonal Communication in Management
- CCMN 443 **Communication:** Contemporary Intercultural Communication
- CCRM 322 **Criminal Justice and Criminology:** Ethics in Criminal Justice
- CCRM 402 **Criminal Justice and Criminology:** Criminal Justice and Social Inequality
- CINT 905 **Interdisciplinary Studies:** Conflict Resolution in Community Services
- CINT 907 **Interdisciplinary Studies:** Team Work for Community Services
- CINT 910 **Interdisciplinary Studies:** First Nations Issues
- CINT 912 **Interdisciplinary Studies:** Community Development: International Field
- CINT 914 **Interdisciplinary Studies:** Settlement Experiences
- CINT 916 **Interdisciplinary Studies:** Introduction to Fundraising
- CINT 917 **Interdisciplinary Studies:** Community Development
- CINT 920 **Interdisciplinary Studies:** Community Collaborations
- CINT 922 **Interdisciplinary Studies:** Intro to Aboriginal Worldviews
- CODG 127 **Digital Geography:** Digital Geography Applications in Community and Social Services
- CPL 795 **Planning:** Local Economic Development Fundamentals
- CPSY 808 **Psychology:** Community Psychology
- CSOC 500 **Sociology:** Youth and Society
- CSOC 609 **Sociology:** Women and Human Rights
- CSOC 705 **Sociology:** Law and Justice
- CSSH 502 **Social Sciences and Humanities:** Community Action Research
- CSWP 302 **Social Work:** Social Policy: Welfare and Programs
- CSWP 335 **Social Work:** Power, Resistance and Change
- CSWP 402 **Social Work:** Social Policy and Social Inclusion
- CTEC 210 **Technology Studies:** Fundamentals of Project Management
- CVFS 401 **Family Supports:** Contemporary Family Issues
- CVFS 403 **Family Supports:** Family Supports Theory and Practice

Enrollment in the program has risen steadily since the program was launched in 2011-2012, reaching a total of 405 enrollments by the 2017/18 academic year. The graduation rate appears low, with only 28 students completing the certificate since its inception. However, as enrollment does not necessarily result in a student following through to work towards the certificate, it is wise to also consider the number of active students taking courses with respect to graduation rate. Currently, 140 students have an active student status, and with up to 75 new certificate enrollments in the 2016-17 academic year, the upward trend supports a reasonable expectation of an increased graduation rate in the coming years.

A clear opportunity lies in the proactive engagement of students to support their initiation in the certificate once an interest is expressed by registering. Enrollment numbers, when viewed as an indicator of societal and market relevance and marketability of the certificate paint a positive picture of increasing interest and value. This indicator continues to rise with enrollments at a high of 100 in the 2017/2018 academic year.

Feedback from a recent survey of active students indicates overall satisfaction with the knowledge, interaction and support provided by professors. Furthermore, more than 80% of respondents indicate that the curriculum addresses their professional goals and enhances employability. Additionally, the fact that 95% of the sample of intend to complete the program within 2 years suggests the possibility of an increase in graduation rate in the coming years.

According to labour market studies, job opportunities in community development exist in a myriad of sectors, and the top skills in demand are project management, social media literacy and fundraising. At present, the target audience for the Certificate is relatively broad. Therefore, the program may benefit from a more streamlined curriculum geared to a specific profession or setting.

It should also be noted that the Certificate has limited competition in Ontario. Only a few other post-secondary institutions offer a comparable certificate. However, there is no question that there is a growing need for skills related to collaborative leadership and civic engagement. It would be prudent to examine and perhaps revamp the curriculum and its delivery to ensure that the program continues to reflect current labour market needs, demographic shifts, technological advancements and individual lifestyles.

Strengths

- All courses offered through distance education which increases accessibility and flexibility for adult learners
- Responding to market demand and strategic initiatives
- Since this certificate program began, we have seen a steady increase in course enrollments and certificate registrations
- General satisfaction with the professors and content of the certificate
- Addition of Coordinator of Experiential Learning
- Participatory research and various delivery modes, such as videos, case studies, and community reports
- The subject matter of 'community engagement' is multi-disciplinary and is relevant for students across various sectors of education and employment

Areas for Improvement

- Retention rates of students need to be examined; a significant number of registrants have recently discontinued or cancelled their studies.
- More consideration required to better articulate specific skills and competencies students will have upon graduation.
- Enhanced marketing of the certificate to employers to raise awareness of it outside academia and build its public reputation and credibility.
- Currently, the certificate has limited competition, but it could benefit from closer alignment of the curriculum to labour market needs.
- The name 'Leadership and Development' is not reflective of the course content—suggesting the necessity for a name change.
- Enrollment process in CSWP 937 the final capstone course, should be made less complicated and more efficient.

- A targeted marketing strategy needed to position Certificate toward key stakeholders, including undergraduates, graduating students, RU alumni, local practitioners in the corporate, non-profit and public sector, potential international stakeholders—and individuals simply wishing to upgrade skills or make career changes.
- All electives can be reviewed to assess their relevance to the program as well as explore gaps in order to add additional electives.
- Since the audience for the Certificate is broad, it may benefit from a more streamlined focus in curriculum (relevant to a specific area of professional practice) and alignment to a narrower target audience. Conversely, it might be difficult to create course content that focuses on every relevant discipline a student may be coming from. A ‘generalist’ approach covering a broad range of topics yet tailoring the selection of electives may be a solution to reach the greatest number of students. This issue requires further discussion.
- As suggested above, there is a need for Social Work electives to be reviewed to determine suitability for inclusion in list of electives for Certificate.
- The School’s mission statement and vision are not reflected in the required courses — a lack of critical academic literature, insufficient critical reflexivity, and no deconstruction of main subject: ‘community engagement’.
- The capstone course needs to be fully developed and could be open to faculty to supervise students in the community.

Development Plan

The development plan priorities based on the findings of this review are:

1. Review and revise the current certificate goals and learning outcomes.
2. Revisions should be made to the four core courses: CSWP 934, CSWP 935, CSWP 936 and CSWP 937 to ensure updated and revised curriculum and assignments.
3. Review and revise the electives list.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the review of the Chang School Certificate in Community Engagement, Leadership, and Development.*

C. CHANG SCHOOL OF CONTINUING EDUCATION – Discontinuation of Certificate in Demographic Analysis

The six-course Certificate in Demographic Analysis, housed within the Department of Geography and Environmental Studies, dates back to 2010. The interdisciplinary curriculum comprises six courses: three required courses and three electives. The curriculum has four certificate-credit courses; three are required (CODA 100, CODA 110, and CODA 120), and one is an elective (CODG 127). The rest of the electives are a mix of Economics, Geography, Psychology, Sociology, and Interdisciplinary degree-credit courses. a

Unfortunately, the Certificate in Demographic Analysis has never attracted a significant number of continuing education students. Between 2010 and 2018, only 46 students registered in the certificate; 20 of which cancelled or discontinued their registration. Only seven students have graduated from the certificate in the last nine years.

One of the reasons for the certificate’s lack of growth is that students interested in demographic analysis are also often interested in the related Certificate in Applied Digital Geography and GIS. This latter certificate—also overseen by the Department of Geography and Environmental Studies—is very popular with continuing

education students; the courses run frequently and students are often able to secure jobs in GIS after graduation. In comparison to the Certificate in Demographic Analysis, 304 students have graduated in the last nine years from the Certificate in Applied Digital Geography and GIS.

Because there are so few active students in the Certificate of Demographic Analysis, it is very difficult to run the three required courses. When the courses do run, they run at a financial loss. In the last two years (Winter 2017–Fall 2018), CODA 110 has run two times with five and six students, respectively. CODA 100 and CODA 120 have been scheduled, but cancelled repeatedly due to low or no enrolment. Unfortunately, due to the low enrolments and the high cost of coordination and teaching contracts, the certificate is not sustainable.

Currently, there are 16 students who are considered active in the certificate. Each student will be contacted to determine a viable plan to help them complete the certificate before the required courses are phased out. It is possible, too, that some of the 16 certificate students may be interested in transferring to another certificate because ten of them have only taken one course in the certificate, and two of them have taken no courses at all.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Chang School discontinuation of the Certificate in Demographic Analysis.*

D. For Information: CHANG SCHOOL CERTIFICATES - REVISIONS (February 2019)

- i. Certificate in Psychology: Course Deletions and Additions (Required)
- ii. Certificate in Advanced Enterprise Architecture and Infrastructure Management: Revision of Admission Criteria
- iii. Certificate in Lighting Design: Course Deletion; Course Addition (Required)
- iv. Certificate in Caribbean Studies: Course Addition (Elective)
- v. Certificate in Community Engagement, Leadership and Development: Course Deletion (Elective)
- vi. Certificate in Health Studies: Gerontology Stream: Course Deletions and Additions (Electives)
- vii. Certificate in Human Resources Management: Course Deletion (Elective)
- viii. Certificate in Leadership in Organizations: Course Deletion (Elective)
- ix. Certificate in Mental Health and Addictions: Course Deletion (Elective)
- x. Certificate in Proficiency in French: Course Additions and Changes
- xi. Certificate in Retail Management: Course Deletion (Elective)

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice Provost Academic

Denise O-Neil Green, Vice President/Vice Provost, Equity and Community Inclusion

Bettina West, Director, Curriculum Quality Assurance

Dan Horner, Faculty of Arts, Criminology

Stephanie Walsh-Matthews, Faculty of Arts, Arts & Contemporary Studies
Bob Clapperton, 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
Noel George, Faculty of Science, Chemistry & Biology
Jeffrey Fillingham, Faculty of Science, Chemistry & Biology
Christopher Gibbs, Ted Rogers School of Management, Hospitality and Tourism Management
Donna Smith, Ted Rogers School of Management, Retail Management
Val Lem, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Yelda Nuri, Student
Jacob Circo, Student
Naomi Chen, Student



**Academic Governance and Policy Committee (AGPC)
Report #W2019-3**

1. Academic Policy Review Committee (APRC) – K. MacKay
 - 1.1 Interim Report: Make-Up Exams
 - 1.2 Discussion Paper: Self Declaration



APRC Interim Report: From the Course Management Sub Committee Re: Make-Up Tests and Exams at Ryerson University

The Sub-Committee for the revision of the Course Management Policy is tasked with writing policy and procedures pertaining to make-up tests and exams through community consultation. This topic has been raised, with concerns from both students and faculty about the integrity of the examination process being compromised because we cannot currently meet the demanding needs of the community within the confines of the Test Centre parameters.

