

SENATE MEETING AGENDA

Tuesday, June 11, 2019

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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 June 11, 2019 meeting*

4. Announcements

Pages 1-9 5 Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the May 7, 2019 meeting*

6. Matters Arising from the Minutes

7. Correspondence

8. Reports

Pages 10-15 8.1 Report of the President
8.1.1 President's Update

Pages 16-17 8.2 Communications Report

8.3 Report of the Secretary
8.3.1 Senate Membership Update

Pages 18-88 8.4 Committee Reports
8.4.1 Report #S2019-1 of the Academic Standards Committee
(ASC): K. MacKay

[Page 18](#) 8.4.1.1. Chang School Certificate in Occupational Health and Safety Leadership – Course deletion and addition

Motion: *That Senate approve the Chang School Certificate in Occupational Health and Safety Leadership – Course deletion and addition*

[Pages 18-21](#) 8.4.1.2. Chang School Certificate in Crime Analytics – New

Motion: *That Senate approve the Chang School Certificate in Crime Analytics – New*

[Pages 21-22](#) 8.4.1.3. Department of Computer Science revision to admission requirements for part-time entry

Motion: *That Senate approve the Department of Computer Science revision to admission requirements for part-time entry*

[Pages 22-24](#) 8.4.1.4. Grading variations in the Department of Computer Science

Motion: *That Senate approve the grading variations in the Department of Computer Science*

[Pages 24-27](#) 8.4.1.5. School of Occupational and Public Health diploma to degree pathway

Motion: *That Senate approve the School of Occupational and Public Health diploma to degree pathway*

[Pages 27-32](#) 8.4.1.6. Periodic Program Review for the Mathematics and its Applications Bachelor of Science Degree Program – Faculty of Science

Motion: *That Senate approve the Periodic Program Review for the Mathematics and its Applications Bachelor of Science Degree Program - Faculty of Science*

Pages 33-82 8.4.1.7. New Bachelor of Fine Arts (Honours) program in Professional Music – Faculty of Communication and Design
Motion: *That Senate approve the new Bachelor of Fine Arts (Honours) program in Professional Music – Faculty of Communication and Design*

Pages 82-88 8.4.1.8. Deletion of BUS100 from the core curriculum of the Business Management and Accounting and Finance programs
Motion: *That Senate approve the deletion of BUS100 from the core curriculum of the Business Management and Accounting and Finance programs*

Pages 89-255 8.4.2. Report #S2019-1 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

Pages 97-179 8.4.2.1. Institutional Quality Assurance Process (IQAP) Policy Revisions – K. MacKay
Motion: *That Senate approve the Institutional Quality Assurance Process (IQAP) Policy Revisions*

Pages 180-234 8.4.2.2. Policy 60: Academic Integrity – K. MacKay
Motion: *That Senate approve Policy 60: Academic Integrity*

Pages 235-255 8.4.2.3. Policy 166: Course Management – K. MacKay
Motion: *That Senate approve Policy 166: Course Management replacing Policy 145: Undergraduate Course Management & Policy 151: Yeates School of Graduate Studies Course Management*

Pages 256-270 8.4.3. Report #S2019-1 of the Scholarly, Research and Creative Activity Committee (SRCAC) – S. Liss
8.4.3.1. Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity Policy
Motion: *That Senate approve Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity Policy*

Pages 271-413	8.4.4. Report #S2019-1 of the Yeates School of Graduate Studies Council – C. Searcy
Pages 273-283	8.4.4.1. Periodic Program Review – Final Assessment Report for Civil Engineering <u>Motion:</u> <i>That Senate approve the Periodic Program Review – Final Assessment Report for Civil Engineering</i>
Pages 284-309	8.4.4.2. Major Curriculum Modifications in Master of Science in Computer Science <u>Motion:</u> <i>That Senate approve the Major Curriculum Modifications in Master of Science in Computer Science</i>
Pages 310-378	8.4.4.3. Major Curriculum Modifications in Master of Science in Management <u>Motion:</u> <i>That Senate approve the Major Curriculum Modifications in Master of Science in Management</i>
Pages 379-390	8.4.4.4. Graduate Program Council Bylaws – Master of Arts in Public Policy and Administration <u>Motion:</u> <i>That Senate approve the Graduate Program Council Bylaws – Master of Arts in Public Policy and Administration</i>
Pages 391-396	8.4.4.5. For information: - One (1) Year Follow-Up for Documentary Media
Pages 397-404	- One (1) Year Follow-Up for Journalism
Pages 405-413	- One (1) Year Follow-Up for Aerospace Engineering
	9. Old Business
	10. New Business as Circulated
	11. Members' Business
	12. Consent Agenda
Pages 414-422	12.1 2018-2019 OVPRI Annual Report to Senate
	13. Adjournment

SENATE MINUTES OF MEETING
Tuesday, May 7, 2019

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:	STUDENTS:
L. Barnoff	D. Androutsos	R. Ravindran
M. Benarroch	R. Babin	S. Sabatinos
F. Anger	T. Burke	N. Thomlinson
D. Brown	D. Checkland	J. Tiessen
D. Cramb	Y. Derbal	M. Tiessen
G. Craney	K. Dermody	N. Walton
T. Duever	M. Dionne	
C. Falzon	S. Dolgoy	
M. Lachemi	M. Green	
S. Liss	R. Hudyma	
K. MacKay	E. Ignagni	
J. McMillen	D. Mason	
D. O'Neil Green	A. McWilliams	
A. Saloojee	A. Miransky	
C. Searcy	P. Moore	
C. Shepstone	S. Rakhmayil	
P. Sugiman		
S. Zolfaghari		
EX-OFFICIO STUDENTS:		

SENATE ASSOCIATES:**ALUMNI:**

A. M. Brinsmead	C. Tam
M. Zouri	

REGRETS:**ABSENT:**

B. Baum	C. Antonescu
N. Chen	A. Bailey
A. El-Rabbany	I. Chandran
C. Hack	C. Kular
R. Meldrum	K. Kumar
I. Mishkel	V. Magness
P. Shannon	J. Makuch
M. Vahabi	J. Marriott
	A. Rahunathan
	A. Sharma
	D. Taras
	A. Yazdani

Committee of the Whole Discussion started at 5:00pm:

The meeting started with the Committee of the Whole discussion on Senate Policy Compliance. A. McWilliams, Vice Chair of Senate, chaired this session and provided a brief introduction of the main points:

1. Awareness of policies
2. Education of policies
3. Enforcement of policies

N. Thomlinson gave an overview on collegial governance which includes faculty and students and ex-officio members (of Senate and the Board of Governors). There is an implementation gap - it is important that we ensure that once policies are in place, that they are followed.

The Ombudsperson has reported that students repeatedly notice on appeals that there are stringent penalties placed on them when they do not follow policy, but there aren't any for faculty who do not follow policies.

Discussion was focused on the following questions:

- 1) **Awareness:** How do we get the community to be aware of policies and what policies we have?
- 2) **Education:** Other than Senate Office initiatives, what other ways can Senate assist with educating the community on new and existing policies?
- 3) **Enforcement:** With all of the time and work that goes into policy development, what can Senate do to ensure enforcement of policies happens?

Senate began at 5:50pm:

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 May 7, 2019 meeting*

N. Thomlinson moved; A. McWilliams seconded

Motion Approved

4. Announcements

President Lachemi introduced Michael Fraser, Chair of the Board of Governors, and Julia Shin Doi, General Counsel and Secretary of the Board.

M. Fraser spoke about the President re-appointment process. He stated that the President's term ends on April 3, 2021, therefore, the re-appointment process should begin no later than a year prior to the end of term (April 3, 2020). He explained that pursuant to Section 13.6 of the Board of Governors' Bylaws, a Presidential advisory committee will be established to provide the mechanisms for this process. A Presidential Review Committee will be formed to review the President's annual performance.

He invited Senate to provide comments or questions regarding this process by June 7, 2019. These comments/questions will be included in discussion at the Board's June 27, 2019 meeting. The last review was in 2008. Based on reviews from the Ryerson Community about the process at that time, it was stated that the Advisory Committee process was too lengthy. As such, the Board changed its policy on that process. There are now two options regarding the review process.

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the April 2, 2019 meeting*

D. Mason moved; R. Ravindran seconded

Motion Approved.

6. Matters Arising from the Minutes - None

7. Correspondence – None

8. Reports

8.1 Report of the President

8.1.1 President's Update

The President reported that:

- 1) Alumni weekend – there were almost 1,000 visitors to Ryerson on May 3 and 4. Ryerson hosted 20 class reunions. Five outstanding alumni received awards at the Alumni reception.
- 2) Good news: For the first time, a Ryerson student has won in a competition to present their thesis in three minutes. Alex Kjorven was the winner for her presentation on the Gamification of Climate Change. She heads to the nationals in June and we wish her good luck.
- 3) Convocation will take place from June 12 to 19, six convocation each week. All are encouraged to attend.
- 4) On April 29, 2019, the Board approved the budget for fiscal year 2019-2020. This is a challenging year because of the changes made by the provincial government.
- 5) A presentation slide on Strategic Mandate Agreement (SMA)3 was shown. The new agreement will be five years this time compared to three years previously. Performance indicators from 25% in first year up to 60% in year 5. We have very little information and

they are proposing 10 metrics, and negotiations with the government will take place in the Fall. There will be a Committee-of-the-Whole discussion on SMA3 early in the Fall semester.

Questions/Comments regarding SMA3:

Q. What is the process regarding performance indicators?

A. Each university receives a grant from the government and for the first year 25% is given and that will increase gradually to 60%.

Q. Query on Items #9 and #10 of the presentation.

A. Items #9 and #10 are only for information. They are to be reported but are not considered in the metrics for performance indicators. Further information will be provided to Senate as they are received.

Comment: The government promised to provide definitions and details later in the summer. The Higher Education Quality Council of Ontario (HEQCO) has information online.

Q. A definition of #5 was asked for- Institutional strength?

A. This will look at our portion of students who fall in this category. Further clarification are in previous SMA's, which are reported under Strengths and Weaknesses.

Comment: These are merely funding measures which we compare against ourselves.

Q. Has the government provided a timeline as to when this process will start?

A. We are not sure but possibly in the Fall. It will be a long process and we will provide an update to Senate when we receive more information.

Q. Is there anything we can do with this information other than worrying?

A. The government appears to want to definitely go public with everything that they propose (e.g. like the Statement on Freedom of Expression). In regards to the 10 metrics - the weight that we put for each of these are important. Put more weight on areas we can continue to evolve, and less on those that are difficult to achieve.

Comment: Suggest that we stay unified in how we go forward; we cannot ignore the targets that we set, especially when we think that in five years 60% of our funding will depend on government spending.

Q. Timeline – Would it be wise to have Senators engaged in the process and discussions during the summer given that the stakes are high?

A. The information received from the government is that they will get back to us in the Fall.

Comment: HEQCO mentioned workload in research output and teaching, but there is another component missing and would like to see service included.

8.2 Communications Report as posted in the agenda.

8.3 Report of the Secretary

8.3.1 Senate Elections Update

D. Bell indicated that enclosed on pages 15, 16 and 17 is the complete list of Senate members.

Recent vacancies will be filled and updates will be provided next month.

8.3.2 AGPC and SPC Faculty Membership

Thanked those faculty members who put their name forward to be on these committees.

Membership is included in the agenda. Regarding the election for Vice-chair of Senate which closed today between A. Ferworn and A. McWilliams, results will be emailed to Senators.

8.4 Committee Reports

8.4.1 Report #W2019-4 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Chang School Certificate in Environmental Sciences – Discontinuation

Motion: *That Senate approve the Chang School Certificate in Environmental Sciences – Discontinuation*

K. MacKay moved; A. McWilliams seconded

Motion Approved.

8.4.1.2. Chang School Certificate in Economics and Finance Revision of graduation requirements

Motion: *That Senate approve the Chang School Certificate in Economics and Finance – Revision of graduation requirements*

K. MacKay moved; F. Anger seconded

Motion Approved.

8.4.1.3. Chang School Certificate in Economics – Discontinuation

Motion: *That Senate approve the Chang School Certificate in Economics – Discontinuation*

K. MacKay moved; F. Anger seconded

Motion Approved.

8.4.1.4. Chang School Certificates in Economics – Level 1 and Economics – Level 2 – New

Motion: *That Senate approve the Chang School Certificates in Economics – Level 1 and Economics – Level 2 – New*

K. MacKay moved; F. Anger seconded

Q. What is the difference between Level 1 and Level 2? Noted that level 2 has a requirement for CECN 189 as a prerequisite, and that CECN189 has a prerequisite of CECN 109; which is not a required course in Level 1.

A. Students without Grade 12 Math level from high school can take a challenge exam. So those students can take a challenge exam in CECN 109 to reach Level 2.

Q. Suggested if students do not need Level 1 to get into Level 2, why can't the department remove the levels and keep the two certificates but change the title of the certificates to make it easier for students?

A. The Academic Standards Committee has communicated this to the chair of the program. Standards proposed that the department modify the title.

Comment: The chair of Economics agreed that they can change the title.

Amendment: That the titles of the certificate should be reflective of the content.

N. Thomlinson moved; A. McWilliams seconded

Amendment Approved.

Original Motion Approved with the pending amendment to be updated at the next Senate meeting.

8.4.1.5. Chang School Certificate in Energy Management and Innovation - Discontinuation

Motion: That Senate approve the Chang School Certificate in Energy Management and Innovation – Discontinuation

K. MacKay moved; F. Anger seconded

Motion Approved.

8.4.1.6. Chang School Certificate in Energy Management and Conservation - New

Motion: That Senate approve the Chang School Certificate in Energy Management and Conservation – New

K. MacKay moved. F. Anger seconded.

Motion Approved.

8.4.1.7. Chang School Certificate in Financial Mathematics Modeling - Discontinuation

Motion: That Senate approve the Chang School Certificate in Financial Mathematics Modeling – Discontinuation

K. MacKay moved; F. Anger seconded

Motion Approved

8.4.1.8. Chang School Certificate in Financial Mathematics Modeling and Predictive Analytics - New

Motion: *That Senate approve the Chang School Certificate in Financial Mathematics Modeling and Predictive Analytics – New*

K. MacKay moved; F. Anger seconded

Q. Why does the title have an extra component, but the courses were reduced?

A. It was just a matter of title change.

Q. Referred to page 33 – why are there different courses with the same name CMTH 380 and CMTH 304?

A. It is the same course with different classes (e.g. one is for non-program students).

Comment: Course changes were done about two years ago. Chang School created a course series by doing an analysis of the number of students who are certificate candidates – and how many needed prerequisites. This enabled them to produce very high-level analytics.

Motion Approved.

8.4.1.9. Faculty of Engineering and Architectural Science course grading variations

Motion: *That Senate approve the Faculty of Engineering and Architectural Science course grading variations*

K. MacKay moved; T. Duever seconded

Q. Referred to page 34 regarding the weighted combination. Does this apply to group work assignments which some courses contain?

A. It does as indicated in groups A B and C.

Q. Re components of the course, e.g. lab component. Will there be a variation as to how lab work is being evaluated?

A. Labs are included as some labs are individual and others are group labs.

Q. This could be an issue regarding students appealing their group marks?

A. In Engineering some courses have individual labs, group labs and a combination of both. If students appeal, then each appeal will be assessed accordingly.

Comment: Suggest making note of the failures each year and in which component of the course to see if there is a problem affiliated with either component.

Motion Approved.

8.4.1.10. Department of Physics course grading variations

Motion: *That Senate approve the Department of Physics course grading variations*

K. MacKay moved; D. Cramb seconded

Q. Who monitors the grading variation or is it done through RAMSS??

A. The Department monitors it.

Motion Approved.

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

- Certificate in Canadian Social Work Practice: Course Deletion and Course Repositioning
- Certificate in Applied Digital Geography and GIS and Certificate in Advanced Applied Digital Geography and GIS: Clarification of Language
- Certificate in Design for Arts and Entertainment: Course Deletion; Course Addition
- Certificate in Film Studies: Course Additions and Deletions
- Certificate in Project Management: Revision of CKPM Certificate Courses
- Certificate in Public Relations: Course Deletion; Course Addition
- Certificate in Photography Studies: Course Addition

8.4.2 Report #W2019-4 of the Academic Governance and Policy Committee (AGPC):

M. Benarroch

8.4.2.1. Senate Bylaw #1 proposed amendment – D. Checkland

Motion: *That Senate approve the proposed amendment to Senate Bylaw #1.*

D. Checkland moved; M. Benarroch seconded

Motion Approved

8.4.2.2. Policy 103: Mission and Aims of Ryerson University proposed amendment –

N. Thomlinson

Motion: *That Senate approve the proposed amendment to Policy 103: Mission and Aims of Ryerson University.*

N. Thomlinson moved; A. McWilliams seconded

Motion Approved

8.4.2.3. Faculty of Science (FOS) Faculty Council Bylaws – D. Cramb

Motion: *That Senate approve the Faculty of Science (FOS) Faculty Council Bylaws*

D. Cramb moved; A. McWilliams seconded

Motion Approved.

8.4.3. Report #W2019-1 of the Scholarly, Research and Creative Activity Committee (SRCAC) – S. Liss

8.4.3.1. Policy 56: Publication of SRC Results

Motion: *That Senate approve Policy 56: Publication of SRC Results*

S. Liss moved; C. Falzon seconded

Motion Approved.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business – None

12. Consent Agenda - None

13. Adjournment 7:07 p.m.

Ryerson University
President's Update to Senate
June 11, 2019



THANK YOU – As 2018-19 draws to a close, I extend my sincere thanks and appreciation to all Senate members for a year of exciting growth and resilience at Ryerson. We recognize the challenges presented by the evolution of the post-secondary sector in Ontario, and together, we have started to seize the opportunities they offer. May our shared accomplishments this year inspire us in 2019–20.

APPOINTMENTS

Anna Triandafyllidou has been appointed Canada Excellence Research Chair (CERC) in Migration and Integration effective August 1, 2019. She joins Ryerson from the European University Institute near Florence, Italy, from where she holds a PhD, and where she currently serves as the Robert Schuman Chair of the Global Governance Program. Previously, she has taught at the London School of Economics and the National Research Council in Rome, among other institutions, and held a Fulbright Scholarship-in-Residence at New York University. At Ryerson, she will join the Faculty of Arts and lead research related to migration and integration, including setting up a Data and Methods Lab in partnership with the Canada Research Data Centre Network and Immigration, Refugees and Citizenship Canada. Professor Triandafyllidou's appointment as CERC, which is Ryerson's first-ever, is supported by a \$10-million grant from the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR).

Fred Anger has been appointed interim dean of The G. Raymond Chang School of Continuing Education effective May 3, 2019. He has been with The Chang School since 2008, most recently as executive director, Financial Planning and Strategy. He led the procurement of the Chang School's current website and was instrumental to the development of the ESL Foundation Program that led to the creation of the Real Institute. Fred holds a Bachelor of Commerce from Queen's University as well as a CPA, CA designation.

David Begg has been appointed interim director of the Real Institute effective May 13, 2019. David joined Ryerson International in 2006 as a program administration and communication officer; since then, he has been a coordinator of international engagement and, most recently, manager of global learning and engagement. David has played a key role in developing Ryerson's internationalization strategy. He holds a MEd in Comparative and International Higher Education from the University of Toronto.

CONGRATULATIONS

Michèle Pearson Clarke (MFA, Documentary Media '15), who lectures in the Documentary Media Studies program, has been named Toronto's second-ever photo laureate, succeeding Geoffrey James, a former professor of Image Arts at Ryerson. Michèle, who was born in Trinidad, explores the personal and political dimensions of longing and loss in her work, which she has exhibited widely in Canada, the

United States, and beyond. During her three-year appointment, she will run a dedicated Instagram account, create a legacy project, and act as the city's "ambassador of visual and photographic culture."

Julia Shin Doi, Ryerson general counsel and secretary of the Board of Governors, has been elected to the Law Society of Ontario's governing board for the 2019–23 term as a Toronto bencher.

EVENTS

CAMPUS CONNECT – Ryerson's social innovation initiative Magnet has partnered with Orbis Communications to launch the website Campus Connect, which matches students seeking experiential learning opportunities to employers seeking talent. Through its portal, employers can advertise positions to students at over 100 colleges and universities, and advisors can help facilitate good matches between them. The site has been supported by Employment and Social Development Canada (ESDC), under its Student Work Placement Program, and the federal government-funded Business/Higer Education Roundtable (BHER) will be encouraging employers to post opportunities for students on Campus Connect.

AWARDS NIGHT – On April 1, Ryerson held its Awards Night at the Chelsea Hotel to celebrate staff and faculty excellence. Six teams and 68 individuals were honoured for their achievements in three streams: teaching and education; scholarly, research and creative activity; and service and leadership.

ATKINSON LECTURE – On April 4, at the Rogers Communication Centre, Anishinaabe comedian and writer Ryan McMahon delivered the 2019 Atkinson Lecture, *We Become the Stories We Tell Ourselves*. With his trademark trenchant humour, Atkinson described his work with Indigenous communities on the Canadaland investigative podcast *Thunder Bay* and other projects. He encouraged journalism students to do the "hard stuff" that reconciliation requires—listening to people's stories at length when reporting on Indigenous communities and developing a nuanced understanding of the complexities in every situation. He called for everyone to help with the process of reconciliation: "We need all hands on deck. Strong hearts to the front."

INDIGENOUS FACULTY – On April 8, Ryerson's Joint Committee on Indigenous Faculty hosted the panel discussion *Hiring Indigenous Faculty and Respecting Indigenous Knowledges*, moderated by Lynn Lavallée, strategic lead, Indigenous resurgence in the Faculty of Community Services. Panel members were David Newhouse, director of the Chanie Wenjack School for Indigenous Studies at Trent University; Sheila Cote-Meek, associate vice-president, Academic & Indigenous Programs at Laurentian University; and Stephen Augustine, associate vice-president, Indigenous Affairs & Unama'ki College, Cape Breton University. The panel discussed hiring and retaining Indigenous faculty as a key to Indigenizing the campus, in line with Ryerson's response to the Truth and Reconciliation Community Consultation Report. Among the panel's recommendations were increasing research support for Indigenous faculty and building relationships with nearby Indigenous communities.

DAY OF PINK – On April 10, Ryerson community members participated in the International Day of Pink by wearing pink to stand in solidarity against homophobic and transphobic bullying, and to celebrate diversity and inclusion. A group photo was taken on the staircase of the Student Learning Centre.

Ryerson's participation in the annual event—which was started in a Nova Scotia high school in 2007—is organized by Ryerson Positive Space.

ACCESSIBILITY SHOWCASE – On April 15, The Chang School of Continuing Education hosted the Accessibility Project Showcase, presenting the exciting work of 21 student and alumni teams who received funding through the Accessibility Project. A collaboration between The Chang School and Sandbox by DMZ, the project offered up to \$25,000 in funding for innovative products and services aimed at advancing accessibility and inclusion for people with disabilities and for aging populations. The Honourable Lisa MacLeod, Minister, Children and Community Services and Minister Responsible for Women's Issues delivered remarks, and several broadcast and online outlets covered the event, picking up on the teams' remarkable stories and ingenious solutions.

DIVERSITY IN CHILDREN'S TV – Colleen Russo Johnson, co-director of the Center for Scholars and Storytellers (CSS, which is based at Ryerson and UCLA) co-authored the international study *The Landscape of Children's Television in the US and Canada*, which was covered by over 25 media outlets including the Canadian Press, The Globe and Mail, and the CBC. Surveying 595 children's programs broadcast in Canada (and 476 in the United States), the study found a lack of diversity, whereby characters who are female, not white, older rather than younger, and living in lower socioeconomic conditions are underrepresented, and characters with disabilities are effectively absent. Moreover, it found that women are underrepresented as creators and writers of shows. The study was co-authored with Dr. Dafna Lemish from Rutgers University, and the Canadian co-lead was CSS co-director Kim Wilson.

SCOTIABANK CONTACT PHOTOGRAPHY FESTIVAL – On May 1, the Ryerson Image Centre (RIC) hosted the launch of the 2019 Scotiabank CONTACT Photography Festival, continuing the university's "home base" affiliation with the largest annual photography festival in the world. The festival ran May 1–31, with over 200 exhibits across Toronto. At the event, the RIC launched three of its own summer exhibitions: the Scotiabank Photography Award show of photographs and videos by Toronto-born, New York-based artist Moyra Davies; Ottawa-based artist Meryl McMaster's *As Immense as the Sky*, which explores the ways her Indigenous and European ancestors' cultures overlap; and *Rejects* by third-year School of Image Arts (IMA) undergraduate Adrian Raymer, in which the Toronto artist recreates scenes from photographs of her late grandfather.

ALUMNI WEEKEND – Ryerson's Alumni Weekend on May 3–4 brought over 1000 alumni back to their alma mater. There were 20 class reunions as well as 30 events across campus and beyond including talks; tours of centres, labs, and hubs; and panels such as *Indigenous Resurgence through Relations* (hosted by the Faculty of Community Services), about relationship-building and interdisciplinary research with Indigenous communities. The Alumni Achievement Awards at the Mattamy Athletic Centre were open for the first time to all alumni—five of whom received Alumni Awards of Distinction for their leadership in diversity, inclusion, and accessibility.

MAPPING THE SYSTEM – On May 4, the Office of Social Innovation hosted the Canadian final of Mapping the System (otherwise known as the Global Challenge), an international post-secondary competition run by the Skoll Centre for Social Entrepreneurship at the Saïd Business School, University

of Oxford. The competition asks teams of students to identify local or global social and environmental challenges and use systems thinking to map the factors that affect them. The teams work to identify the strategies that are currently being used to tackle these challenges and to pinpoint gaps where new public or private solutions could help. Six teams from universities across the country made the finals, including the Ryerson duo Hansel Igbavboa and Sheldomar Elliott, who won the Ryerson competition in April. Although they were not selected as winners, they did Ryerson proud with their project, Future Farmers, which considered the challenge of meeting the rising demand for ethnocultural vegetables in Canada brought about by African and Caribbean immigrants.

MINISTER FULLERTON'S VISIT – On May 9, Merrilee Fullerton, Minister of Training, Colleges and Universities, spent three hours visiting Ryerson's campus and our partners at St. Michael's Hospital. She toured the Centre for Urban Innovation (CUI), the DMZ, the Biomedical Zone, and iBest. From students, researchers, and representatives of startups, she learned about Ryerson's forward-thinking approach to experiential learning, commitment to job creation through entrepreneurship, strategic approach to partnership, and role in city-building.

REAL INSTITUTE CONFERENCE – On May 10 and 11, the Ryerson English as an Additional Language (Real) Institute held its inaugural conference, *Theory, Applied: Myths and Realities*. Keynote speaker Patsy Lightbown (Professor Emerita, Concordia University and author of *How Languages Are Learned*) joined presenters from Ryerson and other educational institutions in Toronto--as well as from the student engagement platform Nearpod—to explore ways of creating better learning environments. Talks such as “Grammar Myths: Why we teach them and how to stop,” “Building a Reading Scavenger Hunt Online,” and “Deconstructing the Cultural Dig” took a critical approach to language teaching and learning.

SCIENCE RENDEZVOUS – On May 11, Ryerson participated in NSERC'S Science Odyssey—a countrywide festival of STEAM (science, technology, engineering, the arts, and mathematics) including over 1000 events—with our annual Science Rendezvous. Visitors of all ages joined Ryerson researchers and instructors in the Kerr Hall quad for interactive demonstrations aimed at building scientific literacy in exciting, hands-on ways. This year's festival highlighted the “A”—or “arts”—in STEAM, and activities included virtual reality experiences, psychology mind games, robot-building, and the launching of miniature rockets. Survey responses from visitors were overwhelmingly positive. Special thanks to the Faculty of Science's SciXchange for hosting the rendezvous.

LEARNING AND TEACHING CONFERENCE – On May 16, the Learning and Teaching Office hosted its annual Learning and Teaching Conference for Ryerson faculty, instructors, graduate students, and staff. This year's theme was *Learning Together: Collaboration & Community at the Centre*, and round tables, presentations, and workshops focused on four streams: Connecting the Student Experience Inside and Outside of the Classroom, Flexible Teaching and Learning, Including Diverse Learners, and Technology in Teaching. The keynote address was delivered by Rajiv Jhangiani, associate vice-provost for open education at Kwantlen Polytechnic University, who spoke about open educational practices, for which he is an advocate. The final presentation was the special session *Cultivating Excellence: The Future of Learning and Teaching at Ryerson*, presented by provost and vice-president, academic Michael Benarroch and vice-provost, academic Kelly MacKay.

from the President's Calendar

April 9, 2019: Along with vice-president, university advancement and alumni relations Ian Mishkel, I met with Edward Rogers, chair of Rogers Communications, to discuss Ryerson's role in city-building and the new master plan.

April 11, 2019: I was pleased to give a guest lecture to 18 students in the MA program in Immigration and Settlement Studies, in John Ibsbister's course *The Economics of Immigration*, which explores the role of economic theory in analyzing and predicting issues arising from immigration. I spoke about my own experience as an immigrant in Canada.

April 16, 2019: As a member, I attended a meeting of the National Research Council (NRC) in Ottawa.

April 16, 2019: In Ottawa, I met with Rachel Wernick, senior assistant deputy minister to the Honourable Patricia Hajdu, Minister of Employment, Workforce Development and Labour, to discuss developments at the Future Skills Centre.

April 18, 2019: I participated in a meeting of the executive committee of the Council of Ontario Universities (COU) about compensation.

April 22, 2019: Over lunch, I met with Duncan Sinclair, chairman of Deloitte Canada and Chile, to discuss Ryerson's commitment to cybersecurity.

April 23, 2019: I met with Rana Khan, Chief of the United Nations High Commissioner for Refugees (UNHCR) Canada, to discuss Ryerson's law school.

April 23, 2019: I gave an interview to writer Marjo Johne for her May 8 advertising feature in The Globe & Mail, "How we can thrive in cities," which covers Ryerson's innovations in city-building.

April 23, 2019: Along with Aziz Guergachi, professor of Information Technology Management at the Ted Rogers Management School (TRSM), I met with Abdelkebir Zahoud, former Wali of Casablanca, to discuss Ryerson's innovation ecosystem and potential collaboration with Morocco.

April 23, 2019: Along with Jennifer Grass, I greeted Ontario's Minister of the Environment, Conservation and Parks Rod Phillips at the Vari Building Atrium, where he co-chaired his first meeting with the Great Lakes Guardians Council, discussing challenges and opportunities related to the Great Lakes.

April 23, 2019: I attended a board meeting of the non-profit organization Hackergal.

April 24, 2019: Along with assistant vice-president, university relations Jennifer Grass, I met with Chris Murray, city manager for the City of Toronto, to discuss Ryerson's role in city-building.

April 24, 2019: I met with Norie Campbell, Group Head, Customer and Colleague Experience, TD Bank Group, to introduce her to new initiatives at Ryerson.

April 25, 2019: I met with Bobby Sniderman, owner of the Senator Restaurant and Winebar, to discuss Ryerson's role in community engagement and city-building.

April 25, 2019: Along with Deborah Brown, I met with Shamez Virani, president of high-rise real estate company CentreCourt, to discuss city-building and a prospective partnership.

April 25, 2019: I met with David Lindsay, president of the COU, to discuss outreach to the provincial government.

April 26, 2019: I participated in a regular meeting of the COU executive committee.

April 26, 2019: Along with executive director of Cybersecure Catalyst Charles Finlay, I met with Sajith Nair, partner, cybersecurity and privacy at PricewaterhouseCoopers (PwC) to discuss prospective partnership with Cybersecure Catalyst.

April 29, 2019: I had a phone conversation with Ontario General Contractors Association (OGCA) president Clive Thurston to discuss potential partnership with Ryerson for a Master's program in project management.

April 29, 2019: I hosted a recognition dinner for the Otis Family to thank them for their generous donation of \$350,000 in support of the Ronald H. Otis Award in Real Estate. It is given to undergraduate students in the Real Estate Management major at TRSM who demonstrate academic excellence and financial need.

April 30, 2019: I was proud to welcome the Honourable Bill Walker, Ontario's Minister of Government and Consumer Services, to the DMZ, where he announced a new strategy for enhancing healthcare services through digitization.

April 30, 2019: I was pleased to welcome Ryerson's new Canada Excellence Research Chair, Anna Triandafyllidou, to campus.

April 30, 2019: At the Convocation Volunteer Celebration, I gave remarks thanking volunteers for making last year's convocation—our first at the Mattamy Athletic Centre—so memorable and successful, and for their ongoing dedication as we look forward to this year's ceremonies, in June.

May 2–3, 2019: In Mumbai, I held a series of meetings with our partners at the Bombay Stock Exchange to discuss developments in our ongoing collaboration.

May 6, 2019: Along with Charles Finlay and vice-president, university advancement and alumni relations Ian Mishkel, I met with three representatives from RBC—David McKay, CEO and president; Bruce Ross, group head, technology and operations; and Laurie Pezzente, senior vice-president of IT risk—to discuss potential sponsorship of Cybersecure Catalyst.

May 8, 2019: 9:00 – I met with Terry Wallace (Civil Engineering '89), president of LEA Consulting, to reacquaint him with his alma mater and share ideas on alumni engagement.

May 9, 2019: Jennifer Grass and I were pleased to welcome Merrilee Fullerton, Minister of Training, Colleges and Universities, to campus. After a meeting to discuss Ryerson initiatives, she spoke with students, researchers, and entrepreneurs at Ryerson and St. Michael's Hospital and learned in what important ways Ryerson's priorities are aligned with those of the provincial government.

May 10, 2019: Along with Ian Mishkel, I spoke with Jamie Merisotis, president and CEO of the Indianapolis-based Lumina Foundation, which expands access to higher education, about a prospective partnership.

May 10, 2019: Roy Gori, President and CEO of Manulife, and I to celebrate a ten-year agreement for an affinity program for alumni. The agreement formalizes and continues our longstanding affinity partnership, whereby Manulife shares profit for insurance policies taken up by Ryerson community members. This revenue offers significant support for programming by Alumni Affairs.

May 13, 2019: Along with Charles Finlay, I met with Ira Goldstein, senior vice-president of field operations for the global cybersecurity firm Herjavec Group, to discuss potential partnership with Cybersecure Catalyst.

May 13, 2019: At the farewell event for outgoing Chang School dean Marie Bountrogianni, I was pleased to give remarks thanking Marie for her passion for education, her commitment to fostering inclusion, and her remarkable leadership.

May 14, 2019: At the Ryerson Society Lunch, I gave remarks recognizing and thanking donors who have made planned gifts to the university and updating them on our exciting new ventures and Canada-wide initiatives.

University Relations

Monthly Metrics & Reach



April 2019 - UR Highlights

- Launched Ryerson's first-ever national advertising campaign, promoting strengths in research, creativity and city building. The bilingual campaign reinforces Ryerson's reputation as a leader in urban-focused research.

Media Relations

- Release of research report by Ryerson Urban Water exploring the use of single use wipes and the damage caused to city infrastructure was covered by nearly 50 outlets from across North America including NBC Today, Forbes, CTV, CBC, Vice and The Globe and Mail.
- Ryerson's reputation campaign was covered by marketing industry magazine, Strategy.
- Ryerson faculty experts were offered and commented on a variety of topics including Climate Change Canada Report, provincial cuts to education, teaching jobs, new TTC transit plan, U.S. Presidential race, SNC-Lavalin.
- Provided media support for the School of Fashion's annual fashion show, Mass Exodus
- Provided media support for launch of spring Chang School course offerings in Brampton
- Provided media support for launch of Toy Invention program, offered by FCAD and the Chang School, in partnership with OCAD.

Publications

- Produced 12 editions of Ryerson Today (RT)
- 58,198 subscribers
- Highest open rate was the Alumni Weekend overview (36.9 per cent), second-highest open rate was story about the Student Experience Awards (36.5 per cent)
- Ryerson Today published a Special Edition on Earth Day featuring the Ryerson Urban Farm, Ryerson Urban Water and the reputation campaign's research feature on sustainability.
- Ryerson University Magazine received a National Magazine Award nomination for the Keeping Memories Alive feature in the Art Direction of a Single Magazine Article category. The feature was designed by Nicola Hamilton of Studio Wyse and appeared in the summer 2018, Double Anniversary edition.

Marketing

- Produced more than 20 print projects including the Centre for Urban Innovation (CUE) annual report (digital, print and video), Yeates School of Graduate Studies year-in-review (digital and print), Cybsecure Catalyst conference event materials, and marketing materials featuring the refreshed visual identity for the Career & Co-op Centre.
- Launched national reputation campaign. Media and channels included: Video pre-roll and display banners on The Globe and Mail Alliance Network, Rogers, Bell, CBC, Postmedia, Google Marketing Platform, La Presse and Le Journal; Cinema pre-show in Cineplex theatres and the Hot Docs



Film Festival; Print ads in The Globe and Mail, The Walrus, Financial Post and Hill Times; Grassroots outdoor postings in Toronto and Ottawa; and social content on Twitter and LinkedIn.

- Extensive planning underway for the Faculty of Law marketing campaign (launched in May) including two photo shoots (prospective students and business leaders).

Website

- Saw a 10.37% increase in visitors, 6.01% increase in visits from April 2018 to April 2019.
- Mobile traffic continues to increase dramatically, experiencing a 24.38% increase in visitors, and 23.80% increase in visits year over year.

Social Media

- Instagram:** Gained 774 followers to reach 22.4K.
- Facebook:** Gained 553 fans to reach 72K. Engagements have increased by 2.9K. Highest performing Facebook post of 2019 (zZz zone) was posted in April and brought 1.1K engagements.
- Twitter:** Gained 252 followers to reach 55K. Engagements have increased by 1.4K.
- LinkedIn:** Gained 1.6K followers to reach 218K; 2.3K social engagements (likes, comments, shares); our content had 408K impressions
- Giphy:** 1.9 million views of gifs and stickers; we saw a huge spike this month with the introduction of new stickers.
- Held a workshop for 20 FCS staff and faculty on best practices for social media.

Digital Marketing

- Led digital campaigns that were managed in-house for the Faculty of Arts - Institute for Future Legislators (multi-channel), Alumni - Alumni Weekend 2019 (multi-channel), SciXchange - Science Rendezvous 2019 (multi-channel), YSGS (domestic recruitment, multi-channel) and FEAS - MEIE (domestic recruitment, multi-channel).
- Worked with agency partners to support campaigns for UR (reputation campaign), MBA (domestic, international and out-of-province recruitment), TRSM (domestic undergrad recruitment) and Science (domestic grad recruitment).
- Planning new digital campaign with agency support for the Faculty of Law, May launch.

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #S2019-1; June 2019

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

- CHANG SCHOOL OF CONTINUING EDUCATION – Course addition and deletion for the Certificate in Occupational Health and Safety Leadership
- CHANG SCHOOL OF CONTINUING EDUCATION – New Certificate in Crime Analytics
- FACULTY OF SCIENCE – Revision to admission requirements for part-time entry in Computer Science
- DEPARTMENT OF COMPUTER SCIENCE – Grading variations
- SCHOOL OF OCCUPATIONAL AND PUBLIC HEALTH – Diploma to Degree Pathway
- PERIODIC PROGRAM REVIEW – Bachelor of Science in Mathematics and its Applications – Faculty of Science
- NEW PROGRAM – Bachelor of Fine Arts (Honours) in Professional Music – Faculty of Communication and Design
- TED ROGERS SCHOOL OF MANAGEMENT – Deletion of BUS100 from Business Management and Accounting & Finance programs

A. CHANG SCHOOL OF CONTINUING EDUCATION – Course addition and deletion for the Certificate in Occupational Health and Safety Leadership

Based on changes implemented in the School of Occupational and Public Health, and to ensure the certificate is OSAP-eligible, the following changes to the required courses within the Certificate in Occupational Health and Safety Leadership are proposed, effective Fall 2019:

Delete required course: CVOH 225 - Ethical Leadership

Add new required course: COHS 840 - Leadership and Ethics

Course Description: This course focuses on the management of occupational health and safety (OHS), with a particular focus on ethics, and the role of the OHS professional as a leader who influences the safety culture of an organization. The course will include discussion of leadership and leadership techniques within the context of OHS, management of OHS projects, professional ethics, enterprise risk management, and evidence-informed decision-making.

Current Certificate Structure	Proposed Certificate Structure
4 Required Courses: CMHR 640 Leadership COHS 477 Integrated Disability Management CTEC 210 Fundamentals of Project Management CVOH 225 OHS Ethical Leadership (Deletion)	4 Required Courses: CMHR 640 Leadership COHS 477 Integrated Disability Management CTEC 210 Fundamentals of Project Management COHS 840 Leadership and Ethics (Addition)

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the course deletion and addition for the Chang School Certificate in Occupational Health and Safety Leadership.*

B. CHANG SCHOOL OF CONTINUING EDUCATION – New Certificate in Crime Analytics

The Department of Geography and Environmental Studies is proposing a six-course certificate in Crime Analytics, in collaboration with the Chang School, effective Fall 2019. The Department of Psychology endorsed the certificate on Feb 12, 2019, as did the Department of Criminology on Feb 13, 2019. The Department of Geography and Environmental Studies, and the Dean, Faculty of Arts then submitted letters of support to the

Dean, Chang School, on March 6 and 7 respectively. Support from the Dean, Chang School was submitted on March 12, 2019.

Certificate Goals - The proposed certificate curriculum provides university-level education to individuals whose academic and/or career paths would be enhanced by developing a theoretical foundation and extensive practical experience in using crime analysis tools for tactical, strategic, and administrative decision-making in law enforcement. The students will examine the role of crime analysts in evidence-based policing. The certificate offers a multi-disciplinary understanding of the Canadian criminal justice system, policing, criminal behaviour, and analytical methods to support careers in related areas of law enforcement and criminal justice. It thereby contributes to increasing the Canadian knowledge base associated with addressing the complex and multidisciplinary field of crime analysis.

The goals for this certificate impart competencies for professionals in the field, such as practical GIS mapping, data analysis, and decision support as well as broader foundational skills and theory within criminal justice, policing, and criminal behaviour analysis. This foundation includes reinforcing students use a critical lens in the application of analytics. Further, this multi-disciplinary program develops problem-solving skills in students with prior training in psychology, criminology, or geography.

Societal Need and Target Group – Crime analysis is a relatively new career option in criminology and criminal justice and it has quickly become one of the most important fields to support law enforcement's goal of preventing crime. Due largely to the advent of community-oriented policing, crime analysis has grown since the 1970s. Once limited to only federal or very large metropolitan police departments, even smaller police agencies now employ someone in an analyst capacity.

The certificate is designed to be taken at any point during a student's academic or professional trajectory. The certificate should be especially attractive to undergraduates who are working on or who have completed degrees in the social sciences, e.g., criminology, urban planning, geography, psychology, and sociology, and who are looking to develop skills that will enhance their employment potential.

For students who are already working or preparing to enter the workforce, the certificate can enhance their careers by providing interdisciplinary knowledge in the field of crime analysis. Crime analysis in law enforcement or security agencies is usually carried out by the civilian workforce, rather than uniformed or sworn law enforcement personnel.

Certificate Structure - The certificate consists of six courses. Only two of the courses, CODC 910 Spatial Methods in Crime Analysis and CODC 911 Crime Analytics Project (capstone), have not been offered yet at Ryerson University. Three courses are available online to facilitate student access to the certificate.

Five required courses (in recommended sequence):

- CCRM 100 Introduction to Canadian Criminal Justice (Certificate and Degree Credit)
- CODG 101 Spatial databases and Digital Cartography (available online) (Prerequisite: Department consent; Antirequisites: CODG 100, COGT 100; Degree equivalent to GEO 241; Certificate and Degree Credit)
- CODG 102 Digital Geography and Spatial Analysis (available online) (Prerequisite: Department consent; Antirequisites: COG 110, COGT 110; Degree equivalent to GEO 221; Certificate and Degree Credit)
- CODC 910 Spatial Methods in Crime Analysis (Prerequisites: CODG 101 and CODG 102; Certificate Credit)
- CODC 911 Crime Analysis Project (capstone) (Prerequisite: CODC 910; Certificate Credit)

One elective taken from the following list:

- CCRM 102 Introduction to Criminology (Antirequisite: CCRM 101; Certificate and Degree Credit)
- CCRM 300 Policing in Canada (Prerequisites: CCRM 100 and CCRM 102; Certificate and Degree Credit)
- CODG 127 Digital Geography Applications in Community and Social Services (Prerequisites: (CODG 100 or CODG 101) and (CODG 110 or CODG 102); Certificate Credit)
- CODG 210 Spatial Database Management Systems (Prerequisite: CODG 132; Certificate Credit)

CODG 212 Spatial Statistical Methods (Prerequisite: Department consent; Certificate Credit)

CPSY 300 Psychology and Law (available online) (Prerequisites: CPSY 105 or CPSY 102; Certificate and Degree Credit)

CPSY 622 Psychology of Criminal Behaviour (Prerequisites: CPSY 300; Certificate and Degree Credit)

The elective can be taken at any point in the sequence.

Please note that the Crime Analytics Certificate is designed to be as flexible as possible for students with different educational backgrounds and levels. This includes students who have no background in geographic analysis, criminology, and/or psychology, to students who already have substantial grounding in one or more of these fields, e.g., current undergraduates or alumni.

Development Plan - The expected launch date for the certificate is Fall 2019. The joint curriculum is multidisciplinary. All but two of the courses in the certificate already exist and most are regularly offered in The Chang School. The two certificate courses CODC 910: Spatial Methods in Crime Analysis and CODC 911: Crime Analytics Project have been developed and are planned to run in Fall 2019 and Winter 2020, respectively, for students who have already completed CODG 101 and CODG 102.

It is anticipated that prospective certificate students may have already have taken some of the required and elective certificate courses in geography, psychology, and criminology before Fall 2019. These students will be able to transfer up to 50% of these courses, i.e., three courses, taken prior to registration into the certificate.

Using past enrolment data as a guide, the chart below lists the certificate courses and the semesters they ran in Spring 2018, Fall 2018, and Winter 2020. The chart closely mirrors the scheduled course offerings for 2019–2020. This regularity of course offerings will allow students to complete the certificate efficiently, i.e., within three to four semesters.