The University has a responsibility to ensure that:

- The integrity of the examination/test process is maintained for all exams/tests throughout the term and
- Students are provided with a monitored and professional environment to write exams/tests

Background Information:

At the December 2010 meeting of Senate the following motion was passed regarding the administration of make-up tests and exams at Ryerson.

That Senate request the Vice Provost Academic and the Vice Provost Students to jointly investigate the options available – including, but not necessarily restricted to, the establishment of a University-wide Examination Centre – to ensure that make-up tests and exams are conducted efficiently and with a high standard of academic integrity.

Based on this motion, 3 recommendations were brought forward to Senate in June of 2011:

1. *Effective local (i.e. department/faculty) practice related to the administration of make-up tests and exams should continue.*
2. *That a separately administered Make-up Test Centre be created for the central management of make-up tests and exams. This centre would require appropriate space*

and staffing and should be managed by Student Learning Support. Make-up exams could be scheduled with no need for a black out period.

3. *That the Access Centre be responsible only for the administration of the testing needs of student registered with the Access Centre.*

In an update at the October 2011 Senate, in regards to a Make-Up Test Centre, *The Provost reported that a make-up test centre will be moving forward and will be opened in January 2012.*

At the January 28, 2014 Senate, the following information was raised and request tabled:

- The Test Centre was initially very successful in providing supervised and appropriate space to facilitate the writing of make-up tests in a timely manner, thus largely responding to the original concern; and
- The Test Centre has recently reduced the number and duration of time slots available for the scheduling of make-up tests, with the result that the Test Centre is no longer able to schedule make-up tests in a timely manner, which raises serious concerns about a University-wide return to the practices in existence before the Make-Up Test Centre was created; therefore
- The Vice Provost Students be asked to provide Senate with a report on the activity of the Make-Up Test Centre, the demands made upon it, and its current ability to meet faculty and student demand; and to make such recommendations as may be necessary to ensure that the Centre is able to meet University-wide demand for the timely supervision of make-up tests beginning with the Winter 2014 term.

In the April 2014 Report, the Vice Provost Students explained what had been done recently:

- We have restored available make up hours for the rest of the term to previous last year's level and will close with a deficit again.
- We have maintained a blackout for make-up tests during final exams for two reasons. 1) All staff are needed to manage the needs of the Access Centre clients writing their finals, and 2) We don't want to require students to write make-up tests during the same period that they are preparing for and writing their final exams.
- We have submitted again through the budget process a request for additional funds to cover invigilation costs in the 13/14 academic year.
- We have asked the test centre to explore options to build additional capacity into their processes and systems as a mechanism to increase available spaces based on a demand threshold.

That was the last report made available to Senate on this subject.

Evaluation of Current Situation:

The current data for make-up exams as of the completion of the 2017-2018 academic year:

1. Current make-up test booking availability:

- Make-up Test/Exam Location: 1 room VIC-508, Victoria Building, 285 Victoria Street.
- Available Days and Times:
Wednesday: 2 pm to 5 pm (3 hours), and 6 pm to 9 pm (3 hours)
Friday: 12 pm to 4 pm (4 hours)
- Typically there is a 4-6 week wait to schedule a make-up test in the Test Centre therefore faculty and students make alternate arrangements that may compromise the examination process and/or integrity.

2. The space, staff, and invigilator resources allocated by Ryerson for the make-up testing service are drawn from the resources allocated for providing test accommodations for students with disabilities (Senate Policy 159, Human Rights Code, and AODA legislation).

3. Relevant stats related to student and faculty use of the Test Centre:

- In 2008/2009 there were **1,044 students** registered with Academic Accommodation Support (then Access Centre); in 2017/2018 there were **3,309 students** registered: 2265 more students (increase of 317%).
- In 2008/2009 there were **6,712 test accommodations** provided by the Test Centre function (not called Test Centre at that time). There was no make-up test function in 2008/2009.
- In **2017/2018** there were **22,203 tests** provided by the Test Centre; of which **4,400 were make-up tests (19.8%)**.
- In 2014/2015 there were **16,790 tests** provided by the Test Centre; of which **3,446 were make-up tests (20.5%)**.
- In 2011/2012 there were **10,741 tests** provided by the Test Centre; of which **2,380 were make-up tests (22.2%)**.

4. Information about staff/resources:

- 2 FT staff in 2010-2011 + Coordinator added in 2012 = 3 staff
- 4 FT staff in 2017-2018 (including Coordinator)
- 70 Invigilators to provide invigilation for Test Accommodations and Make-Up Testing [These are typically graduate students who are trained to invigilate]

5. Blackout times for make-up testing

Under current conditions, blackout times for make-up testing must continue to be imposed as the demand for test accommodations continue to increase. Currently blackout times are during final exams and midterms: essentially 4 months of the year (February, April, October, and December).

Additional Impacts Due To Timing of Make-Up Exams:

INC grades not being resolved in a timely manner as per policy:

- If a student has an INC and the course is a pre-requisite for a course being taken in the following term, the INC must be resolved as soon as possible within the first 2 weeks of the new term. We currently cannot meet these timeline needs and students are staying in courses that they sometimes complete before they even complete the INC component. There are instances where student's INC's turn to F's but receive a passing grade in the following course.

Recommendations of the Course Management Sub Committee:

The Office of the Vice Provost Students, the Office of the Vice Provost Academic and the Senate Office should work together to:

- Coordinate a make-up test/exam process and logistics, to include both final exams and exams throughout the term.
- Centrally-coordinate rooms and spaces for administering make-up exams and tests where appropriate invigilation will take place
- Determine who the responsible office is to oversee the make-up test/exam process (is this a Test Centre Responsibility, a Registrar's responsibility through the Exam Manager, another area all together?)
- Create and communicate make-up test/exam procedures to which the Ryerson community would be expected to adhere.

Possible Logistics may include:

- Adapting the current make-up test online student registration system to be able to increase its capacity for larger registrations and more rooms (note the current system is capable of expanding)
- Making better use of the existing large invigilator pool within the University
- Making better use of both traditional classrooms when available (such as during exam periods and/or before terms start) as well as other spaces (for example POD250 / Snack Stop)
 - For make-up Final Exams, creating centrally-booked invigilated shifts for one week after each term end to accommodate *en masse* opportunities (ie., late December or early January; May, and late August). These dates should be made public and incorporated into significant dates and the University calendar so students know when their make-up exams will be if they do not attend their final exam.
- For make-up tests during the term, creating centrally-booked invigilated shifts on a regular basis, beyond the current space and invigilation resources run by the Test Centre

Summary

Preliminary investigation indicates that the main issue is one of **capacity**, and that capacity is largely determined by the availability of spaces in which to write make-up tests/exams, and by the ability to hire trained invigilators. The issue of space can be improved, if not completely resolved, through logistical changes such as those enumerated above. Increasing the number of available invigilators is obviously a resource question, but one that should not be viewed as an outright cost, as this employment would certainly be welcomed by graduate students.

Other Revenue Opportunities to Be Considered:

Currently Ryerson is unable to accommodate the needs from external exam requests in which students taking distance courses or courses at another University are required to be proctored in a monitored testing environment. U of T and York currently allow this to occur at their institutions and the charge ranges from \$120 to \$200 per exam. Increasing room space throughout the term and having make-ups with no blackout periods would allow us to take in this new revenue.

Community Consultation

To: Ryerson Community
From: Academic Policy Review Committee (APRC)
Date: 25 February 2019
Re: Policy on Academic Consideration: Health Certificates & Self-Declaration

Background and Context

Early in the comprehensive review of several Senate policies, it was determined that a clear distinction between *academic accommodation* and *academic consideration* needed to be made. Various policy revisions reflect that direction, and the APRC hopes to bring forward a new policy on Academic Consideration before the end of this Senate session. This document is intended to frame community discussion on one aspect of academic consideration: the conditions and circumstances under which academic consideration will be made available to students who, for health reasons, miss a test or exam, or require an extension of a published deadline.

Actions to date

In its report to Senate on 31 January 2017 (pp. 12-20 of the [Senate Agenda Package](#)), the APRC summarized its findings from stakeholder consultations regarding the policy and procedures for requesting academic consideration for missed work based on medical grounds, and introduced a revised [Health Certificate](#) intended to resolve some of the shortcomings of the previous medical certificate.

A major issue raised in the consultations was the need for clear and consistent procedures for processing requests for academic consideration. That need has been partially met with the introduction and piloting of an online *Academic Consideration Request* (ACR). In its report to Senate on December 4, 2018 (pp. 29-35 of the [Senate Agenda Package](#)), the APRC explained the online pilot (conducted in TRSM, and analysed by Associate Dean Allen Goss), reported on the mostly positive feedback received, and set out a timeline to reach full university-wide adoption. It also proposed further pilots to permit the submission of all supporting documentation only through the online system (currently, hard copies are to be submitted to program offices). Finally, it recommended that the system be expanded and adapted to allow students to submit requests for consideration based on compassionate grounds; for Varsity (University-sanctioned) activities; and for academic accommodation based on religious, Aboriginal and spiritual observance. This work is ongoing, and it will be possible to use data from 2018/19 to further inform decision-making.

The TRSM pilot project did much more than demonstrate the workability of, and general satisfaction with, the online ACR. It also enabled the compilation and analysis of usage statistics. Dr. Goss provided the APRC with a detailed report which, among other things, highlighted the following:

- Over the 2017/18 academic year, TRSM students submitted just under 5,000 health certificates, covering approximately 7,000 missed obligations. Use of health certificates was widespread, with approximately 20% of the students at TRSM submitting at least one health certificate in that year.
 - The Ontario Health Insurance Plan (OHIP) is almost certainly being billed for an office visit for each Health Certificate submitted. This translates to approximately \$300,000 for TRSM alone in 2017/18. If the use of Health Certificates is proportionate in other faculties, OHIP is paying about \$1.2 million annually to supply Ryerson Health Certificates
 - In addition to the OHIP charge for an office visit, many physicians charge \$25 to \$40 per certificate. Assuming they all did, the cost to TRSM students in 2017/18 exceeded \$125,000. Again assuming the use of Health Certificates to be proportionate in other faculties, the total cost to Ryerson students could approach \$500,000 annually.
- four patterns of submission suggest a complex interrelationship between students' experience of medical and academic challenges.
 1. the certificates cluster around midterm and final exams, in all three semesters (thus unrelated to seasons of the year);
 2. even after receiving ACRs, 35% of the students submitting the certificates either failed or dropped the course in question;
 3. there was a strong correlation between the course difficulty (measured by average grade attained by all students) and the number of health certificates submitted for that course;
 4. students with lower CGPAs were more likely to submit certificates, regardless of the difficulty of the course in question.