Course	Title	Spring 2018	Fall 2018	Winter 2019
CCRM100	Intro to Canadian Criminal Justice	1 C		1 C
CCRM102	Intro to Criminology	1 C	1 C	1 C
CCRM300	Policing in Canada		1 C	
CODG 101	Spatial Databases and Digital Cartography	1 D	1 C	1 C
CODG 102	Digital Geography and Spatial Analysis	1 C	1 C	1 D
CODG 127	Digital Geography Applications in Community and Social Services		1C	
CODG 210	Spatial Database Management Systems		1C	
CODG 212	Spatial Statistical Methods			1 C
CPSY 300	Psychology and Law	2 D	1 D	1 D
CPSY 622	The Psychology of Criminal Behaviour	1C		

C – Classroom section

D – Distance section

As can be seen from the chart above, CCRM 100, CCRM 102, CPSY 300, CODG 101, and CODG 102 run either twice a year or all three semesters in The Chang School and have steady and healthy enrolments (see Appendix B for more detailed data). The elective courses CCRM 300, CPSY 622, CODG 127, CODG 210, and CODG 212 run at least once a year, and more if there is demand.

Finally, there is room to add more electives in the future as the certificate grows. Possible additions may include additional courses from Geography and Environmental Studies, Psychology, Criminology, and Disaster Emergency

Management, as well as other related fields and departments. There will also be further consideration to developing more of the courses online to reach an audience beyond the Greater Toronto Area.

Admission Criteria - The certificate will be accessible to any students with a minimum OSSD with six Grade 12 U or M credits, or equivalent, or mature student status. Applicants must complete an application for pre-approval and be approved before they complete 50% of the certificate.

Academic Management and Governance – The Dean of Record will be the Dean of Arts. All of the courses in the certificate are from departments in the Faculty of Arts, with half (seven of fourteen) coming from the Department of Geography and Environmental Studies. Because the digital geography (CODG) and crime analytics (CODE) courses form the core of the certificate, the Departments of Psychology, Criminology, and Geography and Environmental Studies have agreed that the academic home for the Certificate in Crime Analytics will be the Department of Geography and Environmental Studies. The academic homes for the individual courses will be their academic departments. The Department of Criminology and the Department of Psychology will collaborate on discussions and policy decisions and will continue to be responsible for instructor hiring for their courses in the certificate.

In keeping with the prevailing practices in a school and/or department, an Academic Coordinator will be selected for the Certificate in Crime Analytics. The Academic Coordinator will be responsible for overseeing curriculum development; advising prospective and current students; establishing relationships between the certificate program and professional, academic and community resources; instructor hiring and management of CODE instructors; and liaising with crime analytics experts in participating Ryerson departments and in the broader community to ensure the certificate program remains relevant and current.

The Standing Curriculum Committee for the certificate shall have appropriate representation from the programs and teaching departments offering courses in the Certificate. Administrative support will be the responsibility of The G. Raymond Chang School of Continuing Education. Routine matters, both academic and administrative, will be the responsibility of the Academic Coordinator.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the new Chang School Certificate in Crime Analytics.*

C. FACULTY OF SCIENCE – Revision to admission requirements for part-time entry in Computer Science

On May 10, 2018, the Department of Computer Science Undergraduate Curriculum Committee (UCC) approved a motion to remove the requirements for a Part-Time, Advanced Standing Program from the Admission Requirements to the Computer Science Part-Time program. Subsequently, on May 24, 2018, the Departmental Council passed the motion approving this change, for implementation in the Fall 2020 Undergraduate Calendar.

The change was recommended to the Chair of Computer Science by the Ryerson Admission office, because it did not accurately reflect actual Ryerson admissions practices for the program. If students have credit from previous university courses, then they simply apply for transfer credits. The matter was discussed at length, and agreement was reached to delete the wording related to advanced standing, outlined below as ‘Qualification C’.

Current Calendar Copy:

Part-Time, First-Year Entry: Applicants for admission to the part-time, 40-course degree program must have the following qualifications: A and C, or B and C.

Qualification A: O.S.S.D. with six Grade 12 U/M courses, including Grade 12 U courses in: English, Advanced Functions (MHF4U), one of Physics (SPH4U), or Chemistry (SCH4U), or Biology (SBI4U), and either Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U).

OR

Qualification B. Ability to meet the Ryerson [Mature Student guidelines](#).

AND

Qualification C. In addition to A or B, applicants require one of the following:

- A university degree (obtained within the last 10 years) in mathematics, science or engineering with a minimum GPA of 2.0;
or
- An acceptable three-year Advanced Diploma (obtained within the last 10 years), from a public Ontario College, in computer science with a minimum cumulative GPA of 3.0/B/70%;
or
- Eight or more Computer Science courses from the Computer Science program, with a minimum grade of 'C' in each course. These courses must have been completed in the last 10 years. Courses from the G. Raymond Chang School of Continuing Education (CE) which are equivalent to courses in the full-time Computer Science program will also be accepted.

Notes:

1. ENG4U/EAE4U is the preferred English.
2. Grade 12 U Calculus and Vectors (MCV4U) is the preferred mathematics course.
3. Physics is the recommended Grade 12 U Science.
4. The grade(s) required in the subject prerequisites (normally in the range of 70 percent) will be determined subject to competition.
5. Subject to competition, candidates may be required to present averages/grades above the minimum.
6. Students are admitted two times per year, in the fall and winter semesters.

Revised Calendar Copy for 2020/2021:

Part-Time, First-Year Entry: Applicants for admission to the part-time, 40-course degree program must have the following qualifications: A or B

Qualification A: O.S.S.D. with six Grade 12 U/M courses, including Grade 12 U courses in: English, Advanced Functions (MHF4U), one of Physics (SPH4U), or Chemistry (SCH4U), or Biology (SBI4U), and either Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U).

OR

Qualification B. Ability to meet the Ryerson [Mature Student guidelines](#). Notes:

1. ENG4U/EAE4U is the preferred English.
2. Grade 12 U Calculus and Vectors (MCV4U) is the preferred mathematics course.
3. Physics is the recommended Grade 12 U Science.
4. The grade(s) required in the subject prerequisites (normally in the range of 70 percent) will be determined subject to competition.
5. Subject to competition, candidates may be required to present averages/grades above the minimum.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Department of Computer Science revision to admission requirements for part-time entry.*

D. DEPARTMENT OF COMPUTER SCIENCE – Grading variations

Background and Rationale - The Department of Computer Science offers computer science courses at Ryerson under the CPS code. Most computer science courses require that students acquire theoretical knowledge, usually covered during lectures, as well as practical competencies in the application of this knowledge. Students demonstrate their acquisition of these practical skills in a variety of ways, usually involving system/software/hardware design and implementation in the context of the assignment, project or lab components of the course. In particular, the programming courses require students to actually be able to program. Therefore it is necessary in some courses to consider the evaluation of the practical components of the course as a separate component of the overall evaluation of the course.

To demonstrate their acquisition of these practical skills, students are usually required to construct systems (e.g. programs, apps, robots) and associated documents (e.g. designs, reports, presentations etc.). Depending on the size of the artifacts produced, this may be done in limited time, often during labs, or with longer timelines, such as in assignments and projects. In both cases, the work can be individual, in teams, or as a combination of both. The skills demonstrated in these different types of work (small vs. large, time-limited vs. longer timelines, individual vs. team) are different and therefore it is necessary in some courses to consider their evaluation independently of each other.

The digital nature of the artifacts produced by computer scientists makes them extremely easy to reproduce. Furthermore, the “sharing” open source ethos in Computer Science often blurs the lines between original work, collaborative work, and appropriated work. As a result it has been the department’s experience that many students receive so much external assistance with their work that they attain very little understanding of the artifacts they construct, and of the processes involved in their construction. This is why it is also necessary in most courses to also rely on the more formal constrained evaluations conducted during tests and exams or during time-limited lab sessions to assess skill acquisition.

Special case of CPS118 and CPS125 - In addition to the above rationale for CPS lab-based courses, CPS118 and CPS125 are very large compulsory first year introductory programming service courses offered to Science and Engineering students respectively. In each of these two courses, one of the learning objectives is the ability to write programs to solve scientific/engineering problems. The acquisition of this skill is demonstrated during exams, in particular the final exam which has a 60% weight for CPS118 and 65% weight for CPS125.

The acquisition of this skill, as with many others, is attained with repeated practice, which is provided during the courses’ labs. The introductory nature of the material in these two courses coupled with the proliferation of similar material in electronic format lull many students into the mistaken belief that the material and associated skills can be learned quickly right before the exams, and purely theoretically without engaging in any actual practice. As a result, for a long time lab participation was very low and the resulting failure rates high. Different variations in the grading were tried, putting more emphasis on the labs where much of the learning takes place. However, the increased grade value of the labs caused an increase in the submission of non-original solutions (which are very easily externally procured because the problems are elementary and the solutions are digital and easily shareable) without any significant associated improvement in learning.

The only grading configuration that has actually resulted in better learning outcomes and better overall success rates in these particular courses is one that verifies that students are physically present during labs and actively working on their own (with TA supervision) to learn to solve problems programmatically. This experiential component to learning is common to all science fields: students are physically present in labs when they conduct lab experiments in biology, chemistry, and physics, and during which they learn concepts and skills through direct, individual, physical manipulation of material. The artifacts being manipulated in computer science may be more virtual, and the manipulation has a large mental component, but the learning process is still an experiential, and arguably even tactile, one.

Requested Grading Variations - In these variations, the “practical” component consists of labs, assignments, and projects. The more formalized, time-limited, and usually individual, assessments conducted during exams, tests, and quizzes are referred to as the “theoretical” component of the assessment. For reasons explained in the last two paragraphs of the previous section, labs are sometimes evaluated separately from the rest of the practical component. Most courses have multiple evaluations with different weights, and therefore all component grades are weighted grades.

The Department of Computer Science has developed the following grading variations for CPS courses, which will be listed in the “Grading Requirement” section of the standard FoS Course Outline for CPS courses:

- Variation A: “To pass the course, it is necessary to obtain at least a 50% grade on the theoretical component (the weighted total of the quiz, test, and exam marks) AND at least a 50% grade on the practical component (the weighted total of the assignment, lab, and project marks)”. This variation will

apply to the following courses: CPS213, CPS310, CPS393, CPS506, CPS510, CPS511, CPS610, CPS633, CPS713, CPS847 and CPS888

- Variation B: "To pass the course, it is necessary to obtain at least a 50% grade on the theoretical component (the weighted total of the quiz, test, and exam marks) AND at least a 50% grade on the weighted total lab mark AND at least a 50% grade on the remaining practical component (the weighted total of the assignment and project marks)." This variation will apply to the following courses: CPS209, CPS643
- Variation C: "To pass the course, it is necessary to obtain an 80% grade in at least 2/3 of the labs in addition to an overall 50% grade in the course. Students must submit their lab work from the labs during the lab period." This variation will apply to the following courses: CPS118 and CPS125

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Department of Computer Science grading variations.*

E. SCHOOL OF OCCUPATIONAL AND PUBLIC HEALTH – Diploma to Degree Pathway

The School of Occupational and Public Health is proposing the establishment of an articulation agreement between Ryerson University, Lambton College, Seneca College and Cambrian College to provide graduates from the Diploma in Workplace Safety and Prevention a block credit of 18 courses from the Bachelor of Applied Science in Occupational Health and Safety. These students will be offered advanced standing entry into the 2-year fast track option of the degree. They will be required to complete 19 core courses plus 3 upper level liberal studies courses (i.e. a total of 22 courses) in order to satisfy the degree requirements.

Background - In March 2018, Ryerson University, Lambton College, Seneca College and Cambrian College were awarded funding by ONCAT (Ontario Council on Articulation and Transfer) to undertake a project to: (a) develop online curriculum for a *Diploma in Workplace Safety and Prevention* which would be shared by all three colleges (to be developed by the colleges); (b) develop a shared delivery model, where each college would deliver 1/3 of the curriculum to all students enrolled in the diploma across all three colleges; and (3) investigate articulation arrangements from the Diploma into the *Bachelor of Applied Science (Occupational Health and Safety)* offered by Ryerson University. The approach was innovative in that it allowed for the shared development and delivery of common curriculum, the ability to offer common curriculum across three geographically distributed colleges, and to investigate implementing the only formalized Diploma to Degree articulation arrangement in Canada for this discipline.

Details about the Diploma program (i.e. curriculum and course outlines) were provided by Lambton College to Ryerson University, and previous pathways/articulation agreements were obtained from the colleges to provide an understanding of current best-practice. A detailed 'academic review' of the Diploma curriculum and a gap analysis was then undertaken by Dr. Tenkate, with input from various stakeholders within the university. Based on this 'academic review', a proposal was prepared and then a 'viability review' of this proposal was coordinated by Ms. Hack, seeking input from curriculum advising, curriculum management, admissions, and the Learning and Teaching Office. Based on this review, a final pathway proposal was prepared.

Summary of the curriculum and gap analysis - From Fall 2019, a new curriculum for the 4-year degree in OHS (i.e. *Bachelor of Applied Science in Occupational Health and Safety*) will be offered by Ryerson University (see Appendix 1). A 2-year 'fast track' option for completing the degree is available for applicants who hold an undergraduate degree (see Appendix 2). The courses in the 2-year fast track option are the same 'core' courses as in the 4-year degree, but to meet accreditation requirements, there are 26 required courses in the 2-year fast track option.

A course-by-course review was undertaken of the Diploma program to identify alignment with courses offered in the 'new' 4-year undergraduate degree in OHS. Diploma courses for which 'credit' was deemed to be appropriate

are identified in Appendices 1 & 2 by 'strikethrough' font of the course name. A course-by course summary between the degree and diploma is as follows:

Undergraduate Degree	Diploma Alignment	# Courses Needed to Complete the Degree
4 Year Degree in OHS:		
• 30 core courses	11 / 30	19
• 4 open electives	4 / 4	0
• 6 liberal studies (3 lower level, 3 upper level)	3 lower level 0 upper level	3 upper level
2 Year 'fast track' option in OHS:		
• 26 core courses	7 / 26	19
• 3 liberal studies needed prior to entry (from u/g degree)	3 lower level	0

Based on the review of alignment between the courses offered in the diploma and those offered in the degree, it was initially proposed that the diploma students be offered a 2 + 2 arrangement, i.e. they complete the 2 year diploma and then are admitted into either:

- Option 1: 3rd year of the undergraduate degree in OHS, but with a defined sequence of courses to be completed which is different to the usual 3rd and 4th years of the program; or
- Option 2: the 2-year fast track option, but with a slightly revised set of courses.

Due to where the courses (for credit) are placed within the 4-year undergraduate degree, Option 2 was considered to be more appropriate as this addresses issues associated with scheduling clashes of courses. For Option 2, it is proposed that the diploma-to-degree students complete less courses than the standard 2-year fast track option due to receiving course credits for the following 'core' courses (of the 2-year fast track option):

- OHS 323 – Accident Theory
- OHS477 – Disability Management
- POH201 – Determinants of Health
- OHS421 – Occupational Hygiene 1
- POH407 – Environment and Emergencies
- OHS811 – OHSE Management Systems
- OHS516 – Ergonomics

However, as the diploma students have only completed 3 liberal studies electives (which are considered to be the equivalent of lower level liberal studies courses offered by Ryerson University), they would have to complete 3 upper level liberal studies courses to align with the full 4-year program requirements.

Overall, it is proposed that the diploma-to-degree students receive a 'block credit' of 18 courses from the 4-year degree and would be offered 'advanced standing' entry into the 2-year fast track option, and will be required to complete 19 core courses plus 3 liberal studies courses in order to satisfy the degree requirements. This total of 22 courses for degree completion complies with the 50% minimum residency requirement for Ryerson degrees when the 4-year degree is considered (as the 4-year degree consists of 40 courses). Diploma graduates will be required to have achieved a Cumulative GPA of 3.0 (equivalent to a grade of B) in their studies. A higher GPA may be required subject to competition. It is proposed that the articulation agreement would enable Diploma graduates to commence their degree studies in Fall 2020.

The proposed course sequence for diploma students entering into the degree is:

Year 1	
Semester 1	Semester 2
Environmental Health Law (ENH 121)	Introductory Toxicology (OHS 322)
Pathophysiology (ENH 220)	Biostatistics (ENH 440)
Introductory Organic Chemistry (CHY 152)	Epidemiology (ENH 122)
Biological Agents (OHS 301)	Fire and Radiation Safety (OHS 709)
Physical Agents (OHS 314)	Upper Level Liberal Studies Elective
Year 2	
Semester 3	Semester 4
Research Methods (ENH 522)	Advanced Toxicology (OHS 422)
Safety Evaluation Techniques (OHS 523)	Occupational Hygiene II (OHS 621)
Risk Assessment (ENH 825)	Safety Control Methods (OHS 623)
Systems Safety (OHS 509)	Sectoral Applications (OHS 800)
Health Education and Promotion (POH 705)	Advanced Health and Safety Law (OHS 806)
Upper Level Liberal Studies Elective	Upper Level Liberal Studies Elective

Appendix 1: Program structure for the *Bachelor of Applied Science (Occupational Health and Safety)* (4 year program, commencing Fall 2019)

Year 1	
Semester 1 (common to both programs)	Semester 2 (common to both programs)
<i>Professional Practice (POH 100)</i>	Introductory Toxicology (OHS 322) (pre-requisites: Pathophysiology ENH 220 and General Chemistry CHY 104)
<i>Data Management (POH 103)</i>	Biostatistics (ENH 440)
Environmental Health Law (ENH 121)	<i>Determinants of Health (POH 201)</i>
General Chemistry (CHY 104)	Communication in the Health Sciences (CMN 100)
Pathophysiology (ENH 220)	Lower Level Liberal study Table A

Year 2	
Semester 3	Semester 4
Lower Level Liberal study Table A	Epidemiology (ENH 122)
Introductory Organic Chemistry (CHY 152) (pre-requisite: General Chemistry CHY 104)	Open Elective
Biological Agents (OHS 301)	Fire and Radiation Safety (OHS 709) (pre-requisite: Physical Agents OHS 314)
Accident Theory (OHS 323)	Advanced Toxicology (OHS 422) (pre-requisite: Introductory Toxicology OHS 322)
Physical Agents (OHS 314)	Occupational Hygiene I (OHS 421)

Year 3	
Semester 5	Semester 6
Research Methods (ENH 522) (pre-requisite: Epidemiology ENH 122)	Occupational Hygiene II (OHS 621) (pre-requisite: Occupational Hygiene I OHS 421)
Systems Safety (OHS 509) (pre-requisite: Physical Agents OHS 314)	Ergonomics (OHS 516) (pre-requisites: Physical Agents OHS 314 and Pathophysiology ENH 220 or Occupational Health and Safety OHS 508)

Safety Evaluation Techniques (OHS 523) (pre-requisite: Physical Agents OHS 314)	<i>Environment and Emergencies (POH 407)</i>
Open Elective	Open Elective
Lower Level Liberal study Table A	Upper Level Liberal study Table B

Year 4	
Semester 7	Semester 8
<i>Health Education and Promotion (POH 705)</i>	<i>Sectoral Applications (OHS 800)</i>
Risk Assessment (ENH 825)	<i>Advanced Health and Safety Law (OHS 806)</i> (pre-requisite: Environmental Health Law ENH 121)
<i>Disability Management (OHS 477)</i> (pre-requisite: Ergonomics OHS 516)	<i>OHSE Management Systems (OHS 811)</i>
Upper Level Liberal study Table B	<i>Safety Control Methods (OHS 623)</i> (pre-requisites: Accident Theory OHS 323 & OHS 523)
Open Elective	Upper Level Liberal study Table B

Note: Course with ~~strikethrough~~ = credit awarded for diploma students

Appendix 2: Program structure for the 2-year fast-track *Bachelor of Applied Science (Occupational Health and Safety)* (Commencing Fall 2020)

Year 1	
Semester 1	Semester 2
Environmental Health Law (ENH 121)	Introductory Toxicology (OHS 322)
Pathophysiology (ENH 220)	Biostatistics (ENH 440)
Introductory Organic Chemistry (CHY 152)	<i>Determinants of Health (POH 201)</i>
<i>Biological Agents (OHS 301)</i>	<i>Occupational Hygiene I (OHS 421)</i>
<i>Accident Theory (OHS 323)</i>	Epidemiology (ENH 122)
Physical Agents (OHS 314)	<i>Fire and Radiation Safety (OHS 709)</i>
	<i>Ergonomics (OHS 516)</i>

Year 2	
Semester 3	Semester 4
Research Methods (ENH 522)	Advanced Toxicology (OHS 422)
Safety Evaluation Techniques (OHS 523)	Occupational Hygiene II (OHS 621)
Risk Assessment (ENH 825)	<i>Environment and Emergencies (POH 407)</i>
<i>Disability Management (OHS 477)</i>	Safety Control Methods (OHS 623)
<i>Systems Safety (OHS 509)</i>	<i>OHSE Management Systems (OHS 811)</i>
<i>Health Education and Promotion (POH 705)</i>	<i>Sectoral Applications (OHS 800)</i>
	<i>Advanced Health and Safety Law (OHS 806)</i>

Note: Course with ~~strikethrough~~ = credit awarded for diploma students

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the School of Occupational and Public Health diploma to degree pathway.*

F. PERIODIC PROGRAM REVIEW – Bachelor of Science in Mathematics and its Applications – Faculty of Science

FINAL ASSESSMENT REPORT

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 **Mathematics and its Applications** program. The report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE MATHEMATICS AND ITS APPLICATIONS PROGRAM

The Mathematics and its Applications program submitted a self-study report to the Vice-Provost Academic on March 12, 2019. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from 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.

Two external arm's-length external reviewers (Dr. Javad Mashreghi, Professor, Mathematics and Statistics, Faculty of Science and Engineering, Laval University, and Dr. Lisa Jeffrey, Professor, Mathematics, Faculty of Arts and Science, University of Toronto-Scarborough) and one internal reviewer (Dr. Stephen Waldman, Professor, Chemical Engineering, Faculty of Engineering and Architectural Science) were appointed by the Dean of the Faculty of Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on November 13-14, 2018.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, Faculty of Science; Chair, Mathematics and its Applications; and library staff. The PRT also met with several members of the department including staff and faculty members, as well as students and alumni. A general tour of the campus was provided, including the undergraduate teaching facilities and laboratories.

In their report, dated December 20, 2018, the Peer Review Team (PRT) provided feedback that describes how the Mathematics and its Applications program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The Peer Review Team (PRT) indicated the current program is relevant to society at large and produces graduates capable of moving into a variety of fields, both in academia and in industry. The curriculum is generally comprehensive and includes well-organized lab components and an option for co-op placement.

The main areas of strength identified by the PRT include:

- Successful in training qualified personnel for various corners of the commercial centers within the GTA;
- Professors and students collaborate very well;
- Positive feedback from students about the department, its atmosphere and the quality of instruction;

The PRT also identified areas for improvement, specifically, the program is neither a traditional pure mathematics program nor a traditional applied mathematics program. This appears to result in students falling into two distinct groups: those aligned with either 'applied' or with 'pure' mathematics, which may require more clearly defined 'frontiers', with the option to move back and forth if students so choose.

The Chair of the Mathematics and its Applications program submitted a response to the PRT Report on January 24, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of Science on March 8, 2019.

The Academic Standards Committee completed its assessment of the Mathematics and its Applications Program Review on May 2, 2019. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

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

The one-year follow-up report, due June 30, 2020 is to include:

1. A status report on the initiatives outlined in the Implementation Plan, including changing options to an appropriate alternative (minors, concentrations, majors – see Senate Policy 2);
2. Updated course outlines; and
3. A status report on the new communications course.

The two-year follow-up report, due June 30, 2021 is to include:

1. Employment data for graduates of the Mathematics and its Applications program.

Presented to Senate for Approval: **June 11, 2019**

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

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

RECOMMENDATION 1.

It is recommended, with high priority, that the University considers consolidating space for the Mathematics department. In addition, for the sake of integrity, social and academic life, it is recommended that the University considers creating new (dedicated) space for the students.

Department Response: The department agrees with this recommendation wholeheartedly. We realize that a long term solution to our space issues will take time, creativity and good will to resolve. In short, there is no quick fix to this challenge, and the department commits to work in good faith on this with the Dean. With regard to the program, we point out that our students may be the only ones in the Faculty that do not have their own dedicated space. The department resolves to engage with both the students and the Dean to meet this recommendation.

Dean's Response: This is the top priority of the university. There is great momentum towards breaking ground on a new Science building, which has in its plan to consolidate the Mathematics Department. Dedicated Mathematics student space, however is not part of that plan. It could be that some of the vacated space currently occupied by the department could retrofitted for student occupation. In the shorter term, to accommodate Mathematics operations, there will be a further dispersing of the department. This involves the move of the department office to Kerr Hall.

RECOMMENDATION 2.

It is recommended that the program considers creating two streams. One in applied mathematics (the existing program) and another in pure mathematics. The existing applied mathematics program should be supplied with more programming and applied courses. The new pure mathematics stream should contain more rigorous courses to enhance the knowledge of students and prepare them for postgraduate studies.

It is also recommended to have a mechanism to allow outstanding students to follow both streams if they wish. It happens quite often that a pure mathematician needs computer language skills, or an applied mathematician feels the necessity of grasping more rigorous results. In such situations, the student should have an option to pursue more courses on the other stream, most possibly at the expense of staying longer in the program.

Department Response: This is the most interesting recommendation by the PRT. Their visit brought to light a certain dichotomy in the attitude of the students about the program. The entire Periodic Program Review (PPR) process shed much light on the program, but it was not until the actual site visit that the department learned how the students who want an 'applied' education feel that the program is not applied enough, while the students wanting more theory felt that the 'pure' aspects of the program did not go far enough.

The department feels that it would be unwieldy to offer two distinct streams as suggested by the report. This program takes in 50 students per year and is therefore a small program. Dividing this group into two smaller subgroups, each with its own individual needs, does not appear to be economically feasible. Rather, through curriculum changes discussed below it is felt that the two groups of students, pure and applied, can be satisfied moving forward. These changes will address the needs of both groups.

Dean's Response: There is a tendency for program review to make suggestions of splitting streams within programs to accommodate different student perceptions, abilities and needs. Sometimes this is practical, sometimes not. At this point in time there does not appear to be sufficient demand or resources to undertake the commissioning of a split stream for mathematics. The department and the Dean are in agreement on this.

RECOMMENDATION 3.

It is recommended that the program should increase the minimum entrance requirements and should revisit the high school courses required for admission.

If the decision is to not change the entrance (high school) course requirements, it is recommended that a mandatory diagnostic test be utilized. For students who do poorly on the diagnostic test, they would either be offered extra help in the summer before enrollment, or placed in a new one-term course that teaches the material of *Calculus & Vectors* which would be a prerequisite for *Calculus I*.

Department Response: The department will explore, with the Registrar's office and the Dean, the idea of changing the enrollment criteria. The addition of *Calculus and Vectors* as a requirement for admission has its appeal and is consistent with the departmental goal of attracting the best students possible. This is not a decision to be made only by the department alone as there may be implications regarding the department's intake goals. It is to be determined how the addition of this extra requirement will affect the number of applications received and how this might influence our enrollment numbers.

Regardless of the outcome the department has recently implemented a diagnostic test given to all first year students. Incoming students are offered help through a summer program, and students who do not do well on the diagnostic test are offered resources through the Math Help Centre to improve their pre-calculus abilities.

Dean's Response: All programs would like to believe that bumping up the entry level GPA will result in a "better quality of student". This may or may not be true and it is unclear how high the GPA would have to rise before a noticeable difference would take place. Moreover, the enrollment corridor makes it challenging for this to be enforced. Indeed it is often that a higher quality (perceived or otherwise) of program attracts a higher quality student. There is also the continuing issue of math fear in K-12 that compels students to avoid mathematics. This recommendation may be unattainable at present.

RECOMMENDATION 4.

It is recommended to enhance more programming languages (e.g. R, SAS, Python and C++) in the existing courses, or even create new ones to address this issue.

Department Response: In the curricular changes discussed below it will be evident that the department embraces this recommendation. We are actively seeking that R, SAS and Python be added to the program.

Dean's Response: The Dean supports the department response.

RECOMMENDATION 5.

In terms of core course delivery, the PRT suggests offering the existing courses according to the following plan:

Year	Fall Semester	Winter Semester
1	Calculus I Discrete I Science I Liberal	Calculus II Discrete II Science II Liberal
2	Linear Algebra I Statistics I Calculus III	Linear Algebra II Statistics II ODE
3	Analysis	Algebra
4	Complex Analysis	

Department Response: Looking at the included table, one will see that the revised curriculum follows the recommended changes.

Dean's Response: The Dean supports the department response. Additionally, the trading out of a Communications course to an internal "communications" course should also be seriously thought through. The ethos of the CMN course is to help science students communicate to the public. The suggested Math course seems more about

communications within the math culture. Both are important. The Dean suggests talking with FCS about making a section of the CMN course more appropriate for math students, if possible. And if not, then communicating math to the public should be integrated into the courses within the math program itself.

RECOMMENDATION 6.

It is recommended that additional TA positions be made available for the program and reduce tutorial section sizes accordingly. As a positive side effect, increasing the number of TA's would have the additional benefit of providing employment for Ryerson mathematics graduate students.

Department Response: The department agrees that tutorial sizes can be overlarge and hopes that the requisite funding is made available to meet this recommendation. The department realizes that in order for this resource to be cost effective it is crucial that the faculty members of the department diligently endeavor to make the best use of it. Spending money on smaller tutorials is only as effective as the effort that is put into making them an effective learning experience.

Dean's Response: The Dean supports the department response. Altering tutorial size may require resources, which will have to be considered and designed carefully.

RECOMMENDATION 7.

It is recommended to have a long term plan for the delivery of program elective courses so students can appropriately plan their studies and complete their program in a timely fashion.

Department Response: The department acknowledges that the offering of electives on a yearly basis can be improved. The main constraints in offering electives are class size and faculty complement.

In spite of the large list of potential electives the department can only offer a few of them per semester, given the teaching resources available. The department has a large number of service courses that it must offer and this constrains the number of electives that it may also offer in any given semester. Fortunately, with four new hires this year, this constraint shall be overcome in the future. But even with the possibility of being able to offer more electives, sometimes the enrollment numbers in elective courses are low. The number of upper year students in the program is small, and this greatly constrains the number of electives that are offered.

This requires the department to carefully manage *how* the electives are offered. The main strategy is to offer certain electives every other year. The idea is that in the span of two years a student will be able to take a given elective in one of those two years. We have pursued this strategy, but we have not been as rigorous as we could have. In order to commit to this strategy, and to help students in their long-range planning, the department will commit to publishing which electives will be offered for the next two to three years.

Dean's Response: The Dean supports the department response.

IMPLEMENTATION PLAN

RECOMMENDATION AND IMPLEMENTATION PLAN	
Recommendation # 1	
Recommendation: Curriculum modification I: Computer Science	
Rationale: Identified in self-study and PRT report that computer science knowledge is crucial to the discipline.	
Objective: Improve and strengthen LO 8: essential programming skills.	
Actions:	<ul style="list-style-type: none"> Removal of CPS 118 in semester 1 and replace with CPS 109. The addition of CPS 209 as a potential second science course. Addition of R language programming to statistics courses. (Done) More coherent use of programming in later courses.
Timeline: 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020	
Responsibility for leading initiative: Program Director and Chair	
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair and Faculty Dean	

RECOMMENDATION AND IMPLEMENTATION PLAN**Recommendation # 2****Recommendation:** Curriculum Modification 2: *Restructure program.***Rationale:** Self-study and PRT report identify the need to modify the program to address retention issues.**Objective:** To improve student retention and time-to-graduation by improvement of the curriculum structure.**Actions:**

- Add one hour of lecture to the first year calculus courses, MTH 207 and MTH 310 to allow more time to develop the same material. (Done)
- Provide added learning resources through SLGs offered through the Learning Centre. (Done)
- Move MTH 525 and MTH 617 from 7th and 8th semesters to the 5th and 6th semesters respectively.
- Move MTH 719 from 8th semester to 4th semester (Completed 2019)

Timeline: 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020**Responsibility for leading initiative:** Program Director and Chair**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Chair and Faculty Dean**RECOMMENDATION AND IMPLEMENTATION PLAN****Recommendation # 3****Recommendation:** Curriculum modification 3: *Proof writing***Rationale:** Self-study and PRT report identify students' weakness in developing and communicating mathematical proofs.**Objective:** To improve students' achievement of LO 7a—d.**Actions:**

- Develop a new course to introduce students to proof writing. (Done)
- Better reinforce mathematical writing in the core mathematics courses.

Timeline: 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020**Responsibility for leading initiative:** Program Director and Chair**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Chair and Faculty Dean**RECOMMENDATION AND IMPLEMENTATION PLAN****Recommendation # 4****Recommendation:** Better planning of electives**Rationale:** As provided by the self-study and the PRT report, students find the present system of elective offerings confusing.**Objective:** To give students better opportunity to plan their elective choices in the long term.**Actions:**

- *Develop a two- to three-year plan of elective course offerings.*
- Publish this plan so students are aware of which electives they can count on in future years.

Timeline: 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020**Responsibility for leading initiative:** Program Director and Chair**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Chair and Faculty Dean**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the Mathematics and its Applications Bachelor of Science Degree Program – Faculty of Science.*

G. NEW PROGRAM – Bachelor of Fine Arts (Honours) in Professional Music – Faculty of Communication and Design



Program Proposal

Undergraduate Degree Program

Bachelor of Fine Arts (Hons), Professional Music

Ryerson University
The Faculty of Communication and Design
School of Creative Industries
RTA School of Media
Ryerson School of Performance

May 16, 2019



Dean's Assessment of Peer Review Team Report



Office of the Dean
Faculty of Communication & Design

January 16, 2019

I am writing to lend my full support to the proposed Bachelor of Fine Arts degree program in Professional Music.

This program offers a unique approach to postsecondary music education in Canada, one that blends academic scholarship, industry, innovation and entrepreneurship. The program meets many of the objectives of Ryerson University's 2014-2019 Academic Plan, Our Time to Lead, as well as the goals outlined in the Faculty of Communication and Design unit report.

The proposed BFA in Professional Music is a truly interdisciplinary initiative, drawing upon expertise in the RTA School of Media, School of Performance and School of Creative Industries, while adding new music-focused courses, to develop dynamic graduates well positioned to find employment in an ever-changing industry. The rapid growth of new music media platforms, business models and technologies have created demand for graduates with digital media competencies and knowledge of management, business practices, and entrepreneurship. Therefore, the program aims to create well-rounded graduates who have the skills and entrepreneurial mindset to advance their own careers and the industry as a whole in a rapidly changing landscape, while becoming specialists in their preferred area.

The Peer Review Team that studied our proposal are leading experts in the field of music education, and their wholly enthusiastic endorsement of the program shows the strength of our proposed offering. It is also a testament to our faculty and staff at FCAD, and their thoughtful work in crafting the proposal and site visit. I share their enthusiasm and expectation that the BFA in Professional Music will be an innovative and unique comprehensive program for future music professionals.

The Peer Review team has made a few suggestions to ensure the program simultaneously meets the needs of students and industry. I appreciate their recommendations and would like to briefly comment on them:

1) For the two new faculty positions, have at least one position be dedicated to someone who has a background as a practitioner in some area of the music industry, and some background in music performance

This is in line with our current plan to hire two new faculty members with performance, industry and educational experience. It is important that the new faculty have recent and relevant experience working directly with musicians in live or recorded settings, and that they bring with them strong connectivity to the artists, producers and leaders of Canada's thriving music industry.

2) Create experiential opportunities by engaging Toronto's live and recorded music industry

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ryerson.ca/fcad

We have developed and will continue to expand our partnerships with music organizations, venues and professionals. This is already reflected in the industry and community involvement with the Music Den, which will only continue to expand and grow. We have had wide-ranging discussions with the leading music venues, promoters, labels, and managers, and there is universal appetite for engagement with our proposed program. With Senate approval for this program, we will take these discussions into their next stage of establishing agreements for experiential learning, guest lectures, internships and more. We are aware that many of Toronto's music professionals are eager to connect with our future students for experiential learning and employment opportunities, and we are also looking beyond Toronto, to create national and international working partnerships for this program.

3) Work towards a dedicated Canada Research Chair or another type of research chair, given the scope and innovation of the proposed program

I agree that there is an excellent opportunity to support and enhance this program with a nationally-recognized research chair, whose scholarly and creative activity may inform and strengthen the academic experience of students in this program. FCAD is fortunate to have recently attracted its first Tier One Canada Research Chair in Creative Innovation and Leadership. I look forward to exploring this opportunity for both existing Ryerson faculty involved in this program as well as potential new faculty recruits.

In summary, I would like to thank the Peer Review Team for their insights and support of this proposal; the Chairs, faculty and staff at FCAD for their work in developing this proposed program; and the faculty and deans of the Ted Rogers School of Management and Faculty of Arts for their support of the proposed program electives. I am pleased to give my full support of this application, and I look forward to its passage through ASC and the Senate with much eagerness.

Yours Truly,



Charles Falzon
Dean
Faculty of Communication and Design
Ryerson University

Peer Review Team Report

RYERSON PROFESSIONAL MUSIC PROGRAM
PEER REVIEW TEAM REPORT
Charity Marsh, Don Gorder

INTRODUCTION

We had the pleasure of traveling to Toronto to review the proposed Ryerson Professional Music Program for an intensive day on Monday, October 30th, 2018. Prior to our onsite visit, we both received draft copies of the Executive Summary for the program. Upon the completion of the site visit, we were both in agreement that the proposed program would make an exceptional addition to both the Ryerson community and the communities it serves. As is noted throughout the following report, overall we believe the proposed Ryerson Professional Music Program is innovative in scope, and offers to fill a major gap when it comes to the area of professional music education at the university level. We look forward to seeing the proposed program launched.

OUTLINE OF THE REVIEW

Our first contact was with Cormac McGee, Coordinator of the site visit, and Noah Schwartz, Lecturer and Proposal Developer. They gave us an overview of the day's activities and accompanied us to the first meeting with the Program Committee, which included: Steven Ehrlich, Lead Faculty member; Peggy Shannon, Chair, School of Performance; James Nadler, Chair, Creative Industries; Kathleen Pirrie Adams, Chair, RTA School of Media; and Noah Schwartz.

We were then given a tour of the departments and facilities, including the technology labs, broadcast studios, recording studios, classrooms, and performance venues used by the three schools from which instruction in RPM will be drawn.

We then met with core faculty from the three schools that included: Michael Murphy, RTA; Laura Nenych, RTA; Mark Campbell, RTA; Michael Bergmann, Performance; Paul Moody, Performance; and David Gauntlett, Creative Industries. From this meeting we were able to gain a sense of the synergy that exists among these schools, and hear their positive comments about the creation of an integrated, multi-disciplinary program.

This meeting was followed by lunch with 6-7 pre-selected students representing each of the three schools. They gave us their thoughts about the proposed program and answered our questions regarding the need for it.

We then met briefly with Jay Wolofsky, Librarian, and were given a tour of the library by Mandi Arlain, Librarian. Mandi also took us to the graduate research facility and the student social area on the top floor of the building.

The tour was followed by a meeting with Marcia Moshe, Vice-Provost, Academic, who gave us information about the common standards for new programs set by the Council on Quality Assurance, and the guidelines for this report.

Our next meeting was with Charles Falzon, Dean, FCAD. Dr. Falzon gave us his thoughts about the program, most notably that he wants it to be a catalyst for interdisciplinary environments and languages, and that the curriculum must be nimble in adapting to changes in career preparation.

Our final meeting was with Michael Benarroch, Provost. The meeting was brief, but long enough for us to gain an understanding from Dr. Benarroch that he supports the program and recognizes the need for it.

Our day ended with a visit to the Music Den, with Steven Ehrlich and Cormac McGee.

EVALUATION CRITERIA

a. Objectives

i. The proposed Ryerson Professional Music Program (RPM) as a Bachelor of Fine Arts is consistent with Ryerson's mission and the University's *2014-2019 Academic Plan, Our Time to Lead*. Following our evaluation of the material, the meetings with students, faculty, and support staff, we found the proposed RPM meets all four priorities as indicated below.

Priority One: "Enable Greater Student Engagement and Success through Exceptional Learning Experiences." The RPM Program seeks to teach key theoretical and practical skills that are required for the diversity and vastness of the music industries. Engaging in an experiential learning environment is necessary to support the high levels of success of future graduates.

Priority Two: "Increase SRC Excellence, Intensity, and Impact." As the first of its kind in Toronto, the RPM Program will foster innovation between scholarly and creative research. The program will increase the desire for community and industry collaboration, which will result in new kinds of scholarly research collaboration in the areas of digital media, technology, design, culture, creative industries, management, and entrepreneurship. The addition of two new Faculty members will bring even more depth to the high calibre research of FCAD.

Priority Three: "Foster an Innovative Ecosystem." As discussed in the program proposal, the ecosystem which the RPM program is designed to create is one that is in alignment with the creative industries and subsequently, a business ecosystem. Within the RPM the development of such an ecosystem begins at the student level, enabling creativity and possibility as students work to create new ecosystems while simultaneously, engaging fully with existing ecosystems at the local, national, and international levels.

Priority Four: "Expand Community Engagement and City Building." The uniqueness of this program and its focus on "one-of-a-kind" educational experiences, including a vast number of opportunities for experiential learning and community engagement, speaks specifically to priority four. The RPM seeks to fulfill the need for a Professional Music undergraduate program within Toronto, Canada's centre for the Music Industry.

Overall, the RPM program is in line with both Ryerson's mission and University Academic Plan, as well as with the goals outlined in FCAD's unit report.

- i. The requirements and associated learning outcomes for the RPM program are clearly in line with and appropriate for Ryerson's expectations in a BFA.
- ii. The designation of a BFA for the Ryerson Professional Music program is appropriate and quite significant. The BFA designation indicates the importance placed on the intensiveness of the art and design focus in many of the studio courses related to audio and sound production, live production, and modern music production. Moreover, the BFA is an internationally and nationally recognized degree that speaks to a particular quality and standard for both theory and practice. For this program, the emphasis on outcomes for students falls within a mastery of creative, theoretical, technical, and entrepreneurial, which makes the most sense within the parameters of BFA degree.

In summary, the objectives of the RPM program are in alignment with Ryerson's Academic Plan and Strategic Priorities. The proposal offers sufficient detail as to how the RPM program will take up each of the strategic priorities and contribute to innovation in leadership in the institution, as well as in the broader communities Ryerson serves.

b. Admission Requirements

Admission requirements, as laid out on page 18 of the Program Proposal, are appropriate for attracting students who are right for the program, and capable of succeeding in it. The requirements point to an entering student who is focused on a career in music, whether in production, business, music creation, or other applications of technology, and is thereby differentiated from students entering CI, RTA, or Performance. The requirement of a recorded demo and a video will showcase the applicant's technical proficiency; the essay will indicate the applicant's passion for studying the contemporary music industry, and his/her knowledge of it; the CV will highlight the applicant's academic, professional, and extracurricular background and other work experience; and the interview will provide a final screening to identify those who are the right fit for the program. These requirements are rigorous, but probably necessary given the anticipated large number of applicants the program will attract.

The proposal provides a sufficient explanation of alternative requirements for entry into this undergraduate program, including the Ontario Secondary School Diploma or equivalent, the minimum of six Grade 12 U or M courses, a minimum overall average of 70%, and a minimum grade of 75% or higher in Grade 12U English.

c. Structure

The program is structured with a core of 22 required courses, nine of which are new and designated as RPM, two are existing courses from RTA, ten are existing courses from CI, and a summer internship. Some of the courses are offered at two levels, Introductory and Reinforcement, while others are offered only at Reinforcement or Advanced levels. Course descriptions indicate that these courses build on skills and competencies gained in lower level courses, and as such, require students to apply this prior learning in more rigorous settings. The nine new courses give the program its distinctive focus on music, with courses in music fundamentals, digital production, performance production, branding, etc., all related to the

skill set and knowledge base needed by the well-rounded, contemporary professional musician. The two new advanced core courses, Master Class and Practicum Project, are appropriate for the students' senior year, when they can bring all of their learning into focus in connecting with music industry professionals and writing their career plan. The two existing RTA courses and the ten existing CI courses add an interdisciplinary element to the program and relate directly to learning outcomes in a broader context. The program structure is also enhanced by the large number of elective courses, providing opportunities for students to choose (under advising) courses that are of particular interest or importance in their targeted career path, i.e. a specialization.

In summary: The structure of the program, with new music-focused core courses and practicums, existing core courses from RTA and CI that add depth and interdisciplinary elements, ample space for electives from across FCAD for added focus on specialized or ancillary interests, and courses mapped from introductory to reinforcement to advanced, is appropriate to meet the program learning outcomes as specified in the proposal.

d. Program Content

The curriculum is designed to address the needs of a rapidly-changing music industry. Technology has brought the industry into an era of disintermediation, with artists becoming less dependent on major companies for recording, marketing, promotion, booking, and publishing their music. A large independent sector has grown out of this sea change, with independent practitioners and entrepreneurs who have learned to use technology to move artists' careers forward in the same manner as the major companies, but on a smaller scale. This is the case with both live and recorded music. Survival as an independent artist/practitioner requires a diverse skill set that includes management, marketing, branding, digital media, and finance. And, if they are not skilled performers or composers, these music professionals must have at least a modicum of understanding of music as an art form, and how it is created.

The RPM curriculum includes nine new courses that address this skill set as it relates to contemporary music creation and the production of live and recorded music. The Master Class provides the opportunity to engage with industry professionals and build a network of future employers, the Internship places students in real-world music business environments such that they can learn the inner workings and dynamics of an enterprise, and the Practicum Project requires students to strategize their entry to music as a profession.

Existing courses from CI and RTA (most notably Music Business I and II and Music & Brands), provide interdisciplinary skills and add depth to students' knowledge base in areas such as management, entrepreneurship, creative collaboration, and intellectual property.

The curriculum includes a large number of open electives, giving students the opportunity to choose courses from CI, RTA, Performance, FCAD, and the Department of Music and Philosophy. These areas offer a wide range of courses that could bring an element of holism to the RPM student's education.

In summary: The RPM curriculum has been thoughtfully designed to address the needs of the

contemporary music industry and its future employees, entrepreneurs, and practitioners. The core curriculum provides the specific skill set and knowledge base that contemporary music professionals must have, while the open electives bring added depth in areas of specialization, and serve to round out students' education.

e. Mode of Delivery

Curriculum delivery is appropriately balanced with lecture and lab-based courses, studio-based courses, and experiential settings. Delivery of the core curriculum flows smoothly from lecture-based introductory courses in the early stages, to lab-based reinforcement courses in the middle, to experiential, project-based courses in the later stages. This allows students to learn the basics of music creation, production, and business, and then apply this learning in the studio, lab, and project-based courses as they near the completion of the program. The summer internship, monitored by the program coordinator, is an essential component in the program, giving students real-life work experiences and opportunities to network with industry professionals. Students can also choose from a wide range of electives that fall within a chosen field of study, and are also delivered in lecture, lab, and project-based environments.

In summary: The program employs modes of delivery that are appropriately balanced with content-based, skill-based, and experiential. Through this combination, students will meet the intended program learning outcomes and Degree Level Expectations.

f. Assessment of Teaching and Learning

- i. The proposed methods of the assessment of student achievement of the RPM learning outcomes adhere to the teaching evaluation procedures set out in the RFA and CUPE Collective. This means there will be quality and consistency in teaching expectations and assessment which is critical. However, specifics of student assessment will be determined by the specifics of the course delivery method (i.e. lectures demand written assignments; studio/ production courses combine written assignments with project creation, workshop assignments, and participation). Assignments are expected to meet the learning objectives and the overall program learning outcomes which are detailed in the proposal document at length (2.6 Learning Outcomes). As is also noted in the proposal, the assignments should also ensure that students achieve requisite oral and written communication skills, production training and experience, as well as the ability to analyze and assess business opportunities in the industry.
- ii. The plans for documenting and demonstrating the level of performance of students is consistent with Ryerson's statement of its BFA expectations. This is demonstrated in the program goals and program structure, specifically the completion of 40 courses, including prescribed and elective courses and a summer internship. There is also a commitment to developing specific courses to address the ever-evolving music industries and the new knowledges that students will need to pursue careers in the various aspects of the industries. The proposal addresses program content and innovation, as well as a variety of modes of delivery (production workshops, lecture, interactive and experiential online learning and fieldwork, which will assist in achieving all learning outcomes.

g. Resources

The resources (existing and planned) are adequate for the proposed program. The projected number of students for intake is 50. In order to accommodate for the increase, teaching and administration have been addressed in the proposal.

For administrative staffing the proposal document the RPM program will draw on the administrative staffing resources of CI, RTA, and Performance on an agreed upon costs sharing arrangement, with an RPM budget allocation towards administrative support which will be housed within CI. The plan for to support the increase for teaching support is to hire two new RFA members with expertise in the relevant fields required to run the RPM program. Sessional and part-time teachers will fulfill any additional teaching requirements. The commitment to hiring 2 new faculty members is key to the success of this program.

The proposed curriculum includes a number of existing courses from across the three partners - CI, RTA, and Performance. The use of these courses also speaks to the number of faculty who will be participating in this program. From the attached CVs and the descriptions of research expertise, it is evident that a substantial number of faculty are highly qualified and competent to teach and/ or supervise in the program. The faculty listed, coming from CI, RFA, and Performance, reflect core competencies in production, recording, broadcasting, business, entrepreneurship, management, and live performance.

There are a number of additional resources that will assist in sustaining quality undergraduate research activities, including the library resources, existing studio and lab spaces in the Rogers Communication Centre and a number of other FCAD facilities. The facilities include technology labs, broadcast studios, recording studios, classrooms, and performance venues used by the three schools from which instruction in RPM will be drawn. Further to these resources, the RPM program will also have access to the programming and support of the Music Den incubator.

Focusing on business and entrepreneurship, the Music Den provides opportunity and access to a number of partnerships with many of Canada's industry leaders that will also assist with the development for internships and experiential learning opportunities.

h. Quality and Other Indicators

As discussed above, from the CVs and the descriptions of participating faculty, there is sufficient evidence of research, teaching, and industry quality and expertise. A number of faculty members have demonstrated innovation within their research programs, as well as excellence in scholarly contributions. Collectively the faculty reflect core competencies in production, recording, broadcasting, business, entrepreneurship, management, and live performance. As stated in the proposal, the evidence suggests the unique combination of expertise and varied pedagogical background is well suited to support and develop this new program in professional Music.

Moreover, the program structure and faculty research will ensure the intellectual quality of the student experience.

OTHER ISSUES

One deficiency noted by the review team was the lack of instruction in music performance, i.e. applied instruction in voice and instrumental, and ensembles. RPM students must have access to a base of performing musicians, for project-based and experiential learning. We therefore recommend the following:

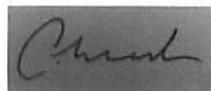
- Expanded engagement and collaboration with the Toronto live and recorded music industry—music presenters, venue managers, booking agents, promoters, artist managers, recording engineers, publishers, etc.—to create experiential environments and allow students to learn how to work with real professional musicians on both the business and the creative sides.
- For the two new faculty positions, have at least one of these positions be dedicated to someone who has a background as a practitioner in some area of the music industry, and some background in music performance.

SUMMARY AND RECOMMENDATIONS

The RPM Program is well-positioned to provide a unique, quality educational experience for students. With Toronto's bustling music industry as its backdrop and a curriculum designed to produce graduates who find their place in it, the outlook is quite good for the program to be successful. With its integration of existing courses from Ryerson's mature programs in Creative Industries, Media, and Performance with new courses focusing on music production, creativity, and business, RPM has the markings of a comprehensive program for future music professionals. The added feature of electives drawn from liberal arts, the Department of Philosophy, the School of Management, and across FCAD, adds a holistic, interdisciplinary element that further distinguishes RPM from competing programs.

One suggestion we will make is considering the scope and innovation of the proposed program, it would make sense to work towards a dedicated Canada Research Chair or another type of research chair. This would offer further support for even more dedicated research and creative scholarly activity.

Signatures of Reviewers



Dr. Charity Marsh
CRC Interactive Media and Popular Music
Faculty of Media, Art, & Performance
University of Regina, Regina, Canada



Donald C. Gorder, JD
Chair, Music Business/Management
Department Berklee College of Music
Boston, MA, USA

Response To Peer Review Team Report

As per Senate Policy 112, a team of peers visited the Faculty of Communication and Design on October 29, 2018. They submitted their report on December 5, 2018.

Both reviewers fully support a B.F.A. in Professional Music, declaring “we were both in agreement that the proposed program would make an exceptional addition to both the Ryerson community and the communities it serves.” The reviewers further state that the program “has the markings of a comprehensive program for future music professionals.”

The one issue raised in the Peer Review Team Report is “lack of instruction in music performance.” Going forward RPM will focus on the PRT recommendations to address this issue. The first recommendation is outreach to the community in order to cultivate opportunities for students to play music in live venues. The second is to ensure that the two new faculty hires have a balance of musical, industry and educational experience. In order to facilitate this process we will engage the Program Advisory Committee and Music Den Steering Committee, which includes members from many of Canada’s leading music organizations, including The Corporation of Massey Hall & Roy Thomson Hall, Canada’s Music Incubator, the City of Toronto, SOCAN, and many performing musicians and business innovators.

The PRT affirms the belief of the Faculty of Communication and Design, RTA School of Media, School of Creative Industries, and the School of Performance that this program fills an important gap in current post-secondary offerings: “Overall we believe the proposed Ryerson Professional Music Program is innovative in scope, and offers to fill a major gap when it comes to the area of professional music education at the university level. We look forward to seeing the proposed program launched.”

Executive Summary

Honours Bachelor of Fine Arts, Ryerson Professional Music (RPM) program: at a glance	
RPM is jointly delivered by three FCAD Schools: Creative Industries, the RTA School of Media, and the School of Performance.	<i>In summary:</i> The Faculty of Communication and Design (FCAD) proposes to establish a new undergraduate program leading to an Honours Bachelor of Fine Arts in Professional Music. The Ryerson Professional Music (RPM) program is a “business of music” industry-focused program on the one hand, and a music recording and live event production program on the other. At its core, the program nurtures an appreciation and understanding of professional music theory and context (including business, entrepreneurship, recording and live events), and fosters creativity and leadership in a variety of music-related industries and settings.
The curriculum builds on existing courses within FCAD and adds eight newly designed professional music courses, including Modern Music Fundamentals and Digital Music Production.	
Enrolment is planned at 50 new students every year, expected to accommodate 160 full-time equivalent students at a steady state.	
Admissions will be granted through an interview and the review of a creative portfolio.	

The Faculty of Communication and Design (FCAD) proposes to establish a new undergraduate program leading to an Honours Bachelor of Fine Arts in Professional Music. The Ryerson Professional Music (RPM) program is a “business of music” industry-focused program on the one hand, and a music recording and live event production program on the other. At its core, the program nurtures an appreciation and understanding of music theory and context, and fosters creativity and leadership in a variety of music-related industries and settings.

This program is intended for students who are passionate about music and who want to succeed in music-related careers as producers, performers, managers, entrepreneurs, and executives.

RPM is a nationally distinct program, rich with experiential learning opportunities in the heart of Toronto, North America’s third-largest music market.¹ Through multifaceted partnerships with leading music organizations and performance venues, students will have access to placement opportunities in the areas of music recording and sound production, artist development, marketing and live event production.

“We will give young musicians the knowledge to build careers as players but also as business people. This program is for musicians who want to understand the business of the business.”

— Gary Moss, Founder of Yangaroo Program Advisory Council Member

¹Toronto Music Advisory Council. *Toronto Music Strategy: Supporting and Growing the City’s Music Sector*. February 2016. Retrieved November, 2016 from <http://www.toronto.ca/legdocs/mmis/2016/ed/bgrd/backgroundfile-90615.pdf>

The new program, paired with the Music Den – Ryerson’s music business incubator and a unique part of the pioneering Zone Learning model – will become a key educational node in the City of Toronto’s music ecosystem. As a deliberate and integral part of Toronto Council’s “Music City” strategy, this cluster of activity will combine education, entrepreneurship support, and talent development in a vibrant hub of activity on the Ryerson campus, resulting in positive social and economic impact.

The program has been designed to take advantage of the unique interdisciplinary strengths of existing programs within FCAD, the home of Canada’s premier post-secondary schools for the creative and cultural industries. RPM has been designed and will be jointly delivered as a collaborative effort between three FCAD schools: the School of Creative Industries (CI), the RTA School of Media (RTA) and the Ryerson School of Performance (Performance). This program builds on existing competencies and curricula within the programs, augmented with new specialty curricula and new faculty hires to address key areas specific to the music industry. The Professional Music program will be administered by CI, with curricular delivery shared between the three participating schools.

How the RPM program is different:

It’s important to understand what makes the Ryerson Professional Music program unique in Canada. Canadian postsecondary institutions have traditionally separated the focus on music education into two streams: conservatory musical training, and technical production skills. Traditional music degree-granting programs have followed a conservatory training model within university faculties, while the technical studies of music production, recording and business have been the domain of college diploma programs. Neither model synthesizes the three most important components into a single degree: music creation, business and leadership, and music and event production, with an overarching mixture of theory and practice, infused with a deep contextual understanding that is grounded in the always-evolving commercial and cultural present day realities of the music industry.

This program is distinct and timely because it focuses on aspects of music creation, production, and distribution not covered at Canadian postsecondary institutions at the university level—namely, the entrepreneurial, creative and technical contexts and skills of modern music. Ryerson is a leader in

“The do-it-yourself scene in Toronto is becoming increasingly important. Exciting innovations coming out of the art of music aren’t found in brick and mortar mainstream venues; they’re on Geary Ave, or in a parking lot. Students will learn how to activate live events in non-traditional spaces.”

— *Mike Tanner, Senior Development Officer for the Music Sector, Economic Development and Culture Division of the City of Toronto, Program Advisory Council Member*

“Everything I’ve learned in the past 15 years through various educational programs and work experience, I’ve learned in individual silos. I wish I had a place where I could have learned it all at once.”

— *Steven McGrath, Media and Artist Development Manager at Massey Hall and Roy Thomson Hall, Program Advisory Council Member*

blending traditional education with experiential learning opportunities into industry-relevant program offerings. The study of sound synthesis, home recording, live event performance production, and modern do-it-yourself business techniques will resonate with young talented students eager to find their own approach within a degree-granting university. The exposure to a breadth of courses will help create well-rounded professionals, entrepreneurs and performers.

As a modern experiential academic program, integrated within the economic and social fabric of a city bustling with live music entertainment, artist development, and commercial recording activity, students will receive a well-rounded overview of the essential elements of professional music and an introduction to the varied skill set needed to succeed in the industry in a variety of in-demand roles spanning live musical events, recording, and management.

How is the professional practice of music changing, and what are the possible career paths of graduates?

High quality, low cost digital recording capabilities and decentralized music distribution are now broadly available and have brought about paradigmatic shifts in the creative practice and business of music.² The mediums of music distribution have proliferated and modern music industry professionals work in diverse fields including online video, TV, film, sports entertainment, theatre, video game design, and digital marketing.³ The popularity of music as entertainment for audiences and as an active creative endeavor and the current lack of comprehensive music industry and production courses at the undergraduate level fuel the need for this professional music B.F.A. program.

In 2014, sound recording companies in Ontario generated \$245.7 million in GDP and contributed 4,125 full-time equivalent jobs.⁴ Live musical events account for a growing share of profitable activity within the music industry. In 2015, live music companies and the resulting tourism activity generated by events contributed nearly \$1.2 billion to Ontario's GDP. Live music companies directly accounted for a total of 7,300 full-time equivalent jobs in Ontario in 2013. Furthermore, live music represents a substantial growth area of the music industry, for which RPM will directly prepare students for jobs: most live music companies expect up to 14% revenue growth over the next two years, while some predict growth of 25% or

"We need to prepare students for employment and entrepreneurship."

— Dalton Higgins, PR Strategist & Publicist, Festival and Music Concert Producer, Award-winning Journalist, Program Advisory Council Member

"Our strength will be putting a program together where students can affect what's going on in the city."

— Angelika Heim, Music Lawyer and Partner at Stohn Hay Cafazzo Dembroski Richmond, Program Advisory Council Member

"We need to be consciously moving in step with the industry. This is a successful program if it teaches students the right questions to ask."

— Gary Moss

² Ontario Media Development Corporation. *Industry Profiles: Music 2015-2016*. Retrieved November, 2016, from http://www.omdc.on.ca/collaboration/research_and_industry_information/industry_profiles/Music_Industry_Profile.htm

³ PricewaterhouseCoopers (PwC). *Global Entertainment and Media Outlook 2015-2019*. Retrieved November, 2016 from <https://www.pwc.com/ca/en/entertainment-media/publications/pwc-global-em-outlook-2015-2019-canadian-highlights-2015-09-en.pdf>

⁴ Ontario Media Development Corporation. *Industry Profiles: Music 2015-2016*. Retrieved November, 2016, from http://www.omdc.on.ca/collaboration/research_and_industry_information/industry_profiles/Music_Industry_Profile.htm

more over the same period. The majority of live music businesses list “Skilled labour to hire” as having a “positive” to “very positive effect” on this anticipated growth, meaning that skilled labour – including engineers, producers, managers – will have a high impact on achieving that growth.⁵

The rapid growth of new music media platforms, business models and technologies have created demand for graduates with general digital media competencies and knowledge of management, business practices, and entrepreneurship.⁶ Therefore, the program aims to create well-rounded graduates who have the ability to combine all these facets of the music media industry while becoming specialists in their preferred area.

The goal of the program is to provide students with an academic environment which exposes them to many aspects of the modern music industry. This type of graduate is currently in demand by music businesses, including record companies, artist services companies, publishing companies and management companies. These enterprises range from small businesses to large multinationals.⁷

New technologies have been adopted by the music and creative industries at a pace faster than educational programs have been able to adapt. Because of this a skill gap exists across creative fields between the requirements of the employer and the skills of new graduates, and there is a need for technological currency in the program design.⁸ RPM is focused on creating graduates with the skills required for the technologies of today and tomorrow within the current and future landscape of the industry.

The shifting technological and economic music marketplace has created an environment where entrepreneurs have the opportunity to build the next generation of music businesses.⁹ This program will offer these future leaders with unique opportunities to create new and exciting cultural products, to build lasting businesses, and to provide employment opportunities for the next generation of creative professionals.

“Exposure to different sides of the industry is important. Even if students won’t work in a particular area, they will need to know how to speak the language to be successful.”

— James Nadler, Chair of the School of Creative Industries

“Understanding how to get funding is essential and rarely taught in other programs -- be it grant writing, label deals, or new income streams.”

— Thompson Egbo-Egbo, Jazz Musician, Program Advisory Council Member

⁵ Nordicity. *Live Music Measures Up: An Economic Impact Analysis of Live Music in Ontario*. Music Canada, 2015. Retrieved March, 2017 from <https://musiccanada.com/resources/research/live-music-measures-up>

⁶ Canadian Independent Music Association. *Sound Analysis: An examination of the Canadian Independent Music Industry*. February 2013. Retrieved November, 2016 from <http://cimamusic.ca/sound-analysis-canadian-indie-music-sector-hits-the-right-economic-note/>

⁷ International Federation of the Phonographic Industry (IFPI). *Global Music Report 2016: State Of The Industry*. Retrieved November, 2016 from <http://www.ifpi.org/downloads/GMR2016.pdf>

⁸ Ontario Ministry of Tourism and Culture. Ontario’s Entertainment Creative Cluster. 2013. Retrieved November, 2016, from http://www.mtc.gov.on.ca/en/publications/Creative_Cluster_Report.pdf

⁹ Toronto Music Advisory Council. *Toronto Music Strategy: Supporting and Growing the City’s Music Sector*. February 2016. Retrieved November, 2016 from <http://www.toronto.ca/legdocs/mmis/2016/ed/bgrd/backgroundfile-90615.pdf>

Summary of demand for a unique program in Professional Music:

Leaders in the industry and educational fields have expressed interest into the expansion of FCAD's course offerings. Boston's Berklee College of Music and Toronto's Corporation for Massey Hall and Roy Thomson Hall have expressed support for this program. These first-class institutions have the potential to become flagship partners with this new program.

Strong demand for more music-focused courses already can be seen among students currently enrolled in CI, RTA, and Performance, and from current applicants for an education that leads to music media as a future profession. Existing "Business of Music" 1 & 2 courses offered by RTA and "Talent Management" offered by CI are in high demand. There are also currently several music-based clubs at Ryerson including the active and popular student-run group, Musicians@Ryerson. The Music Den at the Transmedia Zone, launched in 2016, has already made a contribution to Zone Learning at Ryerson, through supporting students and community members with mentorship and resources, and also through holding unique events with industry leaders.

The program benefits from the existing infrastructure. Media and business management courses are already in the curriculum and the expertise of current FCAD faculty members. The program is conceived as an interdisciplinary B.F.A. for students whose career pursuits align with professional music positions. Two additional RFA positions will be necessary to manage newly designed RPM core curriculum courses and other specific in-demand areas including event production, digital recording, and live performance.

1.0 Basic Information

1.1 Essentials

Program Name	Undergraduate Program in Professional Music
Degree Designation	Honours Bachelor of Fine Arts
Academic Units	Creative Industries, RTA School of Media, & School of Performance
Principal faculty	Charles Falzon, Dean, FCAD
Involved in program development	Steven Ehrlick, lead faculty member, Assistant Professor James Nadler, Chair, School of Creative Industries Kathleen Pirrie Adams, Chair, RTA School of Media Peggy Shannon, Chair, School of Performance

1.2 Overarching Program Goals and Rationale

The Professional Music program supports the objectives outlined in the University's 2014-2019 Academic Plan, *Our Time To Lead*. The cross-disciplinary format is in alignment with FCAD's vision of zone-learning and industry involvement.¹⁰

The Plan states that, "Ryerson will be Canada's leading comprehensive innovation university, recognized for its high-quality career-related and professional bachelor, master's and doctoral programs and relevant scholarly, research and creative activities."¹¹ The creation of a first Professional Music program in Canada at the undergraduate level is in line with this goal. The program will launch with strong industry involvement, a solid foundation provided by existing FCAD courses which are recognized as the best of their kind in Canada, and innovative experiential learning opportunities. These factors amongst others ensure that the program will provide a first-of-its-kind, best-in-class undergraduate educational experience in Canada.

1.2.1 Faculty of Communication and Design (FCAD)

FCAD, with highly recognized programs of its nine constituent schools, attracts talented students from across Canada and other countries. FCAD programs are innovative and relevant to industry because key pedagogical approaches include experiential learning, zone-learning, and industry involvement. This allows FCAD to stay relevant, helps to set FCAD apart from other undergraduate institutions, attracts students to programs that align with student interests, and also attracts exceptional faculty who provide leadership through teaching and research including the creation of cutting-edge creative works.

1.2.2 Creative Industries (CI)

The Creative Industries Program is an innovative, interdisciplinary BA program for the creative, knowledge-based and service-oriented economy that is assuming an ever-increasing role in the 21st century. The first such program of its kind in North America, the Creative Industries program is designed for students who envision an entrepreneurial and management career in media, entertainment, design or the visual and performing arts. Its students are motivated to learn how the creative process functions in these industries and how emerging technologies are reshaping them. They acquire the kind of solid

¹⁰ Ryerson University, Office of the Vice President Academic Provost and Vice President Academic. *Our Time To Lead: Academic Plan 2014–2019*. p. 6. Retrieved November, 2016 from [http://www.ryerson.ca/content/dam/provost/pdfs/RU_Academic%20Plan_2014_PrintFriendly%20\(1\).pdf](http://www.ryerson.ca/content/dam/provost/pdfs/RU_Academic%20Plan_2014_PrintFriendly%20(1).pdf)

¹¹ Ibid. p. 8

business, entrepreneurial, communication, and management skills that will enable them to build a successful career in these fields. Students from the Creative Industries program have consistently expressed interest in additional music industry courses.

1.2.3 RTA School of Media (RTA)

The RTA School of Media has been providing the broadcast industries with highly skilled professionals for 60 years and is considered the leading school of broadcasting and media in Canada. Students from across Canada and around the world enroll in RTA's four year B.A. program. In 2007, RTA launched its first graduate program, a Master of Arts in Media Production, an intense 12-month program designed for both the working professional and the recent graduate seeking a graduate program to further their media studies. RTA provides an extensive course selection to its undergraduate student population of over 600 students. An RTA student explores courses from three spheres - media content (audio, video, digital, writing, design), media context (media studies, business, law, theory, history and research) and liberal studies provided by the Faculty of Arts. Sound production is already an essential part of the RTA curriculum. However, RTA students have continually expressed interest in additional courses that focus on music production, live events, and the music business.

1.2.4 Ryerson School of Performance (Performance)

The Ryerson School of Performance offers a Bachelor of Fine Arts (BFA) degree in three Performance programs – Acting, Dance, and Performance Production. The three programs use a conservatory approach that combines intensive practical training within a multidisciplinary liberal arts curriculum. Students are trained as artists, thinkers, and entrepreneurs capable of launching their own businesses. The problem solving, critical thinking, research, and communication skills that students develop are essential to success in the arts and cultural industries. The School of Performance has a nationally and internationally renowned faculty and staff. The creative activity of faculty and staff within the School – as it relates to the training of students in the studio, theatre, or scene and costume shops – is a key measure of teaching performance and also a contribution to the performing arts field. The Ryerson Theatre School was founded in 1971 as an autonomous department within Ryerson University (then Ryerson Polytechnic Institute), but its roots go back to 1950. Performance is well known for the interaction between its students and current arts professionals. The school draws upon the country's top artists and arts managers to guest lecture, conduct workshops, direct, choreograph, and occasionally to design senior productions.

1.2.5 The Music Den at the Transmedia Zone

Launched in April 2016, the Music Den at the Transmedia Zone is an incubation program that provides guidance and support to aspiring innovators in the music industry. The Transmedia Zone is a creative business incubator focused on storytelling and emerging platforms. The Transmedia Zone supports projects from students as well as industry members and puts a priority on collaborative cross-disciplinary work, with teams sharing expertise and experience as projects move from concept to production.

The goal of the Music Den is to offer resources, business advice and mentorship to emerging entrepreneurs and others who are passionate about creating innovative tools and services for the music industry. The Music Den has a steering committee which includes some of the most influential

individuals in the Canadian music industry, including the CEO of Universal Music Canada and the CEO of Massey and Roy Thomson Hall group.¹²

The Music Den supports innovation and entrepreneurship in the music industry in a manner which is diverse and community-focused. This framework enables a broad-base of ventures working a wide array of issues to enter into the program. Companies that have been incubated in the Music Den include: Sodatone: an online A&R tool that was acquired by Warner Music Group; JamStack: an innovative guitar speaker that won the Canadian Music Week Startup pitch competition; and The Hype Academy: a community organization for youth in Scarborough.

1.3 Curriculum Overview

Students in the Professional Music Program are enrolled in a common core curriculum, focused on developing the skills necessary for professionals in the modern music industry (Appendix 4; Appendix 7). This structure provides students with a multidisciplinary background in the essential domains of business, music creation, music production and event production, in conjunction with specific expertise in their chosen areas of specialization.

Prerequisite studio-based courses throughout the four years of the program, in addition to a required summer internship, provide students with many experiential learning opportunities featuring industry-focused and collaborative experience. The breadth, depth, and immersiveness of these music industry experiences are currently unavailable in the Canadian post-secondary landscape.

A major strength of the program is the combination of the prescribed curriculum with an equal amount of student electives. Students can choose from a wide array of course offerings available through CI, RTA, Performance, and other FCAD and Ryerson Schools. Students work with a program supervisor to ensure that elective choices logically follow a path appropriate to their career objectives.

The program consists of a 40-course curriculum that is designed to impart core competencies and core knowledge in the theoretical frameworks and fundamental production skills appropriate to the music industry. Courses consist of existing CI, RTA, and Performance offerings in addition to eight new courses. The remaining portion of the program consists of FCAD electives, Ryerson Department of Philosophy and Music courses and Liberal Arts electives.

The Ontario Universities Council establishes the protocol for new program approvals and guidelines for University Undergraduate Degree Level Expectations (UDLEs) through the *Quality Assurance Framework*.¹³ Our Time to Lead, Ryerson's official academic plan is in accordance with the Institutional Quality Assurance Process which is informed by the Ontario Universities Council and implemented by Ryerson's Academic Vice-Provost and Director of Curriculum Quality Assurance. The Ryerson Honours Bachelor of Fine Arts, Professional Music program is designed to reflect and further the goals of Ryerson, FCAD, and the UDLEs.

¹² Ngabo, G. Ryerson opens music incubator offering support, mentorship for entrepreneurs. Metro News. May 02, 2016. Retrieved November, 2016, from <http://www.metronews.ca/news/toronto/2016/05/02/ryerson-opens-music-incubator.html>

¹³ Ontario Universities Council on Quality Assurance. *Quality Assurance Framework*. Oct. 2016. Web. Retrieved Feb, 2017. <http://oucqa.ca/framework/1-2-quality-assurance-in-ontario/>

1.4 Partnerships

FCAD schools have long-standing formal and informal partnerships within the creative industries -- recent examples include with Audible, Cirque du Soleil, Spin Master, Rogers, Bell Media, and many more. Tens of thousands of graduates have entered the media, entertainment and events industry over the past decades. FCAD schools maintain contact with their respective industries and sectors through active Program Advisory Committees, which are populated by industry leaders and influencers. FCAD schools coordinate and administer seminars and panels throughout the year, featuring Program Advisory Committee members and other industry experts.

The Music Den at the Transmedia Zone has a Steering Committee which includes important industry figures such as the CEO of Universal Music Canada (also on the Program Advisory Committee for CI), the CEO of Corporation of Massey Hall and Roy Thompson Hall, and the Chief Membership and Business Development Officer, SOCAN. These individuals plus the other members of the committee are currently mentoring Music Den participants who are looking to start the next generation of music business as well as facilitating internships for interested students.

In March 2018, FCAD announced a partnership with Berklee College of Music the world's preeminent contemporary music school.¹⁴ With a view to future expansion of the partnership around the Professional Music Program, the partnership will forge new ground in international learning rooted in professional music and production through several bilateral initiatives, including exchange programs, guest lecturers and summer workshops.

¹⁴ FCAD News. *FCAD and Berklee College of Music Collaborate*. March 29, 2018. Web. Retrieved Oct, 2018.
<https://www.ryerson.ca/fcad/news-events/latest-news/Berklee-and-Ryerson/>

1.5 Four Year Curriculum Overview

First Year			
Fall Semester (1st)		Winter Semester (2nd)	
RPM 101	Modern Music Fundamentals I	RPM 102	Modern Music Fundamentals II
RPM 201	Digital Music Production I	RPM 202	Digital Music Production II
CRI 100	Creative Industries Overview	CRI 200	IP Issues in the Digital Age
Liberal Studies	One course from Table A (Lower Level)	Liberal Studies	One course from Table A (Lower Level)
Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective ¹⁵	Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective
Second Year			
Fall Semester (3rd)		Winter Semester (4th)	
RPM 301	Performance Production I	RPM 302	Performance Production II
CRI 300	Digital Design Studio	CRI 400	Entrepreneurship in Creative Industries
Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective	Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective
Liberal Studies	One course from Table A (Lower Level) (or) One course from Table B (Upper Level)	Liberal Studies	One course from Table B (Upper Level)
Business Course	Ted Rogers School of Management CI Elective	Business Course	Ted Rogers School of Management CI Elective
Third Year			
Fall Semester (5th)		Winter Semester (6th)	
CRI 600	The Creative Process	CRI 620	Concert and Festival Management
RTA 927	Business of Music I	RTA 937	Business of Music II
Liberal Studies	One course from Table B (Upper Level)	Liberal Studies	One course from Table B (Upper Level)
Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective	Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective
Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective	Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective
Summer Internship			
Fourth Year			
Fall Semester (7th)		Winter Semester (8th)	
RPM 401	Masterclass	RPM 402	Practicum Project
CRI 670	Music and Brands	CRI 800	Managing Creative Enterprises
CRI 710	Creative Industries Research Methodology	Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective
Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective	Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective
Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective	Elective Course	CI, RTA, Performance, MUS, FCAD or Open Elective

¹⁵ Full list of elective courses are listed in Appendices 13-17

1.6 Program Advisory Committee Members

Name	Organization
Angelika Heim	Partner, Stohn Hay Cafazzo Dembroski Richmond LLP
Cherie Sinclair	Owner/Executive Producer, The Field
Dalton Higgins	Publicist, Festival Producer, Journalist, Author
Gary Moss	President & CEO, Yangaroo
Gilles Paquin	President & CEO, Paquin Entertainment Group
Greg Mills	Head, Global Equities, RBC (Retired)
Mike McCarty	Chief Membership and Business Development Officer, SOCAN
Mike Tanner	Music Sector Development Officer, City of Toronto
Stephen McGrath	Artist & Audience Development Manager, The Corporation of Massey Hall & Roy Thomson Hall
Thompson Egbo-Egbo	Artist, Founder, Thompson T. Egbo-Egbo Arts Foundation
Toni Morgan	Founder, The Beat Academy, Manager Director, Northeastern University School of Law
Tyson Parker	Head of Music, Bell Media
Vel Omazic	Executive Director, Canada's Music Incubator

2.0 Program Details

2.1 Alignment with the Institutional Plans of Ryerson and FCAD

This program is in line with the priorities outlined in the University's *2014-2019 Academic Plan, Our Time To Lead.*¹⁶

Priority One: "Enable Greater Student Engagement and Success through Exceptional Experiences." The Professional Music program will equip students with key theoretical and practical skills for the fast paced modern music industry. This program will have enrolment of 50 students per year, and admissions are likely to be highly competitive. Therefore the students in the program have a clear desire to learn and further their careers in the music industry. This program will provide a one-of-kind experiential learning environment which features industry involvement as a central pedagogical tenet.

Priority Two: "Increase SRC Excellence, Intensity and Impact." Toronto is the centre of the Canadian music industry. Currently, there is no modern music industry production undergraduate program in the city. Creating the first of its kind Professional Music program is an opportunity to foster creativity and also scholarly research, building on existing research within the RTA School of Media and elsewhere

¹⁶Ryerson University. *Our Time to Lead: Academic Plan 2014-2019, Report To the Senate*. May 2016. Retrieved November, 2016 from http://www.ryerson.ca/content/dam/senate/documents/Academic_Plan_Update_May_2016.pdf

within FCAD. As part of the resource plan for offering this program, two new Ryerson Faculty with specialized knowledge of the music industry will be recruited, deepening the potential for SRC activity and impact within this important cultural and economic domain. The visibility and uniqueness of this program will create increased demand among industry partners for scholarly collaboration, thus opening new potential avenues for research on areas noted in the Academic Plan, including: digital media, technology, design, culture, creative industries, management, entrepreneurship, and competition.

Priority Three: "Foster an Innovation Ecosystem." RPM is built to cultivate innovation and impart the imperative of ecosystem alignment in the creative industries. Business ecosystem alignment is a modern economic philosophy popularized in the early 1990s at Harvard Business School and was introduced in the 1993 Harvard Business Review article titled "Predators and Prey: A New Ecology of Competition."¹⁷ The article states that a business ecosystem is a "economic community supported by a foundation of interacting organizations and individuals—the organisms of the business world... companies holding leadership roles may change over time, but the function of ecosystem leader is valued by the community because it enables members to move toward shared visions to align their investments, and to find mutually supportive roles."¹⁸ Students will work together to support each other and begin the process of building an organic ecosystem through skill-sharing and business opportunity alignment. Students will naturally join existing ecosystems within the city and globally because of the focus on industry and community involvement.

Priority Four: "Expand Community Engagement and City Building." This program is dedicated to experiential learning, zone-learning, industry involvement, and one-of-a-kind educational experiences. This type of pedagogical method must be employed with community involvement and city involvement. Students have expressed clear demand for music programs and industry leaders have time and again shown they're more than willing to be generous with their time.¹⁹ In his speech at the launch event for the Music Den, Toronto City Councilor Michael Thompson, chair of the Economic Development and Culture Committee, said:

"Toronto is already a world-class music city, and our aspirations for growth in this sector are many, as evidenced by the City's Music Strategy. By supporting emerging entrepreneurs and innovators, and by collaborating with industry partners, programs like the Music Den can encourage the business of music and support an environment friendly to creators."²⁰

The launch of the first Professional Music undergraduate program in Canada is another step forward to supporting the city's music strategy and encouraging the business of music in Toronto.

This program is in line with the FCAD unit report which is outlined in the University's 2014-2019 Academic Plan, Our Time To Lead.

Goal 1: "Ensure we are future-ready in the changing landscape of media and the creative industries." This program works to further the objectives of this goal through building on partnerships with the music industry and civic leaders, including Massey Hall and Roy Thomson Hall, the City of Toronto's

¹⁷ Moore, J. F. *Predators and Prey: A New Ecology of Competition*. 1993. Retrieved November 7, from <http://blogs.harvard.edu/jim/files/2010/04/Predators-and-Prey.pdf>

¹⁸ Moore, J. F. *The death of competition: Leadership and strategy in the age of business ecosystems*. 1996. New York: HarperBusiness. p. 26.

¹⁹ The Transmedia Zone. *The Music Den*. Retrieved November, 2016, from <http://transmediazone.ca/musicden/>

²⁰ FCAD News. *The Music Den launches to support aspiring innovators in the business of music*. Ryerson University. April 28, 2016. Retrieved November, 2016 from <http://www.ryerson.ca/fcad/news-events/latest-news/music-den-launch/>

Economic Development and Culture division and a wide cross-section of industry players. The Music Den is currently engaging with community leaders and the curricular design of RPM is committed to strengthening these connections in order to develop and maintain quality and relevance in education and course offerings. Critically, the curriculum is built around the lasting importance of critical thinking, interdisciplinary skills, entrepreneurship and the creative process. These competencies will serve graduates of the program well as the technologies and commercial approaches of the music industry continue to evolve into the future.

Goal 2: "Become the creative and innovation hub for faculty, students and practitioners." A key tenet of the vision for the FCAD SRC Creative Innovation Hub is interdisciplinarity and promoting connections and natural ecosystems between the FCAD schools. Indeed, music has a role to play in many if not all of the cultural and creative industries. The interdisciplinary nature of RPM serves to enhance student and faculty connections between CI, RTA, Performance and also within the wider FCAD and industry context. The RPM curriculum examines emerging trends in creative industries and serves to strengthen FCAD's SRC commitment to research and creative practice within the areas of "Consumer Experience, Cultural Strategy, and Digital Innovation."

Goal 3: "Make an impact in our fields and the broader community." FCAD is building thought leadership and impactful public-private partnerships as a long-term strategy to sustain its reputation, growth, and societal impact. The Music Den has been a central part of achieving this goal and has facilitated favourable community support through engagement with community leaders, musicians, and entrepreneurs. RPM will increase the focus on promoting diversity and equity for emerging artists and community members, while educating students on creative approaches and business models that grow and sustain artists, audiences and the industry as a whole.

Goal 4: "Offer a distinct student experience in a world of choice." Toronto is North America's third largest music market and has Canada's largest population of musicians and artists.²¹ Within the past decade the city has seen a wave of local-born artists including Drake, The Weeknd, BADBADNOTGOOD, and Deadmau5 reach international popularity and acclaim. Canada has yet to establish a preeminent undergraduate institution for the study of professional music in its contemporary context. RPM is well situated to fill this niche both geographically and pedagogically. Canada's competitive pricing for international students will mean that RPM is an attractive option for international students, including those from the United States who are considering attending a world-class professional music program.

RPM values the fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for underrepresented and marginalized groups. The program values and respects diversity of knowledge, world views and experiences that come from membership in different groups, and the contribution that diversity makes to the learning, teaching, research and work environment. The program values the equitable, intentional and ongoing engagement of diversity within every facet of university life. It is the shared responsibility of all community members to foster a welcoming, supportive and respectful learning, teaching, research and work environment.

²¹ Toronto Music Advisory Council. *Toronto Music Strategy: Supporting and Growing the City's Music Sector*. February 2016. Retrieved November, 2016 from <http://www.toronto.ca/legdocs/mmis/2016/ed/bgrd/backgroundfile-90615.pdf>

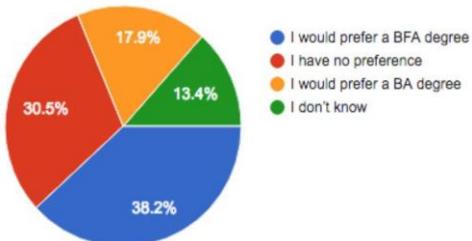
2.2 Degree Nomenclature

The Ryerson Professional Music program awards students an Honours Bachelor of Fine Arts degree. The BFA designation is an indication of the intensiveness of the art and design focus in the many studio courses related to audio and sound production, live event production, and modern music production. The BFA designation is distinct from a BA degree, which signals a more general liberal arts approach. Nevertheless, the RPM BFA will be very clearly and consistently positioned as a professional degree in the arts, with intensive creative work and theoretical studies focused in the area of music, supported by liberal arts, professional studies and general electives.

In this respect, the RPM BFA is similar to the BFA degrees offered by FCAD in the areas of Film Studies, Photography Studies, New Media, and Performance Production. These programs combine theory, skill-building, and studio-based courses, allowing experiential and self-directed learning. Similar to the Professional Music program, the Performance Production BFA "seeks to educate future leaders and creative personnel for the Canadian cultural sector, serving across the expanding fields of media and theatre technology."²² The RTA New Media BFA "fuses emergent technologies with art practice, media production, and theory. As a student in new media, you will master the creative, talk the technical and learn to thrive in entrepreneurship."²³

A Bachelor of Fine Arts in Professional Music will indicate to the Canadian music industry that graduates have the creative and technical mastery, skills and knowledge suited to the field. Students will benefit from FCAD's reputation in the music, media and entertainment industries, as it produces sought-after graduates from RTA, Creative Industries and the School of Performance.

Lastly, our research has shown that the BFA degree designation is valued by prospective students to a greater extent than a BA, thus ensuring the relevance and attractiveness of the RPM degree. In an October 2018 survey of FCAD students (n=262), we asked, "To what extent would you value a Bachelor of a Fine Arts (BFA) degree versus a Bachelor of Arts (BA) degree?" The majority of respondents said they would prefer a BFA degree (38%), versus 18% who said they would prefer a BA degree. The results of that survey question are shown below (Appendix 19).



To further validate this finding, the response to this question was limited to those respondents who indicated earlier in the survey that they would have been "likely" (4/5 on Likert scale) or "very likely" (5/5) to accept an offer of enrolment in a Professional Music Program instead of their current program, if they had received an offer. Of those respondents, we found that 39% would prefer the BFA versus 14% that would prefer the BA. (33% said they had no preference, and 12% said they didn't know.)

²²Ryerson School of Performance. Performance Production BFA program. Retrieved Sep, 2018. <https://ryersonperformance.ca/programs/production>

²³Ryerson RTA School of Media. New Media BFA program. Retrieved Sep, 2018. <https://ryersonrtा.ca/programs/bfa-new-media>

2.3 Admission Requirements

The structure of the admissions process for RPM ensures that the students entering the program are uniquely focused on music. The process is clearly differentiated from students entering CI, RTA, and Performance. Admissions for RPM is a holistic process that includes academic and non-academic requirements. It considers the applicant's high school grades, creative portfolio, and the individual student's circumstances. The program will admit 50 students each year.

The program will require an Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses. Typically, a minimum overall average of 70% establishes eligibility for admission consideration; a minimum grade of 75% or higher will be required in Grade 12U English (ENG4U/EAE4U). In addition to meeting the academic requirements, applicants will submit a host of non-academic requirements. These requirements will be reviewed periodically and revised as necessary, and could include:

- A. Current resume/curriculum vitae highlighting education, work experience, volunteer experience, and extracurricular activities.
- B. A recorded demo of original recorded material. This demo should showcase the applicant's musical production talents and aesthetic. The demo should be no longer than 5 minutes in duration.
- C. A student-produced 2 to 3 minute video which documents the creative processes behind the composition and production of the demo, and explains the reason why it showcases the applicant's talent and technical proficiency.
- D. A maximum 600-word written essay on an issue regarding music production, the music industry, live music, music technology or any other musically related subject important in the 21st century landscape.
- E. 2 Reference Forms: One form must be completed and submitted by current or past academic reference (e.g. guidance counsellors, teachers, professors). The other reference may be from a current or past collaborator, supervisor or employer. The references may not be family members.
- F. A short (15 to 20 minute) in-person or online interview with an FCAD faculty member or CUPE lecturer.

The purpose of this creative and portfolio-based admission process is to select candidates with interdisciplinary interests, as well as traditional and non-traditional music education experiences. The program will conduct equitable recruitment and work to attract a variety of students through a holistic application process. Policies and criteria will be put in place to encourage objectivity in relation to EDI, such as criteria for admission that are equitable and fair. Reviewers will be required to have EDI training, will be selected from FCAD's diverse set of faculty and CUPE, and will have a background in music and the creative industries.

This program will attract applicants that are differentiated from CI, RTA, and Performance because RPM requires direct involvement with songwriting, production, and/or live performance. Presently lacking access to a program like ours, students with these interests are currently attracted to music industry-focused diploma or certificate programs at the college and private college level, or performance degree programs at the undergraduate level. RPM will attract a new type of applicant to Ryerson through offering a university degree not currently available in Canada.

2.4 Overarching Program Goals and Program Structure

A student in the Ryerson Professional Music program will complete the following 40 courses:

- 1) 11 prescribed courses, (RPM²⁴) Ryerson Professional Music

- 2) 8 prescribed courses, Creative Industries
- 3) 6 liberal arts courses, 3 (LL) lower-level and 3 (UL) upper-level
- 4) 7 elective courses, Open Elective Table or FCAD Electives
- 5) 2 business courses, Ted Rogers School of Management Business Module
- 6) 2 elective courses, Ryerson School of Performance
- 7) 2 elective courses, RTA School of Media
- 8) 1 elective course, Department of Philosophy
- 9) 1 elective course, Creative Industries

* Summer Internship

This program develops the core competencies for critical thinking, oral and written communication, use of new technology platforms and basic production capabilities, business management, collaboration and cross-functional teamwork, research design and methodology. The courses move from introductory to reinforcement to advanced levels and are balanced to prepare students for careers in the creative industries and/or to move on to graduate studies. This curricular design follows the “three levels of inclusion” cited in The Ontario Universities Council Quality Assurance Framework.²⁵

Core RPM courses will be designed within a constructivist paradigm, utilizing learning community and knowledge building pedagogical principles. Each student will enter these courses — particularly RPM 101, 201, and 301 — with a unique knowledge base, making the classroom a place of distributed expertise, reciprocal teaching and learning leadership. The concepts and topics covered in these courses are fundamentals utilized by musicians regardless of skill level or experience. Project-based assessment engages students from a wide variety of skill levels while fulfilling the learning outcomes. In addition to Ryerson’s Student Learning Support offerings, RPM will support students through a variety of programming initiatives facilitated through the Music Den, focusing on core competencies such as songwriting, production, and performance.

All students will undertake studies in the following areas: digital audio production and recording, music composition, media theory and history, business management, communication theory, marketing, liberal arts studies, accounting, finance, law, entrepreneurship, research design, and organizational behaviour. In the summer prior to 4th year, students must commence an internship consisting of a minimum of 240 hours of work. The internship is monitored by the program coordinator and is intended to give students first-hand, practical experience of the environment in which creative enterprises operate.