Taken together, these four observations suggest that use of health certificates is strongly correlated to academic challenges, and, presumably, stress.

The second major pilot project undertaken in 2017/18 was in the Department of Mechanical and Industrial Engineering in the Faculty of Engineering and Architectural Science. Undergraduate MIE students who were seeking academic consideration were allowed – under defined circumstances – to use a self-declaration form rather than a Ryerson Health Certificate or other documentation if health or personal circumstances significantly impaired their ability to meet their academic obligations. The results of that pilot project were discussed in some detail in the 04 Dec 2018 report to Senate (pp. 29-35 of the [Senate Agenda Package](#)) and highlights are included in the discussion below.

Problem Definition and Identification

Given what we have learned from the pilot projects and early consultations, it is possible to identify a number of problems with the policy framework around academic consideration. These can be summarized under two headings: cost and practicalities.

Cost

The current policy framework is a costly one.

- as noted above, it incurs significant monetary costs to Ontario's publicly-funded health care system and also to affected Ryerson students
- Although not easy to monetize, it also creates substantial costs to the University in terms of

- administrative cost as staff spend increasing amounts of time to administer the flow of health certificates
- the burden placed on faculty when they have to produce and organize multiple exams
- pressure placed on the Test Centre and alternate means of administering makeup tests and exams
- there is a very real non-monetary cost to students as well as they spend a lot of time obtaining and submitting health certificates ... time that would be better spent on the missed work

Practicalities

- health-related implications
 - the requirement to submit hard copies of documentation means that front-line staff are often exposed to ill students
 - requiring students to visit physicians' offices when they are sick but don't require treatment, exposes vulnerable populations (the elderly, the young, and the immune-compromised) to illnesses
- effective course management is undermined when schedules of entire classes must be rearranged around late submissions and makeups (e.g., delaying the release of answers until everything is submitted);
- the principle of fairness is undermined when over-committed students often accept a late penalty, while colleagues who submit a health certificate have the late penalty waived;
- equity principles are undermined because the current system privileges
 - students who can afford to pay the fee(s) charged by a Health Care Provider (HCP) for a health certificate
 - students who have ready access to a HCP. Some students, especially international students, may not have a family physician. Moreover, students without ready access to an HCP can't always get an appointment when they are sick – even at Ryerson's Medical Centre

Principles / Goals

The current policy framework seems to be driven by two groups of goals that are somewhat contradictory; but to them we could add a third group of *desired* goals, most of which are operational.

1) Student well-being

The starting point of any policy on academic consideration should be student health and well-being. From that flows the overarching goal of ensuring that students who experience health or other challenges receive reasonable consideration that will allow them to continue their studies and be successful without undue hardship or cost. Operationalizing those broad goals, in today's complex age, suggests the need to recognize a couple of subsidiary goals: to recognize the breadth of reasons consideration may be needed; and to treat students as adults who are active partners in their academic journeys.

2) Prevention of abuse

As the 31 January 2017 report to Senate noted:

There is a widespread perception among faculty, staff and students that there is significant abuse of the current medical note system, with some students who are not sick obtaining medical notes to obtain an academic advantage or to manage their workload/exam schedule.

What logically flows from that observation are mechanisms to combat perceived abuse.

3) Operational

Goals in this category relate to the mostly to the administration of policy and include

- Reduce the financial cost to both students and OHIP
- Improve efficiency for students
- Lessen the administrative burden on faculty and staff
 - Increase efficiency (particularly for staff)
 - Decrease the burden on faculty in the providing whatever special arrangements flow from the recognition of academic consideration

Surveying the current policy requirements, and the ways in which the policy is experienced “on the ground,” it seems that much of the procedural machinery currently in place assumes the first set of goals is being met, and concentrates instead on the second. Can these seemingly contradictory goals be reconciled – and the third set of goals incorporated – in a policy on academic consideration?

The question to be examined in this discussion is whether the goal could be met more efficiently and effectively in ways other than the system of Health Certificates currently in place. The secondary question is what would be gained and what would be lost in the adoption of alternate approaches. These questions will be explored in the “policy options” section below.

Policy Options and Analysis

1) Do nothing

Strengths

The current system has some strengths. No evidence has been uncovered to suggest that students in need of academic consideration are not getting it. It has attempted to strike a balance between student well-being and prevention of abuse. It is relatively well-understood by students, their advocates, faculty, and administrators. Improvements such as the online Academic Consideration Request (ACR) have improved administrative efficiency.

Weaknesses

As the “Problem Definition/Identification” section above makes clear, the current system has some other serious deficiencies. In addition to the items enumerated there, the TRSM data indicate some other disturbing facts about use. The existing health certificates are being used:

- disproportionately by students whose CGPA is at or near 1.67
- by students in courses perceived to be difficult
- by students who have time management problems (too many courses, too many assignments due at approximately the same time, etc.)

Moreover, data from the TRSM pilot, the Department of Mechanical and Industrial Engineering (MIE) pilot, and from the committees consultations, show that the existing health certificates are typically sought after condition no longer exists, so the Health Care Provider (HCP) is left to simply report on whatever the student tells him/her. As the 31 January 2017 report to Senate noted:

[T]he current policy allows students to submit the medical certificate three days after the missed evaluation. By the time students make their medical visit they often show no signs of illness and HCPs base their assessment on students' self-report of illness. In this respect, the current system is like a self-declaration system. More generally doctors aren't always able to 'verify' certain illnesses. Many illnesses have few or no objective signs, and thus many medical certificates have no real value as the doctor can only repeat what the patient says.

2) Self-Declarations

Strengths

A system of self-declarations has many strengths. The biggest, perhaps, is that the University would fundamentally change its relationship with our students. Instead of demanding third-party verification (suggesting students cannot be trusted), we would be treating our students as partners in their own education. Students are adults: they juggle many competing priorities while completing their studies and occasionally they need to reschedule an academic obligation.

Other universities have also recognized the problems enumerated here (and others) and have moved to some form of self-declaration. Though not an exhaustive investigation, it is possible to note that Alberta (UofA), British Columbia (UBC), Calgary (UofC), Carleton, Dalhousie, Queen's, Saskatchewan (UofS), and some departments at Toronto (UofT) have all adopted some form of self-declaration.

A major advantage of adopting a system of self-declarations is that it can be tailored to meet specific needs and circumstances. It does not seem that any other institution has embraced a totally open-ended system of self-declaration which could be applied to any type of evaluative instrument, for unlimited duration, and covering unlimited number of missed obligations. Each of the other universities surveyed, for example, has accepted self-declaration as a general principle, but has then applied specific limits to the ways in which self-declaration can be used (See Appendix A). The limits involve the following variables:

- under what circumstances is self-declaration permitted?
 - what type of evaluative instrument? (e.g., many do not permit it for final exams)
 - is the duration of absence limited? (e.g., some specify absences of 3 days or less)
- how many self-declarations are permitted per term? Per academic year?
 - how many instances?
 - how many missed obligations?
- University-wide vs. application by Faculty
 - while university-wide application would be preferable to ensure administrative consistency, it is possible to make allowances for Faculty-specific differences.

One variation on the theme of self-declaration is the use of sworn declarations (UofA, UBC Allard Law School).

Weaknesses

The biggest weakness of a system of self-declaration may be more a perception than a reality. It is that allowing those not certifiably ill to defer an exam or other deadline will encourage more students to do so (i.e., it will promote more abuse and a cascade of related effects). However, data from the Dept of MIE do not support this scenario. The ongoing pilot in the Dept of MIE allows students to

submit up to two self-declarations per year to defer a test/assignments (but not final exams). The Dept has seen no increase in the number of students requesting one or two considerations per year, and concluded that the students who used the self-declarations would likely have submitted health certificates if self-declaration had not been an option, and were the same students who were most likely to submit multiple health certificates.

Recommendations

1. Continue to work toward University-wide use of the online *Academic Consideration Request (ACR)*
2. Continue to monitor the implementation of supporting documentation on the online *Academic Consideration Request (ACR)* system.
3. Devise a mechanism to ensure that Program Departments are notified, and follow up with students who submit a second (third?) request for academic consideration in any semester. As the 31 January 2017 report to Senate noted: *There was also a strong correlation between frequent medical note submission and poor academic performance, suggesting that intervention is warranted in these cases.*"
4. Adopt a system of limited self-declaration
 - a. not permitted for final exams
 - b. may be used when absence is for three (3) days or less, regardless of the number of obligations that are due within that time period
 - c. allow two (2) self-declarations per term
 - d. apply University-wide
5. Improve the way in which makeup tests and exams are administered
[Note: the Course Management Policy sub-committee is addressing the Test Centre and the issue of makeup tests/exams more generally, including the question of whether alternate mechanisms (e.g., tests scheduled and invigilated by Departments or Faculties) should be sanctioned by the University]
 - a. automatic second date
 - b. ensure academic integrity of makeup
 - c. enhanced Test Centre Capacity

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University	Policy	Directives and related forms	Notable in the language
Queen's University	Academic Consideration for Students in Extenuating Circumstances	<p>1) Self Declaration of <i>Brief Absence</i> (recovery < 48 hours) https://www.queensu.ca/artsci/sites/default/files/self-declaration-of-brief-absence-up-to-48-hours-form.pdf</p> <p>2) Academic Consideration for Students in <i>Extenuating Circumstances</i> Short-term (recovery > 48 hours but < 3 mos) http://queensu.ca/studentwellness/resources/students-extenuating-circumstances http://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swww/files/files/Request%20for%20Academic%20Consideration%20for%20Extenuating%20Circumstances%20March%202018%20fillable.pdf http://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swww/files/files/Verification%20of%20Personal%20Health%20Condition%20Form%20August%202018%20fillable.pdf</p>	<p>a) If students are unable to write a final exam AND they have exam accommodations through QSAS, they must notify the Exams Office (613-533-2101 or exams@queensu.ca) or you will be charged a no-show fee.</p> <p>Exclusions:</p> <p>1. Students who have personal or family events (e.g. vacations, weddings), transportation or technological difficulties, or other <i>competing commitments</i> should consult directly with their instructors or Faculty/ School Office.</p> <p>2. Students who do not feel able to meet academic requirements due to experiencing high levels of academic stress, exam related anxiety, or an exacerbation of an existing health condition <i>should seek out supports and services from Student Wellness Services or other campus or personal/professional supports.</i></p> <p>a) Students who require academic consideration for a <i>short-term period of time defined as more than 48 hours (with discretion for an additional one or two days) but less than 3 months</i>. This applies to extenuating circumstances where the student anticipates a full recovery and return to previous levels of academic functioning within the next 3 months.</p> <p>b) This applies to extenuating circumstances that lead to a reduced ability to meet academic requirements due to physical or mental impairment. This includes an extended unanticipated illness (e.g. mononucleosis, pneumonia), a serious injury (e.g. concussion, broken bones), a required treatment (surgical procedure, significant side effects from new medication), serious injury or illness to a significant other, bereavement (e.g. loss of family member), traumatic event, or other significant personal crisis. In some situations, this policy may apply temporarily to an exacerbation of an existing condition that had not previously required accommodation (e.g. Crohn's disease, anxiety) or to the new onset of a physical or mental illness (e.g. diabetes, depression). In other cases, a student may not recover as anticipated (e.g. complicated grief, post-concussion syndrome, medical complications, post-traumatic stress).</p> <p>c) As soon as it is determined that the health condition being experienced is likely to require complex accommodations or accommodations for more than a short period of time, the student should be referred to Student Wellness Services and</p>