Students receive a mixed course delivery which includes lecture, lab, and studio-based courses. As students move through the program, increased amounts of lab and studio based courses and project work enable them to further specialize in their chosen field of study and career path. Lab based courses that move from introductory to reinforcement to advanced levels ensure students have the opportunity to complete project based work that is appropriate for a Bachelor of Fine Arts in Professional Music (Appendix 4).

2.4.1 FCAD Electives

CI courses expose students to fundamental business and legal practices and cultural theories and these courses are required in the RPM core curriculum. In addition, CI offers many popular elective courses that will benefit RPM Students, these electives include: CRI 530, Talent Management; CRI 620, Live Entertainment and Event Marketing (Appendix 16); and the Business Module offered by the Ted Rogers School of Management to CI students (Appendix 14).

RTA courses provide students with critical learning in digital media theory and production. Courses include: RTA 901 Advertising, RTA 963 Web Design, and a focused module of elective choices designed for RPM students (Appendix 17).

Performance courses enable students to develop key skills and examine the theoretical frameworks required for successful careers in live performance and production. Courses include: THF 316 The Global Stage, THF 325 Musical Theatre, and a focused module of elective choices designed for RPM students (Appendix 15).

2.4.2 Ryerson Electives

The Department of Philosophy and Music (MUS) offers over 10 music-focused courses. These courses are currently being offered to FCAD students and are popular elective choices. Department of Philosophy and Music course offerings will serve to enhance the RPM curriculum by exposing students to the experienced faculty and their current research. (Appendix 13).

RPM students are required to take liberal arts courses and have the opportunity to take several Open Electives. The program coordinator supports students in choosing their electives.

2.5 Program Content and Innovation

The music industry has in the last ten years been confronted with audience fragmentation. While this has meant more resources directed to niche markets for a lesser return, the upside has been the requirement for more content, content creators and additional staff. New business are designed to cater to niche demographic groups who no longer consume one type of programming in the same numbers as in the past. As this trend continues, more qualified employees will be required to produce and manage this type of programming.

Successful careers in the music industry are dynamic, multifaceted, and diverse. Interdisciplinary skills are necessary to meet the requirements of the constantly evolving creative industries. It is not enough to be a skilled artist, marketer or engineer. Successful artists today are not solely focused on traditional conceptions of making and producing music. Their talents and focus span from songwriting, to the stage, to the boardroom, to brand creation, management, marketing, and across digital media. More than ever, to be successful in the industry, one needs to be adaptable and equipped with a broad skill set, with enough expertise to do a little bit of everything well. The curriculum of the RPM is designed to prepare students with these mindset and competencies for success.

²⁴ And pre-existing code including RTA 927 and RTA 937

²⁵ Parson, Bob. *Curriculum Mapping (Undergraduate Program): Description and Instructions*. University of Ottawa. 2010. Retrieved Feb, 2017. <http://ontarioedudevelopers.wikispaces.com/file/detail/Curriculum+mapping+instructions+Undergrad+uOttawa+Bob+Parson+June+2010.pdf>

While RPM is focused on developing professional musicians and music industry professionals, it is also broadly relevant for providing adaptable skills to individuals who want to make music their life, who want to be interdisciplinary thinkers with holistic skill sets that can adapt to the multifaceted challenges in the creative industries and contribute back to society. The proposed courses for this program are all aimed at addressing current needs in the music industry -- including education gaps and the provision of cutting-edge technology training and story-telling. Given the boundary-crossing nature of music across a variety of media, this program is designed to create a commonality of instruction for anyone in media while providing focus on new areas, whether technological or audience-driven. It is the blending of production, theory, business and marketing, with a strong focus on industry needs, that makes this program relevant and unique.

2.6 Learning Outcomes

Through a combination of experiential and theoretical courses, students will have to meet a number of critical learning outcomes that are required for success in the music industry. The educational content of the program will equip individuals with the necessary critical thinking skills and technical competencies to obtain entry level performance, production, recording, and administrative positions and/or be prepared to implement their own business plans. A student in the Ryerson Professional Music program will obtain the following skills and learning outcomes:

1. Theoretically describe digital music production and creative production requirements and apply those principles within a digital music production context.
2. Theoretically describe the concepts and relationships between melody, harmony, and rhythm, the fundamental aspects of musicianship, and apply those relationships in a digital music production context.
3. Theoretically describe the concepts and the implications of music and media business practices and instruments including contracts, negotiation, financial documents, sales & marketing, and apply those insights and processes in a music industry and entrepreneurial context.
4. Theoretically describe and apply digital media production skills and requirements.
5. Draw on existing skills through self-awareness, awareness of context, and theory to engage in entrepreneurial practices, risks, and opportunities.
6. Professionally communicate verbally, in writing and other media.
7. Be sensitive and open to diversity in terms of people and cultures, with consideration of specific issues of equity, social justice, and inclusion in media and the music industry.
8. Be aware of and consider the patterns and ongoing implications of technological, cultural and economic forces which have shaped the media and music industry in Canada and around the world.
9. Interact and professionally engage with industry.
10. Think, create and iterate in the music industry by operating at the nexus of context, skills, theory and self.
11. Critically recognize and analyze ethical problems to effect practical solutions within consideration of context.

The core RPM courses fulfill the 11 program learning outcomes, from introductory to advanced proficiency, and the program's elective courses further support this learning (Appendix 8).

CI, RTA, and Performance have selected applicable core courses with which to provide students a foundation in the theories, principles and practices of media production and business management. These

courses provide students with theoretical perspective, hands-on production experience, written, oral and digital communication techniques, and business practice skills. Lectures, workshops, tutorials and fieldwork ensure instruction that is career-oriented and experiential (Appendix 4).

In addition to existing courses CI, RTA, and Performance have combined resources to create 8 new courses for the proposed program. These courses are all specialized music, performance, media, and management courses, designed to elevate the student's knowledge from the general to the specific, instructing students on the details, characteristics, and eccentricities of the selected topic. The new core courses provide students with practical experience (performance, production, and project management), advanced theory, and advanced business management (management and entrepreneurship and capstone lectures) (Appendix 3).

2.7 Modes of Delivery

Given the nature of music and media instruction, a Professional Music BFA program will utilize a variety of educational delivery modes. Utilizing RTA and Performance's studios, as well as other facilities, production courses such as Digital Music Production and Performance Production will rely heavily on studio workshops to provide students with a hands-on production experience. The Music Den is an integrated into courses such as Music & Brands and Masterclass, and provides a "living lab" where students can study the application of business theory to a range of real-life business ventures being incubated in the Music Den.

Ryerson Theatre, 110 Bond Street, and other performance spaces will provide venues for live production instruction as a vital component of the Performance Production courses. Other courses such as Entrepreneurship in Creative Industries and The Creative Process combine mass lectures with breakout workshops and tutorials. Practicum and Internship provide students a wide range of practical industry experience. Writing courses such as Creative Processes and Business of Music will use hybrid delivery modes, where students combine creative workshops with lectures and online learning. Traditional lecture courses will also be an integral part of the program, affording efficient delivery of material alongside hands-on learning opportunities.

The variety of delivery modes, from production workshops to lectures, from interactive, experiential online learning to field work, will help achieve the learning outcomes of the program. Students build foundational creative and management capabilities and the ability to produce modern multi-platform music and media projects (Program Learning Outcomes 1, 2 and 3), excellent written skills and the ability to express ideas critically (Program Learning Outcomes 6 and 9). These delivery modes also dovetail with UDLEs 2, 3 and 4 (Knowledge of Methodologies, Application of Knowledge and Communication Skills, respectively).

2.8 Assessment of Teaching and Learning

FCAD adheres to the teaching evaluation procedures set out in the RFA and CUPE Collective Agreements. Student evaluations, either online or bubble sheet, are collected for every course offered during a semester. Tenure-track and Limited Term Faculty (LTF) professors are personally evaluated by tenured faculty twice each semester. Full written evaluations are made available by assessors to the assessed instructor as well as to the Chairs. CUPE instructors are also assessed twice during a term, either twice for one course or once in two courses, if applicable.

As the music and media industries evolve, the FCAD curriculum strives to keep pace with rapid technological growth, new strategic delivery methods and new business models. Assessment of student progress is dependent on the course delivery method; lecture-based courses rely on written assignments and assessments whereas production-based courses combine written assessment with project creation, workshop assignments and participation.

Assignments reflect both the learning objectives for the particular course and the overall program learning outcomes. These varied assessment modalities ensure that students graduate with requisite oral and written communication skills, production training and experience as well as the ability to analyze and assess business opportunities in the industry. Promotion through the program and graduation requirements are in line with Ryerson's undergraduate policies on grading, promotion and academic standing. Each RPM learning outcome is assessed through at least one individual creative project, as well as other forms of assessment including essays, exams, and group projects (Appendix 7).

2.9 Resources

2.9.1 Staffing Resources

The projected annual Professional Music BFA program intake is 50 students. Many of the courses in the curriculum are existing CI, RTA and Performance courses. To accommodate the influx of these students, increased administrative and teaching levels will have to be addressed.

New Teaching Hires: The hiring of two new RFA members with expertise in relevant fields is necessary to offer a fully conceived program. Sessional and part-time instructors will fulfill additional teaching requirements, while maintaining the appropriate RFA to CUPE teaching allocation ratio.

Administrative Staff: Administrative resources will be allocated from CI, RTA, and Performance on an agreed upon cost sharing arrangement, with an RPM budget allocation towards administrative support to be housed within CI.

2.9.2 Space Resources

Additional office space will be required for the new RFA faculty. No new classrooms will be required. The program will make use of existing studio and lab space in the Rogers Communication Centre and other FCAD facilities.

2.9.3 Library Resources

The Library Report is included (Appendix 12).

2.10 Quality Indicators

2.10.1 Current Faculty Resources

RTA's, CI's, and Performance's faculty members' CVs (Appendix 20) reflect core competencies in production, recording, broadcast, business, entrepreneurship, management, and live performance. This unique combination of expertise and varied pedagogical background is well suited to support and develop a new program in Professional Music. This new program has been designed with the areas of expertise covered by current faculty in mind.

2.10.1.1 RTA School of Media

- Kathleen Pirrie Adams, (Chair) is a critic, curator, and video maker. Trained at U of T, York and Ryerson, Adams is an influential voice on the Toronto queer/arts scene. Her intelligent analyses and assessments of lesbian culture have appeared in print venues ranging from Take One to Fuse. During the

1990s, Adams was also involved in queer video production and often curated thematic programs at Inside Out and local galleries.

- Dr. Alexandra Bal (Professor) has worked intensively in production including multimedia educational software development, corporate digital imaging, 3-D animation and experimental film and video.
- Lori Beckstead (Associate Professor) is a professor of audio & digital media, teaching courses in radio production, sound design, and digital media production. Also a sound artist, she has a particular interest in soundscape recording and interactive installation art. As Program Leader for the Canadian Women in Communications/Corus Career Accelerator since 2009, Professor Beckstead develops and delivers an intensive professional development program in digital media and technology for women across Canada each year.
- Dr. Maruysa Bociurkiw (Associate Professor) teaches media theory. Her articles, essays and reviews have appeared in many academic, arts and activist journals and books. She is the author of four literary books, and has been producing films and videos in Canada for the past fifteen years.
- David Bouchard (Assistant Professor) is a media artist who focuses on exploring the potential of computation as a medium for expression, both in software and hardware.
- Marion Coomey (Professor) has been teaching at RTA for 18 years. Professor Coomey has been a media coach and trainer since 1992. She teaches Media Writing, On Air Presentation Skills and Documentary Production. Marion has worked with large corporations, small businesses and media clients on developing their skills dealing with the media. Marion is a reporter, producer and newsreader for the Canadian Broadcasting Corporation.
- Michael Coutanche's (Associate Professor) area of expertise is in teaching writing for Television, Film, Radio and Digital Media. His research focus is on the continuing evolution of the dramatic form and the dynamics of creative collaboration. One of his current interests is studying the function of core dramatic principles in unscripted and reality television. Most recently, Professor Coutanche spearheaded The 2010 Report on Canadian Screenwriters.
- Dr. Ali Mazalek (Canada Research Chair, Associate Professor) works at the forefront of trends in computing and interaction design that support a tighter integration of the physical and digital worlds. She designs and develops tangible and embodied interaction systems that enable people to be more creative across both science and art disciplines. Mazalek received M.S. and Ph.D. degrees from the MIT Media Lab and a Hon. B.Sc. in computer science and mathematics from the University of Toronto. She is a member of the inaugural cohort of the Royal Society of Canada's College of New Scholars, Artists and Scientists.
- Steve Daniels (Associate Professor) uses electronics and communication technologies to create hardware agents, kinetic sculptures, ubiquitous spaces and networked events. Through his practice Steve juxtaposes disparate knowledge systems and experiences in an effort to reveal their underlying structures and assumptions.
- Dr. Charles Davis (Associate Dean, Research for SRC Activities) is an RTA professor who is also cross-appointed with the Entrepreneurship and Strategy Department in the Ted Rogers School of Management. Dr. Davis currently teaches and conducts research on management and policy in industries that produce experience goods - with special interest in innovation and new product development in the software and content layers of mediated creative industries. He is currently involved in research projects on media product innovation, media labour, media industry clusters, audience responses to media offerings, corporate governance of innovation, and digital entrepreneurship.

- Dr. Steven Ehrlick (Assistant Professor) has over 20 years experience practicing entertainment and corporate law within the music, film and television industries. Professor Ehrlick teaches business, law, media writing, and media studies courses.
- Rick Grunberg (Associate Professor) was instrumental in founding one of Canada's most successful television facility and production companies, where his role as Vice President also allowed him to expand his creative production ambitions. Professor Grunberg's research interests are directed in the areas of HD bidirectional broadcast over IP, and Digital Cinema with a key role in the design and implementation of Ryerson's Advanced Visualization and Digital Cinema research Center.
- Richard Lachman (Associate Professor) teaches in the Digital Media field and is also a creative consultant for entertainment and software-development projects. Professor Lachman often makes his research an experimental collaboration with industry, and his projects have been honoured by the Gemini Awards, Canadian New Media Awards and the Webbys. His research interests include transmedia storytelling, digital documentaries, applied/serious gaming, and locative media.
- Dr. Michael Murphy (Professor) teaches courses in Advanced Communication Technology, Radio and Audio Production, Advanced Audio Theory, and Broadcasting History. His expertise is in digital technology applications in media and broadcasting. As a researcher, Dr. Murphy's work over the last twenty years has been in developing new digital applications for media production and delivery.
- Laura Nenych (Associate Professor) is currently the Director, Graduate Program in Media Production and teaches in the areas of law, business and media management. Professor Nenych's research interests relate to copyright reform, broadcasting policy, e-commerce, and how new technologies and the Internet affect the international entertainment industry. She also conducts research relating to children's interactive media products.
- Dr. Laurie Petrou (Associate Professor) is a visual artist and writer who teaches digital media and media writing. Her research interests are in overlapping synergies between literary fiction and digital media, as well as existentialism, gender and popular culture.
- Dr. Lila Pine (Professor) is a New Media artist and Indigenous thinker of Aboriginal (Mi'kmaq) descent. Lila teaches New Media production and theory, as well as cross-cultural communication.
- Ramona Pringle (Associate Professor) is a multiplatform producer, interactive video artist and host. Her studio Ramona Pringle Productions, specializes in multiplatform productions.
- Dr. Hossein Rahnama (Associate Professor) is the Research Director of Ryerson's Digital Media Zone (DMZ). Hossein leads the DMZ's market-driven research arm, facilitating and encouraging industry partnerships with DMZ companies and teams. He also leads the DMZ research team Flybits where undergraduate and graduate students work together to break new ground in mobile and pervasive computing.
- David Tucker (Associate Professor), as past Chair of the RTA School of Media spearheaded the development of its first graduate program in Media Production. Professor Tucker has written, produced and directed a Movie of the Week, created arts specials, won numerous international awards. He has presented many papers on media aesthetics at international conferences and has been published in academic journals.
- Dr. Henry Warwick (Associate Professor) has had a long career in software and graphic design. He teaches communication theory and sound synthesis.

- Charles Zamaria (Professor) specializes in the study of business aspects and production practices in all media program production and policy studies for various media industries, with particular emphasis on the cultural sector. As a researcher, the current focus of his work is the examination of behaviour, attitudes and trends related to adoption of the Internet and emerging technologies.

2.10.1.2 School of Creative Industries

- James Nadler (Chair) remains active in the commercial television industry. For Alliance Atlantis, James was the Executive Producer / Showrunner of the first three seasons of Psi Factor: Chronicles of the Paranormal starring Dan Aykroyd, Matt Frewer and Michael Moriarty. James also was the co-showrunner of The Zack Files and Seriously Weird. Other shows James wrote or produced include the documentary series Women on Top and the reality series Office Temps and Crash Addicts. He also developed the long running hit Heartland for the CBC.
- Dr. Jeremy Shtern (Associate Professor) focus is research and teaching on transformations in the structure and governance of communication industries and creative work as they reorganize around globalization and digital technologies.
- Dr. Miranda Campbell (Assistant Professor) is an Assistant Professor in the School of Creative Industries. Her research interests include youth culture, creative labour, and policy development. Her book, Out of the Basement: Youth Cultural Production in Practice and in Policy, maps the rise of small-scale self-generated creative work amongst youth in the 21st century, and was shortlisted for the Donner Prize, for the best public policy book by a Canadian.
- Dr. Louis-Etienne Dubois (Assistant Professor) is assistant Professor of creative industries management at Ryerson University's School of Creative Industries. He holds a Ph.D. from HEC Montréal and from MINES ParisTech. Louis-Etienne's research activities aim at developing a better understanding of collaborative and innovation processes in both traditional and creative organizations.
- Dr. Michael Carter (Assistant Professor) is a 2015 Team Award Recipient for the President's Blue and Gold Award of Excellence, in the design, development and implementation of the Master of Digital Media program. He helped design and implement Ryerson's Zone Learning as well as providing support and mentorship to the DMZ. Michael is formally the Director of Industry for the Master's in Digital Media program and comes to Creative Industries as a specialist in the field of creative business production and operational management.
- Dr. Lorena Escandon (Assistant Professor) is an entrepreneur, creative animator, and consultant in innovation, creativity, and new product development. She studied Information Technology at the University of Monterrey in Mexico, earned a master's degree in Entrepreneurship at the University of Lund in Sweden, and a Ph.D. in Innovation Management at the École de Technologie Supérieure in Montreal, Canada. Her research attempts to reconcile theories of idea generation with the use of information technologies, specifically how to use data analytics to create innovative ideas.
- Dr. Cheryl Thompson (Assistant Professor) is a Banting Postdoctoral Fellow (2016-2018) in the Centre for Drama, Theatre and Performance Studies at the University of Toronto (St. George) and the Department of English and Drama at the University of Toronto Mississauga (UTM). Her project was a visual, historical analysis of the system of meaning in blackface minstrelsy's theatrical playbills, portraits, photographs, illustrations, and visual ephemera outside the traditional theatre in local spaces and places of nation-building during Canada's modern period, 1880s to 1950s.
- Dr. David Gauntlett (Chair in Creative Innovation and Leadership and Professor) joined the School in January 2018. Previously he was Professor of Creativity and Design, and Director of Research, at Westminster School of Media, Arts and Design, University of Westminster, UK. The Tier I Canada

Research Chair is a prestigious role, and brings \$1.4 million in research funding over seven years, and additional infrastructure funding.

- Dr. Ira Levine (Professor) is theatre scholar with a background in theatre directing and performing arts management, Ira Levine has been a Ryerson professor for the past 30 years, chairing both the Theatre School (now School of Performance) and School of Professional Communication. From 1995 to 2005 he was Dean of the Faculty of Communication & Design, in which capacity he co-developed the University's first master's and Ph.D. program (in Communication and Culture), guided the development of professional master's programs in Journalism, Media Production, Documentary Media and Professional Communication, introduced BFA programs in Theatre and Dance, and established the Faculty's international exchange office and partnerships.

2.10.1.3 School of Performance

- Dr. Peggy Shannon (Chair) has served as Chair of the School of Performance at Ryerson University since January 2011. She was the Principal Investigator of a SSHRC Partnership Development Grant to study gender and war. This study, "Women and War: A Comparison Between Canada and Greece", involved partners in Canada, the USA, and Greece. Dr. Shannon has served on grant and abstract selection committees for the California Arts Council, National Endowment for the Arts, the US Government's Fund for Improving Postsecondary Education, the Canadian Military and Veteran Health Research Forum, and the National Playwrights Foundation.
- Perry Schneiderman (Associate Professor) was Artistic Director of the National Theatre School of Canada (1990-2000) and Chair of RTS (2000-2010). Mr. Schneiderman was instrumental in reinvigorating the classical training curricula as well as instituting the actor as creator components in two of the leading acting programs in the country resulting in a record number of artists from these programs working in the field. He has directed over 40 professional and conservatory productions in both official languages including many at the Piggery Theatre as Artistic Director.
- Sheldon Rosen (Associate Professor) has been teaching and writing for the stage since 1972. He has had 17 plays produced throughout the United States and Canada. His play NED AND JACK was produced at the Stratford Festival in Ontario, Canada, in 1979 and 1980 and won the 1980 Canadian Author's Association Award for Drama and was directed on Broadway in 1981 by Colleen Dewhurst.
- Irene Pauzer (Associate Professor) is currently Head of Voice and Speech at Ryerson Theatre School training all four years of the Acting Programme and student dancers in the Dance Programme at the Ryerson Theatre Department. A Linklater based teacher with other pedagogical influences that include Richard Armstrong's Roy Hart extended voice work and The Skinner Release Technique.
- Caroline O'Brien (Associate Chair) is a costume designer, writer and educator and a Ph.D. candidate at The National College of Art and Design in Dublin. Caroline began her career in costuming at Theatre New Brunswick in Fredericton and spent the next few years working with The Stratford Festival, The Banff Centre for the Arts, the Tailoring Shop at CBC in Toronto and The National Ballet of Canada. She worked with Canada's National Ballet School as resident costume designer and wardrobe supervisor, a position she held for almost twenty years.
- Tanya Evidente (Assistant Professor) teaches classical ballet and mentors all four years of students in the dance program. Ms. Evidente began her dance training at Toronto Dance Theatre and received her formal ballet training at Canada's National Ballet School and Prodanza in Havana, Cuba.
- Sholem Dolgov (Associate Professor) has been working in Canadian and International arts and entertainment for over 40 years. While primarily a lighting designer in theatre, dance, opera, corporate, exhibit and display, he has experience in many areas of production. He had staff or guest positions at diverse organizations including the National Ballet of Canada, Danish National Ballet, the Shaw Festival,

Toronto Free Theatre, Vancouver Opera, the Royal Ontario Museum, the National Capital Commission in Ottawa, and Toyota Canada.

- Pavlo Bosyy (Assistant Professor) is an Assistant Professor of Theatre Production at the Ryerson School of Production at Ryerson University in Toronto (Ontario, Canada) Pavlo Bosyy has taught Theatre Arts, History, and Humanities for more than 25 years at the college and university level. Pavlo also worked as Principal Resident Designer (Scenographer) at Kirovohrad State Puppet Theatre and Kropyvnytsky State Theatre, both in Kirovohrad (Ukraine). He designed, directed or performed in more than 100 projects at regional and academic theatres in Ukraine and the USA and at the Off-Broadway companies.
- Michael F Bergmann (Assistant Professor) has specialized in working with media server systems for large scale corporate and industrial events through his work with WorldStage. During his time based out of their San Francisco Lab, he worked on events across the USA and Macau for clients such as Wynn, NBC Studios, Intel, and Nokia Bell Labs.

2.10.2 Success of the Music Den

As evidence of FCAD's expertise in music business development, connection to the industry in Canada and abroad, and ability to shape valuable contributors to the industry, we refer to the implementation of the Music Den.

Launched in Spring 2016, the Music Den was FCAD's first step into music business education and development. The Music Den is an incubator for musical entrepreneurs creating new technologies, products and services for the industry. In two years, the Den has incubated over 18 companies and projects. Music Den alumni have been acquired by Warner Music Group, featured on Dragon's Den, won the Canadian Music Week startup pitch competition, and found many other successes throughout the industry. The Music Den itself has also developed partnerships with many of Canada's industry leaders, including Universal Music, Massey Hall, Bell Media, Red Bull, Native Instruments, Arts & Crafts and more. Many of these partnerships will extend to the RPM, offering students exclusive mentorship and opportunities.

2.10.3 Success of Creative Industries program

As evidence of FCAD's ability to launch and administer successful new programs we refer to the implementation of the Bachelor of Arts in Creative Industries in Fall 2013. In the five years since the program commenced, hundreds of undergraduate students have obtained their Bachelor of Arts degree in Creative Industries. It is one of the most highly-applied-to programs within FCAD and has the highest average entrance grades of any FCAD programs. Waitlists to gain access to the program are routinely long.

2.10.4 Scholarship, Research & Creative Activity

The new Professional Music Program will add to an already robust landscape of scholarship, research and creative activity within the Faculty. In the 2017-18 academic year, FCAD received its first Tier 1 Canada Research Chair in the area of Creative Innovation and Leadership -- a nationally unique research position to which the faculty recruited an internationally renowned expert, Dr. David Gauntlett. FCAD also received a renewal for a Tier 2 Canada Research Chair. Also in that academic year, approximately \$250,000 in external funding was received, and fifty-six proposals totaling more than \$8 million were submitted to 25 agencies and partners, including SSHRC. RUBIX, the Faculty's annual showcase of scholarly research and creative activity, featured 34 unique projects from across the Faculty.

In recent years, FCAD has developed a strategic focus on three core scholarly research and creative clusters (cultural policy/strategy, audiences, and technology), producing noteworthy results. FCAD established a Summer Institute to enhance engagement and research opportunities in the area of cultural strategy, attracting forty faculty and graduate students. The Audience Lab was formed and quickly reached capacity with contract research projects with Google, the CBC and a leading marketing agency. FCAD also announced the Co-Lab, a resource centre for strategic advice and technical assistance for integrating cutting-edge technologies into research. The Co-Lab's first major project was the acquisition and implementation of Pepper, an advanced humanoid robot being used for medical communication research.

FCAD Schools were very active in the 2017-18 academic year with scholarly research and creative outputs and engagements. The Faculty's Indigenous Centre, Saagajiwe, presented Survival through Sovereignty, a large-scale installation that offered critical reflection on Canada's history and indigenous insights for its future. Interior Design hosted Body, Object, Enclosure, a major international two-day symposium on critical issues in design. The Ryerson Journalism Research Centre hosted a colloquium on local news, featuring international scholars and experts during the Congress for the Social Sciences and Humanities. Significant activity in the Studio for Media Activism and Critical Thought, the Print Media Research Centre, the Centre for Fashion Diversity and Social Change and the Centre for Free Expression continued to engage with critical social questions in diverse scholarly and creative modes.

Recognizing the opportunity to apply design methodologies to large-scale problems in the social sciences and humanities, the FCAD Design Network was established, convening more than 70 faculty from across the university for a workshop and planning session. Resulting interdisciplinary research projects and collaborations included design for inclusive urban spaces, designing resilient communities, co-design with and for excluded bodies and experimentation with digital materials. The FCAD Design Network actively sought external funding to fuel design-related SRC activity.

The Centre for Communicating Knowledge (CCK) continued to provide communication design and dissemination services to researchers across the University, in addition to a formal partnership with The Conversation Canada. It was also engaged in a study to measure research reputational equity using social media data and analytics.

Two important new physical facilities for scholarly research and creative activity have been or will soon be opened within FCAD: the Creative Technology Lab at the Daphne Cockwell Health Sciences Building, and the Catalyst in the second floor of the Rogers Communications Centre. The Creative Technology Lab will combine advanced computer-controlled robotics, large-scale digital fabrication and packaging technologies, motion capture, augmented reality and live performance technologies for advanced SRC and teaching starting in Spring 2019. The Catalyst opened in Fall 2018 and is a place for all FCAD centres to converge, collide, collaborate and receive technology strategy support through the Co-Lab.

Against the backdrop of considerable scholarly activity, there is also significant activity in the music and audio realm, and this will only continue to grow:

In 2015 FCAD opened the Allan Slaight Radio Institute.²⁶ Through financial support from the Slaight Family Foundation, the Institute added five brand-new radio control rooms, as well as new audio production suites in a modern, colourful space. The Institute is named after broadcasting pioneer Allan Slaight and the Slaight Family Foundation has for many years provided scholarships and support for Agenda

creative activity and aspiring Canadian musicians. The Slaight Institute oversees a broad portfolio of faculty-supervised student-led creative production, and also hosts scholarly research and creative activities led by Faculty examining the state of music and radio broadcast industries in Canada.

With the launch of the Music Den initiative, FCAD continues to pursue research and scholarship and is dedicated to creating an environment where creativity and entrepreneurship thrive. While there is a body of academic literature in the area of business management, there is a dearth of scholarly research focused on the sociocultural impact of the music industry. The Music Den is supervised by faculty with expertise and research interests in the business of music.

RTA has begun the process of launching a research-based symposium titled “Music Matters” that aims to address a gap in interdisciplinary scholarly research in the area of music. The symposium will bring together interdisciplinary thinkers from academia, industry, not-for-profits, politics, and the arts community to share varied perspectives on the value, impact and growth of music in a variety of contexts. The goal is to create a sustainable and significant annual event that mobilizes knowledge across domains to facilitate multi-disciplinary, multi-cultural, and multi-generational collaboration. The central themes guiding the faculty’s activity in this area are diverse perspectives and practices in music education, music as a form of cultural heritage, innovation in performance, and building music ecosystems in cities. The “Music Matters” symposium will increase communication and accessibility of knowledge across the academy, the industry and the arts to build reciprocal and lasting relationships between individuals in these groups, while supporting the growth of new music research networks and industry partnerships across Canada and internationally.

²⁰Himmelsbach, Vawn. *Ryerson’s New Radio Institute Connects and Mentors*. Feb 5, 2016. Toronto Star. Retrieved November 2016, from https://www.thestar.com/life/post_secondary_education/2016/02/25/ryersons-new-radio-institute-connects-and-mentors.html

3.0 Industry and Societal Need; Student Demand; Comparators

3.1 Evidence from job market

This program will create a new kind of employee, one with skills portable to mid-level music, media and management jobs. The program will attract the student with passion for music and provide the means by which their ambition can be realized in an industry which has historically valued applied skills that had not been previously addressed in a single, purposefully-designed formal degree education. It is the goal of this program to provide the music industry with a new kind of “T-shaped” employee, with broad knowledge and training in media leadership and entrepreneurship, and deep expertise and exposure in music creation, production and management.

The labour market of the music economy has shifted and there is an increased focus on entrepreneurship and a clear demand for comprehensive music media industry production courses at the undergraduate level. RPM will provide opportunities for students from diverse cultures and backgrounds: an experience that can best be found at Ryerson’s downtown location with its focus on equity, diversity and inclusion.

A survey of comparator programs reveals course offerings to undergraduate students in music media, mostly focused on the traditional Bachelor of Music curriculum. These programs require intensive study of musicianship and a chosen instrument. Some Canadian universities offer a B.A. with a major in music but those programs require students to have a considerable amount of traditional musicianship, thoroughly studying skills such as ear training, harmony, and history of western music. These peer programs do not directly address the necessary modern-day skills necessary to meet the needs of the present-day labour market.

It should be pointed out that many senior employees in the music industry entered the business by accepting entry level positions and working their way up the so-called 'corporate ladder'. This route has become rare because of structural changes that have taken place within the music industry over the past decade.²⁷ The music industry has been the subject of disruptive paradigmatic changes and audience fragmentation in the 21st century. While this has meant more resources directed to niche markets for a lesser return, the upside has been the requirement for more content and content creators.

The next generation of leaders will be entrepreneurs who create their own route to success and in so doing will start companies that employ the creative workforce of the future.²⁸ The philosophy surrounding distribution models has created questions of how to generate revenue while providing the best experience for musicians, businesses and music lovers. There is much opportunity for experiential and

“There are fewer distinct roles in music anymore – so performers, producers, managers, and other professionals who can adapt to the multifaceted challenges in the creative industries are most likely to find long-term work in the music community... I applaud Ryerson’s focus on helping its students prepare for sustainable careers in music.”

— Mike Tanner, Senior Development Officer for the Music Sector, Economic Development and Culture Division of the City of Toronto, Program Advisory Council Member

²⁷ Music Canada. *The Next Big Bang: A New Direction For Music In Canada*. September 27, 2013. Retrieved November, 2016 from <http://musiccanada.com/wp-content/uploads/2014/06/TheNextBigBang.pdf>

²⁸ Ontario Chamber of Commerce. *Obstacles and Opportunities: The Importance of Small Business in Ontario*, 2016. p. 16. Retrieved November, 2016 from <http://www.occ.ca/wp-content/uploads/2013/05/Obstacles-Opportunities.pdf>

entrepreneurial endeavours. These projects will lead to new business which will capitalize on the current cultural environments both digital and physical.

3.2 Market Demand and Societal Need

Ontario's music industry is the largest in Canada and is responsible for 78% of Canada's music sector revenues. As well, 39% of Canada's music industry establishments are located in Ontario.²⁹ The industry includes artist entrepreneurs, Canadian-owned record labels and publishers ("indies"), foreign-controlled record labels ("majors"), live music businesses (agents, music managers, music festivals, promoters, and presenters), and music distributors (e.g., radio, streaming services). Supporting the music industry are industry associations, training institutions, and service and technical organizations (e.g., recording studios, music technology companies).³⁰ All of these entities and organizations have need for skilled workers, managers, creatives and producers, the likes of which the RPM is specifically designed to help educate and train.

In 2014, sound recording companies in Ontario generated \$245.7 million in GDP and contributed 4,125 full-time equivalent jobs (FTEs).³¹ Live music companies and resulting tourism contributed nearly \$1.2 billion to Ontario's GDP. In 2013, live music companies directly accounted for a total of 7,300 FTEs and indirectly contributed an additional 3,200 FTEs.³² Live music represents a substantial growth area and the overall industry is forecasted to experience between 14% to 25% revenue growth over the next two years.³³

Live music is a stable and growing part of Ontario's economy. In recognition of this, the Ontario Government has committed to a "Live Music Strategy", which includes the promotion of the live music sector and "positions the province as a premier global destination for live music and music tourism."³⁴ The City of Toronto estimates that music contributed \$700 million to its economy in 2014 and that an estimated 18,500 songwriters, music creators, composers, beatmakers and lyricists reside in the City.³⁵ The music industry has a larger share of regional employment than New York City or Austin, Texas and given the current economic activity and potential for growth, the City of Toronto has committed to a comprehensive "Music City" strategy and issued the call for more education. This call was reiterated on behalf of the music industry in Toronto, with a recent survey of industry practitioners showing that 92% of respondents in public consultation agreed that music should be a larger part of the education system.³⁶

Between 2016 and 2017 general employment activity within the "Art, culture, recreation & sport" sector experienced 30.9% employment growth in Ontario, the second-largest growth segment in the entire labour market behind the "Management" sector.³⁷ RPM is committed to preparing students for management positions within the creative industries and for careers across the art and culture sectors.

²⁹ Communications MDR. *Environmental Scan of the Culture Sector: Ontario Culture Strategy Background Document*. p. 41. Ontario Ministry of Tourism, Culture and Sport. Apr. 2016. Web. https://files.ontario.ca/books/mcts_environmental_scan_of_the_culture_sector_en_0.pdf

³⁰ Ibid.

³¹ Ontario Media Development Corporation. *Industry Profiles: Music 2015-2016*. Retrieved November, 2016, from http://www.omdc.on.ca/collaboration/research_and_industry_information/industry_profiles/Music_Industry_Profile.htm

³² Nordicity. *Live Music Measures Up: An Economic Impact Analysis of Live Music in Ontario*. Music Canada, 2015. Retrieved March, 2017 from <https://musiccanada.com/resources/research/live-music-measures-up>

³³ Ibid.

³⁴ Communications MDR. *Environmental Scan of the Culture Sector: Ontario Culture Strategy Background Document*. p. 41. Ontario Ministry of Tourism, Culture and Sport. Apr. 2016. Web. https://files.ontario.ca/books/mcts_environmental_scan_of_the_culture_sector_en_0.pdf

³⁵ Toronto Music Advisory Council. *Toronto Music Strategy: Supporting and Growing the City's Music Sector*. February 2016. Retrieved November, 2016 from <http://www.toronto.ca/legdocs/mmis/2016/ed/bgrd/backgroundfile-90615.pdf>

³⁶ Ibid.

³⁷ Government of Ontario. *Ontario Labour Market Statistics, January 2017*. Jan. 2017. Retrieved March, 2017 from <http://www.tcu.gov.on.ca/eng/labourmarket/currenttrends/docs/monthly/201701.html>

Search results during the first quarter of 2017 on generic employment websites yielded a wide range of available entry-level positions that would be suitable for RPM graduates (Appendix 18). These jobs require at the minimum an undergraduate degree and general experience.

The Ryerson Professional Music program will establish competencies and skills in areas relating to digital media and in administration within the cultural industries. Through the combination of the core curriculum, the internship component, and other experiential learning opportunities, graduates of Professional Music are well prepared to pursue careers in many creative fields, such as advertising, marketing, design, and product development, as well as more traditional roles in the music industry.

3.3 Graduate Career Paths

The Professional Music BFA helps students develop holistic 21st-century skills and competencies necessary for the modern music entrepreneur. Graduates will be trained to work in multidisciplinary roles across creativity, commerce and community. There are a variety of potential career paths available to RPM graduates, with considerable projected job openings and employment growth, as detailed in the following sub-sections:

3.3.1 Business and Management

RPM graduates will be prepared for roles in record companies, artist management, concert promotion and production, music publishing, business development, public relations, film and television production, technology, advertising and more.

Sample positions from the Ontario Ministry of Training, Colleges and Universities (MTCU) ³⁸			
Job	Salary	Projected Employment Growth 2017 – 2021	Projected Number of Job Openings 2017 – 2021
Business Development	\$66,657	8%	3,000
Advertising, marketing and public relations	\$82,214	2%	3,000
Publishing, broadcasting and performing arts	\$71,641	4%	700

³⁸ Ministry of Training, Colleges and Universities. *Ontario's labour market*. September, 2018. Retrieved September, 2018 from <https://www.ontario.ca/page/labour-market>

3.3.2 Musician

RPM graduates will be prepared for roles in recording, performing, songwriting, production, session musician, composition, film and television scoring.

Sample positions (MTCU)			
Job	Salary	Projected Employment Growth 2017 – 2021	Projected Number of Job Openings 2017 – 2021
Musicians and singers	\$16,988	4%	3,000
Technical and co-ordinating occupations in motion pictures, broadcasting and the performing arts	\$63,639	3%	300
Conductors, composers and arrangers	\$36,423	3%	100

3.3.3 Community

RPM graduates will be prepared for roles in politics, governance, education, journalism, non-profit, activism, and leadership.

Sample positions (MTCU)			
Job	Salary	Projected Employment Growth 2017 – 2021	Projected Number of Job Openings 2017 – 2021
Social policy researchers, consultants and program officers	\$74,861	8%	7,000
Journalists	\$60,789	6%	700
University professors and lecturers	\$124,878	10%	7,000
College and other vocational instructors	\$81,315	17%	20,000

3.3.4 Graduate School

RPM graduates will be prepared to pursue further postsecondary education, including research based education, (including media, education, and cultural studies) and professional education (including law school, MBA).

Sample positions (MTCU)			
Job	Salary	Projected Employment Growth 2017 – 2021	Projected Number of Job Openings 2017 – 2021
Lawyers	\$129,663	4%	6,000
Senior managers in communications, financial and other business services	\$141,143	2%	4,000
Professional occupations in business management and consulting	\$78,456	14%	15,000

3.3.5 Entrepreneurship

RPM is committed to Ryerson's mission to become Canada's leading comprehensive innovation university. Students will be encouraged to pursue entrepreneurship and launch their own ventures, with support from on campus incubators such as the Music Den and DMZ.

Example companies (Ryerson Zone Learning)			
Companies	Zone	Descriptions	Outcomes
Sodatone ³⁹	Music Den	Online A&R platform	Acquired by Warner Music Group
JamStack ⁴⁰		Portable guitar amplifier	Winner of Canadian Music Week startup pitch competition
500px ⁴¹	Digital Media Zone	Online communities for professional photographer	Acquired by Visual China Group, 13 million users
Rumie ⁴²		Education technology not-for-profit	\$5 million raised, 35,000 students

3.3.6 Industry Involvement

The Professional Music program advisory embodies these diverse paths, with members from Massey Hall, Bell Media, Harvard University, the City of Toronto, SOCAN, and a variety of entrepreneurial ventures. This approach is partly based on their recommendations on skills and competencies needed for today's dynamic music industry.

3.4 Student Demand

A significant number of RTA, CI, and Performance students have consistently demonstrated an inclination towards the music industry and many graduates have focused on courses within the curriculum to enhance their employability in the marketplace. In RTA, due to high student demand in 2014, RTA 927 Business of Music I grew from 40 students to 130 and RTA 937 Business of Music II was created as a small class seminar to accommodate students who wished to further specialize in the music business.

³⁹ Variety. *Warner Music Group Acquires A&R Insight Tool Sodatone*. March, 2018. Retrieved September, 2018 from <https://variety.com/2018/biz/news/warner-music-group-acquires-ar-insight-tool-sodatone-1202738196>

⁴⁰ Spence, Rick. *JamStack creator finally hits the right chords with his smartphone guitar amp*. Financial Post. March, 2017. Retrieved September, 2018 from <https://business.financialpost.com/entrepreneur/fp-startups/jamstack-creator-finally-hits-the-right-chords-with-his-smartphone-guitar-amp>

⁴¹ Greenwood, Max. *DMZ Declared the Best University-Run Incubator in the World*. Techvibes. February, 2018. Retrieved September, 2018 from <https://techvibes.com/2018/02/23/dmz-declared-the-best-university-run-incubator-in-the-world>

⁴² Vomiero, Jessica. *Dmz Alumni Startup Wins Big With Google*. The Ryersonian. Retrieved September, 2018 from <https://ryersonian.ca/dmz-alumni-startup-wins-big-with-google/>

In an October 2018 electronic survey sent to all current students in RTA, CI, and Performance, students were asked, “To what extent are you interested in a career in the music industry? Possible careers include: the business of music (artist management, marketing, legal and business affairs), music recording and sound production, and/or live music event production.” An impressive 64% of respondents stated they were “interested” or “very interested” (4 or 5 out of 5 on a Likert scale, n=272) (Appendix 19).

Students were then asked, “Thinking back to the time when you made the decision to attend Ryerson University, if you had also been offered acceptance into a four-year undergraduate program focused on the professional practice of music (including the business of music, music production, live event production, and music entrepreneurship), how likely would you have been to choose the Professional Music program instead of your current program?” 34.8% of respondents responded they were “likely” or “very likely” (4 or 5 out of 5 on a Likert scale, n=273) to have chosen the RPM program. Students enrolled CI responded most favourably to this question, with 46.74% of respondents from CI reporting that they would have been very likely to choose the RPM program instead of their current program:

Thinking back to the time when you made the decision to attend Ryerson University, if you had also been offered acceptance into a four-year undergraduate program focused on the professional practice of music (including the business of music, music production, live event production, and music entrepreneurship), how likely would you have been to choose the Professional Music program instead of your current program? (n=273)

<i>In what program are you currently enrolled?</i>	1 (Not likely)	2	3	4	5 (Very likely)	Grand Total
Creative Industries	5.67%	6.80%	23.80%	17.00%	46.74%	100.00%
RTA School of Media	9.91%	14.66%	25.86%	25.86%	23.71%	100.00%
School of Performance	10.13%	17.72%	28.48%	15.19%	28.48%	100.00%
Grand Total	7.94%	11.57%	25.44%	19.38%	35.67%	100.00%

Furthermore, students were then asked, “Suppose now that you found out that the Professional Music program would give you internship opportunities to work in the industry in a variety of possible roles (including business, marketing, recording, and live event production) while you're in school. Would this make you more or less likely to want to attend the Professional Music Program at Ryerson?” 75.6% of respondents said this would make them more likely to want to attend the Professional Music Program at Ryerson (n=271).

It is important to view these results in context. Rather than suggesting that the RPM program will cannibalize existing enrolments in RTA, these results demonstrate that there is considerable demand among applicants to CI and RTA for a dedicated program in Professional Music. Within the past several years RTA, CI, and Performance have been able to accept less than 10% of applicants -- this means that if the survey results of current students are representative of prospective students, there is ample unmet demand in the student market for a program of this kind.

The survey conducted of current students also provided validation of the unique selling proposition of the RPM program -- namely, the focus on music industry connections, experiential learning, etc. Students were asked, "If you were to enroll in a 4-year BFA in Professional Music, which of the following outcomes would be the most important for you, upon completion of the program? Select the top three statements that apply to you," and given the following options. Selection rates of respondents are summarized in the table below (n=273):

make connections to record labels, studios, and other potential employers in the music industry	66.3%
become technically proficient in music and sound recording production	50.5%
become technically proficient in live music event production	41.0%
develop business skills that let me launch and grow other people's musical careers	36.3%
develop my skills in music performance (including voice, an instrument, etc.)	33.0%
develop business skills that let me launch and grow my own musical career	22.7%
develop a unique sound and approach as a practicing musician	22.3%
develop my knowledge of music theory	15.4%

These results show the strong preference of respondents for an industry-focussed program with both a strong technical production foundation, exposure to industry-specific business skills, wrapped in musical creativity.

The quantitative findings of this student survey are corroborated by anecdotal evidence. The chairs of RTA and CI have stated that applicants frequently express a career interest in music in their applications. RPM will respond to requests by students for a wider range of professional music-related programs and a more nuanced form of specialization at the university level. This program will be the first of its kind offered at a Canadian university and will therefore draw students from across Canada.

3.5 Review of Educational Program Comparators

Canadian students looking to pursue postsecondary studies in music have many options, including university degree programs, public college diploma programs and private career college courses. However, most of these programs divide specific facets of music and only focus on one, be it performance, production, business or technology. RPM will be unique in the fact that it combines all of these aspects of music, offering holistic education for the modern music entrepreneur in Canada, with a focus on industry experiential learning opportunities. This approach is similar to leading music schools in the United States, but is underrepresented in Canada.