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<p>Queen's cont'n'd</p>	<p>Academic Accommodations for Students with Disabilities</p> <p><u>Policies referenced:</u> https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclww/files/files/policies/senateandtrustees/AcademicAccommodationsStudentsDisabilitiesProcedure.pdf</p>	<p>3) Academic Consideration for Students in <i>Extenuating Circumstances</i> Long-term (3 mos)</p> <p>http://queensu.ca/studentwellness/resources/students-extenuating-circumstances</p> <p>4) Academic Accommodations for Students with Disabilities. (A health condition that is creating an extenuating circumstance where you are unable to meet some or all of your academic obligations for longer than 48-72 hours) ¹</p> <p>http://www.queensu.ca/studentwellness/health-services/services-offered/sick-notes</p> <p>http://www.queensu.ca/studentwellness/accessibility-services/information-students/documentation-requirements</p>	<p>seek academic accommodations for students with temporary or permanent disabilities or diagnosed health conditions.</p> <p>a) Students who do not anticipate a full recovery or return to academic functioning within 3 months <u>should speak with their Faculty / School Offices immediately to discuss academic implications and possible academic considerations (e.g. reduced course load, medical leave of absence)</u>. Students should take reasonable measures to promote academic success and their personal well-being by accessing available supports, including Queen's Student Accessibility Services, Health and/or Counselling Services, and other campus supports or personal /professional supports as appropriate.</p> <p>a) Students with long term health conditions or disability are advised to seek academic accommodation from <u>Queen's Student Accessibility Services in Student Wellness Services</u>.</p> <p>Quotes "The mandate of QSAS", informed by the Ontario Human Rights Code, is to provide individualized academic accommodations to equalize learning opportunities</p> <p>Disclosing a diagnosis <u>is a choice</u> and is not required to receive accommodations from QSAS.</p> <p>Students with a learning disability will need to submit a recent psychoeducational assessment (last 3 years). Please refer to website for more information</p>
<p>Carleton University</p>	<p>Online Final Examination - Deferral</p> <p><u>Policies referenced:</u> Section 2.4, 2.5, 2.5.1 and 2.5.2 of the Undergraduate Calendar.</p>	<p>1) Online Final Examination - Deferral Application Form</p> <p>The Registrar's Office - online application for final examination and final take-home examination deferrals. Application document here.</p> <p>All deferral requests are to be submitted using the <u>online deferral application</u>. Instant confirmation that the application has been received. Further, a formal response will be sent within 2 business days through your CUmail email address.</p>	<p>a) Students are expected to be available for the duration of a course including the examination period. Dates and deadlines are made available to students in the Carleton University Undergraduate Calendar well in advance of registration; the dates are listed here</p> <p>b) Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral as per the University Regulations</p>

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<p>Carleton cont'n'd</p>	<p>Self-declaration of short-term illness</p>	<p>The form allows you to upload the request as well as your supporting documentation.</p> <p>Not to be used for term work, final assignments or mid-term examinations. <i>Such requests must be sent directly to your instructor.</i></p> <p>https://payments.carleton.ca/registrar/online-deferral-application/</p> <p>2) Self-declaration of Short-term Illness Form</p> <p>The Registrar's Office is piloting - self-declaration of short-term illness form.</p> <p>Can be utilized to support request for a deferral of final examination or final take-home examination.</p> <p>Only to be used for final examination and final take-home examination deferral requests.</p> <p>https://carleton.ca/registrar/wp-content/uploads/Deferral-Application_Self-declaration.pdf</p>	<p>Explicit: Please note that by completing and submitting a Deferral Application you are authorizing the Registrar's Office to contact those who have provided documentation submitted with your application, including but not limited to medical documentation, for purposes of verifying authenticity.</p> <p>a) Where the medical illness is short-term (less than 48 hours in duration), <i>students may use this form in place of a medical certificate in support of a petition for deferral of a final examination or take-home final examination.</i> This form should not be used to support non-medical deferrals or to report chronic illness, concussion or life-threatening illness.</p> <p>b) Note: Students submitting an Undergraduate Academic Petition for consideration of other academic matters will require a physician's note where medical grounds are being put forward as the basis for special consideration; additionally, they may be required to provide additional information in addition to medical documentation.</p>
<p>University of British Columbia (UBC)</p>	<p>Academic Concession</p> <p>Academic Accommodation for students with disabilities</p> <p><u>Policies referenced:</u></p>	<p>1) Conflicting Responsibilities</p> <p>May include, but may not be limited to: representing the University, the province or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support oneself or one's family; and having responsibility for the care of a family member.</p> <p>2) Unforeseen Events.</p> <p>Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term; and changes in the requirements of an on-going job.</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0</p>	<p>The University is committed to supporting students in their academic pursuits. Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one of two categories, conflicting responsibilities and unforeseen events.</p> <p>Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given them at the start of the course (see Grading Practices). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for.</p> <p>The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent</p>

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<p>Allard Law School at UBC</p>	<p>Accommodation for Students with Disabilities https://www.universitycounsel.ubc.ca/files/2019/02/policy73.pdf</p> <p>Religious Holidays https://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf</p> <p>Procedures Governing Allard Law Students' Academic Concession Requests</p> <p><u>Policies referenced:</u></p> <p>http://www.allard.ubc.ca/sites/www.allard.ubc.ca/files/uploads/JD/procedures_governing_academic_concession_requests.pdf</p>	<p>Allard Law School Declaration of Illness (self)</p> <p>http://www.allard.ubc.ca/sites/www.allard.ubc.ca/files/uploads/JD/student_declaration_of_illness.pdf</p> <p>I declare, confirm and acknowledge that:</p> <ol style="list-style-type: none"> 1. the submission of false information on the Request Form and Declaration will be considered a form of academic misconduct and investigated and penalized accordingly; 2. A recent, temporary illness (such as a flu/cough/severe cold) has impacted or is impacting my academic performance; 3. the details and report of that illness as set out in the Request Form accompanying this Declaration are true and accurate; 4. the Allard School of Law reserves the right to request medical documentation, and will require medical documentation in the event of repeated academic concession requests; and 5. the submission of this Declaration does not ensure the granting of the academic concession request, such determination to be made by the Chair of the Academic Procedures Committee. 	<p>treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.</p> <p>This Declaration is intended to replace a medical note or certificate (pursuant to the terms set in the document) otherwise required per the Allard School of Law's Procedures Governing Requests for Academic Concession (the "Procedures"). This Declaration must be submitted with either a completed and detailed Examination Accommodation Request Form or Paper or Assignment Extension Request Form (the "Request Form"). Submission of this Declaration does not guarantee approval of the requested academic concession(s).</p> <ul style="list-style-type: none"> ● Students may only submit a Declaration once per term; ● Students may not use a Declaration to support an absence from class or a paper extension of more than 7 consecutive days; and ● The Allard School of Law reserves the right to require medical documentation at its sole discretion.
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<p>Dalhousie University</p>	<p>Student Absence Declaration</p> <p>Policies referenced;</p> <p>https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html</p>	<p>Student Absence Declaration</p> <p>1) Introduced in select courses to replace sick notes for absences of three days or fewer that result in missed or late academic requirements.</p> <p>a) functions the same as a sick note. Instructor makes the decision on whether they will arrange alternate coursework, tests, etc. This form will not be accepted for missed final examinations or other final course requirements</p> <p>b) Can only be submitted up to two (2) separate times per course during a term.</p> <p>https://cdn.dal.ca/content/dam/dalhousie/pdf/faculty/computerscience/forms/StudentDeclarationofAbsenceFORM.pdf/subassets/page1.pdf</p>	<p>The submission of the form does not provide an automatic exemption from any academic requirements that were missed or late during an absence. Any alternate coursework arrangements for missed or late academic requirements are at the discretion of individual course instructor(s).</p> <p>This form is intended for short-term (1-3 consecutive days), unanticipated absences due to minor illness or distress (including caregiving duties) that occur during the regular term.</p> <p>Students who exceed this limit must inform their course instructor(s) and will be required to register with an Advisor at SAS.</p> <p>Note to instructors: This document enables students to take responsibility for reporting their own absence due to short-term illness or distress, thus alleviating problems that are associated with current practices around “sick notes”. In many situations of illness or distress, students do not require the care of a health or counselling professional.</p> <p>For major or chronic illness and other long-term or recurring absences, students should seek professional care, refer to the University's Student Accommodation Policy, and register with an advisor at Student Academic Success (SAS). Please note the School of Journalism at the University of King's College has a separate Student Declaration of Absence Form.</p> <p>Note to instructors: This document enables students to take responsibility for reporting their own absence due to short-term illness or distress, thus alleviating problems that are associated with current practices around “sick notes”. In many situations of illness or distress, students do not require the care of a health or counselling professional.</p>
<p>University of Saskatchewan</p>	<p>Leave of Absence</p> <p>Policies referenced;</p> <p>https://cgps.usask.ca/policy-and-procedure/index.php</p> <p>https://students.usask.ca/graduate/appeals-leaves/extensions.php#LeavesofAbsence</p>	<p>Students who have missed required term work because of incapacitating distress or illness should refer to the policies and procedures put in place by the instructor and/or the college.</p> <p>Students may be required to submit this Student Declaration of Absence form. Students who have missed a final examination because of incapacitating distress or illness may apply for a deferred final exam and should refer to the policies and procedures put in place by the instructor and/or the college.</p> <p>Students must apply for a deferred final examination within three working days of the missed final examination. Part of the deferral process may require students to submit this Student Declaration of Absence form. For more information on exam regulations, visit www.students.usask.ca/current/academics/exams</p> <p>Instructors collecting this Student Declaration of Absence form are encouraged to provide a copy to the college office</p> <p>https://students.usask.ca/documents/registrarial/declaration-of-absence.pdf</p>	<p>Students certify that they missed the course requirements listed above for the reasons stated. Because of this absence they did not complete the academic requirements of the course listed above. They understand that (per Article II (o) of the Student Academic Dishonesty Rules of the University of Saskatchewan Council, that “providing false or misleading information with the intent to avoid or delay writing an examination of fulfilling any other academic requirement” constitutes academic dishonesty. If found to have committed this breach of the academic dishonesty rules, a formal allegation of academic dishonesty may be made against the student as outlined in Article 2 of the policy</p>