3.5.1 Canadian Undergraduate Programs

The University of Western Ontario has a sizeable and diverse music faculty that offers a variety of music degrees, including the Bachelor of Arts in Music, B.A. in Music Administrative Studies, and two

five-year programs with Ivey Business School which grant either a B.A. or a B.M. Through a partnership with Fanshawe College, students can also combine their degree with a Music Industry Arts diploma. These programs require a live musical audition or recorded and/or a music theory test for admissions. Western's offerings are the closest undergraduate programs similar to RPM, but is different in the extent to which it emphasizes musicianship as the requirement for entry and the focus of learning. In contrast, RPM is distinctly professional and modern in its focus and not exclusive to students who demonstrate a high level of proficiency in traditional musicianship.

McGill University offers a minor in music technology to undergraduates. This minor does not require students to take core musicianship-focused courses or audition. The program is based on sound theory and acoustics and includes only one production course in its core curriculum. RPM is distinct in its emphasis on professional practice, experiential learning, and production-based studio courses.

Concordia University offers a Bachelor of Fine Arts program called Electroacoustic Studies, available as both a major and minor. For admission this program requires a portfolio of "recordings representative of your 'sound' artwork." Portfolios are judged based on "the amount (and quality) of sound design being done, the kinds of manipulation, the creative way in which the sound is put together." This is notably different from the admissions and audition process of musicianship-focused programs, but skews far to the other end of the technical/artistic spectrum by focussing on sound design. RPM by contrast emphasizes practical production, sound theory, and composition including music theory, in a variety of professional and mainstream contexts, with no particular discrimination for the kind of music (i.e. traditional vs. contemporary, experimental vs. popular). RPM is thus more professionally-oriented and inclusive.

The University of British Columbia offers a Bachelors in Arts program that does not require any audition or theory test, but the degree requirements include the core musicianship-focused courses included in their B.M. program. The University of Alberta and Queen's University offer B.A. programs similar in admissions and program requirements to the B.A. offered by UBC. Queens also offers a five year dual Music and Digital Media program with St. Lawrence College which grants a B.M. from Queens and a Music and Digital Media diploma from St. Lawrence. These programs lack the professional focus and breadth of the RPM program.

3.5.2 Ontario College Programs

In Ontario there are two college programs named "Music Industry Arts", offered at Fanshawe College and Algonquin College, and another named "Music Industry Arts and Performance" at Centennial College. Centennial's program is different from the other programs because it is a three year musicianship-focused program. The Fanshawe and Algonquin programs include music business courses but focus primarily on sound recording and engineering. During each of the semesters the predominant course is audio engineering production. Both programs also include a range of traditional and contemporary course offerings. These programs lack the RPM focus on entrepreneurship, business management, and breadth of both sound production and live event production.

Sheridan College offers a certificate named "Music Applied to Stage, Screen and Interactive Visual Environments." This program has a blend of musicianship elements and audio recording and business elements. The program description states that incoming students often enter with "either a formal music

background or technical experience, but not both.” The learning outcomes are different than other programs in Ontario. The first is, “Compose music for at least two of the following: live action dramatic short films, animated short films, live musical theatre or video games.” An MP3 demo of performance or compositions is required for admission. Like most colleges, this program lacks the critical thinking and liberal arts education foundational to university. Additionally, this is a more applied program focusing on music composition, while RPM seeks to develop an adaptable music professional with a holistic set of skills.

Seneca College offers program named “Independent Music Production” This program is similar to the Sheridan program as it blends musicianship with other aspects of the music industry, requires a MP3 demo, and is a certificate program. The programs focuses on music production and business knowledge. The program’s first learning outcome is “operate a home-based recording studio to produce professional quality recordings.” Further to the lack of critical thinking and liberal arts education, this program is largely focused on recording and technical studio work, and does not have the breadth of interdisciplinary education that RPM offers.

St. Lawrence College offers a diploma program named “Music and Digital Media.” This program blends traditional musicianship with a digital media curriculum similar to RTA’s. Audio recording does not begin until the third semester out of four total but the program includes graphic design and motion graphics. A recorded performance is required for admission. RPM expands on St. Lawrence’s offerings through its experiential learning and industry connections. With RPM’s program advisory committee and location in the heart of downtown Toronto, it offers industry experience and mentorship that St. Lawrence and other colleges cannot emulate.

3.5.3 Private Career Colleges in the GTA

Private career colleges offer extensive and diverse course offerings for students looking to gain specific skills in music. There are several private career colleges around Toronto that have been offering music industry education programs for over a decade. Notable examples of these private career colleges are MetalWorks, Harris Institute and Trebas Institute. All of these programs have similar admissions processes as they do not require auditions.

These programs cost between \$20,000 and \$40,000 (CAD). These programs have similar curricular design with an intensive 35 to 45-week full-time program with approximately 40 courses. All of these college programs focus around the same subject domains, i.e., audio production, live event production and business management. One exception is Metalworks which has several instrument-specific 97 week programs which also focus on musicianship in addition to the standard curriculum.

The main variation between RPM and private career college programs is that RPM includes cultural theory and critical thinking requirements, and a more educationally rigorous program. RPM provides students with more time with the curriculum, liberal arts courses and

electives from other departments and schools within Ryerson. While some of the music subject matter covered by private career colleges is similar, the differences between RPM and the private career colleges are enormous in terms of interdisciplinary pedagogical design, in-class time, and exposure to the liberal arts.

3.5.4 American Universities

Leading schools in the United States are taking a similar approach as RPM to music education. Berklee College advertises its Professional Music program as “focusing on the entrepreneurial aspect of a professional music career...ranging from performing and songwriting to production and business.” Similarly, the University of South Carolina offers a Bachelor of Music with concentrations in Entrepreneurship and Music Technology. The school also houses an innovation incubator similar to Ryerson’s Music Den, called the Spark Laboratory. With their institutional legacies, both Berklee and South Carolina are still heavily focused on playing instruction. This is not a concern for RPM, which focuses on FCAD’s strengths: production and performance.

The closest program to RPM is New York University’s Clive Davis Institute of Recorded Music, which claims to “cultivate the next generation of leaders and visionary creative entrepreneurs in music” through an emphasis on experiential education. Similar to Berklee and South Carolina, the program is focused on Davis’ history and success in recorded music. RPM views recording, performance and production as equally important, and represents these facets through RTA, Creative Industries and School of Performance.

More broadly, the Jimmy Iovine and Andre Young Academy at the University of Southern California offers a Bachelor of Science in Arts, Technology and the Business of Innovation. The program aims to develop modern, creative entrepreneurs within and beyond music.

When promoting RPM, Ryerson will be in the unique position to advertise the program as the only university in North America that offers a degree in professional music with the breadth and scope of this proposed program.

4.0 Required Resources and Program Costing

The FCAD Dean’s office has consulted with the University’s Planning Office regarding needs and the related costs of the program and resolved the questions of funding to mutual satisfaction. The hiring of two new RFA members with expertise in relevant fields is necessary to offer a fully conceived program. Sessional and part-time instructors will fulfill additional teaching requirements, while maintaining the appropriate RFA to CUPE teaching allocation ratio.

Administrative resources will be allocated from CI, RTA, and Performance on an agreed upon cost sharing arrangement, with an RPM budget allocation towards administrative

support to be housed within CI. Additional office space will be required for the new RFA faculty. No new classrooms will be required. The program will make use of existing studio and lab space in the Rogers Communication Centre and other Performance facilities.

The program will commence in the Fall of 2021 in order to allow for curricular approvals and the comprehensive marketing and promotion of the program. Factoring in attrition rates and assuming 50 new students every year, the program is expected to accommodate approximately 160 students at steady state. A corresponding reduction in enrolment in other FCAD programs will enable the delivery of RPM without net enrolment growth. Cost savings realized from the reduction in enrolment in other programs, and the corresponding reduction in the number of sections offered within those programs, will be applied towards the costs of RPM.

[Link to Appendices identified in the proposal.](#)

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends:
That Senate approve the new Bachelor of Fine Arts (Honours) program in Professional Music – Faculty of Communication and Design.

H. TED ROGERS SCHOOL OF MANAGEMENT – Deletion of BUS100 from Business Management and Accounting & Finance programs

The Ted Rogers School of Management (TRSM) is proposing to retire BUS 100: Strategies for Success, a first-year required pass-fail course for the School of Business Management (SBM) and School of Accounting & Finance (SAF) programs, effective September 2019. The proposal was discussed and endorsed by the following TRSM governance bodies:

School/Department/Committee	Date of Approval/Recommendation
SBM Curriculum Sub-Committee	April 16 th , 2019
Accounting Department	April 26 th , 2019
Finance Department	April 29 th , 2019
Undergraduate Curriculum Committee	April 30 th , 2019
Faculty Council	May 15 th , 2019

Background and Rationale

The rationale for retiring BUS 100 reflects a graduated yet fundamental change in how TRSM engages with students, not only as they enter their first year of study, but throughout their degree. BUS 100 was created at a time when there was a strong need to provide additional resource and learning supports for students transitioning into their first year of university. Since then, increased academic and non-academic learning supports have evolved within TRSM, including the following:

- the emergence of an academic advising unit;

- growth in the Academic Success Centre, whose team of learning professionals provides much of the programming that was available via BUS100; and
- the creation and growth of the Business Career Hub, which houses career services and Co-op.
- TRSM Boot Camps and other expanded experiential learning opportunities.
- academic program innovation and curriculum reform that includes emphasizes numeracy and effective communication (required new math courses and a communications course)

While BUS 100 originally served an important role in assisting students to transition from high school to university, the emergence of other forms of student support have reduced the need for a dedicated course of this nature. The 'one size fits all' BUS100 model is better served by offering a variety of student support services such as integrated academic advising, first year orientation and English languages services, among others. Moreover, the course has led to a curricular imbalance, where its inclusion as a sixth course in semester one of a program creates an additional workload burden for students. Finally, as a 41st (in SAF) or 42nd (SBM) course of an academic program, there was no collection of additional fees to support the significant expense of the course delivery.

Proposed Change

The removal of BUS 100: Strategies for Success will result in a reduction of required credits towards graduation by one (1) course in both the School of Business Management (SBM) and the School of Accounting and Finance (SAF). In the SBM, the overall number of credits required to graduate will be reduced to 41, and in the SAF, the overall number of credits required to graduate will be reduced to 40.

Implementation Plan

For Incoming Students (Fall 2019): BUS100 will be removed from the 2019-2020 Undergraduate Calendar. Incoming first-year students in the Business Management and Accounting & Finance programs will no longer take this course as part of their degree completion requirements, as shown below.

Curriculum change in the School of Business Management

Revised curriculum begins 2019-2020. The first two semesters of the program are common for all Business Management Majors.

1st Semester

2nd Semester

REQUIRED:	REQUIRED:
ACC 100 Introductory Financial Accounting	ACC 406 Introductory Management Accounting
BUS 100 Strategies for Success	ECN 204 Introductory Macroeconomics
ECN 104 Introductory Microeconomics	GMS 200 Introduction to Global Management
ITM 102 Business Information Systems I	MHR 523 Human Resources Management
QMS 110 Applied Mathematics for Business	MKT 100 Principles of Marketing
LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies .	QMS 210 Applied Statistics for Business

Curriculum change in the School of Accounting and Finance

Revised curriculum begins 2019-2020.

1st Semester	2nd Semester
REQUIRED:	REQUIRED:
<u>BUS 100</u> Strategies for Success	<u>AFA 100</u> * Introductory Financial Accounting
<u>BUS 221</u> Business Decision-Making	<u>AFF 210</u> * Principles of Finance I
<u>CAF 199</u> Communication Skills	<u>CMN 279</u> ** Introduction to Professional Communication
<u>GMS 200</u> Introduction to Global Management	<u>QMS 230</u> Statistics for Accounting and Finance
<u>MHR 405</u> Organizational Behaviour	LIBERAL STUDIES: One course from <u>Table A - Lower Level Liberal Studies</u>
<u>QMS 130</u> Quantitative Business Analysis	
LIBERAL STUDIES: One course from <u>Table A - Lower Level Liberal Studies</u> .	

For Current Students: Students who enrolled in SBM and SAF prior to Fall 2019, but have not yet successfully completed BUS100, will be permitted to take an additional professionally-related elective course, for which they will be provided a course directive in lieu of BUS100. See Table 1.0 for the number of students affected, by program.

Table 1.0: Number of Current Students Who Have Not Taken BUS100

School	Full-time	Part-time	Total
School of Accounting and Finance	48	0	48
School of Business Management	249	90	339
Total	297	90	387

Following consultation with internal governance bodies within TRSM, it was agreed that current students be presented with the option of selecting an additional professionally-related elective, rather than following the typical “phase out” approach of continuing to run BUS100 until all current students have completed the course, for the following reasons:

- Requiring upper year students to complete BUS100, assuming they have already successfully transitioned to university, does little to address the ongoing and complex supports required by students in their upper levels of programming
- Scheduling a course of this nature for upper year students places additional constraints on student timetabling, and may interfere with other required or elective courses needed for graduation, whereas allowing substitution of a PR course provides greater flexibility for these students – many of whom are also coordinating work obligations with their course schedules.
- A new Academic Advising structure will launch in the Fall of 2019 to assist students in all program levels to make informed and thoughtful decisions about academic pathways.

Impact on Learning Outcomes

TRSM places a significant emphasis on learning outcomes in our undergraduate programs. Both the Assurances of Learning (AoL) as part of the AACSB accreditation review, and the Undergraduate Degree Level Expectations (UDLEs) are a baseline to assess whether programs remain current with respect to expectations and societal need, and providing students with the required skills for success after graduation. Existing quality assurance practices are well developed with TRSM.

The program level learning outcomes associated with the SBM and SAF emphasize the integration of theory and practice, as well as inclusion and the development of skills. These program learning outcomes are accomplished in at least one or more core courses at the introductory level across the four year curriculum as shown below:

Program Learning Outcomes Mapped to BUS100	SAF Core Course Alternative	SBM Core Course Alternative
<u>Numeracy</u> LO 3b: Model, analyze and solve business problems quantitatively.	<u>Numeracy</u> ECN104 ECN204 AFA100 AFA200	<u>Numeracy</u> ACC100 ACC406 ECN104 ECN204 ITM102 QMS102
<u>Critical Thinking</u> LO 4a: Critically evaluate multi-dimensional business problems by applying appropriate decision-making techniques.	<u>Critical Thinking</u> ECN104 ECN204 AFA100 AFA200 GMS200	<u>Critical Thinking</u> ACC406 ECN104 ECN204 QMS102 GMS200 GMS401
<u>Communication</u> LO 5a: Demonstrate proficiency in the use of written English and designated citation styles by producing audience-appropriate business documents in a variety of formats. LO 5c: Use interpersonal communication skills and strategies to provide constructive feedback, demonstrate active listening, and resolve conflicts.	<u>Communication</u> ECN104 AFA100 GMS200 CMN279 MKT100 AFA511 AFA619 AFF420	<u>Communication</u> ECN104 GMS200 ITM102 MHR523 MKT100 CMN279 ACC406
<u>Teamwork & Leadership</u> LO 6a: Contribute, collaborate and work effectively with team members to accomplish goals. LO 6b: Apply leadership concepts to personal leadership potential through awareness of one's strengths, limitations and values.	<u>Teamwork & Leadership</u> CMN279 MKT100 AFA817 AFF310 AFF420 GMS200 AFA619	<u>Teamwork & Leadership</u> CMN279 MKT100 MHR523 GMS200
<u>Social & Environmental Consciousness</u> LO 8a: Make and justify decisions by engaging in ethical reasoning to assess complex business issues.	<u>Social & Environmental Consciousness</u> ECN104 ECN204 LAW122 AFA518 AFA717 AFA817 AFF420	<u>Social & Environmental Consciousness</u> ACC406 ECN104 ECN204 LAW122
<u>Entrepreneurial Orientation</u> LO 9a: Demonstrate an entrepreneurial orientation by working proactively and independently to promote innovation within an organization and/or across sectors.	<u>Entrepreneurial Orientation</u> AFA819	<u>Entrepreneurial Orientation</u> GMS401

Support Structures (New and Existing)

TRSM has invested significant financial and human resources to support students who experience academic and non-academic challenges to participate in a range of new and existing structures, including:

TRSM Office of Academic Advising - A Manager of Academic Advising has been hired to oversee the advising support services for all students in the SBM and SAF programs, under the new Office of Academic Advising - TRSM. This newly created unit will be singularly focused on providing excellent academic support through the development of intrusive, data-driven advising services for all students. This unit will work in tandem with existing support structures for students (ie: peer to peer coaching, Tri-Mentoring, Guided Academic Planning Program, Business Career Hub).

Academic Success Centre - The Academic Success Centre (ASC) is a team of learning specialists that help students improve their academic performance with a series of learning services designed to develop new strategies, skills, and behaviours.

An important success of the ASC has been the “Guided Academic Planning Program” (GAPP) which is a voluntary peer-assisted program designed to guide students with a CGPA equal of lower than 1.3 and/or on qualifying probation to develop concrete and attainable goals to improve their academic performance. In 2018-19, 84% of GAPP participants were first-year students. Data from the 2018-19 program report reveals that SBM participants achieved the highest GAPP retention percentage in Winter 2019, where 90% of participants were able to continue their studies at the end of the semester. This represented a 17% increase from Winter 2018. For further information about the GAAP program, please see Appendix 2.

Guided Academic Plan Program - The GAPP program assists students with creating a personal academic plan and helps identify what students will need to be successful throughout the academic term. Students who have a CPGA under 1.00 are strongly encouraged to participate in the program. Students and upper level peers work together to set academic goals, and explore services across Ryerson to improve academic success and improve student motivation. In 2015, 65 students participated in the GAPP program; an 18% increase over the pilot year. We will continue to refine the program and seek additional resources to increase participation among the at-risk student population.

Stay Sharp Program - Stay Sharp is a student-led program that informs and educates students about balancing life and school through a series of events featuring professional speakers. The program facilitates conversations about anxiety and stress, helping students gain strategies and coping mechanisms that will help their current and future self. The program is supported by student group Enactus, TRSM Student Services, Career and Employer Partnerships, the Centre for Student Development and Counselling (CSDC), and the Ted Rogers Student Society.

Business Career Hub (Careers & Co-op) - The BCH greatly benefits students, alumni, and recruiters by offering customized and specialized services, including one-on-one counseling, workshops and industry events. Staff work with students to ensure that they are well prepared candidates for various career opportunities presented to them.

Since 2013, TRSM launched 11 new co-op education programs, covering all full-time TRSM Bachelor of Commerce degree programs and majors. Co-op is a form of experiential learning that allows students to gain real-world experience in the workplace during their degree program. Since its expansion, student participation has grown substantially with an anticipated enrolment of 1500 students by Fall 2019.

The Hub is proactive and strategic in its engagement of 1st and 2nd year students to nurture the relationship with the Hub and to determine student interest in co-op through information sessions, feedback mechanisms, and marketing campaigns. Career coaching and outreach plays a pivotal role in shepherding the students to

become interested in co-op, and the team proactively monitors academic standing to identify the eligible population to target. In 2018-19, the Hub coached 2,580 1st and 2nd year students, representing a 39% growth. The vast majority of these early year appointments were co-op related. In terms of coaching, the Hub completed more than 7,200 coaching appointments with 2,580 appointments booked with 1st or 2nd year students. Co-op intake targets for 2019/20 have increased to 650 new students across the 12 programs, compared with 485 new students in the previous year. We believe this increase is supported by data revealing a shift in the CGPA of 1st and 2nd year students, resulting in growth in the eligibility pool. One explanation for this shift may be that students are incentivized by the success of the program to perform better academically in order to pursue co-operative education.

TRSM Boot Camps - TRSM provides students with opportunities to continuously upgrade and enhance technical skills. Bootcamps provide students with fast access to industry-relevant technical training to bridge the gap between curriculum and market needs. Recognizing the need for bespoke, just-in-time professional training, the BCH held its first student-led boot camps last year and with minimal promotion, filled the room. The boot camps have grown into a suite of offerings, covering everything from PowerPoint and professional communications, to Argus certification for commercial real estate and Bloomberg for capital markets. In the last year, 5,000 students have participated in workshops. The courses are vetted by faculty and employers, but the student-to-student connection is key.

Student Clubs - Student engagement is also fostered through a myriad of student clubs and organizations, participation in provincial and national case competitions, and student-organized academic conferences. There are currently 30 active student clubs and organizations in TRSM, in addition to other university-wide extracurricular groupings. Additionally, TRSM supports case competitions and academic conferences providing students a chance to put theory into practice, allowing students to more fully engage with their peers, take on leadership roles, network with industry contacts, and develop important soft skills, such as team building and communication. TRSM staff and faculty support and engage students by facilitating information sessions, and hosting alumni, networking, and industry events.

Comparator School Analysis

Most Bachelor of Commerce/Business Administration programs tend to have a more traditional introductory management course that is disciplinary in orientation. These introductory courses generally cover issues relating to managing businesses in Canada and the interaction of the core functional areas of business and ethical issues. An Ontario comparator school analysis reveals that only one institution (McMaster University, Deroote School of Business) requires a transition to University based course as an introduction to management studies.

Communication Plan

The Associate Dean, Faculty and Academic and his staff will work with the Registrar's Office to coordinate a communication strategy that will advise both new/incoming students and continuing students of the change in degree requirement. With the assistance of the TRSM Marketing and Communications team, we will utilize a number of communication modes through which we will communicate these changes to students:

- Student Emails
- Career Consultants and Co-op Coordinators will work closely with student clubs to promote co-curricular options
- TRSM web-site and student newsletters issued via the BCH and Co-op Office
- Highly visible poster campaign across TRSM

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the deletion of BUS100 from the Business Management and Accounting & Finance programs.*

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

Jacob Circo, Student



Academic Governance and Policy Committee (AGPC) Report #S2019-1

1. Academic Governance and Policy Committee (AGPC) - M. Benaroch
 - 1.1 Institutional Quality Assurance Process (IQAP) Policy Revisions (see attached) – K. MacKay

Motion: *That Senate approve the Institutional Quality Assurance Process (IQAP) Policy Revisions.*
 - 1.2 Policy #60: Academic Integrity – K. MacKay

Motion: *That Senate approve the Policy 60: Academic Integrity.*
 - 1.3 Policy 166: Course Management – K. MacKay

Motion: *That Senate approve Policy 166: Course Management replacing Policy 145: Undergraduate Course Management and Policy 151: Yeates School of Graduate Studies Course Management.*

Respectfully submitted,

M. Benaroch, Chair,
Provost and Vice-President, Academic

On behalf of the Committee:
K. MacKay, Vice-Provost, Academic
J. McMillen, Vice-Provost, Students
C. Hack, Registrar
D. Bell, Secretary of Senate
T. Duever, Dean, Faculty of Engineering & Architectural Science
D. Checkland, Faculty of Arts
S. Dolgoy, Faculty, Faculty of Communication and Design
R. Meldrum, Faculty of Community Services
S. Sabatinos, Faculty, Science
K. Kumar, Faculty, Faculty of Engineering & Architectural Science
R. Hudyma, Faculty, Ted Rogers School of Management
A.M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education
F. Khan, Undergraduate Student Senator
J. Circo, Undergraduate Student Senator
R. Kucheran, Yeates School of Graduate Studies Student Senator

April 1, 2019

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

Dear Dr. Benarroch:

I am writing in follow-up to Ryerson University's revised Institutional Quality Assessment Processes (IQAP) that was submitted on November 18, 2018. We thank you and Dr. Kelly MacKay for taking the time to meet with the Secretariat on January 21, 2019 and also for subsequently completing the IQAP checklist, as per the request of the Quality Council. As promised, the Quality Council reviewed this checklist at its meeting on March 22 and has prepared for you some guidance on next steps. What follows describes each of the aspects of the revised IQAP that we ask that you please address before re-ratification.

Policy 112 – New Programs

1. The requirement for a new program to be monitored following its implementation is missing from the protocols. The IQAP therefore needs to be amended to explicitly require this step with details regarding what the monitoring process will be (as per the Quality Assurance Framework ([QAF 2.4.3](#))).
2. Section 4.3, pp 16 – 17: The details listed as required for the external reviewers' reports for *new programs* are those that [section 4.2.3 b\)](#) of the QAF lists as the requirements for the *self-study for a cyclical program review*. While the University may choose to add these to the items that external reviewers should address in their evaluation of a new program, it must also include an explicit statement that the evaluation criteria for new programs (as detailed in [section 2.1](#) of the QAF) are addressed in the report.

Policy 126 – Cyclical Program Reviews

1. P. 9 – regarding access to and integrity of data: QAF evaluation criteria [4.2.3 b\) 2. and 3.](#) would be addressed if the IQAP referenced that the source of the data is Ryerson's University Planning Office.
2. Sections 1.9.1 and 1.10.1, p. 9: The IQAP requires the self-study to include recommendations and an Implementation Plan, as well as an Executive Summary suitable for posting on the website. These sections of the IQAP are italicized, suggesting Ryerson has interpreted these to be QAF requirements. However, the QAF details the Final Assessment Report, Implementation Plan and Executive Summary requirements as being a separate stage that occurs later in the process, after the responses to the external reviewer(s) report have been finalized ([QAF 4.2.5 b\) 1 – 5 and 4.2.5 c\) 1 - 4](#)). The IQAP

should be amended to ensure that the QAF requirements for the Final Assessment Report, Implementation Plan and Executive Summary are undertaken at the appropriate stage and are all adequately being met.

3. Section 3.5, p. 10: Please add explicit reference to an “Implementation Plan” to this section on reviewing joint programs.
4. Section 7.1.1, p. 13: This section indicates that Peer Review Teams are required for graduate diploma programs. As this is not required by the QAF and it is assumed this is not the actual practice of Ryerson, it would be best to remove this requirement from the IQAP to ensure this does not become an issue in a future audit.

Policy 127 – Curriculum Modifications

1. Section 3.2.3, p. 2; section 1.3.1, p. 6; and section 1.3.1, p. 12: These sections include change in program name and/or degree designation as an example of a minor modification. These program changes should instead fall under the protocols for major modifications (as is evidenced by all other universities’ IQAPs and in their Annual Reports on Major Modifications). The list in Appendix A to Policy 127 should also be updated accordingly.

In addition to the above, the Quality Council has identified, in Appendix 1 as attached, a list of suggestions for further improvements to Ryerson University’s IQAP, for your consideration. Although the implementation of these suggestions are not as critical, the University may find it helpful to include these amendments in order to improve and clarify its quality assurance processes.

We look forward to receiving your revised IQAP in due course. Please do not hesitate to get in touch with Ian Orchard if you have any questions.

Sincerely yours,



Paul W. Gooch
Chair

cc: Kelly MacKay, Vice-Provost, Academic
Tina West, Director, Curriculum Quality Assurance
Ian Orchard, Senior Director Academic, Ontario Universities Council on Quality Assurance

APPENDIX 1

SUGGESTED IMPROVEMENTS TO RYERSON UNIVERSITY'S IQAP

RYERSON UNIVERSITY'S IQAP SECTION		NOTES FOR CONSIDERATION
Policy 112 – New Programs		
1.	Section 10.1, p. 21	<p>It would be helpful to reiterate in this section that new programs must commence within 36 months of QC approval (as stated on page 5, Section 6)</p>
2.	Section 2.1, p. 9	<p>Defines constitution of a New Program Advisory Committee (for undergraduate programs only).</p> <p>This concept is not referenced again anywhere else in the IQAP. It would be helpful to either provide more detail regarding the role of the NPAC in the development and subsequent approval of a new program proposal or to remove this reference from the IQAP.</p>
Policy 126 – Cyclical Program Reviews (CPRs)		
3.	Section 1.1.3, p. 7	<p><i>“Program addresses societal need”</i> is italicized, suggesting this is a QC requirement but it is actually an MTCU one.</p>
4.	Section 3, p. 10	<p>Protocol for Joint Programs</p> <p>It would be helpful to indicate here who is responsible for initiating a cyclical program review and that in doing so, the specific program(s) to be reviewed will be identified. Linked to this, it would be helpful if the self-study also explicitly requires a clear indication of which program(s) is/are the subject of review.</p>
5.	Section 10.4, p. 21	<p>States: “The FAR should include all the elements that are required within Quality Council’s Quality Assurance Framework”.</p> <p>It would greatly strengthen the IQAP to either explicitly list these requirements in the IQAP or add a hyperlink to the Quality Council’s webpage on this section of the QAF.</p>
6.	Policy 126	<p>The Quality Council could not find details to cover the requirements detailed in QAF 4.2.6 d) 1. – 4 (Reporting Requirements – public access). It would be helpful to explicitly add a statement with regards to the extent of public access to the documents listed.</p>
Policy 127 – Curriculum Modifications		
7.	Appendix A	<p>Under the list of Examples of Major Modifications”</p> <p>For the bullet: “Significant changes to the program learning outcomes” it might be worth adding “that do not meet the threshold of new program” to complete the sentence.</p>
Other		
8.	Policy 112 (new programs) section 4.4.1, p. 17 and	<p>These sections of the IQAP indicate that the unit will provide all documentation associated with a new program proposal or cyclical program review. Best practice would be that the unit not have any direct</p>

RYERSON UNIVERSITY'S IQAP SECTION	NOTES FOR CONSIDERATION
Policy 126 (CPRs) sections 7.4.1.1 and 7.4.1.2, p. 16	contact with the external reviewers, except to meet with them during the site visit. We strongly suggest that the IQAP be amended so that either the relevant Dean or Vice Provost's Office take over this responsibility.



Tina West <bwest@ryerson.ca>

QC Chair Letter: Ryerson University's Revised IQAP

Tina West <bwest@ryerson.ca>

Fri, Apr 12, 2019 at 4:03 PM

To: Hillary Barron <hbarron@cou.ca>

Cc: "MacKay, Kelly" <k7mackay@ryerson.ca>, "Dy, Cyndy" <cdy@ryerson.ca>, Shevanthi Dissanayake <shevandi@cou.ca>, Cindy Robinson <crobinson@cou.ca>

Hello Hillary,

Thank you for the valuable feedback and recommendations to our IQAP. We have gone through our set of policies and have incorporated these recommendations using track changes (see attached Word document that spells out where the required changes were made). Would you kindly review and let us know whether we have appropriately interpreted and captured your feedback in our revised documents? Please let me know if any of the changes are unclear. We look forward to hearing back from you soon!

Thank you,
Tina

Bettina West | DBA
Director, Curriculum Quality Assurance
Office of the Vice-Provost Academic
Associate Professor, TRSM Department of Marketing



T: 416-979-5000 x 556752

[Quoted text hidden]

5 attachments

IQAP - pol 110_QC feedback_April_2019.docx
58K

IQAP - pol 112_QC feedback_April_2019.docx
81K

IQAP - pol 126_QC feedback_April_2019.docx
85K

IQAP - pol 127_QC feedback_April_2019.docx
86K

Response to QC list of required+recommended changes to IQAP.docx
14K

Policy 112 – New Programs

1. The requirement for a new program to be monitored following its implementation is missing from the protocols. The IQAP therefore needs to be amended to explicitly require this step with details regarding what the monitoring process will be (as per the Quality Assurance Framework (QAF 2.4.3)).

We have amended our policies to reflect this missing requirement, as follows:

Policy 110 – Sections 5.5.2, 5.6.1, 5.7.1 in the Policy.

Policy 112 – Sections 5.5.3, 5.6.5, 5.7.6 and Section 7 in the Policy, and Section 11 in the Procedures.

2. Section 4.3, pp 16 – 17: The details listed as required for the external reviewers' reports for *new programs* are those that [section 4.2.3 b\)](#) of the QAF lists as the requirements for the *self-study for a cyclical program review*. While the University may choose to add these to the items that external reviewers should address in their evaluation of a new program, it must also include an explicit statement that the evaluation criteria for new programs (as detailed in [section 2.1](#) of the QAF) are addressed in the report.

We have revised Policy 112, Section 4.3 accordingly.

Policy 126 – Cyclical Program Reviews

1. P. 9 – regarding access to and integrity of data: QAF evaluation criteria [4.2.3 b\) 2. and 3.](#) would be addressed if the IQAP referenced that the source of the data is Ryerson's University Planning Office.

We have incorporated language identifying our University Planning Office as the source of data in Policy 126, Section 1.9.1.

2. Sections 1.9.1 and 1.10.1, p. 9: The IQAP requires the self-study to include recommendations and an Implementation Plan, as well as an Executive Summary suitable for posting on the website. These sections of the IQAP are italicized, suggesting Ryerson has interpreted these to be QAF requirements. However, the QAF details the Final Assessment Report, Implementation Plan and Executive Summary requirements as being a separate stage that occurs later in the process, after the responses to the external reviewer(s) report have been finalized ([QAF 4.2.5 b\) 1 – 5 and 4.2.5 c\) 1 - 4](#)). The IQAP should be amended to ensure that the QAF requirements for the Final Assessment Report, Implementation Plan and Executive Summary are undertaken at the appropriate stage and are all adequately being met.

We have removed these sections from the requirements listed in the Self-study section and moved them to Section 10 – Final Assessment Report.

3. Section 3.5, p. 10: Please add explicit reference to an “Implementation Plan” to this section on reviewing joint programs.

We have added both Implementation Plan and Executive Summary to this section.

4. Section 7.1.1, p. 13: This section indicates that Peer Review Teams are required for graduate diploma programs. As this is not required by the QAF and it is assumed this is not the actual practice of Ryerson, it would be best to remove this requirement from the IQAP to ensure this does not become an issue in a future audit.

While we continue to see value in reviewing graduate diploma programs on a cyclical basis, we agree that they need not be included in the same cyclical program review process as required by the QAF for degree programs. We have removed this language from the policy.

Policy 127 – Curriculum Modifications

1. Section 3.2.3, p. 2; section 1.3.1, p. 6; and section 1.3.1, p. 12: These sections include change in program name and/or degree designation as an example of a minor modification. These program changes should instead fall under the protocols for major modifications (as is evidenced by all other universities' IQAPs and in their Annual Reports on Major Modifications). The list in Appendix A to Policy 127 should also be updated accordingly.

We have removed this example of program change from the category 3 minor modification sections, and added it to the category of major modifications – see addition as part of Appendix A (pg.21).

In addition to the above, the Quality Council has identified, in Appendix 1 as attached, a list of suggestions for further improvements to Ryerson University's IQAP, for your consideration. Although the implementation of these suggestions are not as critical, the University may find it helpful to include these amendments in order to improve and clarify its quality assurance processes.

We have gone through each of the suggestions outlined in Appendix 1 and have updated our IQAP policies accordingly, where appropriate.

We thank the Quality Council for the thoughtful and detailed attention they have given to our IQAP, and look forward to a response.

**RYERSON UNIVERSITY
POLICY OF SENATE****INSTITUTIONAL QUALITY ASSURANCE PROCESS****Policy Number:** 110**Previous Approval Dates:** May 3, 2011; November 4, 2014**Policy Approval Date:** March 6, 2018**Next Policy Review Date:** May 2023 (or sooner at the request of the Provost and Vice-President Academic or Senate)**Responsible Committee or Office:** Provost and Vice-President Academic

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

The University's IQAP includes the following policies:

Policy 110: Institutional Quality Assurance Process**Policy 112: Development of New Graduate and Undergraduate Programs****Policy 126: Periodic Program Review of Graduate and Undergraduate Programs****Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs****1. PURPOSE**

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

2. SCOPE

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

3. DEFINITIONS

3.1. Dean of Record

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

3.2. Degree Level Expectations (DLEs)

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

3.3. Designated Academic Unit

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

3.4. Expedited Approvals

A process that is normally required by Quality Council when the university: (a) requests endorsement of the Quality Council to declare a new Field in a graduate program; or (b) develops proposals for new for-credit graduate diploma programs; or (c) requests it, to approve Major Modifications, as defined through Ryerson University's Policy 127, proposed for an existing degree program. The process is expedited by not requiring the use of external reviewers.

3.5. Field

In graduate programs, an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Declaring Fields at either the master's or doctoral level is not required.

3.6. Final Assessment Report (FAR)

A report on a periodic review of an undergraduate or graduate program that must be submitted to Quality Council. The FAR includes the University's synthesis of the external evaluation and internal responses and assessments of a periodic program review, along with an associated implementation plan and executive summary.

3.7. Graduate Program

The complete set and sequence of courses, combination of courses, or other units of study, research and practice prescribed by the University, for the fulfillment of a Master's or Doctoral degree program or diploma program.

3.7.1. Degree Program

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

3.7.2. Diploma Program

A graduate program that is one of three types:

3.7.2.1. Type 1: Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs.

3.7.2.2. Type 2: Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.

3.7.2.3. Type 3: A stand-alone, direct-entry program, generally developed by a unit already offering a related master's (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.

3.8. Joint Program

A program of study offered by two or more universities or by a university and a college or institute, in which successful completion of the requirements is confirmed by a single degree document.

3.9. Letter of Intent

The Letter of Intent (LOI) is a preliminary new program proposal and is the first stage in the development of a new program proposal.

3.10. New Program

A new program is defined as any degree program or graduate diploma program, currently approved by Senate, which has not been previously approved for Ryerson University by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A new program has substantially different program requirements and substantially

different learning outcomes from those of any existing approved programs offered by the institution.

3.11. Undergraduate Program

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

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

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

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

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Ryerson University Board of Governors

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

5.2. Senate

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

revised academic policies.

5.3. Standing Committees and Governance Council of Senate

5.3.1. Academic Governance and Policy Committee (AGPC): A Standing Committee of Senate that proposes, oversees, and periodically reviews Senate policies and University procedures regarding any matter within the purview of Senate.

5.3.2. Academic Standards Committee (ASC)¹: A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of new undergraduate program proposals, undergraduate periodic program reviews, minor curriculum modifications (Category 3), and major curriculum modifications to undergraduate programs.

5.3.3. Yeates School of Graduate Studies Council (YSGS Council): A Governance Council of Senate that assesses and provides recommendations to Senate for approval of new graduate program proposals, graduate periodic program reviews, and major curriculum modifications to graduate programs.

5.3.3.1. YSGS Programs and Planning Committee (PPC): Assesses and makes recommendations to YSGS Council on new graduate program proposals, graduate periodic program reviews, and major curriculum modifications to graduate programs.

5.4. Provost and Vice-President Academic

5.4.1. Assumes overall responsibility for the IQAP policies and procedures, and policy reviews.

5.4.2. Authorizes the development of new program proposals, and authorizes the commencement, implementation and budget of new programs.

5.4.3. Following Senate approval, reports to the Board of Governors (i) new program proposals for review of their financial viability; and (ii) outcomes of periodic program reviews.

5.4.4. Should there be a disagreement between Faculty Deans or Dean of Record or between a Faculty Dean and a Department/School or Faculty Council, where appropriate, the Provost and Vice-President Academic will decide how to proceed.

5.4.5. Reports to the Quality Council, as required. This responsibility may be delegated to the Vice-Provost Academic.

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

- 5.4.6. Approves any budget allocations related to academic programs.
- 5.4.7. Is responsible for the University's participation in the Quality Council cyclical audit process.

5.5. Deputy Provost and Vice-Provost University Planning

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

5.6. Vice-Provost Academic

- 5.6.1. Submits undergraduate new program Letters of Intent to the Provost and Vice-President Academic; submits full undergraduate new program proposals to the Academic Standards Committee (ASC); submits to Senate a brief of a new undergraduate program proposal along with the ASC's recommendations; and, in collaboration with relevant offices, supports new program development, ~~and implementation~~ and monitoring.
- 5.6.2. Maintains periodic program review schedules for undergraduate programs; communicates, advises, and monitors the periodic program review process; assesses the undergraduate periodic program review self-study and appendices for completeness prior to giving permission for a peer review team site visit; submits undergraduate periodic program reviews and subsequent follow-up reports to the ASC; submits to Senate an undergraduate periodic program review FAR and the ASC's recommendations; submits periodic program review follow-up reports to Senate, for information.
- 5.6.3. Advises undergraduate programs on curriculum modifications; submits Category 3 minor curriculum modification proposals and major curriculum modification proposals to the ASC for assessment; submits to Senate Category 3 minor curriculum modifications proposals and major curriculum modification proposals and the ASC's recommendations for approval.
- 5.6.4. Resolves disputes between Faculty Deans or Dean of Record or between a Faculty Dean or Dean of Record and a Department/School/Faculty Council

with respect to undergraduate curriculum modifications.

- 5.6.5. Reports, as required, to the Quality Council, in consultation with the Provost and Vice-President Academic, including an annual report on Senate-approved undergraduate and graduate major curriculum modifications and FARs of periodic program reviews.
- 5.6.6. Implements the Quality Council Audit process, and oversees the undergraduate requirements of the cyclical Audit.
- 5.6.7. Posts the Executive Summary of new undergraduate and graduate programs and the Final Assessment Report of undergraduate and graduate periodic program reviews on the Ryerson University Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website.

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

- 5.7.1. Submits new graduate program Letters of Intent to the Provost and Vice-President Academic; submits new graduate program proposals to the YSGS Council for approval to recommend to Senate; submits to Senate a brief of the new graduate program proposal and YSGS Council's recommendation for approval; and, in collaboration with relevant offices, supports new program development, and implementation and monitoring.
- 5.7.2. Maintains periodic program review schedules for graduate programs; communicates, advises, and monitors the periodic program review process; gives permission for a peer review team site visit following the YSGS Programs and Planning Committee's (PPC) assessment of the graduate periodic program review self-study and appendices for completeness, and submits graduate periodic program reviews and subsequent follow-up reports to the YSGS PPC, followed by the YSGS Council. Submits to Senate a graduate periodic program review FAR and the YSGS Council's recommendations; submits periodic program review follow-up reports to Senate, for information.
- 5.7.3. Advises programs on curriculum modifications; submits minor curriculum modification proposals to the Programs and Planning Committee for review; submits major curriculum modification proposals to the Programs and Planning Committee followed by the YSGS Council for approval to recommend to Senate, followed by submission to Senate.
- 5.7.4. Submits to Senate the YSGS Council's recommendations regarding new graduate programs, periodic program reviews for graduate programs, Category 3 minor curriculum modifications (for information), and major curriculum modifications.
- 5.7.5. Resolves disputes between Faculty Deans or Dean of Record or between a

Faculty Dean or Dean of Record and a Department/School/Faculty Council with respect to graduate curriculum modifications.

- 5.7.6. Appoints Peer Review Teams for graduate programs, as appropriate, in consultation with the Faculty Dean or Dean of Record.
- 5.7.7. Responds to the Peer Review Team Report as well as to the Program Response and the Faculty Dean's Response to the Peer Review Team Report for new graduate degree program proposals and for periodic program reviews of graduate programs, as applicable.
- 5.7.8. Oversees the graduate requirements of the Quality Council cyclical audit process.

5.8. Faculty Dean or Dean of Record

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

5.8.10. Resolves disputes between a Department/School/Program Council and Faculty Council, if applicable, and Chair/ Director with respect to curriculum modification, as required.

5.8.11. Responds to reports of the periodic program review and/or new program Peer Review Team and subsequent program responses, as applicable.

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

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

5.9.2. Oversees preparation of a new program proposal and submits to the Faculty Dean or Dean of Record, as appropriate;

5.9.3. For periodic program reviews of undergraduate and graduate programs, oversees the preparation of the program self-study and appendices and presents the completed documents to the Faculty Dean or Dean of Record for initial review prior to presentation to Department/School/Program and Faculty Councils, where applicable.

5.9.4. Prepares a response to the periodic program review reports of Peer Review Teams for undergraduate and graduate programs.

5.9.5. Prepares a mandated periodic program review follow-up report for submission to the Provost and Vice-President Academic, Faculty Dean or Dean of Record, and Vice-Provost Academic or Vice-Provost and Dean, YSGS, as appropriate.

5.9.6. Prepares minor and major curriculum modifications, as required, and submits to the Faculty Dean or Dean of Record.

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

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

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

5.10.3. Endorses periodic program review self-studies and appendices to be forwarded to the Faculty Dean or Dean of Record.

5.10.4. For undergraduate programs, endorses Category 1 minor curriculum modifications (or designates another approval process), Category 2 and Category 3 minor curriculum modifications, and major curriculum modifications, and recommends these to the appropriate Faculty Dean of

Dean of Record.

5.10.5. For graduate programs, endorses minor curriculum modifications (Category 1, Category 2 and Category 3) and major curriculum modifications, and recommends these to the appropriate Faculty Dean or Dean of Record.

6. REVIEW OF IQAP POLICIES AND PROCEDURES

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

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

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

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

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

**RYERSON UNIVERSITY
POLICY OF SENATE****DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS****Policy Number:** 112**Previous Approval Dates:** February 7, 1995 (original policy), May 9, 2002, March 1, 2005, May 6, 2008, May 3, 2011, November 4, 2014**Current Policy Approval Date:** March 6, 2018**Next Policy Review Date:** 2023 (or sooner at the request of the Provost and Vice President Academic or Senate)**Responsible Committee or Office:** Provost and Vice-President Academic

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

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

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

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

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

2. SCOPE

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

3. DEFINITIONS

- 3.1. Refer to Ryerson Senate Policy 110 for definitions related to this policy.
- 3.2. Refer to Ryerson Senate Policy 110 for Degree Level Expectations for Undergraduate and Graduate Programs.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

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

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

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Ryerson University Board of Governors

Approves new program proposals based on financial viability.

5.2. Senate

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

5.3. Standing Committees and Governance Council of Senate

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

5.4. Provost and Vice-President Academic

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

5.5. Deputy Provost and Vice-Provost University Planning

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

5.6. Vice-Provost Academic

- 5.6.1. Submits undergraduate new program Letters of Intent to the Provost and Vice-President Academic.
- 5.6.2. Reviews for completeness new undergraduate program proposals, after endorsement by the Faculty Dean or Dean of Record and prior to submission of the proposal to a Peer Review Team (PRT).
- 5.6.3. Submits new undergraduate program proposals to the Academic Standards Committee (ASC).
- 5.6.4. Submits to Senate undergraduate new program proposal briefs and ASC's recommendations for approval.
- 5.6.5. In collaboration with the relevant offices, supports new undergraduate program development ~~and~~ implementation and monitoring.
- 5.6.6. Posts an Executive Summary of new undergraduate and graduate programs on the Ryerson University Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website.

- 5.6.7. Develops a manual that details the process and supports the preparation of new undergraduate degree program proposals.

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

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

5.8. Faculty Dean or Dean of Record¹

- 5.8.1. Submits Letters of Intent for new program proposals to the Vice-Provost Academic or to the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.2. Submits new program proposals to the Vice-Provost Academic or to the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.3. In collaboration with the relevant offices, supports new program development and implementation.
- 5.8.4. Appoints PRTs for undergraduate programs.
- 5.8.5. Provides consultation to the Vice-Provost and Dean, YSGS regarding the

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

appointment of PRTs for graduate programs.

5.8.6. Responds to the PRT Report as well as to the designated academic unit's response to the PRT Report for undergraduate and graduate programs.

5.9. Designated Academic Unit

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

5.9.2. Oversees preparation of a new program proposal and submits to the Faculty Dean or Dean of Record, as appropriate.

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

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

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

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

6. IMPLEMENTATION

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

7. MONITORING

At the end of the second academic year after a new program has commenced, a brief report from the academic unit will be filed with the Office of the Vice Provost Academic (for undergraduate programs) or the Office of the Vice-Provost and Dean, YSGS (for graduate programs) for submission to Senate, summarizing student registrations compared to projections; student retention; the status of issues raised in the implementation plan; and, any challenges faced by the program together with how these challenges are being addressed.

7.8. REVIEW OF IQAP POLICIES AND PROCEDURES

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

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

PROCEDURES

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

As new graduate diploma programs fall under the Expedited Approval process, all of the Policy 112 procedures outlined below, with the exception of Section 4 (External Peer Review), must be completed.

A Field² can be declared as part of a graduate new program proposal.

1. LETTER OF INTENT

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

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

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

1.1. LETTER OF INTENT CONTENT

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

Basic information

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

² Refer to Senate Policy 110 for definition

Program details (Quality Council requirements have been italicized)**1.1.3. Alignment with University's plans**

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

1.1.4. Societal Need

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

1.1.5. Admission requirements

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

1.1.6. Structure

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

program balance requirements outlined in Ryerson Senate Policy #2.

1.1.7. **Mode of delivery**

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

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

1.1.8.1. *Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any current institutional commitment to support the program;*

1.1.8.2. *Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program; and*

1.1.8.3. For graduate programs: a statement of whether the program is a professional program and/or a full cost recovery program.

1.1.9. **Appendices**

1.1.9.1. Appendix I: Template course outlines of each of the proposed core courses including those taught by Schools/Departments other than the Program Department. The course outline will include course descriptions, course objectives and learning outcomes; major topics of study, teaching methods, assessment methods, and potential text(s).

1.1.9.2. Appendix II: A schedule for the development of the program, noting that the program proposal must be presented to the ASC or YSGS Council within one year of the Provost and Vice-President Academic's authorization to proceed, along with the proposed schedule for program implementation.

1.1.9.3. Appendix III: Letters of support, if appropriate.

1.1.9.4. Appendix IV: An executive summary.

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

1.2.1. Endorsement of Letter of Intent by originating designated academic unit.

1.2.2. Endorsement to go forward by relevant Faculty Dean or Dean of Record.

1.2.3. Review by Vice-Provost Academic or Vice-Provost and Dean, YSGS, as appropriate.

1.2.4. Review by Deputy Provost and Vice-Provost University Planning.

1.2.5. Review by Provost and Vice-President Academic, who decides whether the

Letter of Intent is ready to be reviewed by the Ryerson community.

- 1.2.6. If the proposal is deemed ready for review, the Provost and Vice-President Academic will post the complete Letter of Intent and the Executive Summary on the Provost and Vice-President Academic's website for a period of one month³.
- 1.2.7. Review of the Letter of Intent by any interested member of the Ryerson community. Written comments/feedback on the new program proposal may be submitted to the Provost and Vice-President Academic within the specified community-response period.

1.3. AUTHORIZATION TO PROCEED

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

2. NEW PROGRAM PROPOSAL

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

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

³ At the discretion of the Provost and Vice-President Academic the posting requirement may vary for graduate diplomas at the Master's and Doctoral level.

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

Commented [BW1]: Removed as a requirement, on advice of QC.

2.2.2.1. Full New Program Proposal

2.2.1.2.1. Letter of Intent

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

2.2.2.2.1.2. Program content

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

2.2.2.2.2.1.2.2. An analysis of the program's curriculum content in terms of professional licensing/accreditation requirements, if any;

2.2.2.3.2.1.2.3. *Identification of any unique or creative curriculum or program innovations or components, and experiential learning components;*

2.2.2.4.2.1.2.4. *For research-focused graduate programs, clear indication of the nature and suitability of the major research (scholarly, research and creative) requirements for degree completion; and*

2.2.2.5.2.1.2.5. *Evidence that each graduate program requires students to take a minimum of two-thirds of the course requirements from among graduate level courses.*

2.2.3.2.1.3. Assessment of teaching and learning

2.2.3.1.2.1.3.1. *Appropriateness of the proposed methods for the assessment of student achievement of the program learning outcomes and Degree Level Expectations;*

2.2.3.2.2.1.3.2. *Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the University's statement of its Degree Level Expectations; and*

2.2.3.3.2.1.3.3. *Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies.*

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

For all new program proposals

2.2.4.1.2.1.4.1. Report by the University library on existing and proposed collections and services to support the program's learning outcomes; and

2.2.4.2.2.1.4.2. *Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship, research, and creative activities, including information technology support, and laboratory access.*

Resources for undergraduate programs only

2.2.4.3.2.1.4.3. *Evidence of and planning for adequate numbers and quality of:*

- i) faculty and staff to achieve the learning outcomes of the program;*
- ii) evidence of plans and the commitment to provide the necessary resources in step with the implementation of the program;*
- iii) planned/anticipated class sizes;*
- iv) provision for supervision of experiential learning opportunities (if required); and*
- v) projection of the role of adjunct and part-time faculty.*

Resources for graduate programs only

2.2.4.4.2.1.4.4. *Evidence that faculty have the recent research (scholarly, research and creative) or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;*

2.2.4.5.2.1.4.5. *Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and*

2.2.4.6.2.1.4.6. *Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.*

2.2.5.2.1.5. **Quality and other indicators**

2.2.5.1.2.1.5.1. *Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation, creative, and*

scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program); and

2.2.5.2.2.1.5.2. *Evidence of a program structure and faculty research (scholarly, research and creative) that will ensure the intellectual quality of the student experience.*

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

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

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

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

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

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

2.2.7.3.2.1.7.3. *Appendix VII: Documentation of approvals and related communications⁴.*

2.2.8.2.1.8. **Preliminary External Review for Graduate Programs**

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

3. ENDORSEMENT AND REVIEW OF NEW PROGRAM PROPOSAL

3.1. Faculty Dean or Dean of Record Endorsement

3.1.1. The Faculty Dean or Dean of Record assumes involvement with all stages of the full proposal including review of the proposal before presentation to

⁴ Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the development of the new program. The documentation (Appendix VII) accompanies the new program proposal that is submitted to the ASC or YSGS Council.

Department/School/Program Council(s) and Faculty Council(s), where appropriate. After the new program proposal has been endorsed by the Department/School/Program Council(s) and Faculty Council(s), where appropriate, it will be forwarded to the Faculty Dean or Dean of Record for endorsement. Inter-Faculty programs will require the endorsement of the Faculty Dean or Dean of Record of all involved Faculties.

3.2. Departmental/School/Faculty Council Endorsement

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

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

3.3. Undergraduate Review for Completeness

3.3.1. Once an undergraduate new program proposal is endorsed by the participating Department/School Council(s) and the Faculty Dean or Dean of Record, the Faculty Dean or Dean of Record will submit the proposal to the Vice-Provost Academic who will conduct a preliminary review for completeness of the proposal prior to the Peer Review Team receiving the proposal.

3.4. Graduate Review for Completeness

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

4. PEER REVIEW

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

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

4.1. SELECTION OF PEER REVIEW TEAM (PRT) MEMBERS

- 4.1.1. All members of the PRT will be at arm's length⁵ from the program under review.
- 4.1.2. The external and internal reviewers will be active and respected in their field, and normally associate or full professors with program management experience.
- 4.1.3. If graduate and undergraduate reviews are done simultaneously, the Faculty Dean or Dean of Record, and the Vice-Provost Academic and the Vice-Provost and Dean, YSGS must decide if a combined PRT or separate PRTs are required. Separate PRT reports are required.

4.1.4. PRT for Undergraduate New Program Proposals

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

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

4.1.5. PRT for Graduate New Program Proposals

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

The PRT for graduate new program proposals will consist of:

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

4.2. APPOINTMENT OF PEER REVIEW TEAM (PRT) MEMBERS

4.2.1. Undergraduate

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

4.2.2. Graduate

- 4.2.2.1. The membership of the graduate PRT will be determined by the Vice-Provost and Dean, YSGS in consultation with the Faculty Dean or Dean of Record and designated academic unit.
- 4.2.2.2. The designated academic unit will provide the Vice-Provost and Dean,

YSGS with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).

- 4.2.2.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Vice-Provost and Dean, YSGS.
- 4.2.2.4. The Vice-Provost and Dean, YSGS in consultation with the Faculty Dean or Dean of Record for graduate programs, will invite one of the external reviewers to act as Chair of the PRT.

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

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

- 4.3.1. ~~the consistency and alignment of the program's learning outcomes with the institution's mission, and academic plans, clarity and appropriateness of its requirements and associated learning outcomes in addressing and~~ degree level expectations, and appropriateness of the degree nomenclature;
- 4.3.2. ~~the alignment appropriateness of the program's admission requirements for the learning outcomes established for completion of the program, with the admission requirements and~~ sufficient explanation of any alternative admission requirements;
- 4.3.3. ~~the appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations, and for graduate programs a rationale for program length to ensure program requirements can be reasonably completed within the proposed time period;~~
- 4.3.4. ~~the effectiveness of ways in which the curriculum in reflecting addresses the current state of the discipline or area of study, and the effectiveness identification of innovative or creative curriculum components. For graduate programs, an indication of the nature and suitability of the major research (scholarly, research and creative) requirements for degree completion, and evidence of the requirement for students to take a minimum of two-thirds of the course requirements from among graduate level courses;~~
- 4.3.5. ~~the appropriateness of the proposed mode(s) of delivery to meet the intended program's learning outcomes and Degree Level Expectations;~~
- 4.3.6. ~~the appropriateness of proposed methods used to assess, document and demonstrate student achievement of the program's defined learning outcomes and Degree Level Expectations;~~

- 4.3.7. ~~the appropriateness and effectiveness adequacy of the administrative unit's planned use of human, physical and financial resources and institutional commitment to supplement the resources where necessary, evidence of a sufficient number and quality of faculty, and evidence of adequate resources to sustain quality scholarship, research, and creative activities;~~
- 4.3.8. ~~for graduate programs, evidence of faculty the qualifications, appointment status and recent research (scholarly, research and creative) or professional/clinical expertise of faculty needed to sustain the program, promote innovation and foster an appropriate intellectual climate, and evidence of sufficient student financial assistance to ensure quality and numbers of students, and evidence of how supervisory loads will be distributed to provide qualified faculty instruction and supervision;~~
- 4.3.9. ~~for undergraduate programs, the evidence of planning for adequate numbers and quality of faculty and staff to achieve the learning outcomes program goals of the program, of planned/anticipated class sizes, of supervision for experiential learning opportunities (if required) and of adjunct and part-time faculty; and~~
- 4.3.10. ~~indicators of quality including faculty, program structure and faculty research (scholarly, research and creative) that will ensure the intellectual quality of the student experience.~~

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

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

4.5. THE PEER REVIEW TEAM (PRT) SITE VISIT

The PRT will be provided with:

- 4.5.1. Access to program administrators, staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate.
- 4.5.2. Coordination of site visits to Ontario institutions offering joint programs

(excluding college collaborative programs), where appropriate, and any additional information that may be needed to support a thorough review.

4.5.3. Undergraduate

- 4.5.3.1. At the opening of the site visit the Vice-Provost Academic will review the PRT mandate, the format for the PRT Report, and the timeline for completion of the PRT Report.
- 4.5.3.2. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost Academic, the Faculty Dean or Dean of Record, and any others who may be invited by the Faculty Dean or PRT.

4.5.4. Graduate

- 4.5.4.1. At the opening of the site visit the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Report, and the timeline for completion of the PRT Report.
- 4.5.4.2. At the close of the site visit, the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean, and any others who may be invited.

4.6. PEER REVIEW TEAM (PRT) REPORT

4.6.1. Undergraduate

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

4.6.2. Graduate

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

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

5.1. DESIGNATED ACADEMIC UNIT'S RESPONSE

5.1.1. Undergraduate and Graduate

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

5.2. FACULTY DEAN OR DEAN OF RECORD'S RESPONSE

5.2.1. Undergraduate

5.2.1.1. Within four weeks of receipt of the designated academic unit's response, a written response to the PRT Report must be provided by the Faculty Dean or Dean of Record. The Faculty Dean or Dean of Record will provide a response to each of the following:

5.2.1.1.1. the recommendations of the PRT;

5.2.1.1.2. the designated academic unit's response to the PRT Report; and

5.2.1.1.3. any changes in organization, policy or governance required to meet the recommendations.

5.2.1.1.4. If the new program proposal is revised following, or as a result of, the PRT's Report, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost Academic.

5.2.1.1.5. If the Faculty Dean or Dean of Record and the Vice-Provost Academic believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, where appropriate, for further endorsement before providing decanal endorsement.

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

5.3.1. Graduate

5.3.1.1. Within four weeks of receipt of the designated academic unit's response, a written response to the PRT Report must be provided by the Faculty Dean or Dean of Record and by the Vice-Provost and Dean, YSGS. The Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS will each provide a response to the following:

- 5.3.1.1.1. the recommendations of the PRT;
- 5.3.1.1.2. the designated academic unit's response to the PRT Report;
- 5.3.1.1.3. any changes in organization, policy or governance required to meet the recommendations; and
- 5.3.1.1.4. the Vice-Provost and Dean, YSGS will also provide a response to the Faculty Dean or Dean of Record's Response.

5.3.1.2. If the new program proposal is revised following, or as a result of, the PRT's Report, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost and Dean, YSGS.

5.3.1.3. If the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) for further endorsement before providing decanal endorsement.

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

6.1. Undergraduate

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

6.2. Graduate

- 6.2.1. The designated academic unit submits to the YSGS, for submission to the PPC, the new program proposal, with any revisions, together with the PRT

Report, the responses to the PRT Report by the Designated Academic Unit, the Faculty Dean or Dean of Record, and the Vice-Provost and Dean, YSGS, and the associated documentation (see Section 2.2.7). The PPC will make one of the following recommendations:

- 6.2.1.1. that the new program proposal be sent to the YSGS Council with or without qualification; or
- 6.2.1.2. that the new program proposal be returned to the designated academic unit for further revision.
- 6.2.2. Upon recommendation by the PPC, the Vice-Provost and Dean, YSGS will submit the new program proposal, to the YSGS Council.
- 6.2.3. The YSGS Council will assess the proposal for academic quality and societal need and make one of the following recommendations:
 - 6.2.3.1. that the new program proposal be recommended for approval by Senate, with or without qualification;
 - 6.2.3.2. that the new program proposal be returned to the designated academic unit for further revision; or
 - 6.2.3.3. that the new program proposal not be recommended for approval by Senate.

7. SENATE APPROVAL

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

8. QUALITY COUNCIL APPROVAL

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

9. PRESENTATION TO THE BOARD OF GOVERNORS

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

10. PROGRAM IMPLEMENTATION

10.1. Final implementation of the program is the responsibility of the Provost and Vice-President Academic. A new program must be implemented and commence within thirty-six months of approval by the Quality Council and Ryerson's Board of Governors. After that time, the new program's approval will lapse.

11. MONITORING

At the end of the second academic year after a new program has commenced, a brief report from the academic unit will be filed with the Office of the Vice Provost Academic (for undergraduate programs) or the Office of the Vice-Provost and Dean, YSGS (for graduate programs) for submission to Senate, summarizing student registrations compared to projections; student retention; the status of issues raised in the implementation plan; and, any challenges faced by the program together with how these challenges are being addressed.

11.12. PERIODIC PROGRAM REVIEW

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

APPENDIX A

Choosing Arm's Length Reviewers

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

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

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

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

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

- A previous member of the program or department under review (including being a visiting professor)
- Received a graduate degree from the program under review

- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- The doctoral supervisor of one or more members of the program

ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS/CONSULTANTS

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

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

**RYERSON UNIVERSITY
POLICY OF SENATE****PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS****Policy Number:** 126**Previous Approval Dates:** April 5, 2005; May 6, 2008; November 2, 2010; May 3, 2011, May 3, 2011, May 7, 2013, November 4, 2014**Current Policy Approval Date:** March 6, 2018**Next Policy Review Date:** May 2023 (*or sooner at the request of the Provost and Vice- President Academic or Senate*)**Responsible Committee or Office:** Provost and Vice-President Academic

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

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

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

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

2. SCOPE

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

3. DEFINITIONS

- 3.1. Refer to Policy 110 for definitions related to this policy.
- 3.2. Refer to Policy 110 for Degree Level Expectations for Undergraduate and Graduate Programs.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

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

- 4.1.1. The Quality Council reviews PPR Final Assessment Reports (FARs) on an annual basis.
- 4.1.2. The Quality Council audits the quality assurance process for PPR on an eight-year cycle and determines whether the University has acted in compliance with the provisions of its IQAP.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Senate

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

5.2. Standing Committees and Governance Council of Senate

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

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

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

5.3. Provost and Vice-President Academic

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

5.4. Deputy Provost and Vice-Provost University Planning

- 5.4.1. Provides institutional data for PPRs.

5.5. Vice-Provost Academic

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

the PPR of undergraduate degree programs.

5.6. Vice-Provost and Dean, YSGS

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

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

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

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

² See Ryerson Senate Policy 110 for definition.

course of action by a specified date may be required.

5.7.6. For graduate programs, reviews mandated follow-up reports to ensure that the implementation plan is effectively accomplished in a timely manner. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.

5.8. Chair/Director

5.8.1. Undergraduate Chair/Director of Department/School

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

5.8.2. Graduate Program Director

- 5.8.2.1. Oversees the preparation of the graduate program self-study and appendices within the appropriate timelines.
- 5.8.2.2. Actively engages Chairs/Directors, faculty, staff and students in the periodic program review process.
- 5.8.2.3. Presents a completed PPR self-study and appendices to the Faculty Dean or Dean of Record for graduate programs for initial review prior to presentation to Program Council.
- 5.8.2.4. Prepares a response to the PRT Report.
- 5.8.2.5. Prepares the mandated PPR follow-up report for submission to the Faculty Dean or Dean of Record, and the Vice-Provost and Dean YSGS by the specified date, normally within one year of Senate

approval of the review.

- 5.8.2.6. Administers the implementation plan to ensure that it is effectively accomplished in a timely manner.

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

- 5.9.1. Endorses the undergraduate or graduate self-study and appendices prior to submission to the Faculty Dean or Dean of Record.

6. REVIEW OF IQAP POLICY AND PROCEDURES

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

**POLICY 126: PERIODIC PROGRAM REVIEW FOR GRADUATE AND
UNDERGRADUATE PROGRAMS
PROCEDURES**

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

1. THE SELF-STUDY REPORT

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

1.1. Objectives (Quality Council requirements have been italicized)

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

1.2. Admission requirements

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

1.3. Curriculum

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

1.4. Teaching and assessment

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

1.5. Resources

- 1.5.1. *Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s); and*
- 1.5.2. *The appropriateness and effectiveness of academic services (e.g. library, co-op, technology, etc.) to support the program(s) being reviewed.*

1.6. Quality indicators

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

1.7. Quality enhancement

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

1.8. Additional graduate program criteria

- 1.8.1. *Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;*
- 1.8.2. *Quality and availability of graduate supervision; and*

1.8.3. *Definition and application of indicators that provide evidence of faculty, student and program quality, for example:*

1.8.3.1. *Faculty: funding, honours and awards, and commitment to student mentoring;*

1.8.3.2. *Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;*

1.8.3.3. *Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience; and*

1.8.3.4. *Sufficient graduate level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level.*

1.9. Recommendations and Implementation Plan

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

1.10. Executive Summary

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

Commented [BW1]: Not a requirement of the Self-Study – moved to Section 10: FAR.

1.11. Appendices

1.11.1.1.9.1. Appendix I: Data provided by Ryerson's University Planning Office, and reports supporting the self-study, as outlined in PPR Manuals

1.11.2.1.9.2. Appendix II: *Concerns and recommendations raised in previous reviews: document and address*

1.11.3.1.9.3. Appendix III: Faculty Curriculum Vitae

1.11.4.1.9.4. Appendix IV: Courses Outlines

1.11.5.1.9.5. Appendix V: Documentation of Approvals and Related Communications³

Detailed guidelines for the Self-Study and Appendices are in PPR Manuals, provided by

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

the Office of the Vice-Provost Academic and the Yeates School of Graduate Studies.

2. PROTOCOL FOR CONCURRENT UNDERGRADUATE AND GRADUATE PERIODIC PROGRAM REVIEWS

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

3. PROTOCOL FOR JOINT PROGRAMS

- 3.1. The self-study clearly identifies which program(s) is/are the subject of review, and explains how input was received from faculty, staff and students at each partner institution. There will be a single self-study, initiated by the Vice-Provost Academic (for undergraduate joint programs) or by the Vice-Provost and Dean, YSGS (for graduate joint programs), in consultation with the partner institution.
- 3.2. Selection of the reviewers involves participation by each partner institution.
 - 3.2.1. Where applicable, selection of the internal reviewer requires joint input;
 - 3.2.2. The selection of the peer reviewer could include one internal to represent all partners; and
 - 3.2.3. The selection could give preference to an internal reviewer who is from another joint program, preferably with the same partner institution.
- 3.3. The site visit involves all partner institutions and preferably at all sites.
 - 3.3.1. Reviewers consult faculty, staff and students at each partner institution, preferably in person.
- 3.4. Feedback on the reviewers' report is solicited from participating units at each partner institution, including the Deans or Dean of Record.
- 3.5. Preparation of a FAR, including Implementation Plan and Executive Summary, requires input from each partner.
 - 3.5.1. There is one FAR, including Implementation Plan and Executive Summary, that is subject to the appropriate governance processes at each partner institution;
 - 3.5.2. The FAR, including Implementation Plan and Executive Summary is posted on the university website of each partner;

- 3.5.3. Partner institutions agree on an appropriate monitoring process for the Implementation Plan ~~section of the FAR~~; and
- 3.5.4. The FAR, including Implementation Plan and Executive Summary should be submitted to the Quality Council by all partners.

4. PROTOCOL FOR INTERDISCIPLINARY AND MULTIDISCIPLINARY PROGRAMS

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

5. PROTOCOL FOR ACCREDITED PROGRAMS

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

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

6.1. Department/School/Program Council; Faculty Council

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

6.2. Program Advisory Council (for Undergraduate Programs)

- 6.2.1. Following endorsement by the Department/School/Program/Faculty Council(s), as appropriate, the self-study and appendices, along with any qualifications or limitations, will be sent to the Faculty Dean or Dean of Record for presentation to the Program Advisory Council (PAC) for its review and comments. A record will be kept of the date(s), minutes, and

members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6) and/or the responses to the PRT Report (see Section 8).

6.3. Faculty Dean or Dean of Record

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

6.4. Vice-Provost Academic

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

6.5. YSGS Programs and Planning Committee (PPC)

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

7. PEER REVIEW

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

7.1. SELECTION OF PEER REVIEW TEAM (PRT) MEMBERS

- 7.1.1. PRTs are required for program reviews for undergraduate and graduate degree programs, ~~and graduate diploma programs.~~
- 7.1.2. All members of the PRT will be at arm's length⁴ from the program under review.
- 7.1.3. The external and internal reviewers will be active and respected in their

Commented [BW2]: Removed on the advice of QC. Consider alternate means of reviews for PMDips.

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

field, and normally associate or full professors with program management experience.

7.1.4. If graduate and undergraduate program reviews are done concurrently, the Faculty Dean or Dean of Record, and the Vice-Provost Academic and the Vice-Provost and Dean, YSGS must decide if combined or separate Peer Review Teams are required. Separate PRT Reports from the Peer Review Team(s) are required.

7.1.5. Undergraduate

The PRT for undergraduate program reviews will consist of:

7.1.5.1. One external reviewer qualified by discipline and experience to review the program(s); and

7.1.5.2. One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

7.1.5.3. The PRT composition is the same for programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.

7.1.6. Graduate

The PRT for graduate program reviews will consist of:

7.1.6.1. Two external reviewers qualified by discipline and experience to review the program(s); and

7.1.6.2. One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

7.1.6.3. The PRT composition is the same for programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.

7.1.7. Concurrent Reviews

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

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

7.2. APPOINTMENT OF PEER REVIEW TEAM (PRT) MEMBERS

7.2.1. Undergraduate

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

7.2.2. Graduate

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

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

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

- 7.3.1. the clarity of the program's learning outcomes and their consistency with the institution's mission and academic plans, and alignment of the program's learning outcomes with the institution's degree level expectations;
- 7.3.2. the alignment of the program's learning outcomes with admission requirements;
- 7.3.3. the effectiveness of the curriculum in reflecting the current state of the discipline, evidence of innovation and/or creativity in content and delivery, and appropriateness of delivery to meet the program's learning outcomes;
- 7.3.4. the appropriateness and effectiveness of methods used to assess achievement of the program's learning outcomes and learning objectives;
- 7.3.5. the appropriateness and effectiveness of the academic unit's use of human, physical and financial resources and support services;
- 7.3.6. quality indicators relating to students, graduates and faculty;
- 7.3.7. additional graduate program criteria including time-to-completion, graduate student supervision, and faculty, student and program quality; and
- 7.3.8. initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

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

- 7.3.9.1. the program's strengths, weaknesses and opportunities;
- 7.3.9.2. the program's recommendations and implementation plan; and
- 7.3.9.3. the PRT's further recommendations for actions to improve the quality of the program, if any, distinguishing between those that the program can itself take and those that would require external action, where possible.

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

7.4.1. **Undergraduate**

- 7.4.1.1. The PRT will be provided with a Letter of Invitation from the Faculty Dean or Dean of Record, the PRT's mandate, and

information on the University and its mission ~~and mandate~~. ~~The program~~Once confirmed, the Dean will provide to the PRT a site visit agenda ~~and along with~~ the self-study with all appendices. This communication will remind the PRT of the confidentiality of the documents presented.

7.4.2. Graduate

7.4.2.1. The PRT will be provided with a Letter of Invitation from the Vice-Provost and Dean, YSGS. ~~T, the graduate program~~PRT's will provide their mandate, and information on the University and its mission. ~~Once confirmed, the Vice-Provost and Dean, YSGS will provide to the PRT~~ a site visit agenda, and the self-study with all appendices. This communication will remind the PRT of the confidentiality of the documents presented.

7.5. THE PEER REVIEW TEAM (PRT) SITE VISIT

7.5.1. The PRT will be provided with:

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

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

7.5.2. Undergraduate

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

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

7.5.3. Graduate

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

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

7.5.4. Concurrent

- 7.5.4.1. At the opening of the site visit the Vice-Provost Academic and the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Reports, and the timeline for completion of the PRT Reports.
- 7.5.4.2. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean and any others who may be invited by the Faculty Dean or the PRT.

7.6. PEER REVIEW TEAM (PRT) REPORT

7.6.1. Undergraduate

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

7.6.2. Graduate

7.6.2.1. Within four weeks of the completion of the site visit, the PRT for a graduate program will submit its written report to the Vice-Provost and Dean, YSGS. The Vice-Provost and Dean, YSGS will forward this report to the Chair/Director of the program and to the Faculty Dean or Dean of Record.

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

8.1. PROGRAM RESPONSE

8.1.1. Undergraduate

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

- Comments, corrections and/or clarifications of items raised in the PRT Report;

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

8.1.2. Graduate

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

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

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

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

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

8.2.1.1. If the self-study report or the implementation plan is revised

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

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

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

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

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

9. ASSESSMENT AND RECOMMENDATIONS BY ASC OR YSGS COUNCIL

9.1. Academic Standards Committee (ASC)

9.1.1. For undergraduate programs, the PPR, which includes the Self-Study Report and Appendices (Section 1), with revisions if required, the PRT Report, the

Program Response, and the Faculty Dean or Dean of Record's Response is submitted to the Vice-Provost Academic for submission to the ASC for assessment.

9.1.2. The ASC will then make one of the following recommendations:

9.1.2.1. Senate approve the PPR, with a mandated follow-up report(s).

9.1.2.2. Senate approve the PPR with conditions, as specified, and with a mandated follow-up report(s).

9.1.2.3. The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.

9.1.2.4. The PPR, as submitted, be rejected.

9.2. Yeates School of Graduate Studies (YSGS)

9.2.1. For graduate programs, the PPR, which includes the Self-Study Report and Appendices (Section 1), with revisions if required, the PRT Report, the Program Response, the Faculty Dean or Dean of Record's Response, and the Vice-Provost and Dean, YSGS's Response is submitted to the YSGS Programs and Planning Committee (PPC).

9.2.1.1. The PPC will assess the PPR and make one the following recommendations:

9.2.1.1.1. That the PPR be sent to the YSGS Council with or without qualification;

9.2.1.1.2. That the PPR be returned to the program for further revision.

9.2.2. Upon approval by the YSGS PPC, the YSGS Council will assess the report and make one of the following recommendations:

9.2.2.1. Senate approve the PPR, with a mandated follow-up report(s).

9.2.2.2. Senate approve the PPR with conditions, as specified, and with a mandated follow-up report(s).

9.2.2.3. The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.

9.2.2.4. The PPR, as submitted, be rejected.

10. FINAL ASSESSMENT REPORT (FAR)

10.1. For undergraduate programs, the Office of the Vice-Provost Academic will prepare for Senate a Final Assessment Report (FAR)⁵, which includes:

10.1.1. the PPR implementation plan that identifies and prioritizes program recommendations for implementation, who will be responsible for acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations, and

10.1.1.10.1.2. an executive summary suitable for posting on the university website.

10.2. For graduate programs, the Office of the Vice-Provost and Dean, YSGS will prepare for Senate a FAR, which includes:

10.2.1. the PPR implementation plan that identifies and prioritizes program recommendations for implementation, who will be responsible for acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations, and

10.2.2.10.2.2. an executive summary suitable for posting on the university website.

10.2.10.3. If there is a concurrent review of an undergraduate and a graduate program, separate FARs will be prepared for Senate.

10.3.10.4. The FAR should include all the elements that are required within Quality Council's Quality Assurance Framework.

11. SENATE APPROVAL

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

11.2. Senate has the final academic authority to approve the PPR Report to Senate, which includes the FAR and the mandated follow-up report(s).

12. FOLLOW-UP REPORT

12.1. The PPR Report to Senate will include a date, within one year of Senate approval of the PPR, for a mandated follow-up report to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost Academic or the Vice-

⁵ See Ryerson Senate Policy 110 for a definition.

Provost and Dean, YSGS, as appropriate, on the progress of the implementation plan and any further recommendations. The PPR Report to Senate may also include a date(s) for subsequent follow-up reports.

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

13. DISTRIBUTION REQUIREMENTS

- 13.1. Under the direction of the Vice-Provost Academic and the Vice-Provost and Dean, YSGS, the Office of the Vice-Provost Academic shall publish the Executive Summary, the FAR, and the action of Senate for each approved PPR on Ryerson University's Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website, all of which are publicly-accessible.
- 13.2. Complete PPR documentation, respecting the provisions of FIPPA, will be made available through the Office of the Vice-Provost Academic and Office of the Vice-Provost and Dean, YSGS.
- 13.3. The Provost and Vice-President Academic will submit annually the FARs of all approved PPRs to the Ontario Universities Council on Quality Assurance (Quality Council), as per the required process.
- 13.4. The Provost and Vice-President Academic is responsible for the presentation of the PPR Executive Summary and its associated implementation plan to the Board of Governors for its information.

APPENDIX I

Choosing Arm's Length Reviewers

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

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

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

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

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

- A previous member of the program or department under review (including being a visiting professor)
- Received a graduate degree from the program under review

- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- The doctoral supervisor of one or more members of the program

ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS/CONSULTANTS

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

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

**RYERSON UNIVERSITY
POLICY OF SENATE****CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS**

Policy Number:	127
Previous Approval Dates:	May 3, 2011; November 4, 2014
Current Policy Approval Date:	March 6, 2018
Next Policy Review Date:	May 2022 (<i>or sooner at the request of the Provost and Vice President Academic or Senate</i>)
Responsible Committee or Office:	Provost and Vice-President Academic

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

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

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

2. SCOPE

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

3. DEFINITIONS

3.1. Major Modifications¹: Substantial program changes, including the following: requirements that differ significantly from those existing at the time of the previous periodic program review; significant changes to learning outcomes; or significant changes to the faculty engaged in delivering the program and/or to the essential resources, such as where there have been changes in mode(s) of delivery. Examples of Major Modifications are provided in Appendix A of this policy. Expedited approvals²

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

² Refer to Ryerson University Senate Policy 110 for definition

by the Quality Council for Major Modifications and new or substantially modified graduate Fields within an existing program are only required at the request of the university.

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

- 3.2.1. Category 1 Minor Modifications – e.g. changes in course description, title or requisites; alteration to the number of course hours.
- 3.2.2. Category 2 Minor Modifications – e.g. repositioning of a course in a curriculum; adding or deleting a required course; changes in course weight; change in mode of a single course delivery; reconfiguration or minor changes to courses in a Minor.
- 3.2.3. Category 3 Minor Modifications – e.g. change in admission policy; variation in policy for grading, graduation or academic standing; ~~change in program name and/or degree designation~~; minor changes to existing graduate Fields.

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

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

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

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

- 4.1.1. The Quality Council receives a summary of the University's Major Modifications to curriculum on an annual basis.
- 4.1.2. The Quality Council audits the University's Major Modification process on an eight-year cycle and determines whether the University has acted in compliance with the provisions of its IQAP.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Senate

- 5.1.1. Has the final authority to approve Major Modifications to undergraduate and graduate programs.
- 5.1.2. Has the final authority to approve Category 3 Minor Modifications to undergraduate programs.
- 5.1.3. Has the final authority to approve, as a consent item, Category 2 Minor

Modifications to undergraduate programs.

5.1.4. Receives for information Category 3 Minor Modifications to graduate programs.

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

5.2. Standing Committees and Governance Council of Senate

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

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

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

5.3. Provost and Vice-President Academic

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

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

5.4. Deputy Provost and Vice-Provost University Planning

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

5.5. Vice-Provost Academic

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

5.5.2. Advises undergraduate programs on curriculum modifications.

5.5.3. Has the authority to submit Category 2 Minor Modifications for undergraduate programs to the Academic Standards Committee (ASC) for assessment and recommendation to Senate.

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

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

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

5.7. Faculty Dean or Dean of Record

- 5.7.1. Endorses Category 2 and Category 3 Minor Modifications and Major Modifications to undergraduate programs.
- 5.7.2. Endorses Category 2 and Category 3 Minor Modifications and Major Modifications to graduate programs, in consultation with the Vice-Provost and Dean, YSGS.

5.7.3. Resolves disputes between a Department/School/Program Council and Faculty Council, if applicable, and Chair/Director with respect to curriculum modifications, as required.

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

5.8.1. Oversees preparation of Minor and Major Modifications.

5.8.2. Submits to Department/School/Program and Faculty Council (where applicable) Minor and Major Modifications.

5.8.3. Submits Minor and Major Modifications, as required, to the Faculty Dean or Dean of Record.

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

5.9.1. For undergraduate programs, approves Category 1 Minor Modifications, unless the Department/School/Program Council has designated another approval process.

5.9.2. For undergraduate programs, endorses Category 2 and Category 3 Minor Modifications and Major Modifications and recommends these to the appropriate Faculty Dean or Dean of Record.

5.9.3. For graduate programs, endorses all Minor Modifications and Major Modifications and recommends these to the appropriate Faculty Dean or Dean of Record, as appropriate.

6. REVIEW OF POLICY AND PROCEDURES

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

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

POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES: UNDERGRADUATE PROGRAMS

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

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

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

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

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. Description: Category 1 Minor Modifications include:

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

1.1.2. Consultation: Undergraduate Calendar Publications, as needed

1.1.3. Required approvals: Department/School/Program/Faculty Council(s) of Teaching Department/School, as appropriate (or the approver, such as Chair/Director, designated by the Department/School/Program Council of Teaching Department/School)

1.2. CATEGORY 2 MINOR MODIFICATIONS

1.2.1. Description: Category 2 Minor Modifications include:

- routine changes to curriculum including course repositioning, additions,

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

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

1.2.2. Consultations: Consultations should start as early in the process as possible and should include:

- Vice-Provost Academic, for clarification of category of curriculum modification (e.g. Category 2 or Category 3)
- Curriculum Management: Curriculum Advising and Undergraduate Calendar Publications
- Chair/ Director and the Faculty Dean of the Departments/Schools affected by the curriculum modification
- Library, if course/program changes have implications for Library resources
- University Planning Office if additional resources (e.g., faculty, space, and/or technology) are needed as a result of the implementation of the proposed course and/or curriculum change
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses are deleted or certificates are affected

1.2.3. Required Endorsements and Approvals:

- Department/School/Program/Faculty Council(s) of the Program Department(s)/Schools(s), for endorsement;
- Faculty Dean of Program Department(s)/School(s), for endorsement;
- Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement; and
- Senate, for approval as a consent agenda item.

1.3. CATEGORY 3 MINOR MODIFICATIONS³

1.3.1. Description: Category 3 Minor Modifications include:

- change in program admission requirements;
- program-specific variations on grading, graduation, and/or Academic Standing;
- small changes to the total number of courses needed for graduation in a program (less than 5%);

³ Although the ASC may not yet have reviewed the curriculum changes, course change forms must be completed and filed with Undergraduate Calendar Publications by the deadline date (first Monday of October).

- new Minors and substantial changes to existing Minors;
- new Concentrations and substantial changes to existing Concentrations;
- new Optional Specialization or substantial changes to existing Optional Specialization;
- changes to existing Co-op curriculum and/or schedule (note that introducing or deleting a Co-op is a Major Modification); and
- deletion of a **required** course or courses in a program's curriculum provided by another Teaching Department/School, only in cases where the Teaching Department/School Council and/or the Faculty Dean of the Teaching Department/School disputes the course deletion; and,
- ~~changes to program name and/or degree designation, including Honours designation.~~

1.3.2. **Consultations:** Consultations should start as early in the process as possible.

Consultations will continue, as needed, throughout the proposal development.

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

1.3.3. **Required Endorsements and Approvals:**

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

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

- the existing and the proposed curriculum modification, showing the revisions
- the rationale for the curriculum modification, including information on comparator programs (where relevant)
- changes to pre-requisites, if relevant
- program learning outcomes
- the effect of the proposed change on the program learning outcomes,

- enrolment targets, retention, and academic standing
- the implementation date and implementation plan, and provisions for retroactivity

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

~~For an Honours designation, refer to guidelines provided by the Office of the Vice-Provost Academic.~~

2. MAJOR MODIFICATIONS

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

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

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

2.2. Consultations

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

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

School courses or certificates are affected

2.3. Required Endorsements and Approvals

- Department/School/Program/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
- Faculty Dean of the Program Department(s)/School(s), for endorsement;
- Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement;
- ASC evaluates the proposal and submits its recommendation to Senate;
- Senate, for approval; and
- Quality Council, in the case of an Expedited Approval of a Major Modification.

2.4. PROPOSAL

All Major Modifications require preparation of a proposal as per Section 2.4.1 below. The University, at its discretion, may request that the Quality Council review a Major Modification proposal, which normally falls under the Expedited Approval Process and, thus, would require completion of a Supplemental Proposal (Section 2.4.2).

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

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

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

For an Honours designation, refer to guidelines provided by the Office of the Vice-Provost Academic.

2.4.1 PROPOSAL (mandatory)

Include all the following in the proposal:

1. a summary of the proposed changes and the rationale in light of your stated

program learning outcomes;

2. the effect on the Undergraduate Degree Level Expectations (UDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;
3. an indication of those changes that are the result of a previous periodic program review;
4. a list of the added resources that are needed, including space, faculty and staff;
5. a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program by year and term, including course numbers and titles, course hours in lecture, lab or studio, and course designation by program categories (core, open electives and liberal studies);
6. a rationale if there are changes to electives, with comments on the actual availability of electives;
7. a description of each new or amended course, in calendar format
8. a statement of program balance (among core, open electives, and liberal studies) for existing and amended programs;
9. a statement of how and when changes will be implemented, and the strategy for communicating the changes to students;
10. a summary of the implications for external recognition and/or professional accreditation;
11. a summary, in the case of extensive changes, of views of the Program Advisory Council;
12. a list of any other programs affected by the changes; and
13. a brief executive summary.

2.4.2 SUPPLEMENTAL PROPOSAL

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

- a) consistency of the curriculum modification with the institution's mission and academic plans;
- b) appropriateness of degree nomenclature;
- c) appropriateness of the program's admission requirements for the learning outcomes established for completion of the program;
- d) sufficient explanation of alternative requirements, if any, for admission into a second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience;
- e) ways in which the curriculum modification addresses the current state of the discipline or area of study;
- f) identification of any unique curriculum or program innovations or creative components;
- g) appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations;

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

Expectations:

- g) completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations;
- h) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the curriculum modification;
- i) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program when the curriculum modification is implemented;
- j) evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;
- k) evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision, if appropriate.

POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES: GRADUATE PROGRAMS

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

Where to submit:

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

Submission Deadline: February 1

Required Consultation:

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

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. Description: Category 1 Minor Modifications typically include:

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

1.1.2. Required Approvals

- Graduate Program Council, for approval.

1.1.3. Required Forms

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

1.2. CATEGORY 2 MINOR MODIFICATIONS

1.2.1. Description: Category 2 Minor Modifications include:

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

- course weight variations.

1.2.2. Required Endorsements and Approvals

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

1.2.3. Forms

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

1.3. CATEGORY 3 MINOR MODIFICATIONS

1.3.1. Description: Category 3 Minor Modifications include:

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

1.3.2. Required Endorsements and Approvals

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

1.3.3. Forms and Documents

1.3.3.1. Proposal

- Changes in admission, promotion, grading, graduation, or academic standing policy:
 - Include copies of both the existing and the proposed policy, identifying the changes, and the rationale for them.

- Minor changes to existing Fields:
 - Include a list of current Fields (if applicable) with an outline of requirements.
- ~~Changes to program name and/or degree designation:~~
 - ~~Include an explanation of why the current designation is inappropriate and why the proposed designation is preferable; designations used by comparator programs; comparison to the admissions requirements and curriculum of programs using the proposed designation; confirmation of recognition of the proposed designation by industry and/or relevant professions; where relevant, views of alumni and current program students.~~
- Provisions for retroactivity.

1.3.3.2. Proposed curricular structure in Calendar format (GCAL): Proposed curricular structure in Calendar format

1.3.3.3. Graduate Course Change form – Active (GCC–A) or - New (GCC–N)

- for changes to active or the introduction of new courses respectively
Although the change is not yet approved, these forms must be completed and submitted by the deadline date.

1.3.3.4. Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.

- Subject Librarian: regarding library resource needs/changes.
- Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.
- Deleting an elective course in another program's curriculum: there must be consultation with that program.

1.3.3.5. Graduate Course Change Summary form (GCCS)

- Summarizes all course changes for the term submitted.
- Every course listed in a GCCS form must have a corresponding GCC-A or -N form.

2. MAJOR MODIFICATIONS

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

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

Vice-Provost Academic for further clarification.

2.2. Required Endorsements and Approvals

- Graduate Program Council, for endorsement;
- Department/School Council(s) and the Faculty Dean of affected by the change(s), for endorsement;
- YSGS Programs and Planning Committee, for endorsement;
- YSGS Council evaluates the proposal and submits its recommendation to Senate;
- Senate, for approval; and
- Quality Council, in the case of an Expedited Approval of a Major Modification.

2.3. Documentation

All Major Modifications require preparation of a proposal as per Section 2.43.1 below. The University, at its discretion, may request that the Quality Council review a Major Modification proposal, which normally falls under the Expedited Approval process and, thus, would require completion of a Supplemental Proposal (Section 2.43.2).

The process for Major Modifications undergoing Expedited Approval consists of the preparation of the proposal as outlined in Sections 2.43.1 and 2.43.2. The Expedited Approval process does not require an External Peer Review (see Policy 112 Section 4.0).

2.3.1. PROPOSAL (mandatory)

Include all of the following in the proposal:

1. a summary of the proposed changes and the rationale in light of your stated program learning outcomes;
2. the effect on the Graduate Degree Level Expectations (GDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;
3. an indication of those changes that are the result of a previous periodic program review;
4. a list of the added resources that are needed, including space, faculty and staff;
5. a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program;
6. a rationale if there are changes to electives, with comments on the actual availability of electives;
7. a description of each new or amended course, in calendar format ;
8. a statement of how and when changes will be implemented, and the strategy for communicating the changes to students;
9. a summary of the implications for external recognition and/or professional accreditation;
10. a summary, in the case of extensive changes, of views of the Graduate Program Council;
11. a list of any other programs affected by the changes; and
12. a brief executive summary.

Changes to program name and/or degree designation:

- Include an explanation of why the current designation is inappropriate and why the proposed designation is preferable; designations used by comparator programs; comparison to the admissions requirements and curriculum of programs using the proposed designation; confirmation of recognition of the proposed designation by industry and/or relevant professions; where relevant, views of alumni and current program students.