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University of Calgary	<p>Statutory Declaration</p> <p><u>Policies referenced:</u></p> <p>https://www.ucalgary.ca/pubs/calendar/current/n-1.html</p>	<p>Supporting Documentation and the Use of a Statutory Declaration</p> <p>Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar).</p> <p>This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.</p> <p>https://www.ucalgary.ca/registrar/files/registrar/university-of-calgary-statutory-declaration-coursework-and-examinations.pdf</p> <p>NOTE: does not automatically grant approval for absence</p> <p>https://www.ucalgary.ca/registrar/registration/appeals/student-faq</p>	<p>The University of Calgary approved regulations stating that students are no longer required to present a medical note in any circumstance. Students who need to verify their reason for absence can obtain a medical note if they choose, but they can also take a statutory declaration with one of the 23 Commissioners for Oaths now available on campus.</p> <p>Can include but is not limited to; a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal.</p> <p>Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration etc.</p> <p>The decision to provide supporting documentation that best suits the situation is at the discretion of the student. <u>Students cannot be required to provide specific supporting documentation, such as a medical note.</u></p>
University of Toronto - Department of Psychology		<p>Self-declaration of Illness Form</p> <p>You can use this form to formally self-declare an illness (for up to 3 consecutive days) from academic participation in select NRO or PSY courses at the University if you require accommodation for missed assignments.</p> <p>https://www.utsc.utoronto.ca/psych/self-declaration-illness-form</p> <p>Missed assignments due to medical illness will require ALL of the following:</p> <ol style="list-style-type: none"> 1. A completed hardcopy of the Request for Missed Term Work form (http://uoft.me/PSY-MTW), 2. A completed hardcopy of the Self-Declaration of Student Illness form (http://uoft.me/PSY-self-declare-form), 3. The submission of this web-based departmental declaration form (see below.) <p>All items must be submitted within three (3) business days of the assignment due date.</p>	<ul style="list-style-type: none"> ● This form cannot be used for missed term tests. In the case of a missed term test due to illness, only an original copy of the official UTSC Verification of Illness Form (http://uoft.me/UTSC-Verification-Of-Illness-Form) or an original copy of the record of visitation to a hospital emergency room will be accepted. See course syllabus for details. ● This form cannot be used for missed final exams. Missed final exams are handled by the Registrar's Office (http://www.utsc.utoronto.ca/registrar/missing-examination). ● You must submit a separate form for each course affected by your illness. ● You may submit a maximum of five Self-Declaration of Student Illness Forms per course, per term. ● Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. ● Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

YSGS report to Senate

March 19, 2019

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 FAR

Architecture (MArch)

The Architecture (MArch) self-study report was reviewed thoroughly by the Program and Planning committee on February 28, 2018 and following that the PRT team was decided upon and scheduled to visit on May 22 and 23, 2018.

On November 19, 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 February 5, 2019 the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the Periodic Program Review for the Architecture (MArch) Graduate Program.

Chemical Engineering

The Chemical Engineering self-study report was reviewed thoroughly by the Program and Planning committee on February 28, 2018 and following that the PRT team was decided upon and scheduled to visit on May 7 and 8, 2018.

On November 19, 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 February 5, 2019 the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the Periodic Program Review for the Chemical Engineering graduate programs.



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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Architecture (MArch)

Last Updated: March 8, 2019

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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 **Architecture (MArch)**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

EXECUTIVE SUMMARY

The Master of Architecture Program is a full-time two-year graduate program leading to a professional Master's degree in architecture (MArch). It is accredited by the Canadian Architectural Certification Board (CACB). The Program, which resides in the Department of Architectural Science (DAS), admitted its first cohort in 2007 and received accreditation by CACB in 2010. The MArch degree is in combination with the four-year pre-professional degree (BArchSc) offered in the Department are accredited as a four-plus-two (4+2) program. Students graduating with an accredited degree in architecture are eligible for entry into professional internship programs, the first step towards professional licensure in Canada.

The MArch Program offers a two-year MArch degree in which students complete a three semester-long Thesis in the second year. The Program is designed to allow students who have earned a four-year pre-professional degree, such as a BArchSc degree, to concentrate on an intense engagement with the discipline of architecture. Students entering the graduate program are expected to have a strong background in building design. The graduate program accepts students from other institutions who hold an undergraduate degree equivalent to the BArchSc. The mode of delivery of the academic content is through the modes of studio and courses typical of architectural education, with the addition of graduate seminars and the requirement to complete an advanced thesis in the second year.

The Program identified the following as its founding objectives.

- The program shall be relevant to industry, bringing theory into practice.
- The program shall be forward-thinking, progressive, and future-oriented, striving to lead industry into the coming decades.
- The program shall be cognizant of the Department's traditions, which foster a practice-oriented, holistic approach to architectural studies.
- The program's graduates shall be educated to become leaders: strong collaborators, with the flexibility to take on many roles in the AEC industry; independent, critical thinkers, with the skills needed to conduct the research required in contemporary architectural practice.
- The program must be distinctive to Ryerson.

In Canada, architecture is constituted as a self-regulating profession. The regulatory body in Ontario is the Ontario Association of Architects (OAA). The highly demanding process of professional qualification starts with formal education in a CACB-accredited university program in architecture.

There is strong current and anticipated societal need for this Program and its graduates. The Canadian Occupational Projection System (COPS) recognizes architecture as a profession that will be in continual demand for the foreseeable future. Into the middle of the next decade, COPS predict the need for some 800 new architects in Canada per year, based on growth predictions and demographic analyses of current professionals. Current professional programs in architecture in Canada, coupled with anticipated immigration of foreign-trained architects, is not sufficient to meet these needs.

Architects operate in an increasingly dynamic environment that demands highly-educated and qualified professionals equipped to deal with changing requirements and technologies. The level of expertise required by architects and the scope of architects' professional services, traditionally understood to include design and management of building projects, have increased exponentially. Changing social and technological needs have resulted in far more sophisticated building responses, requiring a level of specialized knowledge that has driven the demand for higher standards of education and professional qualification among architects. Increased awareness of health and safety issues, environmental sustainability, differing cultural traditions, integration of urban design and infrastructure, changing social dynamics and the rapid pace of technological change are just a few of the many forces acting on the design and construction of buildings. To respond to these complex forces, in recent years professional education in architecture has risen from the undergraduate to the graduate level, and has included greater research activity related to an array of issues in the design and construction of the built environment.

The **strengths** of the MArch Program include:

- the thesis requirement which offers students the freedom to pursue topics of their own interest where students are required to develop their positions in architecture and they work closely (one to one) with knowledgeable supervising faculty;
- graduates are well-prepared to enter the profession as interns and there is a corresponding high percentage of employment after graduation;
- a wide range of extra-curricular activities are offered by the Program, including a strong series of evening lectures and exhibitions, and travel opportunities connected to studios;
- the Program offers a variety of perspectives on the discipline of architecture through a diverse and multi-disciplinary faculty who are engaged with the studios and courses they teach and are engaged in thesis supervision;
- students entering the program are well versed in the design of buildings which enables them to pursue graduate studies in architecture and complete an advanced architecture thesis to complete their MArch degree.

The comprehensive review of the Program has summarized a number of **weaknesses**, including:

- the electives do not provide enough choice and do not match the graduate level of other studios and seminars in the curriculum due to their shared delivery with the fourth year in the BArchSc Program in the Department;
- the length of the Program is long at six semesters and both students and graduates have indicated a desire to see this reduced by a semester without an impact on the quality of the thesis requirement;
- the transition from three continuous semesters of studios and courses immediately into their final thesis is an exhausting schedule and provides too little formal preparation for thesis;
- students have not been adequately prepared for engagement in architectural theory;

- the Program lacks an informative, attractive presence on the internet;
- workshop hours are limited and there is little space in the building to accommodate full-scale mock-ups, models, and component development;
- the Architecture building does not effectively support activities of its three programs through adequate studio and critique spaces, for example, and suffers other limitations such as indoor air quality.

The strengths and weaknesses of the Program indicate specific **opportunities** to pursue:

- Develop new graduate-only elective courses;
- Strengthen the relationship between the BArchSc and the MArch programs;
- Increase collaboration within DAS, within Ryerson, and outside of Ryerson;
- Develop new programs;
- Make better use of faculty research programs;
- Establish mechanisms to allow early admissions to secure qualified students;
- Admit more international students;
- Improve the program website.

A set of **aspirations** in both shorter and longer term strategies were identified:

- Develop a comprehensive communications strategy that promotes the quality of the program to attract prospective students;
- Establish an active and distinctive shared identity that reflects the MArch program's unique qualities and mission;
- Create a program open to evolving challenges and demands;
- Provide time for architectural discourse and collaboration in research and teaching, less focus on administrative procedures;
- Attract excellent new faculty;
- Acquire significant research grants to support collaborative endeavours between students and supervisors;
- increase scholarships and other financial resources to support students;
- Pursue a refurbished, modernized building with space appropriate for this century and the academic ambitions of the Program and Department.

The conclusion of the data gathering and analysis of the Program conducted during the Periodic Program Review is a response in the form of a Development Plan. The MArch Program has identified key items to work toward:

- Create a comprehensive communications strategy to promote the quality of the MArch Program;
- Refine the curriculum and course offerings to continue to support excellent graduate education in architecture;
- Develop collaborations with complementary opportunities outside of the Program
- Establish a PhD program in architecture;
- Enhance recruitment strategies and activities;

- Continue to develop the research opportunities in the Program;
- Pursue funding opportunities for student scholarships and faculty research;
- Work with the University to transform the Architecture building into a space appropriate for the Program's and Department's academic ambitions;

The Periodic Program Review has been a productive and informative exercise which has produced a comprehensive view of the Program and provided an important perspective on our achievements and weaknesses. The MArch Program will address the goals outlined in the Development over the next five years and attend to some goals immediately as a result of this Review.

Periodic Program Review and Peer Review Team Architecture (MArch)

The graduate program in Architecture (MArch), Faculty of Engineering and Architectural Science (FEAS), submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Architecture (MArch), consisted of Professor Brian Lilley (Dalhousie University), Dr. David Theodore (McGill University), and Dr. Andrew Millward (Ryerson University).

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

The PRT site visit was conducted on May 22 and 23, 2018. The PRT report was communicated to the Associate Dean, YSGS on July 3, 2018, and the response to the report from Architecture was communicated on September 26, 2018.

Program Strengths, Weaknesses, and Opportunities

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

Strengths: There is a societal need in Canada for more trained architects; Ryerson students have a strong technical background (largely owing to undergraduate education). Faculty and Department leadership has clear priorities and a keen sense of the program's strengths and weaknesses.

Weaknesses: Space constraints prevent program development. Now that the program is established interdisciplinary horizontal links to other departments could be developed.

Opportunities: One-year Masters where certification is the prime focus; creation of research clusters (e.g., wood cluster); alumni development program for industry contacts and endowments; building program to add three stories to the facility.

Summary of PRT Recommendations with Graduate Program and YSGS Responses

ACADEMIC RECOMMENDATIONS

Recommendation 1: Explore implementing a one-year course-based professional MArch with an additional second year for students interested in a thesis-based research MArch.

Program Response

Agreement. The program will form a committee to consider one-year MArch degree options.

The program notes that some graduate programs at Ryerson have been developing and offering a Professional Masters Diploma (PMDip). The program believes that this is a more effective route to a one-year degree. It avoids the confusion of two graduate degrees (one professional and one non-professional) or the need to considerably re-work both the graduate and undergraduate curricula in the Department in order to provide two separate tracks for a professional degree, that is, the two MArch degrees suggested by the PRT. The Department has begun investigating the opportunity of offering a PMDip in Architecture and Technology. This approach to offering a one-year degree would also serve the growth scenario discussed by the PRT and offer other benefits the PRT outlined in their recommendation.

The committee will complete its work in 2019.

YSGS Response

YSGS supports the program response.

YSGS refers the program to Policy 112 for further details on the process of developing a PMDip.

YSGS also notes that the Associate Dean, Programs is available to consult on the potential development of a PMDip and encourages the program to meet with the Associate Dean early on in the process.

Recommendation 2: Make concerted efforts to have second advisors on the thesis outside of the architecture faculty, starting with advisors from Building Science, but potentially drawing from across the University: Geography, Digital Media, Fashion, Management, Urban Development, Literature, and so on.

Program Response

Agreement. The program notes that procedures and policies are in place to support this recommendation.

For example, the program notes that faculty in the Department whose area of teaching is Building Science have worked with graduate Architecture students as Supervisors, as Second Readers and as Program Representatives (the third member of a Thesis

Committee). Students have also worked with faculty in these Committee roles who have been drawn from other Faculties and Departments at Ryerson. The Thesis in the MArch Program is formulated as a very self-directed activity and the students have every opportunity to look beyond the Department faculty to form their Committees. The program will work on raising student awareness of opportunities for having committee members from outside the program on an ongoing basis.

YSGS Response

YSGS supports the program response.

YSGS encourages the program to review the procedures accompanying Policy 164 on Graduate Status, Enrolment, and Evaluation for further details on the requirements for a Master's examining committee (specifically section 21 of the procedures).

Recommendation 3: Hire additional faculty for the MArch program.

Program Response

Agreement. The program notes that two faculty members have recently been hired and the search for a third position is to take place during the 2018-2019 academic year. Other positions will be filled as opportunities arise.

YSGS Response

YSGS supports the program response.

YSGS notes that the hiring of tenure-track faculty is outside of its purview. It encourages the program to continue to work with the FEAS Dean's Office on issues related to its faculty complement.

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation 1: Undertake a fundraising campaign to add three additional stories to the Architecture Building.

Program Response

Agreement. The program notes that a full study of the space resource requirements of the Department and potential costed solutions would be the first step in resolving longstanding space issues. Results of a comprehensive study would provide a focus for a fundraising campaign. The Department is keen to work with the university administration on such an initiative, and plans to investigate the possibility of additional

stories being added to the building, along with a major renovation to address current deficiencies.

The program, working with the department and the Faculty of Engineering and Architectural Science, will initiate a detailed study to determine building opportunities. This will be initiated in 2019

YSGS Response

YSGS supports the program's commitment to complete a review of the options to address its space issues. YSGS notes, however, that any potential renovations to the Architecture building are outside of its purview. YSGS encourage the program to work with the FEAS Dean's Office, the Office of Academic Space Planning, and the Provost's Office on the review.

Recommendation 2: Undertake a general fundraising campaign (e.g., to support student scholarships and awards) and improve alumni relations.

Program Response

Agreement. The program will provide leads and other relevant information to FEAS and University Advancement.

YSGS Response

YSGS supports the program response.

Implementation Plan

Academic Recommendations

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>Explore implementing a one-year course-based professional MArch with an additional second year for students interested in a thesis-based research MArch.</p>	<p>Agreement. The program will form a committee to consider one-year MArch degree options.</p> <p>The program notes that some graduate programs at Ryerson have been developing and offering a Professional Masters Diploma (PMDip). The program believes that this is a more effective route to a one-year degree. It avoids the confusion of two graduate degrees (one professional and one non-professional) or the need to considerably re-work both the graduate and undergraduate curricula in the Department in order to provide two separate tracks for a professional degree, that is, the two MArch degrees suggested by the PRT. The Department has begun investigating the opportunity of offering a PMDip in Architecture and Technology. This approach to offering a one-year degree would also serve the growth scenario discussed by the PRT and offer other benefits the PRT outlined in their recommendation.</p> <p>The committee will complete its work in 2019.</p>	<p>YSGS supports the program response.</p> <p>YSGS refers the program to Policy 112 for further details on the process of developing a PMDip.</p> <p>YSGS also notes that the Associate Dean, Programs is available to consult on the potential development of a PMDip and encourages the program to meet with the Associate Dean early on in the process.</p>	<p>Formed a committee to consider MArch degree options Sep 2018</p>	<p>Graduate Program Director, Architecture, GPC and Department of Architecture</p>	<p>2019</p>

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
<p>Make concerted efforts to have second advisors on the thesis outside of the architecture faculty, starting with advisors from Building Science, but potentially drawing from across the University: Geography, Digital Media, Fashion, Management, Urban Development, Literature, and so on.</p>	<p>Agreement. The program notes that procedures and policies are in place to support this recommendation.</p> <p>For example, the program notes that faculty in the Department whose area of teaching is Building Science have worked with graduate Architecture students as Supervisors, as Second Readers and as Program Representatives (the third member of a Thesis Committee). Students have also worked with faculty in these Committee roles who have been drawn from other Faculties and Departments at Ryerson. The Thesis in the MArch Program is formulated as a very self-directed activity and the students have every opportunity to look beyond the Department faculty to form their Committees.</p> <p>The program will work on raising student awareness of opportunities for having committee members from outside the program on an ongoing basis.</p>	<p>YSGS supports the program response.</p> <p>YSGS encourages the program to review the procedures accompanying Policy 164 on Graduate Status, Enrolment, and Evaluation for further details on the requirements for a Master’s examining committee (specifically section 21 of the procedures).</p>	<p>Procedures and policies are in place to support this recommendation.</p> <p>The program will work on raising student awareness of opportunities.</p>	<p>Graduate Program Director, Architecture</p> <p>Graduate students</p> <p>Graduate Program in Architecture</p>	<p>Ongoing</p>
<p>Hire additional faculty for the MArch program.</p>	<p>Agreement. The program notes that two faculty members have recently been hired and the search for a third position is to take place during the 2018-2019 academic year. Other positions will be filled as opportunities arise.</p>	<p>YSGS supports the program response. YSGS notes that the hiring of tenure-track faculty is outside of its purview. It encourages the program to continue to work with the FEAS Dean’s Office on issues related to its faculty complement.</p>	<p>Two faculty have been hired and a search for a third position is to start. Other positions will be filled when opportunities arise.</p>	<p>Graduate Program in Architecture</p>	<p>2018-19</p>

Administrative and Financial Recommendations

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
Undertake a fundraising campaign to add three additional stories to the Architecture Building.	<p>Agreement. The program notes that a full study of the space resource requirements of the Department and potential costed solutions would be the first step in resolving longstanding space issues. Results of a comprehensive study would provide a focus for a fundraising campaign. The Department is keen to work with the university administration on such an initiative, and plans to investigate the possibility of additional stories being added to the building, along with a major renovation to address current deficiencies.</p> <p>The program, working with the department and the Faculty of Engineering and Architectural Science, will initiate a detailed study to determine building opportunities. This will be initiated in 2019.</p>	YSGS supports the program's commitment to complete a review of the options to address its space issues. YSGS notes, however, that any potential renovations to the Architecture building are outside of its purview. YSGS encourage the program to work with the FEAS Dean's Office, the Office of Academic Space Planning, and the Provost's Office on the review.	Initiate a detailed study to determine building opportunities.	Department Chair	2019 to resolution
Undertake a general fundraising campaign (e.g., to support student scholarships and awards) and improve alumni relations.	Agreement. The program will provide leads and other relevant information to FEAS and University Advancement.	YSGS supports the program response.	Provide leads and other relevant information.	Department Chair and Associate Chair of MArch Program	Ongoing

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.



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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Chemical Engineering (PhD, MAsC, MEng)

Last Updated: March 8, 2019

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 **Chemical Engineering (PhD, MAsC, MEng)**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

EXECUTIVE SUMMARY

The Chemical Engineering Graduate Program has more than 40 graduate students, and is supported by 16 core faculty members, three technical staff, and a shared program administrator. The program educates and trains the students in the research areas of Process Systems, Functional Materials, and Water and Wastewater Treatment. The research activities are carried out in 14 state-of-the-art labs of the Department.

Compared to similar programs across the country, the program is challenged by relatively low levels of student enrolment and research funding. The program needs to grow and achieve its fullest potential. To that end, the developmental plan is to

- work toward increasing the graduate enrolment significantly
- encourage faculty members to apply more for research funding
- increase the Department's publication rate of peer-refereed journal papers
- expect graduate students to be more research productive
- get more research-focused faculty positions

In addition to requisite efforts by the faculty members, the above plan relies on the University for the necessary resources in order to achieve the desired objectives.

Periodic Program Review and Peer Review Team Chemical Engineering (PhD, MAsC, MEng).