2.3.2. SUPPLEMENTAL PROPOSAL

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

- a) consistency of the curriculum modification with the institution's mission and academic plans;
- b) appropriateness of degree nomenclature;
- c) appropriateness of the program's admission requirements for the learning outcomes established for completion of the program;
- d) sufficient explanation of alternative requirements, if any, for admission into a graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience;
- e) for graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period;
- f) ways in which the curriculum modification addresses the current state of the discipline or area of study;
- g) identification of any unique curriculum or program innovations or creative components;
- h) for research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion, if applicable;
- i) evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses;
- j) appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations;
- k) appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations;
- l) completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations;
- m) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the curriculum modification;
- n) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program when the curriculum modification is implemented;

- o) evidence that there are adequate resources to sustain the quality of scholarship produced by graduate students' scholarship and research activities, including library support, information technology support, and laboratory access;
- p) evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;
- q) where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students;
- r) evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision, if appropriate;
- s) evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and part-time faculty;
- t) definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed curriculum modification); and
- u) evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.
 - a) consistency of the curriculum modification with the institution's mission and academic plans;
 - b) ways in which the curriculum modification addresses the current state of the discipline or area of study;
 - c) identification of any unique curriculum or program innovations or creative components;
 - d) for research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion, if applicable;
 - e) appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations;
 - f) appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations;
 - g) completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations;
 - h) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the curriculum modification;
 - i) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program when the curriculum modification is implemented;

- j) evidence that there are adequate resources to sustain the quality of scholarship produced by graduate students' scholarship and research activities, including library support, information technology support, and laboratory access;
- k) evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;
- l) evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision, if appropriate;
- m) indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed curriculum modification); and
- n) evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

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

2.5. Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.

- Subject Librarian: regarding library resource needs/changes.
- Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

APPENDIX A

Major Modifications - Undergraduate and Graduate

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

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

Examples of Major Modifications:

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

⁴ Refer to Ryerson University Senate Policy 110 for definition.

Ryerson University
SENATE POLICY 60: ACADEMIC INTEGRITY

INFORMATION REGARDING PROPOSED AMENDMENTS TO POLICY AND PROCEDURES

Policy 60 was implemented on September 1, 2015. Its review date is 2018.

As per the Senate Policy Framework, a Policy Review Committee (PRC) was established, the members of which are listed below:

- Donna Bell, Secretary of Senate
- Tara Burke, Faculty, Dept of Psychology
- Nenita Elphick, Program Director, Chang School
- John Paul Foxe, Director, Academic Integrity Office (Co-Chair)
- Suzanne Hicks, Administrative Assistant, Academic Integrity Office
- Miljana Horvat, Associate Dean Graduate Programs, FEAS
- Kelly MacKay, Vice Provost Academic (Co-Chair)
- Andrew McWilliams, Faculty, Dept of Chemistry and Biology
- Richard Meldrum, Faculty, School of Occupational and Public Health
- Simran Rattan, Student representative
- Andrea Ridgley, Academic Integrity Specialist, Academic Integrity Office
- Akshit Sharma, Student representative
- Lesley Zannella, Graduate student representative

The PRC held community consultations to hear feedback from the Ryerson community on Policy 60 and its Procedures. Feedback was collected in a number of ways:

- Four town halls were held for students, faculty and staff (two for each)
- An email address was set up to receive feedback from community members
- Members of the PRC held numerous meetings with stakeholders including the Registrar's Office, the Yeates School of Graduate Studies (YSGS), Human Rights Services and with each of the Deans
- A broad range of stakeholders were invited to provide feedback on drafts of Policy 60 and its Procedures

The view of the PRC is that the current Policy 60 is generally working well and no identified need for substantive changes were present at the time the review commenced. However, the Policy and Procedures are not aligned with the Senate Policy Framework and, therefore, this is an excellent opportunity to reformulate the documents and make any amendments that are required.

The aim is to make these documents:

Easy to Read; Easy to Understand; Easy to Use;

and to conform with the Senate Policy Framework. The Framework provides the following definitions:

Policy:

A formal statement or principle or a plan that reflects the University's values, goals, expectations or desired results related to an area under the purview of Senate.

Procedures:

The appropriate and necessary steps required to comply with the policy.

NOTE: Policy determines *WHAT* is to be achieved; procedures determine *HOW* it is to be achieved.

Guidelines:

General statements, recommendations, administrative instructions, best practices or interpretation of policy or procedures to assist users in carrying out the mandatory processes stipulated in a policy's procedures.

The following changes are included in the DRAFT revisions to Policy 60:

1. Contents of policy and procedures reformatted to align with Senate Policy Framework.
2. The values from the current Policy 60 remain; in addition reference to the values in the Senate Policy Framework is made.
3. Duplication of information in policy and procedures removed. Additional information that is not required in policy or procedures removed (see definitions above) – and will be in Academic Integrity Guidelines/Departmental Manual – the information to be shared with relevant parties as needed/required in order not to overwhelm readers of the policy/procedures with (important) information that is not the *WHAT* or *HOW* and at a time not relevant to them. Example: the order of proceedings in a hearing should be made available to persons going to a hearing; details regarding dropping a course is needed when a person facing a suspicion of misconduct wants to drop. This information can be more appropriately be provided on AIO website, in Q&As, in Information Sheets, etc.
4. Definition section added to Policy. All existing definitions grouped under this. Several new definitions added for clarity e.g. Discussion – previously referred to Facilitated Discussion or Non-Facilitated Discussion – now both covered under Discussion and the two categories of Discussion are FD and NFD.
5. Academic Misconduct: two categories added to the definition: Self-Plagiarism and Contract Cheating.
6. Definition of Academic Misconduct appears in the Definition section, with the categories of misconduct that are *included* in the definition named but the details of the categories appear in Appendix A. This is to facilitate the reading of the policy and indicates that the categories are not exhaustive.

7. Definition of Eligible Investigator amended to specifically include the persons who can investigate *Submission of Falsified Documents in the Admissions Process* (see Procedures 13.1). Also new Procedures 9.8: “A support person (for the **respondent**) ...” This previously referred to “*responding faculty person*” but this does not cover the persons investigating *Falsified Documents in the Admission Process* – thus amended to include these staff members.
8. Similar or related information has been grouped in one place wherever possible, e.g. Procedures 9 - *Representation, Support, and Witnesses*. All relevant information regarding who can be at a discussion or hearing with the student or respondent can be found in one place (instead of under Discussion, AIC hearings, SAC hearing, penalty hearings, etc., where some information was repeated – but not all – and therefore possibilities for misinterpretation existed). All information regarding the role that these persons can play in the discussion or hearing can also be found in one place – Procedures 9).
9. There are at present some issues with the process regarding *Submission of Falsified Documents in the Admissions Process* in several places in the policy and procedures. The reason is that this is not a process that often has to be dealt with and the process has not been clearly articulated. When falsified documents in the admission process are discovered the student is advised that the offer of admission is revoked... and the matter usually ends there. Therefore, there has generally not been a need to use other provisions of Policy 60. However, it is essential that this be rectified, as the university does not want to discover the shortfalls when a student takes the University on judicial review. Many processes for appeals to RAC and GAAC simply refer to the procedures for AIC. However, this is not always accurate in the present policy/procedures and there is no provision regarding who sends out notices and decisions; who schedules the appeals; whether higher/lower penalties can be assigned; etc. The amendment of “Eligible Investigator” is an example of a shortfall being corrected in the proposed amendments.
Discussions with the Registrar’s office and YSGS have taken place and the following process is included in this Draft: Where there is falsification in the admission process – the offer of admission is revoked. If it has been determined that the student has begun classes, then the provisions of Policy 60 and its accompanying Procedures will apply. The AIO will administer appeals to RAC and GAAC.
10. Example of a discrepancy in current procedures relating to *Falsified Documents in the Admission Process*: Under Section 5.5.8 – *Other Consequences* - (in current policy) states: “In cases where official documents or pertinent information is discovered after the student has been admitted to Ryerson, that were omitted by the student in the application/admission process, the student will normally be withdrawn from their program and the university on the grounds of academic misconduct regardless of their current level of study (see Procedures).” However, “withdrawn” has a very specific meaning in the policy and this is not the terminology in current (and proposed) Procedures, where the offer of admission is revoked. Therefore, this provision amended in new Policy 60 Section 7.1.8.

“Once classes have begun, for academic misconduct relating to the admissions process, the minimum consequence is a DN on the academic record, but an initial decision maker can revoke the student’s offer of admission, and/or recommend additional penalties as outlined in Policy 60, Section 7.2.”

11. The DDM pilot program is formalized – “If the faculty member is a member of CUPE 1 or CUPE 2 and does not wish or is unable to pursue the matter, they may request that another decision maker be appointed. A Designated Decision Maker (DDM) will then be assigned.” (Policy 60, Section 6.1.5 OPTION B)
12. Additional provision added – where a faculty member is not CUPE 1 or CUPE 2 but circumstances require that a DDM is assigned: “In appropriate circumstances, where the faculty member is not a CUPE 1 or CUPE 2 member, the Chair of DDMC (or designate) together with the Director of AIO (or designate) may determine that a DDM will be assigned (e.g. see Policy 60, Section 20).” (Policy 60, Section 6.1.5 OPTION B)
13. Provision made to provide students in advance of the discussion with evidence available to the AIO or decision maker. “Any evidence available to the AIO that can be transmitted electronically to the student, in advance of the discussion, shall also be sent to the student, by the AIO (if appropriate). In the case of an NFD, any evidence available to the decision maker that can be transmitted electronically to the student, in advance of the discussion, shall be provided (if appropriate) to the student (by the decision maker). Evidence may be presented to the student at the discussion. However, every effort will be made to provide as much information as possible in advance of the discussion.” (Policy 60, Section 6.2.5)
14. The process for dealing with allegations of prejudice, discrimination, or harassment during the academic integrity process has caused great uncertainty (Section 20). Discussions (especially with HRS) have taken place regarding this provision and it is agreed that the two processes (Policy 60 and HRS) cannot run as parallel processes. The Policy (Section 20) now provides:

If there are concerns or allegations of prejudice, discrimination, or harassment related to a suspicion that a student has engaged in academic misconduct, the student must consult with Human Rights Services (HRS).

A student may share a concern or allegation of prejudice before, during, or after a discussion (FD/NFD). Normally, such concerns or allegations of prejudice, discrimination, or harassment will be dealt with before a discussion occurs and no decision regarding misconduct will be made until the processes under HRS are completed. A student may also make a claim of prejudice, discrimination, or harassment during the appeal process.

In cases where a finding of discrimination is made, the initial decision maker will be an appointed DDM and not the person against whom the student has registered a concern or allegation regarding prejudice, discrimination, or

harassment. In cases where there is no finding of discrimination, the person against whom the concern or allegation of prejudice, discrimination, or harassment was made, can request a DDM be appointed (as per Policy 60, Section 6.15).

15. All deadlines for appeals made consistent.
16. Role of Policy 60 Faculty Advisor extended - now provides faculty with "advice, support, and guidance on issues related to academic integrity and the preparation of materials for discussion and hearings under this policy." (Policy 60, Section 5.4)
17. The term "normally" removed where possible for clarity and certainty.
18. Progressive Discipline (Section 9) consequence added: "Although the DN is not a penalty, a consequence of a DN is that a student cannot be on a Dean's List or be nominated for other internal awards or scholarships in the academic year that the misconduct occurred."
19. Appeals to SAC can only occur if one of the four (4) categories specified is satisfied (see Section 15.1) At present the SAC determines whether the requirement is met and, if so, SAC will hear the matter. New Panel – Senate Appeals Review Panel – and Procedures (11.7.2) proposed.
20. Information on the Academic Integrity Resources available to students has been moved from procedures to policy. It is important that this information be immediately available to students who find themselves in a position that they need advice on Academic Misconduct processes.
21. Under Resources: "The AIO is neutral with respect to all cases and is neither an advocate for students or faculty nor a decision maker in the process of deciding whether misconduct occurred." In the current policy the following statement is made: "The sole exception is found in Policy 60, Section 5.4.2, where the AIO Director (or designate) participates in the decision regarding whether a penalty hearing or a warning is warranted after two Disciplinary Notations (DNs) have been placed on an undergraduate's student record. The AIO plays no further role in deciding the outcome of a given case, or the nature of any penalty." This "exception" diminishes the appearance of neutrality of the AIO and is not an exception in accordance with the definition of "decision maker" (new introduction):
"The person (eligible investigator) or panel authorized to make a decision regarding whether academic misconduct has taken place or not."

Section 5.1 therefore now states: "The Director of Academic Integrity participates in procedural determinations in certain circumstances (see Procedures 2.4.4)." This refers to the three (3) situations (not just one) where the DDMC and Director of AIO have to make decisions about the procedures to be followed:

- a second DN with respect to calling a penalty hearing regarding Progressive Discipline;

- further information of a serious nature becoming available after a finding of no academic misconduct which requires a determination of whether a re-opening of proceedings is warranted;
- assigning a DDM as decision maker where the eligible investigator (who is not a CUPE 1 or CUPE 2 member) does not wish or is unable to pursue the suspicion of academic misconduct or in other appropriate circumstances (see Policy 60, Section 20).

22. Section 5.4.5. in the existing Policy provides: "With respect to graduate students, a second finding of academic misconduct in course work, or a single finding of academic misconduct in supervised graduate research, shall automatically require a penalty hearing regarding DW or, if recommended, Expulsion." The underlined portion removed in new Procedures 7.4 – resulting in graduate misconduct in course work and research-related work both being subject to automatic penalty hearing after two findings of misconduct.

23. New – see Policy 60, Section 7. – PENALTIES. Section 7.1.3. provides: "The minimum penalty for misconduct with respect to non-course program requirements work by a graduate student is a "D-UNS."

24. In current Policy 60, a DN remains on a graduate student's internal record after graduation. In light of the new range of penalties for graduate students, it is proposed that the DN be removed from the internal record upon graduation (as it currently is for undergraduate and Chang School students).

25. Section 7.2.1.3 provides: "Graduate students cannot be assigned a DS." (This exists in current Policy also). There is a large gap between a DN and DW that can be assigned to a graduate student. Two new penalties are being introduced

Disciplinary Action (DA)

An academic standing for a graduate student to indicate academic misconduct. A DA will be placed on both the student's academic record and transcript and cannot be removed.

Disciplinary Action, with Suspension (DA-S)

An academic standing where a graduate student is removed from a program for a period of up to two (2) years, after which the student may request to re-enroll in the program. A DA-S will be placed on both the student's academic record and transcript and cannot be removed.

26. It is not always clear which term a DS commences. Clarification is now offered in Procedures 8.1.4. "The DS will normally begin in the term following the one in which the misconduct that led to the DS recommendation occurred. For students in undergraduate full-time programs, this will normally be a fall or winter term or terms, as the spring/summer is not normally considered an academic term for undergraduate full-time students."

(May 29, 2019)

POLICY - DRAFT (May 29, 2019)

RYERSON UNIVERSITY POLICY OF SENATE

ACADEMIC INTEGRITY

Policy Number:	60
Policy Approval Date:	xxxx
Next Policy Review Date:	yyyy
Responsible Office:	Provost and Vice President Academic
Contact Office:	Academic Integrity Office

1. PURPOSE OF POLICY

- 1.1. The purpose of this policy is to guide the Ryerson University (the "University") community in understanding: i) what academic integrity and misconduct are for students; ii) the processes the University will follow when there is a suspicion of student academic misconduct; and iii) the academic penalties and other consequences that may be imposed if students are suspected of engaging or found to have engaged in academic misconduct.

2. APPLICATION AND SCOPE

- 2.1. This policy applies to all current and former University students (undergraduate, graduate, and continuing education) and applies to all academic activities, whether on or off campuses, whether within or outside of a course.
- 2.2. Suspicions of research misconduct that may have occurred under the auspices of the University but are in no way directed towards academic advantage or benefit, are to be addressed under Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity rather than this policy.

- 2.3. In some programs, students may be required to abide by the standards of a professional code of ethics or code of conduct as a condition of successful completion of a practicum or field placement. Where such professional codes substantively differ from or impose requirements at variance with this policy, violations of such codes are not to be pursued under this policy.

3. DEFINITIONS

3.1. **Academic Misconduct**

Any behaviour that undermines the university's ability to evaluate fairly students' academic achievements, or any behaviour that a student knew, or reasonably ought to have known, could gain them or others unearned academic advantage or benefit, counts as academic misconduct.

Included in academic misconduct are: Plagiarism, including self-plagiarism; contract cheating; cheating; misrepresentation of personal identity or performance; submission of false information; contributing to academic misconduct; damaging, tampering, or interfering with the scholarly environment; unauthorized use of intellectual property; misconduct in re-graded/re-submitted work. While this list characterizes the most common instances of academic misconduct, it is not intended to be exhaustive. A more comprehensive list of inclusions can be found in Appendix A.

3.2. **Balance of Probabilities**

For a finding of misconduct to be supported, based on the information presented, it is more likely than not that the student engaged in academic misconduct. The onus is on the University to establish that misconduct has occurred.

3.3. **Decision Maker**

The person (eligible investigator) or panel authorized to make a decision regarding whether academic misconduct has taken place or not, and/or the appropriateness of the associated penalty.

3.4. **Deferred (DEF)**

An interim grade assigned during the investigation of academic misconduct. The DEF grade will be replaced by an official course grade upon resolution of the matter.

3.5. **Designated Decision Maker (DDM)**

A trained faculty member who can be assigned to act as the decision maker with respect to suspicions of academic misconduct. The DDMs make up the Designated Decision Makers' Council, of which there is a Chair, who assigns cases to individual DDMs.

3.6. Disciplinary Action (DA)

An academic standing for a graduate student to indicate academic misconduct. A DA will be placed on both the student's academic record and transcript and cannot be removed.

3.7. Disciplinary Action, with Suspension (DA-S)

An academic standing for a graduate student where they are removed from a program for a period of up to two (2) years, after which the student may request to re-enroll in the program. A DA-S will be placed on both the student's academic record and transcript and cannot be removed.

3.8. Disciplinary Notation (DN)

A notation placed on a student's academic record when they have been found to have engaged in academic misconduct. The DN is removed from the academic record upon graduation.

3.9. Disciplinary Suspension (DS)

An academic standing where a student is removed from a program for a specified period of one (1) term to two (2) years, after which the student will be automatically reinstated. A DS will be placed on both the academic record and transcript, but will be removed from the transcript upon graduation.

3.10. Disciplinary-Unsatisfactory (D-UNS)

A progress designation for a graduate student that is granted for unsatisfactory progress for reasons of academic misconduct related to non-course based graduate program requirements.

3.11. Disciplinary Withdrawal (DW)

An academic standing where a student is permanently withdrawn from a specific program and fully withdrawn from the University as a whole for a period of at least two (2) years. After serving the specified period, a student assigned a DW may apply to other programs/certificates at the University. A DW will be placed on both the student's academic record and transcript and cannot be removed.

3.12. Discussion

A meeting between a decision maker and student(s) suspected of academic misconduct. The meeting can be facilitated (FD) or non-facilitated (NFD).

3.13. Eligible Investigator

A person authorized to investigate suspicions of academic misconduct, and can be any one of the following:

- Ryerson employees holding an academic position at the University, which includes Designated Decision Makers (DDMs, see below)
- course instructors employed by the University
- the Registrar (or designate)

- the Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS) (or designate)

3.14. *Expulsion*

An academic standing involving permanent removal of a student from the University.

3.15. *Failure in a Pass-Fail Course (FLD)*

Failure to meet the minimum acceptable standards for a course graded on a pass/fail basis. Failures in such courses will not be included in calculating the grade point average but will be counted as a failed course to determine academic standing for approved department/school standing variations and for graduation.

3.16. *Natural Justice*

This is composed of four (4) principles: the right to know the case against you; the right to an impartial and unbiased decision maker; the opportunity to be heard; the right to a decision and the rationale for that decision.

3.17. *Penalty – Assigned*

A penalty that does not have to be approved by a higher-level decision maker (e.g. AIC or SAC).

3.18. *Penalty – Recommended*

A penalty that has been recommended by a decision maker that must be assigned by a higher-level decision maker.

3.19. *Progressive Discipline*

Increases the penalties/consequences assigned with repeated violations.

3.20. *Respondent*

Is the person who replies to the appeal or penalty hearing.

3.21. *Support Person*

An individual who attends a discussion or hearing solely for the purpose of support; they play no official role in any aspect of the academic integrity process.

4. PRINCIPLES

4.1. *Senate Policy Framework*

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

4.2. *Fundamental Values of Academic Integrity*

This policy is premised on the commitment of the University to foster and uphold the highest standards of *academic integrity*, the fundamental values of which are *honesty, trust, fairness, respect, responsibility, courage*¹. These values are central to the development and sharing of knowledge. All members of the University community, including faculty, students, graduate assistants (GAs), and staff, have a responsibility to adhere to and uphold them in their teaching, learning, evaluation, research, and creative activity. This includes a responsibility to take action if they have reasonable grounds for thinking that academic misconduct has occurred.

4.3. **Educational Emphasis**

One of the central values motivating this policy is that of education. The University recognizes it has a role in fostering academic integrity by providing students and faculty with information and learning opportunities about the nature and importance of academic integrity. Those involved in applying this policy are to keep this emphasis in mind at all stages of the processes described in this policy and the accompanying Procedures.

4.4. **Fair Process**

The University recognizes that it is a serious matter for students to be involved in an academic misconduct investigation and is therefore committed to handling these matters in a respectful, timely, and thoughtful manner. The University will apply the policy in a non-adversarial, investigative manner that is consistent with the principles of natural justice, including the right to know the case against you; to be heard and the right to a timely and fair decision based on the merits of each individual case. Within the decision-making processes associated with the implementation of this policy, as well as any related procedures, all decision makers will make reasonable efforts to acquire all the information needed to make a fair decision and will do so in an unbiased manner.

4.5. **Awareness of Academic Integrity**

All members of the University community have a responsibility to inform themselves about academic integrity and misconduct, including the contents of this policy. Anyone with concerns or questions about academic integrity should consult with the Academic Integrity Office (AIO) or, in the case of students unsure about a particular matter, the appropriate instructor or academic supervisor. The AIO provides educational material and information about this policy for the use of faculty, staff, and students.

4.6. **Academic Integrity and Graduate Education**

In graduate education it is essential that an environment exist where faculty and students have the utmost regard for academic integrity. Graduate students often engage in research with a large degree of

¹ International Centre for Academic Integrity (2013)

independence. Therefore, they are expected to and must pursue their academic and research activities in a manner that is consistent with the highest standards of ethical and scholarly practice.

4.7. **Accommodation**

All processes and procedures associated with this policy are to be carried out in accord with relevant law and University policy concerning the accommodation of students (see Policy 159: Academic Accommodation of Students with Disabilities).

5. UNIVERSITY RESOURCES

- 5.1. The mandate of the Academic Integrity Office (AIO) is to ensure that this policy and the accompanying Procedures are carried out in a fair and transparent way, and to provide educational resources to the Ryerson community regarding academic integrity and misconduct. The AIO provides guidance and support to students and decision makers and ensures that both parties are aware of their rights and responsibilities. The AIO is neutral with respect to all cases and is neither an advocate for students or faculty nor a decision maker in the process of deciding whether misconduct occurred. The Director of the Academic Integrity Office participates in procedural determinations in certain circumstances (see Procedures 2.4.4).
- 5.2. Members of the Ryerson community may consult with the AIO regarding any academic misconduct procedure or concern.
- 5.3. The Office of the Ombudsperson (which is confidential, impartial, and independent) may also be consulted at any time.
- 5.4. Faculty involved with suspicions of student academic misconduct may consult the Policy 60 Faculty Advisor (appointed by the Vice-Provost Academic), whose role is to provide advice, support, and guidance on issues related to academic integrity and the preparation of materials for discussions and hearings under this policy.
- 5.5. Students involved at any stage of the formal processes regarding academic misconduct may consult, as appropriate, with an advocate from either the Ryerson Students' Union (RSU) for undergraduate or graduate students or the Continuing Education Students' Association at Ryerson (CESAR).

6. SUSPICIONS OF ACADEMIC MISCONDUCT

6.1. Preliminary Investigation

- 6.1.1. The formal processes to investigate suspicions of academic misconduct may be initiated by any eligible investigator. All others, including but not limited to, students, graduate assistants (GAs), other staff, associate members of the Yeates School of Graduate Studies (YSGS), and external examiners, who become aware of possible misconduct should report the basis for their concern to an appropriate eligible investigator.
- 6.1.2. An eligible investigator conducts a preliminary inquiry. The purpose is to see whether there is a sufficient basis to support a reasonable belief that misconduct may have occurred.
- 6.1.3. This preliminary inquiry is conducted prior to contacting the student and will be completed in such a fashion that the student's identity is kept confidential.
- 6.1.4. If the eligible investigator is not a faculty member (e.g. the Registrar), and they conclude that there is a sufficient basis to support a reasonable belief that misconduct may have occurred, they will continue as the decision maker.
- 6.1.5. If the eligible investigator is a faculty member and they conclude that there is a sufficient basis to support a reasonable belief that misconduct may have occurred, they have two (2) options:

OPTION A: The faculty member may continue with the matter as the decision maker; or

OPTION B: If the faculty member is a member of CUPE 1 or CUPE 2 and does not wish or is unable to pursue the matter, they may request that a Designated Decision Maker (DDM) be assigned. In appropriate circumstances, where the faculty member is not a CUPE 1 or CUPE 2 member, the Chair of DDMC (or designate) together with the Director of AIO (or designate) may determine that a DDM will be assigned (e.g. see Policy 60, Section 20).

6.2. Discussion (FD/NFD)

- 6.2.1. If the eligible investigator has formed a reasonable belief that misconduct has occurred; a discussion between a decision maker and the student will be arranged via the Academic Integrity Office (AIO).
- 6.2.2. The purpose of a discussion is to allow the decision maker to present to the student(s) the basis for their suspicion; for the

student(s) to offer their perspective, to answer questions, and articulate their perspective on the facts; and for there to be a fair and transparent discussion. Discussions are to be carried out in a spirit of inquiry, and to be neither accusatory nor adversarial.

6.2.3. The decision maker can elect to hold a Facilitated Discussion (FD) or a Non-Facilitated Discussion (NFD).

6.2.4. An FD will be held:

- if the student prefers an FD to an NFD; the student has a right to an FD
- in cases of suspected misconduct in supervised research/non-course program requirements
- in cases involving graduate students
- where decision makers opt to have a group discussion where multiple students are under a related suspicion

6.2.5. Students must be notified of a suspicion of academic misconduct in a confidential and timely manner. The notification of a suspicion to the student must include a detailed summary of the basis for the suspicion to enable the student to prepare for the discussion; it is insufficient simply to specify the category of misconduct. Any evidence available to the AIO that can be transmitted electronically to the student, in advance of the discussion, shall also be sent to the student, by the AIO (if appropriate). In the case of an NFD, any evidence available to the decision maker that can be transmitted electronically to the student, in advance of the discussion, shall be provided (if appropriate) to the student (by the decision maker). Evidence may be presented to the student at the discussion; however, every effort will be made to provide as much information as possible in advance of the discussion.

6.2.6. In an FD, the facilitator will ensure that the discussion is respectful, investigative, non-adversarial, and educational (where possible), and that both parties are given an opportunity to voice their perspective.

6.2.7. Students may not drop a course in which there is a suspicion of academic misconduct.

6.2.8. Suspicions of misconduct relating to supervised research/non-course program requirements require special procedures to be followed—see Procedures 1.5. Suspicions of misconduct relating to falsified documents in the Admissions process, discussion, or hearing require special procedures to be followed – see Procedures 13.

6.2.9. No findings related to the suspected misconduct shall be made or communicated prior to, or during a discussion.

6.2.10. The decision maker is not to notify the student of the outcome or discuss the matter with the student while the student awaits the formal decision.

6.2.11. If a student fails to attend a discussion and fails to notify the AIO or decision maker (in the case of an NFD) in a timely way to re-schedule, the decision maker may proceed without the student's input. If the decision maker fails to attend the discussion and fails to notify the AIO in a timely way, the matter shall be dismissed and "no finding of misconduct" registered via the AIO.

6.3. After the Discussion (F/D or NFD)

- 6.3.1. After the discussion, the decision maker will decide, based on the information available and applying a "balance of probabilities" standard of proof, whether academic misconduct has occurred.
- 6.3.2. Whether or not there is a finding of academic misconduct, a decision maker may assign educational requirements such as educational workshops and/or online quizzes.
- 6.3.3. If it is found that misconduct has occurred, the decision maker will determine an appropriate penalty or consequence as per the Penalty Guidelines maintained by the AIO.
- 6.3.4. If it is found that misconduct has not occurred, no further proceedings related to the suspicion as set out in the notice to the student may be initiated. Any work in question will be assessed/re-assessed/re-graded in accordance with the processes outlined in Policy 162: Grade Reassessment and Grade Recalculation. Notwithstanding the above, in exceptional cases further information that becomes known may be so serious as to require review.
- 6.3.5. The student will receive, via the AIO, a discussion decision letter outlining:
 - whether or not there has been a finding of misconduct
 - the reason(s) for the decision
 - information regarding any penalties, consequences, or educational requirements assigned, as well as appeals procedures

7. PENALTIES

7.1. Penalties that may be Assigned by an Initial Decision Maker, Academic Integrity Council (AIC), or Senate Appeals Committee (SAC)

- 7.1.1. The minimum penalty for undergraduate or continuing education students is a grade reduction on any academic work, ranging in severity up to and including a grade of "zero" (0) on the work.
- 7.1.2. The minimum penalty for misconduct with respect to work submitted in a course by a graduate student is a grade of "zero" (0) on the work.

- 7.1.3. The minimum penalty for misconduct with respect to non-course program requirements by a graduate student is a grade of "D- UNS."
- 7.1.4. Where the component of academic work is worth 10% or less of the final course grade, an additional penalty (i.e. in addition to a grade of "zero" (0) on the work) may be assigned. The additional penalty cannot exceed 10% of the final course grade. Students must be given prior notice that such a penalty will be assigned (e.g. on the course outline, on the assignment handout, etc.).
- 7.1.5. A grade of "F" or "FLD" in the course may be assigned.
- 7.1.6. Temporary or permanent removal from a co-op program option, placement, internship, or practicum in which the student is currently enrolled may be assigned.
- 7.1.7. For academic misconduct outside of a course, the minimum consequence is a DN on the academic record, but an initial decision maker may *recommend* additional penalties as outlined in Policy 60, Section 7.2.
- 7.1.8. Once classes have begun, for academic misconduct relating to the admissions process, the minimum consequence is a DN on the academic record, but an initial decision maker can revoke the student's offer of admission, and/or recommend additional penalties as outlined in Policy 60, Section 7.2.

NOTE: The determination regarding whether academic misconduct occurred in a course or outside a course is dependent on whether there is a graded component or not.

7.2. *Penalties that may be Recommended by the Initial Decision Maker, Recommended or Assigned by the AIC, Registrar's Appeals Committee (RAC), Graduate Admissions Appeals Committee (GAAC), or Assigned by the SAC*

7.2.1. *Disciplinary Suspension (DS)*

- 7.2.1.1. While an initial decision maker may recommend a DS, it may only be assigned by the AIC, RAC, or SAC.
- 7.2.1.2. The length of the suspension, between one (1) term and two (2) years, and when the suspension will commence, is *recommended* by the initial decision maker, or Program Director, or Chair/Director and assigned by the AIC, RAC, or SAC.
- 7.2.1.3. Graduate students cannot be assigned a DS.

7.2.2. *Disciplinary Action (DA), Disciplinary Action, with Suspension (DA-S)*

- 7.2.2.1. While an initial decision maker may recommend a DA, or a DA-S for a graduate student. It may only be assigned by the AIC, GAAC, or SAC.
- 7.2.2.2. For a DA-S the length of removal from a program can be up to two (2) years. When the removal will commence is recommended by the initial decision maker or Graduate Program Director and assigned by the AIC, GAAC, or SAC.
- 7.2.2.3. Undergraduate students cannot be assigned a DA or a DA-S.

7.2.3. Disciplinary Withdrawal (DW)

- 7.2.3.1. While a DW may be recommended by an initial decision maker, the AIC, RAC, or GAAC, it may only be assigned by the SAC.
- 7.2.3.2. An initial decision maker, Program Director (or designate), AIC, RAC, or GAAC may recommend that the length of the DW be longer than two (2) years; however, the SAC will make a final decision as to how long the withdrawal period will be.

7.2.4. Expulsion

- 7.2.4.1. Expulsion may be recommended by the initial decision maker or by the AIC, RAC, or GAAC.
- 7.2.4.2. Expulsion can only be assigned by the SAC.
- 7.2.4.3. An Expulsion is effective immediately upon the Senate Appeals Committee decision.

7.2.5. Revocation of a Degree, Diploma, or Certificate

- 7.2.5.1. Revocation of a Degree, Diploma, or Certificate may be recommended by the initial decision maker, the Program Director, Chair/Director, the relevant Dean (or designate), the AIC, RAC, or GAAC, but only assigned by the SAC.

8. OTHER CONSEQUENCES

A consequence of a student being found to have engaged in academic misconduct is the placing of a DN on the student's academic record. Whether or not there is a finding of academic misconduct, a decision maker may assign educational requirements, such as educational workshops and/or online quizzes.

There may be other consequences as a result of a suspicion or finding of misconduct. See Procedures 6.

9. PROGRESSIVE DISCIPLINE

- 9.1. Students found to have engaged in academic misconduct will have a Disciplinary Notation (DN) placed on their academic record. This is used to track findings of academic misconduct. Although the DN is not a penalty, a consequence of a DN is that a student cannot be on a Dean's List or be nominated for other internal awards or scholarships in the academic year that the misconduct occurred.
- 9.2. The principle of Progressive Discipline increases the penalties/consequences assigned with repeated violations. Therefore, when a student is found to have engaged in academic misconduct their academic record will be reviewed by Student Records to check whether any other DN exists. If there is a prior DN, they will notify the AIO and a penalty hearing may be convened to consider additional penalties (see Procedures 7).
- 9.3. Once a decision to convene a penalty hearing is made, the AIO will notify the student of the hearing, including the type and length of the penalty recommended.

10. REPRESENTATION, SUPPORT, AND WITNESSES AT DISCUSSIONS AND HEARINGS

10.1. At discussions:

- Students may be accompanied by an advocate from the RSU or CESAR, but not by legal counsel; students are expected to be present and speak for themselves especially with respect to matters of fact
- Students may also be accompanied by a support person
- Students and decision makers may bring witnesses

10.2. At AIC hearings:

- Students may be accompanied by an advocate from the RSU or CESAR, but not by legal counsel; students are expected to be present and speak for themselves especially with respect to matters of fact
- Students and respondents may be accompanied by a support person
- Students and respondents may bring witnesses

10.3. At RAC/GAAC hearings:

- Students may be accompanied by an advocate from the RSU, but not by legal counsel; students are expected to be present and speak for themselves especially with respect to matters of fact
- Students and respondents may be accompanied by a support person
- Students and respondents may bring witnesses

10.4. At SAC hearings:

- Students may be accompanied by an advocate from the RSU or CESAR, or legal counsel (i.e. a lawyer); students are expected to be present and speak for themselves especially with respect to matters of fact
- The respondent may be represented by legal counsel (i.e. a lawyer)
- Students and respondents may be accompanied by a support person
- Students and respondents may bring witnesses

11. APPEALS AND PENALTY HEARINGS

- 11.1. The Academic Integrity Council (AIC), the Registrar's Appeals Committee (RAC), Graduate Admissions Appeals Committee (GAAC), and Senate Appeals Committee (SAC) are responsible for appeals and penalty hearings regarding academic misconduct arising under this policy.
- 11.2. With the exception of appeals relating to the submission of falsified documents, students must appeal first to the AIC and may only appeal further to the SAC on the grounds provided in Policy 60, Section 15.1.
- 11.3. Appeals related to the submission of falsified documents in the admissions process (see Procedures 13) are made to RAC (for undergraduate) or to GAAC (for graduate students).

12. APPEALS COMMITTEES

- 12.1. A member of the Academic Integrity Office or Secretary of Senate (or designate) will be present at hearings for the purpose of providing advice on procedural issues and/or responding to questions concerning students' academic records.

12.1.1. Academic Integrity Council (AIC)

The AIO shall establish an Academic Integrity Council, comprised of faculty and student representatives from each of the Faculties.

The AIC will conduct appeal and penalty hearings subsequent to an initial finding of misconduct. AIC panels shall consist of two (2) faculty members and one (1) student.

12.1.2. Registrar's Appeals Committee (RAC)

The Registrar shall establish an Appeals Committee comprised of a minimum of three (3) members of the Registrar's Office for appeals outside of a course that are deemed to be the responsibility of the Registrar's Office. The Registrar will be a permanent member of this committee and will appoint a designate and/or other members to panels as needed based on the issue.

12.1.3. Graduate Admissions Appeals Committee (GAAC)

The Vice-Provost and Dean YSGS shall establish an Appeals Committee comprised of a minimum of three (3) members of the Graduate Admissions Office for appeals outside of a course that are deemed to be the responsibility of the Graduate Admissions Office. The Vice-Provost and Dean YSGS will be a permanent member of this committee and will appoint a designate and/or other members to panels as needed based on the issue.

12.1.4. Senate Appeals Committee (SAC)

The Senate Appeals Committee is established by the Senate By-Law. It shall consider appeals of the decisions of the AIC or other hearings as specified within this policy (e.g. see Procedures 13.1). See the specific grounds for appeals from AIC, RAC, or GAAC to SAC in Policy 60, Section 15.1. SAC panels shall consist of two (2) faculty members and one (1) student.

13. APPEALS – GENERAL REGULATIONS

- 13.1. Appeals are initiated by students.
- 13.2. Students have ten (10) business days from the date of issue of the discussion decision letter to submit an appeal to the AIC/RAC/GAAC.
- 13.3. In specified circumstances (see Policy 60, Section 15.1) a further appeal may be made to the SAC. Students have ten (10) business days from the date of issue of the appeal decision letter to submit an appeal to the SAC.
- 13.4. Students have ten (10) business days from the date of issue of the letter of Revocation of Offer of Admission or Revocation of Degree, Diploma, or Certificate as a result of falsification of documents in the admissions

process (see Procedures 13.1) to submit an appeal to RAC (for undergraduate) or GAAC (for graduate students).

- 13.5. If an appeal is not filed by the deadline, the decision will stand.
- 13.6. Appeal hearings are not open to the public due to privacy and confidentiality issues.
- 13.7. Appeal hearings are not to be audio or video recorded. No minutes are taken. The decision letter is the only official record of the hearing.
- 13.8. An AIC, RAC, GAAC, or SAC panel may confirm, increase, or decrease the penalty assigned by the initial decision maker, or the penalty recommended to it.
- 13.9. Students may remain in class and may enroll in courses while their case is under appeal. A student will not, however, be able to register in a course where a pre-requisite is the course that is under appeal.

14. APPEALS TO THE AIC, RAC, or GAAC

- 14.1. A student found to have engaged in academic misconduct may appeal the finding of misconduct and, in some cases, the penalty assigned.
- 14.2. A student assigned the *minimum penalty* on an assignment, test, or exam, or assigned a course grade reduction (as allowed in Policy 60, Section 7.1.4), *may appeal the finding of misconduct but not the penalty* to the AIC. The “minimum penalty” is a grade reduction on a specific piece of work, including a grade of “zero” (see Policy 60, Section 7.1).
- 14.3. The DN that is placed on the student’s record after a finding of misconduct may not be appealed, nor may an appeal panel order its removal.
- 14.4. If the assigned penalty is a grade of “F” or “FLD” in the course, or if there is a recommendation for a penalty of DS, DA, DA-S, DW, Expulsion, or Revocation, a student may appeal the penalty alone (which means they accept the finding), or may appeal the penalty in conjunction with the finding. When both penalty and finding are appealed, they will be heard together.
- 14.5. The possible outcomes of an appeal to the AIC, RAC, or GAAC are:
 - 14.5.1. grant or deny the appeal, in whole or in part
 - 14.5.2. confirm or alter (increase or decrease) an earlier penalty

- 14.5.3. uphold or overturn a recommendation for a DS, DA, DA-S, DW, Expulsion, or Revocation
- 14.6. If an appeal is granted (i.e. a finding of misconduct is overturned), the penalty and the DN will be removed, and any related work shall be assessed/re-assessed/re-graded as appropriate (see Policy 162: Grade Reassessment and Grade Recalculation). Consequences (see Procedures 6) may still be applicable.

15. APPEALS TO THE SAC

- 15.1. A student may appeal a decision made by the AIC, RAC, or GAAC to the SAC. The right to this second level of appeal is limited and the onus is on the student to make a case for why the appeal should be heard based on one or more of the following four (4) grounds:
 - 15.1.1. New Evidence: there is new evidence submitted with the Senate package that was not presented at the AIC, RAC, or GAAC hearing and which has a reasonable possibility of affecting the decision. The appeal should state what the evidence is and briefly give reasons as to how and/or why it might affect the finding;
 - 15.1.2. Substantial Procedural Error: when it is believed there has been a substantial error in how Policy 60: Academic Integrity was applied, which could have affected the decision reached by the AIC, RAC, or GAAC. The appeal should state what the procedural error was and give reasons regarding how and/or why it may have affected the finding and/or reasons why its correction would reasonably be expected to do so;
 - 15.1.3. Evidence Not Previously Considered: evidence submitted as part of the AIC, RAC, or GAAC package or was stated verbally at the AIC, RAC, or GAAC hearing that was not considered by the panel. The appeal should identify the evidence not considered, provide the rationale for why it is believed this evidence was not considered, and give reasons why consideration of it would be reasonably likely to affect the finding and/or alter the penalty assigned;
 - 15.1.4. Higher Penalty: if a higher penalty has been assigned by the AIC, RAC, or GAAC than that recommended or assigned by the initial decision maker.
- 15.2. If, in receiving the appeal, the Senate Office believes that the grounds have not been met (as per Policy 60, Section 15.1) to warrant an appeal submission, a Senate Appeals Review Panel (SARP) will be convened. The SARP, comprised of two faculty members and a student from SAC, plus the Secretary of Senate (or designate), and the Director of AIO (or designate), both acting as a resource persons, will determine whether the

student has satisfied the onus stipulated in Policy 60, Section 15.1. The decision of the SARP is final. The Secretary of Senate will inform the student whether an appeal to SAC will proceed or not.

- 15.3. The possible outcomes of an appeal to the SAC are:
 - 15.3.1. grant or deny the appeal, in whole or in part
 - 15.3.2. confirm or alter (increase or decrease) an earlier penalty
 - 15.3.3. uphold or overturn a recommendation for a DW, Expulsion, or Revocation
- 15.4. If an appeal is granted (i.e. a finding of misconduct is overturned), the penalty, and the DN will be removed, and the work shall be assessed/re-assessed/re-graded as appropriate (see Policy 162: Grade Reassessment and Grade Recalculation). Consequences (see Procedures 6) may still be applicable.
- 15.5. All decisions of the SAC are final and may not be appealed.

16. PENALTY HEARINGS

- 16.1. Penalty hearings are generated either by:
 - 16.1.1. a decision maker or decision-making panel, recommending a more severe penalty than they are authorized to assign (e.g. a recommended penalty of suspension by an initial decision maker - see Policy 60, Section 7 for penalties that decision makers are authorized to assign); or
 - 16.1.2. Progressive Discipline regarding repeated misconduct (see Policy 60, Section 9).
- 16.2. Students must be notified of the penalty hearing and the penalty recommended.
- 16.3. Penalty hearings are not open to the public due to privacy and confidentiality issues.
- 16.4. Penalty hearings are not to be audio or video recorded. No minutes are taken. The decision letter is the only official record of the hearing.
- 16.5. Students may remain in class and may enroll in courses while the outcome of a penalty hearing is pending.

17. CONFLICT OF INTEREST AND PERCEPTION OF BIAS

Appeal and penalty hearings must be, and be perceived to be, fair. Therefore:

- 17.1. No member of a hearing panel shall have had any prior involvement with the case under appeal.
- 17.2. No member of a panel shall have had any prior participation (as eligible investigator, decision maker, or other decision-making panel) in any other academic misconduct matter where this student was suspected of academic misconduct.
- 17.3. No panel members shall be selected from the student's home department.

18. VERIFICATION

The University or any eligible investigator may verify documents submitted under this policy and its Procedures at any stage of the proceedings.

19. PROTECTION OF PRIVACY

Any evidence involving personal information relating to individuals other than the student who is the subject of the investigation or proceeding, must be accompanied by the consent of those individuals authorizing the University to collect, verify, or share that information.

20. ALLEGATIONS OF PREJUDICE, DISCRIMINATION, OR HARASSMENT

- 20.1. If there are concerns or allegations of prejudice, discrimination, or harassment related to a suspicion that a student has engaged in academic misconduct, the student must consult with Human Rights Services (HRS).
- 20.2. A student may share a concern or allegation of prejudice before, during, or after a discussion (FD/NFD). Normally, such concerns or allegations of prejudice, discrimination, or harassment will be dealt with before a discussion occurs and no decision regarding misconduct will be made until the processes under HRS are completed. A student may also make a claim of prejudice, discrimination, or harassment during the appeal process.

20.3. In cases where a finding of discrimination is made, the initial decision maker will be an appointed DDM and not the person against whom the student has registered a concern or allegation regarding prejudice, discrimination, or harassment. In cases where there is no finding of discrimination, the person against whom the concern or allegation of prejudice, discrimination, or harassment was made, can request a DDM be appointed (as per Policy 60, Section 6.15).

21. NOTIFICATIONS

All communications relating to suspicions of academic misconduct will be sent to the student via their Ryerson email account, which is the University's official means of communication with students.