The graduate program in Chemical Engineering (PhD, MAsC, MEng), Faculty of Engineering and Architectural Science (FEAS), submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Chemical Engineering (PhD, MAsC, MEng) consisted of Dr. Ajay Ray (Western University), Dr. Michel Perrier (Polytechnique Montreal), and Dr. Alireza Sadeghian (Ryerson University).

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

The PRT site visit was conducted on May 7 and 8, 2018. The PRT report was communicated to the Associate Dean, YSGS on June 15, 2018, and the response to the report from Architecture was communicated on September 26, 2018.

Summary of PRT Recommendations with Graduate Program and YSGS Responses

The PRT raised a number of concerns and recommendations regarding the research productivity of the department. The first six recommendations and responses address these issues.

Recommendation 1 Increase MEng enrollment.

Program Response The program notes that it admits all eligible MEng applicants with relevant academic backgrounds. It will continue to do so going forward.

YSGS Response *YSGS supports the program response.*

Recommendation 2 Attract in-house undergraduates for research and graduate programs.

The program notes that has been promoting research projects for undergraduates for the last few years in an effort to attract more domestic students. The program will continue these efforts. The program also notes that it will begin promoting the option for an accelerated MASc degree during the fall 2018 term.

YSGS Response *YSGS supports the program response.*

Recommendation 3 Offer professional courses in order to generate funding and establish industrial relationships.

Program Response The PRT's suggestion of offering short courses to new immigrants, or diploma holders working in industries in [the](#) Greater Toronto Area (GTA), was discussed during a Graduate Council Meeting. The majority of faculty members considered that offering short courses to industrial sectors in the GTA has no direct correlation with establishing industrial collaborations. In addition, the Program doesn't expect to attain any additional funding by offering such short courses. The program will not be adopting this option in the near future.

YSGS Response *YSGS supports the program response.*

Recommendation 4 Build additional industrial collaborations.

Program Response The program notes that many of its faculty members strive to communicate with industries in the GTA for research collaboration and funding support through NSERC Engage, Engage Plus, CRD and/or MITACS grants. The program will continue its efforts in this area.

YSGS Response *YSGS supports the program response.*

Recommendation 5 Consider establishing a dual PhD program with other international institutes.

- Program Response** The program notes that the PRT's suggestion of creating a Dual PhD program with other international institutes is creative. We are open to exploring the suggestion pending appropriate policies and guidelines from the University.
- YSGS Response** *YSGS encourages the program to consult with the FEAS Associate Dean, Graduate Studies, the Associate Dean, Programs in YSGS, and Ryerson International if it is interested in discussing this option further.*

Recommendation 6 Recruit more out-of-province graduate students.

- Program Response** The program will explore and attend graduate fair events in other provinces where possible on an ongoing basis.
- YSGS Response** *YSGS supports the program response. YSGS encourages the program to work with the FEAS Dean's Office to explore potential recruitment options.*

The PRT raised a number of concerns and recommendations regarding the curriculum and overload teaching. The next five recommendations and responses address these issues.

Recommendation 7 Conduct a curriculum review.

- Program Response** Extensive discussions were conducted during the program's recent Graduate Program Council meeting (September 20th, 2018) regarding the Curriculum and course offering policy. The program will consider a number of options, including the deletion of courses, the consolidation of existing courses into new courses, and the introduction of required core courses. Full details on the preliminary plan are available in the program's full response to the PRT recommendations. The review will take place during the 2018-2019 academic year.
- YSGS Response** *YSGS supports the program response. YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.*

Recommendation 8 Change course offering policy.

- Program Response** The program will revise its course offering policy as follows, effective Fall 2019:
- (1) Six courses in total will be offered in an academic year. Additional courses will be offered based on students' request and sufficient enrolment.
 - (2) The six courses in Item (1) will include
 - a. Three Core/Common courses, excluding CE 8100, CE 9100, and Group II.
 - b. One course on a rotational basis from each research theme of Process Systems, Functional Materials, and Water Treatment.

- (3) The PhD and MASc students will only be permitted to take courses from Group I (i.e., courses that are not cross-posted with the Undergraduate Program)
- (4) MEng students will be allowed to take a minimum of 70% of their courses from either Group I or Group II of the Chemical Engineering Graduate Program.

YSGS Response *YSGS supports the program response.*

As above, YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.

Recommendation 9 Hire more new faculty members.

Program Response The program notes that two faculty hires have been approved in the Department: one is a new faculty position and the other is a replacement of a retiring faculty member. Both positions are expected to be filled by July 2019.

YSGS Response *YSGS supports the program level response. Although the hiring of new RFA faculty is outside of its purview, YSGS encourages the program to continue to work with the FEAS Dean's Office on issues related to its faculty complement. YSGS notes that the curriculum review could have implications for faculty hiring and that these implications should be considered going forward as well.*

Recommendation 10 Offer fewer focused courses with small student enrollment numbers.

Program Response Please see the program's response to recommendations 7 and 8 above.

YSGS Response *YSGS supports the program response. YSGS agrees that courses with low enrolments should not be regularly offered. As above, YSGS further notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.*

Recommendation 11 Consider Internships as course substitution.

Program Response The program considers the suggestion of substituting elective courses with an industrial internship is more suitable for the undergraduate students in the Department of Chemical Engineering. Graduate students must finish 4 core courses as their course requirement. The program considers the industrial internship doesn't have the necessary theoretical backgrounds as the core courses. The program will not move forward with this recommendation

YSGS Response *YSGS supports the program response.*

YSGS notes that if the program considers offering an internship in the future, any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127.

The PRT raised a number of concerns and recommendations regarding the availability of research resources. The next three recommendations and responses address these issues.

Recommendation 12 Approach CFI to set-up a central lab.

Program Response The program discussed this recommendation in its recent Graduate Program Council meeting (September 20th, 2018). The program will contact the Office of the Vice-President Research & Innovation (OVPRI) at Ryerson University to start planning a CFI proposal in Infrastructure Operating Fund. Furthermore, the majority of faculty members in the Department agreed to approach NSERC RTI grant to acquire specialized research instrument as a short-term strategy.

YSGS Response *YSGS supports the program response. It encourages the program to continue to pursue funding to improve the labs and other infrastructure for its graduate students. YSGS encourages the program to consult with the FEAS Dean's Office prior to its discussions with the OVPRI.*

Recommendation 13 Approach NSERC RTI for additional funding.

Program Response Please see the program's response above to recommendation 12.

YSGS Response *YSGS supports the program response.*

Recommendation 14 Create a Research equipment inventory and make it known to all departmental members.

Program Response Currently, the Department hosts 15 research laboratories for all faculty members. In its newly-developed website (<https://www.ryerson.ca/chemical/research/>), an inventory of research equipment in each laboratory is listed.

YSGS Response *YSGS supports the program response.*

The PRT raised a number of concerns and recommendations regarding the program culture. The next six recommendations and responses address these issues.

Recommendation 15 Hold more departmental symposia.

Program Response The program notes that graduate students from across the university hold a GRADShowcase event annually in August. The program's graduate students are informed and encouraged to participate in this event. The program will also consider hosting its own events within the Department when the number of MASc and PhD students sufficiently increases.

YSGS Response *YSGS supports the program response. YSGS also encourages the program to promote other faculty- and university-wide graduate student events to its students, faculty, and staff.*

Recommendation 16 Hold a departmental 3MT competition.

Program Response The program notes that YSGS holds a university-wide 3MT competition annually. The program's graduate students are informed and encouraged to participate in this event. The program will also consider hosting its own competition within the Department when the number of MASc and PhD students sufficiently increases.

YSGS Response *YSGS supports the program response.*

Recommendation 17 Invite more external speaker for Seminars.

Program Response The program notes that it currently invites external speakers for seminars. It will continue to make ongoing efforts in this area.

YSGS Response *YSGS supports the program response.*

Recommendation 18 Invite librarians to provide Seminars.

Program Response The program will start organizing seminars with librarians on an annual basis in Fall 2018.

YSGS Response *YSGS supports the program response.*

Recommendation 19 Provide soft skills workshops.

Program Response The program notes that the FEAS Dean's Office has provided several soft skills workshops during the past year, including Writing Café, Stress Management, Teaching Skill Development, etc. The program's graduate students are fully-informed and encouraged to participate in those workshops, as well as the GRADTalks events organized by YSGS.

YSGS Response *YSGS supports the program response. YSGS encourages the program to continue to support graduate student participation in soft skills workshops.*

Recommendation 20 Create more social events for graduate students.

Program Response The program notes that it has a Chemical Engineering Graduate Students Association (CEGSA). CEGSA does hold social events for students occasionally. The Department also provides an annual fund towards the social events. The Program Office will work with CEGSA to organize more social events and professional activities.

YSGS Response *YSGS supports the program response. YSGS also encourages the program to promote faculty- and university-wide graduate student events to its students.*

The PRT raised a number of concerns and recommendations regarding the clarification of program and student responsibilities. The next three recommendations and responses address these issues.

Recommendation 21 Review the currency of graduate courses.

Program Response As noted in the response to Recommendation 7 above, the program will conduct a curriculum review. This will include a review of the currency of all graduate courses.

YSGS Response *YSGS supports the program response.
As above, YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127.*

Recommendation 22 Explore more consistency in the allocation of TA hours.

Program Response The program notes that graduate students are only allowed to have a maximum of 130 hours per semester or a maximum of 390 hours per academic year, based on TA/GA Collective Agreement. Occasionally, a few graduate students might receive additional TA/GA hours, due to their superior past performance, their chemical engineering expertise, and the shortage of available applicants (due to low graduate student number). The program will work with the Department to minimize the inconsistency of TA/GA allocation. It is expected that the consistency of TA/GA assignment would be improved when the number of graduate students grows.

YSGS Response *YSGS supports the program response.*

Recommendation 23 Implement a policy requiring the active engagement of the Supervisory Committee.

Program Response Currently, each doctoral student is required to submit an annual report to their Supervisory Committee, in order to gather the committees' timely feedback on their research progress. The program will maintain this mechanism.

YSGS Response *YSGS supports the program response. YSGS also encourages the program to refer to Ryerson University Policy 164 for further information on the duties of supervisory committees.*

Implementation Plan

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
The PRT raised a number of concerns and recommendations regarding the research productivity of the department. The first six recommendations and responses address these issues.					
1. Increase MEng enrollment.	The program notes that it admits all eligible MEng applicants with relevant academic backgrounds. It will continue to do so going forward.	YSGS supports the program response.	Admit all eligible MEng applicants with relevant academic disciplines	GPD	Every Winter and Spring/Summer semester
2. Attract in-house undergraduates for research and graduate programs.	The program notes that it has been promoting research projects for undergraduates for the last few years in an effort to attract more domestic students. The program will continue these efforts. The program also notes that it will begin promoting the option for an accelerated MASc degree during the fall 2018 term.	YSGS supports the program response.	Grad. studies orientation, and accelerated MASc	GPD, GPA	Fall 2018 – accelerated MASc (Done on September 12 th , 2018); Winter 2019 – Grad. studies orientation (Scheduled on March 5 th , 2019) and accelerated MASc (Done on January 18 th , 2019)
3. Offer professional courses in order to generate funding and establish industrial relationships.	The PRT's suggestion of offering short courses to new immigrants, or diploma holders working in industries in Greater Toronto Area (GTA), was discussed during a Graduate Council Meeting. The majority of faculty members considered that offering short courses to industrial sectors in the GTA has no direct correlation with establishing industrial collaborations. In addition, the Program doesn't expect to attain any additional funding by offering such short courses. The program will not be adopting this option in the near future.	YSGS supports the program response.	No action is needed, because the suggestion is not adopted by the Department	n/a	n/a

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
4. Build additional industrial collaborations.	The program notes that many of its faculty members strive to communicate with industries in the GTA for research collaboration and funding supports through NSERC Engage, Engage Plus, CRD and/or MITACS grants. The program will continue its efforts in this area.	YSGS supports the program response.	Continuing efforts	All faculty members in the program	Ongoing
5. Consider establishing a dual PhD program with other international institutes.	The program notes that the PRT's suggestion of creating a Dual PhD program with other international institutes is creative. We are open to exploring the suggestion pending appropriate policies and guidelines from the University.	YSGS encourages the program to consult with the FEAS Associate Dean, Graduate Studies, the Associate Dean, Programs in YSGS, and Ryerson International if it is interested in discussing this option further.	No action is needed at this moment, because the suggestion is not adopted by the Department.	n/a	n/a
6. Recruit more out-of-province graduate students.	The program will explore and attend graduate fair events in other provinces where possible on an ongoing basis.	YSGS supports the program response. YSGS encourages the program to work with the FEAS Dean's Office to explore potential recruitment options.	Explore and attend graduate fair events in other provinces	GPD or GPA	Advertisement on 68 th Canadian Society of Chemical Engineering Conference on October 28 th , 2018. Fall 2019
The PRT raised a number of concerns and recommendations regarding the curriculum and overload teaching. The next five recommendations and responses address these issues.					

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
7. Conduct a curriculum review.	Extensive discussions were conducted during the program's recent Graduate Program Council meeting (September 20 th , 2018) regarding the Curriculum and course offering policy. The program will consider a number of options, including the deletion of courses, the consolidation of existing courses into new courses, and the introduction of required core courses. Full details on the preliminary plan are available in the program's full response to the PRT recommendations. The review will take place during the 2018-2019 academic year.	YSGS supports the program response. YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.	Organize a meeting with Admission and Study Committee, and discuss/establish	GPD and Admission and Study Committee	Fall 2019
8. Change course offering policy.	The program will revise its course offering policy as follows, effective Fall 2019: (5) Six courses in total will be offered in an academic year. Additional courses will be offered based on students' request and sufficient enrolment. (6) The six courses in Item (1) will include a. Three Core/Common courses, excluding CE 8100, CE 9100, and Group II. b. One course on a rotational basis from each research theme of Process Systems, Functional Materials, and Water Treatment. (7) The PhD and MASc students will only be permitted to take courses from Group I (i.e., courses that are not cross-posted with the Undergraduate Program) (8) MEng students will be allowed to take a	YSGS supports the program response. As above, YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.	Revise course offering policy. Due to the recent budget cut, the program considers to offer less than six courses. Currently, we plan to offer four courses in total (two Core/Common courses, and two Group II courses)	GPD	Fall 2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
	minimum of 70% of their courses from either Group I or Group II of the Chemical Engineering Graduate Program.				
9. Hire more new faculty members.	The program notes that two faculty hires have been approved in the Department: one is a new faculty position and the other is a replacement of a retiring faculty member. Both positions are expected to be filled by July 2019.	YSGS supports the program level response. Although the hiring of new RFA faculty is outside of its purview, YSGS encourages the program to continue to work with the FEAS Dean's Office on issues related to its faculty complement. YSGS notes that the curriculum review could have implications for faculty hiring and that these implications should be considered going forward as well.	Request of two new faculty positions was approved by the University and the Dean's office of FEAS	Chair, Department Hiring Committee	Fall 2019
10. Offer fewer research-focused courses with small student enrollment numbers.	Please see the program's response to recommendations 7 and 8 above.	YSGS supports the program response. YSGS agrees that courses with low enrolments should not be regularly offered. As above, YSGS further notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean,	Revise course offering policy	GPD	Fall 2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
		Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.			
11. Consider Internships as course substitution.	The program considers the suggestion of substituting elective courses with an industrial internship is more suitable for the undergraduate students in the Department of Chemical Engineering. Graduate students must finish 4 core courses as their course requirement. The program considers the industrial internship doesn't have the necessary theoretical backgrounds as the core courses. The program will not move forward with this recommendation.	YSGS supports the program response. YSGS notes that if the program considers offering an internship in the future, any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127.	No action is needed, because the suggestion is not adopted by the Department	n/a	n/a
The PRT raised a number of concerns and recommendations regarding the availability of research resources. The next three recommendations and responses address these issues.					
12. Approach CFI to set-up a central lab.	The program discussed this recommendation in its recent Graduate Program Council meeting (September 20 th , 2018). The program will contact the Office of the Vice-President Research & Innovation (OVPRI) at Ryerson University to start planning a CFI proposal in Infrastructure Operating Fund. Furthermore, the majority of faculty members in the Department agreed to approach NSERC RTI grant to acquire specialized research instrument as a short-term strategy.	YSGS supports the program response. It encourages the program to continue to pursue funding to improve the labs and other infrastructure for its graduate students. YSGS encourages the program to consult with the FEAS Dean's Office prior to its discussions with the OVPRI.	Consult with OVPRI	GPD	Fall 2019
13. Approach NSERC RTI for additional funding.	Please see the program's response above to recommendation 12.	YSGS supports the program response.	Continuing efforts	All faculty members	Fall 2019
14. Create a Research	Currently, the Department hosts 15 research	YSGS supports the	The inventory	GPA	Fall 2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
equipment inventory and make it known to all departmental members.	laboratories for all faculty members. In its newly-developed website (https://www.ryerson.ca/chemical/research/), an inventory of research equipment in each laboratory is listed.	program response.	list is on the website. The inventory will be updated annually during Spring/Summer semester		
The PRT raised a number of concerns and recommendations regarding the program culture. The next six recommendations and responses address these issues.					
15. Hold more departmental symposia.	The program notes that graduate students from across the university hold a GRADShowcase event annually in August. The program's graduate students are informed and encouraged to participate in this event. The program will also consider hosting its own events within the Department when the number of MASc and PhD students sufficiently increases.	YSGS supports the program response. YSGS also encourages the program to promote other faculty- and university-wide graduate student events to its students, faculty, and staff.	Advertise the event and encourage graduate students to attend the event	GPA	Every Spring/Summer semester
16. Hold a departmental 3MT competition.	The program notes that YSGS holds a university-wide 3MT competition annually. The program's graduate students are informed and encouraged to participate in this event. The program will also consider hosting its own competition within the Department when the number of MASc and PhD students sufficiently increases.	YSGS supports the program response.	Advertise the event and encourage graduate students to attend the event	GPA	March, 2019
17. Invite more external speaker for Seminars.	The program notes that it currently invites external speakers for seminars. It will continue to make ongoing efforts in this area.	YSGS supports the program response.	Continuing efforts	GPD	November 19 th , 2018
18. Invite librarians to provide Seminars.	The program will start organizing seminars with librarians on an annual basis in Fall 2018.	YSGS supports the program response.	Invited a librarian to introduce Ryerson Library resources	GPD	October 1 st , 2018
19. Provide soft skills workshops.	The program notes that the FEAS Dean's Office has provided several soft skills	YSGS supports the program response. YSGS	Advertise events of FEAS	GPA	Fall, 2018 Winter, 2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
	workshops during the past year, including Writing Café, Stress Management, Teaching Skill Development, etc. The program's graduate students are fully-informed and encouraged to participate in those workshops, as well as the GRADTalks events organized by YSGS.	encourages the program to continue to support graduate student participation in soft skills workshops.	workshop series in conjunction with YSGS GRADtalks		
20. Create more social events for graduate students.	The program notes that it has a Chemical Engineering Graduate Students Association (CEGSA). CEGSA does hold social events for students occasionally. The Department also provides an annual fund towards the social events. The Program Office will work with CEGSA to organize more social events and professional activities.	YSGS supports the program response. YSGS also encourages the program to promote faculty- and university-wide graduate student events to its students.	Work with CEGSA to organize social events or meetings at least once in a semester	GPD, and GPA	Fall 2018 Winter 2019 Spring/Summer 2019
The PRT raised a number of concerns and recommendations regarding the clarification of program and student responsibilities. The next three recommendations and responses address these issues.					
21. Review the currency of graduate courses.	As noted in the response to Recommendation 7 above, the program will conduct a curriculum review. This will include a review of the currency of all graduate courses.	YSGS supports the program response. As above, YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127.	Establish the review mechanism with Admission & Study Committee	GPD, and Admission and Study Committee	Winter 2019
22. Explore more consistency in the allocation of TA hours.	The program notes that graduate students are only allowed to have a maximum of 130 hours per semester or a maximum of 390 hours per academic year, based on TA/GA Collective Agreement. Occasionally, a few graduate students might receive additional TA/GA hours, due to their superior past performance, their chemical engineering expertise, and the shortage of available applicants (due to low graduate student number). The program will	YSGS supports the program response.	Work with the Department, so that the allocation of TA hours is in line with TA/GA Collective Agreement	GPD, GPA	Spring/Summer and Fall semesters in each year

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
	work with the Department to minimize the inconsistency of TA/GA allocation. It is expected that the consistency of TA/GA assignment would be improved when the number of graduate students grows.				
23. Implement a policy requiring the active engagement of the Supervisory Committee.	Currently, each doctoral student is required to submit an annual report to their Supervisory Committee, in order to gather the committees' timely feedback on their research progress. The program will maintain this mechanism.	YSGS supports the program response. YSGS also encourages the program to refer to Ryerson University Policy 164 for further information on the duties of supervisory committees.	Maintain the current mechanism	GPD, GPA	Fall, 2018

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.