22. STATISTICS

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

RELATED PROCEDURES:

Procedures: Academic Integrity

RELATED POLICIES:

Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity

Policy 159: Academic Accommodation of Students with Disabilities

Policy 162: Grade Reassessment and Grade Recalculation

APPENDIX A - ACADEMIC MISCONDUCT (See Policy 60, Section 3.1)

1. **Plagiarism** includes but is not limited to:
 - 1.1. claiming, submitting, or presenting the words, ideas, artistry, drawings, images, or data of another person, including information found on the Internet and unpublished materials, as if they are one's own, without appropriate referencing
 - 1.2. claiming, submitting, or presenting someone else's work, ideas, opinions, or theories as if they are one's own, without proper referencing
 - 1.3. claiming, submitting, or presenting another person's substantial compositional contributions, assistance, edits, or changes to an assignment as one's own
 - 1.4. claiming, submitting, or presenting collaborative work as if it were created solely by oneself or one's group
 - 1.5. minimally paraphrasing someone else's work by changing only a few words, and/or not citing the original source
2. **Self-plagiarism** refers to the practice of submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor. Self-plagiarism can also include presenting one's own previously published work as though it were new.
3. **Cheating** includes but is not limited to:
 - 3.1. having ready access to and/or using aids or devices (including wireless communication devices) not expressly allowed by the instructor during an examination, test, quiz, or other evaluation
 - 3.2. copying another person's answer(s) on a test, exam, quiz, lab report, or other work to be evaluated
 - 3.3. copying another person's answers, with or without their permission, to individually assigned projects
 - 3.4. consulting with another person or with unauthorized materials outside of an examination room during the examination period (e.g. discussing an exam or consulting materials during an emergency evacuation or when permitted to use a washroom)
 - 3.5. improperly submitting an answer to a test or examination question completed, in whole or part, outside the examination room unless expressly permitted by the instructor
 - 3.6. resubmitting altered test or examination work after it has already been evaluated
 - 3.7. presenting falsified or fabricated material, including research results
 - 3.8. improperly obtaining, through deceit, theft, bribery, collusion, or otherwise, access to examination paper(s) or set of questions, or other confidential information
 - 3.9. collaborating on work to be evaluated where such collaboration has been expressly forbidden by the instructor

4. **Contract Cheating** occurs when a third party completes work, with or without payment, for a student, who then submits the work as their own, where such input is not permitted.
5. **Misrepresentation of Personal Identity or Performance** includes but is not limited to:
 - 5.1. submitting stolen or purchased assignments, research or creative work
 - 5.2. impersonating someone or having someone impersonate you in person, in writing, or electronically (both the impersonator and the individual impersonated, if aware of the impersonation, may be subject to a penalty)
 - 5.3. falsely identifying oneself or misrepresenting one's personal performance outside of a particular course, in a course in which one is not officially enrolled, or in the admissions process (e.g. submission of portfolios, essays, transcripts, or documents)
 - 5.4. withholding or altering academic information, portfolios, essays, transcripts, or documents, including during the admissions process
6. **Submission of False Information** includes but is not limited to:
 - 6.1. submitting altered, forged, or falsified medical or other certificates, or documents for academic consideration, or making false claims for such consideration, including in or as part of an academic appeal, or the academic misconduct process
 - 6.2. submitting false academic credentials to the University
 - 6.3. altering, in any way, official documents issued by the University
 - 6.4. submitting falsified letters of reference
7. **Contributing to Academic Misconduct** includes but is not limited to:
 - 7.1. offering, giving, sharing, or selling essays, questions, and/or answers to tests or exams, quizzes, or other assignments unless authorized to do so
 - 7.2. allowing work to be copied during an examination, test, or for any other assignment
8. **Damaging, Tampering, or Interfering with the Scholarly Environment** includes but is not limited to:
 - 8.1. obstructing and/or disturbing the academic activities of others
 - 8.2. altering the academic work of others in order to gain academic advantage
 - 8.3. tampering with experiments or laboratory assignments
 - 8.4. altering or destroying artistic or creative works such as drawings or films
 - 8.5. removing, altering, misusing or destroying University property to obstruct the work of others
 - 8.6. unauthorized access to, stealing, or tampering with any course-related material
 - 8.7. unauthorized access to, or tampering with, library materials, including hiding them in a place where they will not readily be found by other members of the Ryerson community

9. Applicability of Research-Related Activities

For purposes of this policy, “supervised research” is treated as a separate category to accord with the *Tri-Agency Framework: Responsible Conduct of Research*, and includes academic milestones such as Comprehensive Examinations, Major Research Papers, Research or Thesis Proposals, Theses and Dissertations, as well as the research and associated writing carried out towards any of these at either the undergraduate or graduate level. (See Procedures 1.5 regarding the process to be followed in addressing suspicions of misconduct in these areas.) Suspicions of research misconduct that may have occurred under the auspices of Ryerson University, but are in no way directed towards academic advantage or benefit, are to be addressed under Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity rather than Policy 60: Academic Integrity.

10. Unauthorized Use of Intellectual Property

Use of the intellectual property of others for distribution, sale or profit without the authorization of the owner of that material. This includes slides and presentation materials used in a class wherever the owner of those materials has not authorized further use.

11. Misconduct of Re-graded/Re-submitted Work

All of the provisions of this policy will apply to work that is re-assessed (See Policy 162: Grade Reassessment and Grade Recalculation).

12. Violations of Specific Departmental or Course Requirements

Instructors may, in order to encourage Academic Integrity, include additional specific requirements as long as these are consistent with this policy. Any additional requirements must be published in the course outline (see also Policy 60, Section 7.1.4).

APPENDIX B - GLOSSARY OF ABBREVIATED TERMS

AIC	Academic Integrity Council
AIO	Academic Integrity Office
ARUCC	Association of Registrars of Universities and Colleges of Canada
CE	The G. Raymond Chang School of Continuing Education
CESAR	Continuing Education Students' Association of Ryerson
DA	Disciplinary Action
DA-S	Disciplinary Action, with Suspension
DDM	Designated Decision Maker
DDMC	Designated Decision Makers' Council
DEF	Deferred (grade)
HRS	Human Rights Services
DN	Disciplinary Notation
DS	Disciplinary Suspension
DW	Disciplinary Withdrawal
FD	Facilitated Discussion
FLD	Failed in a pass/fail course
GA	Graduate Assistant
GAAC	Graduate Admissions Appeals Committee
GPD	Graduate Program Director
INC	Incomplete (grade)
NFD	Non-Facilitated Discussion
OPVRI	Office of the Vice President Research and Innovation
PD	Program Director
RSU	Ryerson Students' Union
SAC	Senate Appeals Committee
SARP	Senate Appeals Review Panel
TA	Teaching Assistant
D-UNS	Disciplinary-Unsatisfactory
RAC	Registrar's Appeals Committee
VPRI	Vice President Research and Innovation
YSGS	Yeates School of Graduate Studies

***PROCEDURES – DRAFT *** (May 29, 2019)

RYERSON UNIVERSITY POLICY OF SENATE

PROCEDURES: ACADEMIC INTEGRITY

1. INVESTIGATING A SUSPICION OF ACADEMIC MISCONDUCT

- 1.1. An eligible investigator who has a suspicion of academic misconduct by a student or students should proceed with their inquiry/investigating unless informing another person is more appropriate.
- 1.2. The purpose of the investigation is to see whether there is a sufficient basis to support a reasonable belief that misconduct may have occurred. This involves collecting information regarding the suspected misconduct by means such as examining work submitted or checking work for originality by various means (e.g. Internet searches, text comparison, use of originality detection tools, websites, clarifying what an invigilator may have observed or discovered, etc.). In unusual cases, or where investigators have questions or concerns regarding how to proceed, they should consult with the AIO.
- 1.3. Along with any collection or verification of evidence, the eligible investigator may consult, in confidence, with various parties, including their Chair/Director, Program Director (required in the case of supervised research activities), or the AIO. Throughout all such consultations, confidentiality and the privacy of those involved are to be fully respected and protected.
- 1.4. Suspicions of academic misconduct occurring in courses, where there is a graded component, are covered by Policy 60, Section 6.
- 1.5. Academic misconduct in supervised research/non-course program requirements

The following process applies to all suspicions of misconduct in academic work done towards the completion of supervised research for credit, which includes academic “milestones” such as Comprehensive Examinations, Major Research Papers, Research or Thesis Proposals, Theses and Dissertations, as well as the research and associated writing carried out towards any of these at the undergraduate or graduate level.

- 1.5.1. Before registering a suspicion of misconduct involving the supervised research activities of a student, the person raising a concern must consult with the relevant Program Director (PD) (or designate), who will determine who should act as the eligible investigator/decision maker.
- 1.5.2. In cases where the person (or persons) raising the suspicion is an eligible investigator (and in a case involving a graduate student, is also a member of the Yeates School of Graduate Studies) they may continue as the decision maker provided the PD is in agreement. The PD or their faculty designate may act as a co-respondent.
- 1.5.3. In cases where the person (or persons) raising the suspicion does not wish to proceed, or is in a conflict of interest, or is not an eligible investigator, the PD may choose to pursue the case themselves (with or without a co-respondent), or to assign a faculty designate. If there is disagreement between the Program Director and the person raising the suspicion regarding how to proceed, the matter will be referred to the relevant Dean. The Dean shall, in consultation with the AIO, decide who shall be the decision maker(s).
- 1.5.4. In the case of an externally funded student suspected of misconduct in supervised research activities, an additional decision maker, external to the University and with disciplinary expertise, will also be present (see Policy 118: Scholarly, Research and Creative Activity and these Procedures 1.5.10). The Office of the Vice President Research and Innovation (OVPRI) will arrange for this individual to attend the FD. In some cases, the Graduate Program Director (GPD) may also be present as a co-decision maker. While the GPD will normally be able to confirm whether the student is externally funded, the AIO may also consult with the OVPRI, the Dean and/or the Vice-Provost and Dean YSGS to make this determination.
- 1.5.5. This decision maker will investigate the basis of the suspicion. Prior to requesting a discussion (FD/NFD) and, therefore, prior to contacting the student, the decision maker may ask one or more faculty members with subject matter expertise to review the evidence in order to clarify the import of the evidence and identify areas where further evidence or clarification should be sought. This must be done making all reasonable efforts to protect confidentiality, including the identity of the student(s) whose academic work is in question. The decision maker must also determine whether the student receives tri-agency funding in support of their supervised research activities.
- 1.5.6. If the decision maker(s) determines there is reasonable belief that misconduct has occurred, they must formally register a suspicion with the AIO and a discussion must be scheduled as per Policy

60, Section 6.2.

- 1.5.7. In recognition of the severity of the potential impact of even a formal suspicion upon students at the graduate level, there is no option of a non-facilitated discussion (NFD) with these students.
- 1.5.8. Where a group discussion is held it must be an FD. If students have been to a group discussion, they may request an individual meeting; however, they may also still be required to attend a group meeting.
- 1.5.9. In all cases of suspected misconduct in non-course program requirements, the Vice President Research and Innovation (VPRI) must be notified by the AIO. In the case of graduate student misconduct, the Dean and/or the Vice-Provost and Dean YSGS must also be notified of the suspicion.
- 1.5.10. In the case of a student in receipt of tri-agency funding, the VPRI will assign an additional investigator, external (i.e. arms-length) to the university, who will also attend and participate in the FD as an investigator and decision maker and will sign a confidentiality agreement registered with the OVPRI.
- 1.5.11. This entire process should be conducted in a timely manner and concluded, as per Policy 118: SRC Integrity Policy, within six (6) months. If circumstances warrant and appropriate justification is provided, this timeline may be extended.

2. DESIGNATED DECISION MAKERS' COUNCIL (DDMC)

- 2.1. To ensure that there is an available, trained group of faculty Designated Decision Makers (DDMs) to pursue referred suspicions of academic misconduct, there shall be a Designated Decision Makers' Council (DDMC). A list of current DDMs shall be maintained by the AIO and forwarded annually to Senate as information.
- 2.2. Faculty members wishing to serve as DDMs may apply through the AIO.
- 2.3. DDMs will receive training in Policy 60: Academic Integrity, the related Procedures, and the principles of natural justice.
- 2.4. There shall be a Chair of the DDMC who shall be elected by and from the DDMs and approved by Senate for a two-year term (renewable). The Chair will work collaboratively with the AIO to oversee the functioning of the DDM process, including:
 - 2.4.1. Recruiting, selecting and training (both initial and ongoing) of DDMs
 - 2.4.2. monitoring DDM workload and appropriate assignment of cases
 - 2.4.3. identifying issues emerging from cases that need to be addressed
 - 2.4.4. reviewing cases together with the Director of AIO (or designate)

involving:

- 2.4.4.1. a second DN with respect to calling a penalty hearing regarding Progressive Discipline
- 2.4.4.2. further information of a serious nature becoming available after a finding of no academic misconduct which requires a determination of whether a re-opening of proceedings is warranted
- 2.4.4.3. assigning a DDM as decision maker where the eligible investigator, who is not a CUPE 1 or CUPE 2 member, and who does not wish, or is unable to pursue the suspicion of academic misconduct or in other appropriate circumstances (e.g. see Policy 60, Section 20)

3. DESIGNATED DECISION MAKERS (DDMs)

- 3.1. The Chair of the Designated Decision Makers' Council (DDMC) (or designate) in consultation with the Director of the AIO (or designate) will assign a trained DDM from those available when OPTION B of Policy 60, Section 6.1.5 is applicable.
- 3.2. Cases where group misconduct (two or more students) is suspected should always be discussed with the AIO in order to determine a fair and appropriate process. In some cases, it may not be advisable to refer such cases to a DDM.
- 3.3. Once a DDM is assigned, the DDM assumes the role of decision maker in its entirety. The DDM will pursue the matter and be the decision maker with respect to any finding regarding academic misconduct.
- 3.4. The referring faculty member can expect to be contacted by the DDM within 3-5 business days of the request for a DDM to be assigned. When contacted, the referring faculty member must be prepared to provide the DDM with all available evidence/information related to the suspicion.
- 3.5. The referring faculty member will also be asked to submit a recommendation regarding an appropriate penalty should the DDM make a finding of academic misconduct.
- 3.6. The referring faculty member shall direct any inquiries from the student to the AIO.
- 3.7. The DDM will notify the AIO and the faculty member within five (5) business days as to whether or not they are proceeding with the case. If the DDM opts to proceed, they will register the suspicion via the AIO, and the student will be notified by University email.

- 3.8. When a DDM has assigned a penalty, the referring faculty member will be notified by the DDM of the decision. It is then the responsibility of the referring faculty member to apply the penalty as per the decision of the DDM. The referring faculty member must not modify or in any way alter the decision or penalty assigned by the DDM. The decision maker or referring faculty member must ensure that any grade updates or grade change forms are submitted in a timely manner.

NOTE: Once a faculty member refers the matter to a DDM, they have given all decision-making authority with respect to whether academic misconduct has occurred to the DDM. The referring faculty member may not appeal either the decision of the DDM or any penalty or consequences assigned or recommended. The referring faculty member may, however, still be called as a witness in the event of an appeal.

4. DISCUSSIONS

- 4.1. The notice regarding a discussion will inform the student as to whether they will be meeting with their instructor, a DDM, or other decision maker; the name of the person who is the decision maker must be provided.
- 4.2. Any requests by students or faculty for accommodation in a discussion, or to advise of a scheduling conflict, should be communicated to the AIO upon receipt of the notice.
- 4.3. The discussion (FD/NFD) should normally be held within five (5) business days of the date of notice. In cases where an external decision maker is required to attend the FD, as in the case of suspected misconduct in supervised research activities, this timeline may be extended.
- 4.4. If the student cannot attend at the scheduled time, it is their obligation to contact the decision maker or AIO (whoever sent the notice), in a timely manner, to make arrangements for a new mutually agreed-upon time. In cases where a new time/date is arranged, the decision maker or AIO (whoever sent the initial notice) will re-issue the notice. Normally, a discussion will not be rescheduled more than once.
- 4.5. If the decision maker wishes to schedule subsequent discussions to bring forth other information related to the matter, this should occur as soon as possible and before a finding is made as a result of the initial discussion. In such cases, the student must be notified, within the timelines for registering a decision, that there will be further discussions and the reasons for this delay.
- 4.6. Students wishing to request an FD instead of a scheduled NFD should contact the AIO directly at aio@ryerson.ca once they receive notice of an

NFD, and before the time/date when the NFD is scheduled to be held. The NFD will be cancelled and the AIO will then communicate the scheduled time and date of the FD to the student and the decision maker (and other relevant parties).

- 4.7. In the case of suspected group (i.e. two or more students) academic misconduct, the decision maker may first contact the AIO to assist in determining a fair process. In most instances students will be asked to attend individual discussions. However, a decision maker may request the AIO to schedule a group discussion.
 - 4.7.1. Where a group discussion is held it must be an FD. If students have been assigned to a group discussion, they may request an individual meeting; however, they may also still be required to attend a group meeting.
 - 4.7.2. The decision maker will determine an appropriate means of evaluating the work of students who may have been involved in group work but are deemed not to be involved in the academic misconduct.
- 4.8. What should each party bring to a discussion?
 - 4.8.1. Decision makers must be prepared to present the evidence in support of their suspicion before and/or at the discussion (e.g. course outlines, assignment guidelines, plagiarism detection reports).
 - 4.8.2. If applicable, students should bring rough notes, drafts, or other supporting materials to the discussion as they desire or as requested by the decision maker.
- 4.9. Who may be present at a discussion?
 - 4.9.1. The decision maker, the student(s) suspected of academic misconduct and the facilitator (for an FD) will be present.
 - 4.9.2. When appropriate, a third party such as an exam invigilator or Teaching Assistant/Graduate Assistant (TA/GA) who brought the complaint to the eligible investigator/decision maker may also be present.
 - 4.9.3. The student, if they so elect, may also have a support person and/or advocate from RSU or CESAR present. Note, that in most cases, all parties are expected to be physically present. However, when necessary, virtual attendance (e.g. via video conference, telephone conference, etc.) can be arranged. Note: The support person is an individual who attends a discussion or hearing for the purpose of support; they play no official role in any aspect of the academic integrity process. The advocate from RSU or CESAR, if requested to do so by the student, can prepare students for and/or

accompany them to discussions (FD/NFD). The advocate may raise questions of the decision maker and speak during the discussions, but students are expected to be present, and speak for themselves especially with respect to matters of fact. It is the student's responsibility to inform the AIO if a support person will be present.

4.10. How is the discussion recorded?

- 4.10.1. Discussions are not to be audio or video recorded. The facilitator (in an FD) or decision maker (in an NFD) will complete a summary of discussion form, which is intended to be an official, though not verbatim, record of what was said.
- 4.10.2. The decision maker and student (as well as the facilitator in an FD) will sign the summary of discussion form. In cases where the FD is conducted virtually, the facilitator will request verbal agreement.
- 4.10.3. The decision maker, in an NFD, will provide a copy of the summary of decision form to the student. In an FD, the AIO will provide the decision maker and student with a copy of the summary of discussion form.

4.11. What happens after a discussion?

- 4.11.1. After the discussion the decision maker will consider the information presented by all parties and only then will make a decision regarding whether misconduct has occurred.
- 4.11.2. Following an FD, the decision maker will have three (3) business days from the discussion to register a decision regarding the suspected misconduct. The AIO will issue the decision letter, within five (5) business days of the discussion, via University email, to the student and other relevant parties
- 4.11.3. Following an NFD, the decision maker will send out the decision letter within five (5) business days of the discussion, via the AIO automated system to the University email of the student and other relevant parties.
- 4.11.4. Should decision makers require an extension of these deadlines, they must contact the AIO, who will notify the student of the extended time.
- 4.11.5. Students who wish to drop a course after a finding regarding misconduct has been made, should see Procedures 5 for eligibility. Students eligible to drop a course who are prevented from doing so on RAMSS (during the 3-day period prior to drop date) must inform the Registrar's Office at sr.misconduct@ryerson.ca within the stated time periods to request to drop the course.

5. DROPPING A COURSE DURING THE ACADEMIC MISCONDUCT PROCESS

Students may not drop a course in which there is a suspicion of academic misconduct. The Registrar's Office, at the start of this process, will place a DEF on the student's academic record for the course under review.

- 5.1. If the student drops the course before the matter is resolved, the Registrar's Office will re-enroll the student in that course and will notify the student and the AIO of the re-enrollment.
- 5.2. If there is no finding of academic misconduct, and the decision is sent on or prior to the published deadline to drop a course, the student may drop the course. See *Academic Integrity Guidelines* [insert link] regarding how to proceed, particularly when the decision is sent less than three (3) days prior to the published drop date.
- 5.3. If there is no finding of academic misconduct and the decision is sent after the published deadline to drop a course has passed, but prior to the official last day of the term, the student has up to two (2) days from the date/time of the decision being sent to request to drop the course. See *Academic Integrity Guidelines* [insert link] regarding how to proceed with such a request.
- 5.4. If there is a finding of misconduct and the decision is sent on or prior to the published deadline to drop a course, and any penalty assigned is less than an "F" in the course, the student may drop the course. See *Academic Integrity Guidelines* [insert link] regarding how to proceed, particularly when the decision is sent less than three (3) days prior to the published drop date. In such a case, a Disciplinary Notation (DN) will still be placed on the student's academic record.
- 5.5. If there is a finding of misconduct and a grade of "F" is assigned for the course, whether before or after the published drop deadline, the student may not drop the course. That grade of "F" shall remain on the student's transcript and a DN will be placed on the student's academic record.
- 5.6. If there is a finding of misconduct and the decision is sent after the published deadline to drop a course, and a penalty of less than an "F" is assigned, the student may normally not request a late course drop.

6. CONSEQUENCES

- 6.1. A consequence of a student being found to have engaged in academic

misconduct is the placing of a DN on the student's academic record. The DN does not appear on the official transcript. A DN notation shall remain until a student graduates at which time it shall be removed. If a student does not graduate in the normal maximum time they may request, via their Chair/Dean, or for Chang School Students, via the Chair/Director of the Department/Program in which the misconduct took place, to have the DN removed from their academic record. Non-program/non-certificate students may request via their Chair/Director the removal of the DN from their academic record after 5 years.

- 6.2. Whether or not there is a finding of academic misconduct, a decision maker may assign educational requirements such as educational workshops and/or online quizzes. The AIO should receive confirmation when any workshop or quiz is completed.
- 6.3. There may be other consequences as a result of a suspicion or finding of misconduct, including but not limited to the following:
 - 6.3.1. A decision maker may require a student who has engaged in academic misconduct to replace any damaged or destroyed material.
 - 6.3.2. Students in receipt of scholarships, bursaries, etc., may, where external funders require the University to report to them any cases of academic misconduct, face consequences related to funding.
 - 6.3.3. Previously assigned grades may be adjusted.
 - 6.3.4. A student's graduation may be delayed until all relevant academic misconduct matters have concluded.
 - 6.3.5. The University may be required to inform outside parties whose interests may have been adversely affected by the academic misconduct.
 - 6.3.6. In the case of forged documents, official or otherwise, the Registrar's Office, Director of Admissions, or Manager of Admissions may share the information with counterparts who are members of the Association of Registrars of the Universities and Colleges of Canada (ARUCC) and/or Government officials (e.g. Canada Border Services Agency, CBSA).
 - 6.3.7. In cases where falsified documents are submitted or pertinent information/documents are omitted/withheld in the Admissions Process, the offers of admission can be revoked regardless of the student's current level of study.
 - 6.3.8. In some instances, criminal charges may be sought.
 - 6.3.9. Where warranted, the issue may be pursued under Policy 61: Non-Academic Misconduct.

NOTE: See Policy 60, Section 7, for a complete list of penalties that can be assigned or recommended under Policy 60 as a result of a finding of academic misconduct.

7. PROGRESSIVE DISCIPLINE

- 7.1. The DN placed on a student's academic record after a finding of academic misconduct is not a penalty and does not appear on official transcripts. It will be removed by the Registrar's Office at the request of the AIO if an appeal of academic misconduct is successful.
- 7.2. In the case of undergraduate or continuing education students who receive a second DN, the Chair of the DDMC (or designate), Director of the AIO (or designate), and the relevant Program Director (or designate) will jointly decide whether a penalty hearing is warranted given the nature of the violations. Their decision will be based on a full review of the nature of the prior offences including the penalties and consequences assigned. In such cases, the Program Director (or designate) shall recommend a penalty of a Disciplinary Suspension (DS) ranging from one (1) term to two (2) years.
- 7.3. If the decision is that the nature of the violations leading to these two DNs does not warrant a penalty hearing, (i.e. based on a review of the severity and circumstances of the two prior DNs), the student will be notified by the AIO that their case has been reviewed, that their DNs will remain on their academic record, and that any further finding of academic misconduct will automatically result in a penalty hearing, recommending a penalty ranging from a DS of one (1) term up to Expulsion.
- 7.4. With respect to graduate students, a second finding of academic misconduct shall automatically require a penalty hearing regarding DA-S, DW, or Expulsion.
- 7.5. A student with a previous DS, DA, or DA-S who has a further finding of academic misconduct will have a penalty hearing regarding the appropriateness of the recommended penalty, normally a DW.
- 7.6. A student with a previous DW who has a further finding of academic misconduct will have a penalty hearing regarding the appropriateness of the recommended penalty, normally an Expulsion.
- 7.7. Students who received a DN on their transcript prior to September 1, 2015, in the first half of their program or certificate, are now in the final year of their program, and who have no subsequent misconducts, may request, via their Chair/Director to have the DN removed from their transcript. Part-time undergraduate program students who received a DN on their transcript prior to September 1, 2015, may request the removal of the DN from their transcript one calendar year after completing the first half of their program. The removal of the DN is at the discretion of the Chair/Director and this decision may not be appealed. If the student is found to have engaged in subsequent academic misconduct, the DN will be reinstated.

- 7.8. The Registrar's Office will place a graduation hold on the student's record. Students will not be approved to graduate until the matter is resolved.

8. PENALTIES (ramifications of DS, DA, DA-S, DW, Expulsion, Revocation of Degree, Diploma, or Certificate)

8.1. Disciplinary Suspension (DS)

- 8.1.1. The DS designation shall be placed on both the student's academic record and official transcript and remain there until a student graduates. In cases where a student does not graduate in the normal period during which a program is to be completed, or the student has not enrolled in a course at Ryerson University for at least five (5) years, a written request to the Chair/Director of the program can be made to remove the DS from the transcript. If there is a subsequent finding of misconduct prior to graduation the DS will be re-instated on the transcript.
- 8.1.2. While on a DS a student may not take courses at Ryerson University, including at The Chang School, nor do a placement, work experience hours, internship, or any other program requirements.
- 8.1.3. Course work taken elsewhere during the period of Disciplinary Suspension will not be credited towards GPA calculations, Academic Standing, or graduation requirements within the student's program.
- 8.1.4. The DS will normally begin in the term following the one in which the misconduct that led to the DS recommendation occurred. For students in undergraduate full-time programs, this will normally be a fall or winter term or terms, as the spring/summer is not normally considered an academic term for undergraduate full-time students.
- 8.1.5. A student who is assigned a DS is automatically reinstated into their program or may apply to any other program or certificate after serving the specified period of suspension and after meeting any specified conditions established by the AIC, RAC, GAAC, or SAC.

8.2. Disciplinary Action (DA), Disciplinary Action, with Suspension (DA-S)

- 8.2.1. A DA or DA-S shall be placed on both the graduate student's academic record and official transcript.
- 8.2.2. A DA will remain on both the student's academic record and official transcript and cannot be removed.
- 8.2.3. A DA-S will remain on both the student's academic record and official transcript and cannot be removed.
- 8.2.4. While on a DA-S, a graduate student may not apply to any other Ryerson University program, or take courses, including at The

Chang School, do a placement, work experience hours, internship, or any other program requirements including research.

- 8.2.5. Courses taken elsewhere and research progress completed during the DA-S will not be credited towards GPA calculations, Academic Standing, or graduation requirements within any Ryerson University program.
- 8.2.6. The DA-S will normally begin in the term following the one in which the misconduct that led to the DA-S occurred.
- 8.2.7. A graduate student who is assigned a DA-S may request to re-enroll after the period of suspension. The Graduate Program Director (or designate) and Vice-Provost and Dean YSGS (or designate) will decide whether the graduate student can re-enroll in the program. If a graduate student is not allowed to re-enroll, they may apply to other programs/certificates at Ryerson University.

8.3. Disciplinary Withdrawal (DW)

- 8.3.1. A DW shall be permanently noted on a student's academic record and official transcript.
- 8.3.2. While on a DW a student may not re-apply to any other Ryerson University program, or take courses, including at The Chang School, or do a placement, work experience hours, internship, or any other program requirements during the period of Disciplinary Withdrawal.
- 8.3.3. Course work taken elsewhere during this period will not be credited towards GPA calculations, Academic Standing, or graduation requirements within any Ryerson University program.
- 8.3.4. The DW will normally begin on the date of the SAC decision letter, or as required to support the decision outcome.
- 8.3.5. After serving the specified period, a student assigned a DW may apply to other programs/certificates at Ryerson University.

8.4. Expulsion

- 8.4.1. Students who are expelled from the University shall not be allowed to register or enroll in any course, program, or certificate offered by Ryerson University, including through The Chang School.
- 8.4.2. Expulsion will take effect on the date of the SAC decision letter.
- 8.4.3. Expulsion shall be permanently noted on a student's academic record and official transcript.

8.5. Revocation of a Degree, Diploma, or Certificate

- 8.5.1. Revocation of a Degree, Diploma, or Certificate shall be permanently noted on a student's academic record and official transcript.

9. REPRESENTATION, SUPPORT PERSONS, AND WITNESSES

- 9.1. The advocate from the RSU or CESAR, if requested to do so by the student, can prepare students for, and/or accompany them to discussions (FD/NFD), as well as to appeal and penalty hearings. Students are strongly encouraged to contact an advocate for assistance/advice regarding appeal and penalty hearing submissions. It is the student's responsibility to notify the AIO before the discussion/hearing if an advocate will be present.
- 9.2. The advocate may raise questions of the decision maker and speak during the discussions or hearing, but students are expected to be present, and speak for themselves especially with respect to matters of fact.
- 9.3. At an SAC hearing students may be accompanied and represented by an advocate from the RSU or CESAR or by legal counsel. The advocate or legal counsel may speak on behalf of the student, may confer with the student as necessary, and may ask questions as appropriate. Students are expected to be present and speak for themselves especially with respect to matters of fact.
- 9.4. At an SAC hearing, the University may retain legal counsel to represent the respondent. Legal counsel may speak on behalf of the respondent and may confer with the respondent as necessary and ask questions as appropriate. The respondent is expected to be present and answer questions, especially with respect to matters of fact.
- 9.5. The Panel Chair, in unusual circumstances, may request advice from, or the presence of, legal counsel prior to or during the hearing with respect to matters of process.
- 9.6. The Senate Office must be given three (3) business days' notice if legal counsel will be present at a hearing.
- 9.7. The Panel Chair has the authority to postpone, delay, or proceed with the hearing, should the advocate or legal counsel fail to attend. The Panel Chair's rationale shall be included in the preamble to the decision.
- 9.8. A support person (for the student) may be present at a discussion or hearing. A support person (for the respondent) may be present at a hearing. The support person may not participate in the discussion or hearing. They remain silent and do not sit at the table or take notes. They may confer with the student or respondent only outside the discussion/hearing. It is the student's responsibility to notify the AIO before the discussion/hearing if a support person will be present.
- 9.9. It is the responsibility of the appellant and respondent to notify the AIO or Senate Office, in advance of the hearing (before the notice of hearing is distributed) of any witnesses they intend to call, and also their responsibility

to ensure the presence of those witnesses. The decision whether to proceed in the absence of invited witnesses or to adjourn and re-schedule will be made by the Panel Chair.

10. DECISION-MAKING BODIES: TERMS OF REFERENCE

For a description of the various appeals committees, see Policy 60, Section 12. Additional information regarding decision-making panels appears below.

- 10.1. All members of each of the decision-making University panels must ensure that they are acting in an unbiased and fair manner at all times; they are expected to exemplify commitment to fair decision-making and academic integrity.
- 10.2. Any person participating in an appeal or other hearing must disclose any potential conflict of interest, if known, no fewer than five (5) business days before the hearing. If the perceived conflict is with a panel member, unless the conflict of interest is resolved, the panel member shall be replaced.
- 10.3. If either party raises a conflict of interest concern regarding any panel member(s) once the hearing has begun, the hearing panel will, *in camera*, judge the extent and validity of the conflict, and the Panel Chair will make a decision as to whether the panel member may sit on the appeal. The panel member(s) who is/are challenged may offer a statement but may not take part in the panel's decision on the conflict. If the panel member is excused, the hearing may be adjourned and a new hearing scheduled or may be held without that panel member if the student, responding faculty member(s) and remaining panel members agree.
- 10.4. The AIC and SAC, whenever possible, should be representative of all teaching Faculties (including the Yeates School of Graduate Studies). For graduate student hearings, the student panel member shall be a graduate student and normally, for an undergraduate student hearing, the student panel member shall be an undergraduate student.
- 10.5. The AIO or Secretary of Senate shall name in advance which faculty member will chair the hearing and write the decision letter.
- 10.6. Faculty members of AIC and SAC shall be appointed for a two-year term (renewable). Students shall be appointed for a one-year term (renewable).
- 10.7. Faculty members and students wishing to serve on the SAC and AIC may apply through the AIO (for AIC) and the Senate Office (for SAC). Members shall be selected through a recruitment process that aims for a high level of diversity with respect to subject expertise, social demographics, and

academic discipline.

- 10.8. The role of a decision-making panel is to inquire and investigate, making all reasonable efforts to ensure that it has received all available relevant information regarding the facts of the case prior to making a finding.
- 10.9. Members of decision-making panels shall receive training in Policy 60: Academic Integrity, the related Procedures, and the principles of natural justice.
- 10.10. Each appeals committee should convene as a whole at least once each academic year to discuss relevant issues that have arisen in cases, to receive ongoing in-service training, and to make any recommendations for changes to Policy 60 and the related Procedures.
- 10.11. Decision makers and Panel Chairs are responsible for communicating the basis for their findings in a timely way and as clearly as possible, in accordance with the educational emphasis of Policy 60: Academic Integrity and the related Procedures.

11. APPEALS

11.1. Information

For information relating to Appeals, please contact:

- AIO for appeals to AIC, RAC, or GAAC [provide website or link]
- Senate Office for appeals to SAC [provide website or link]

11.2. General Appeals Information

- 11.2.1. Students are encouraged to seek assistance in preparing appeals from an advocate from RSU or CESAR.
- 11.2.2. Students may remain in class and may enroll for courses while their case is under appeal. If a suspicion is registered at a time such that an appeal hearing cannot be scheduled until the next semester, students may enroll for courses and continue in their program until a final decision is made. A student will not, however, be able to register in a course where a pre-requisite is the course that is under appeal. If the decision results in a DS, DA-S, DW, or Expulsion being imposed, the student will be dropped from all courses and the fees refunded. However, the appeal panel will have the responsibility and authority to determine whether a DS, DA-S, or DW will come into effect at the end of the previous term or at the end of the term in which the student is currently enrolled.

- 11.2.3. Appeal hearings must be scheduled as soon as possible based upon the availability of the student, the decision maker, and the panel members. All parties must make all reasonable efforts to facilitate scheduling. Reasonable effort should be made to accommodate the availability of the advocate from RSU or CESAR, or legal counsel.
- 11.2.4. Students and Respondents must receive at least ten (10) business days' notice of the date, time, and place of the hearing. This notice will include the names of all parties who will be in attendance, including the panel members, the appellant, the respondent, any witnesses, and the advocate from the RSU or CESAR, if any. Copies of the appellant's and respondent's submissions will be distributed to all parties (students, respondents, advocates, and panel members) and to relevant University administration at least five (5) business days in advance of the hearing.
- 11.2.5. A hearing may be scheduled with fewer than ten (10) business days' notice with the written agreement of the student and the initial decision maker/respondent (or designate).
- 11.2.6. NOTE: It is the responsibility of the appellant and respondent to notify legal counsel (if applicable) and any witnesses they wish to have at the hearing, of the date and details of the hearing.
- 11.2.7. The responsible office may determine that a resource person familiar with some area of procedure or practice relevant to the case should be present at the hearing to answer questions. A resource person may answer questions but may not ask questions of the appellant or respondent. A resource person cannot speak to whether misconduct took place. If a resource person has knowledge relevant to the specific actions of either the appellant or respondent, they should be called only as an witness.
- 11.2.8. The decision(s)/finding(s) of a panel will be communicated to the appropriate office, within five (5) business days of the hearing.
- 11.2.9. The appropriate office will send by University email the decision letter written by the Panel Chair to the student within ten (10) business days of the hearing. If the student does not receive the decision within this time, they should contact the AIO or Senate Office. The decision letter must state the decision and the reasons for the decision based on the facts of the case.

11.3. Student responsibility in submitting an appeal to the AIC, RAC or GAAC

- 11.3.1. Forms and instructions for the filing of an appeal to the AIC, RAC, or GAAC can be found on the AIO website [insert link] and are also available from the AIO.
- 11.3.2. An AIC, RAC, or GAAC appeal form must be filed with the AIO by the student, in person, within ten (10) business days from the date of issue of the discussion decision letter. The student appellant

must submit all documentation listed on the checklist provided on the AIC, RAC, or GAAC form. Students must ensure that all parts of the form are completed. Incomplete submissions will not be accepted.

- 11.3.3. In appealing to the AIC, RAC, or GAAC, students are asked to address in their submission (and subsequently at the hearing) the facts surrounding the initial suspicion and finding, as well as whether those facts support the finding and/or penalty.
- 11.3.4. If, after the student has submitted an appeal, new evidence becomes available that the student wishes to include, the student must contact the AIO as soon as possible. If the student does not have a reasonable opportunity to submit this evidence in advance of the hearing (e.g. this evidence only came to light less than 24 hours before the hearing was scheduled), they may bring it to the hearing, along with seven (7) copies to be distributed as appropriate. The person submitting the new evidence should provide an explanation of why this information was not provided in advance of the hearing. The Panel will decide whether the evidence will be accepted. The most important criteria for the admission of new evidence are: its relevance to whether misconduct occurred; its relevance to the appropriateness of the penalty assigned/recommended; and/or its authenticity, which may need to be verified.

11.4. AIO responsibility in receipt of an appeal to the AIC, RAC, or GAAC

- 11.4.1. The AIO will forward a student's complete appeal to the decision maker (now referred to as the "respondent") for their written response. Once all documents are received, the AIO will schedule a hearing and send a complete appeals package to all relevant parties no fewer than five (5) business days prior to the hearing to allow all parties to prepare.

11.5. Decision maker responsibility in responding to an appeal to the AIC, RAC, or GAAC

- 11.5.1. The decision maker (now "the respondent") must respond within ten (10) business days to the student's appeal in writing to the AIO and submit all relevant documentation and evidence that will be given to the student and the AIC, RAC, or GAAC panel. If, after the decision maker has submitted their response, new evidence becomes available, they must contact the AIO regarding the evidence as soon as possible. If the decision maker does not have the opportunity to submit such evidence in advance, they may bring it to the hearing, along with seven (7) copies for distribution as appropriate. The Panel will decide whether the evidence will be accepted.

11.6. Student responsibility in submitting an appeal to the SAC

- 11.6.1. Students must file the appeal form, in person, with the Senate Office within ten (10) business days of the issue of the Appeal decision letter. Forms and instructions for the filing of appeals can be found at the Senate website (<http://www.ryerson.ca/senate/>) and are available from the Senate Office.
- 11.6.2. The student must provide, in writing, a detailed explanation as to why the SAC should consider the case based on one or more of the four (4) grounds for appeals to SAC enumerated (see Policy 60, Section 15.1).

11.7. Senate Office responsibility in receipt of an appeal

- 11.7.1. The Secretary of Senate shall receive all appeals to the SAC.
- 11.7.2. In the case of appeals from the AIC, RAC, or GAAC, the Secretary of Senate will determine whether the appeal submission meets the grounds outlined in Policy 60, Section 15.1. If the decision is to proceed to a hearing, the procedures for scheduling a hearing will be followed. If, after reviewing the appeal, the Secretary of Senate believes that the grounds have not been met (as per Policy 60, Section 15.1) to warrant an appeal submission, a Senate Appeals Review Panel (SARP) will be convened. The SARP, comprised of two faculty members and a student from SAC, plus the Secretary of Senate (or designate), and the Director of AIO (or designate), both acting as a resource persons, will determine whether the student has satisfied the onus stipulated in Policy 60, Section 15.1. If SARP decides that the appeal is to be heard, they will also determine whether to hear the entire hearing over from the beginning). The decision of the SARP is final and may not be appealed.
- 11.7.3. The Secretary of Senate will write to the student within 10 business days of the review and advise whether the appeal to SAC will proceed or not. If the appeal is to proceed the Secretary of Senate will also advise whether the matter will be heard over from the beginning.
- 11.7.4. While SAC hearings are not normally a full re-hearing of the evidence presented at AIC plus new evidence, if any, an appellant may explain in their appeal letter as to why their hearing should be heard over from the beginning.
- 11.7.5. The Senate Office will forward the appeal to the AIC, RAC, or GAAC Panel Chair (if applicable) that upheld an original finding and/or penalty, and to the original decision maker(s) who made the finding of misconduct (or person who raised the suspicion of academic misconduct) for their response. The respondent(s) must reply to the appeal within ten (10) business days of receipt of the

appeal.

- 11.7.6. The Secretary of Senate will convene an SAC panel to hear the case.
- 11.7.7. The Panel Chair, in consultation with Secretary of Senate, shall also determine if further resource people should be required to attend the hearing.
- 11.7.8. The Senate Office will schedule a hearing and send a complete appeal package to all relevant parties.

11.8. SAC Hearings

- 11.8.1. An appeal to SAC, if accepted as meeting one or more of the stated grounds, is limited to a discussion of the grounds relevant to the decision or processes of the previous decision-making panel unless the Secretary of Senate has decided that the matter will be heard over from the beginning.

12. PENALTY HEARINGS

At a penalty hearing, as opposed to an appeal, the finding that academic misconduct occurred is not in dispute. Rather, the issue is the appropriate penalty given the facts.

The general rules and procedures are the same for penalty hearings as in appeals, with exceptions noted below.

- 12.1. The AIO or Senate Office will notify the student of the intent to schedule a penalty hearing. If appropriate, this notice will not be sent until after the ten (10) business days allowed for a student to submit an appeal. If the student submits an appeal, the penalty hearing will not be scheduled, and the penalty will be addressed as part of the appeal.
- 12.2. The student should file a response to the notice of penalty hearing form with the AIO or Senate Office within ten (10) business days of the notice.
- 12.3. If a student does not respond to the notice of penalty hearing, a hearing will still be scheduled. If a student is unable to attend due to extenuating circumstances, a hearing may be rescheduled once. If the student does not appear for the hearing, and has not requested a rescheduling, the panel will make its decision without input from the student.
- 12.4. The respondent at an AIC penalty hearing will normally, in cases arising by way of Progressive Discipline, be the Program Director or, if unavailable, the Department Chair/the Director of the School or a designate familiar with the case. In cases arising from a penalty recommendation by the original decision maker that decision maker shall be the respondent.

- 12.5. At SAC penalty hearings, the AIC, RAC, or GAAC Panel Chair forwarding the recommendation is the respondent, along with the recommending Program Director (if appropriate). If the hearing arises out of Progressive Discipline, the relevant Program Director, Chair/Director (or designate) and the AIC Panel Chair shall recommend the penalty and shall be co-respondents. In cases related to falsified admission documents where the Graduate Program or Graduate Admissions Office has recommended to the Secretary of Senate the Revocation of the Degree, Diploma, or Certificate the co-respondents will be the Manager of Admissions (or designate) and the Program Director. Co-respondents will submit a joint letter with their recommendation and rationale, although they can submit separate responses if they prefer.
- 12.6. In cases of Progressive Discipline (e.g. multiple DNs), after reviewing the evidence regarding the prior findings, the relevant Program Director, Chair/Director (or designate) must recommend an appropriate penalty (e.g. a DS or higher for an undergraduate, a DW or higher for a graduate). The AIO must then ensure that this recommendation is forwarded to the student so that they may address it in their letter of response to the respondent and panel. The Program Director will then be asked to submit a letter of response within ten (10) business days, including a clear rationale for their recommended penalty.
- 12.7. Any documents relevant to the recommended penalty must be submitted in advance of the hearing by both the student and the respondent.
- 12.8. A student who is facing a penalty hearing may:
 - 12.8.1. Dispute the recommended penalty and proceed to a penalty hearing at AIC
 - 12.8.2. Not dispute the recommended penalty. In such a case, the panel will make a decision without the appellant or respondent in attendance
 - 12.8.3. Waive the penalty hearing at the AIC and go directly to a penalty hearing at SAC (where the recommended penalty is DW, Expulsion, or Revocation of Degree, Diploma, or Certificate)
- 12.9. If the AIC, RAC, or GAAC upholds the initial finding and/or recommends a penalty of DW, Expulsion, or Revocation of a Degree, Diploma, or Certificate and the student does not appeal to the SAC, there will be a further penalty hearing of the SAC. If the student does appeal to the SAC, then the SAC hearing will deal with both the finding and penalty.
- 12.10. The AIO or Senate Office will send by University email the decision letter written by the Panel Chair to the student and all other relevant parties within ten (10) business days of the hearing. If the student does not receive the decision within this time, they should contact the Senate Office.

12.11. Student responsibility for penalty hearings

- 12.11.1. A student who wishes to dispute the recommended penalty must file a penalty hearing form with the AIO, or Senate Office, in person, within ten (10) business days from the date of the letter notifying them of the recommended penalty.
- 12.11.2. Students are asked to address in their submission (and subsequently at the hearing) why they feel the recommended penalty is or is not appropriate. While students may choose to include information from the initial finding(s) that led to the penalty hearing being convened, the focus of the panel will be on the recommended penalty. Incomplete submissions will not be accepted.
- 12.11.3. If, after the decision maker has submitted their response, new evidence becomes available, the student must contact the AIO or Senate Office regarding the evidence as soon as possible. If the decision maker does not have the opportunity to submit such evidence in advance, they may bring it to the hearing, along with seven (7) copies.
- 12.11.4. The person submitting the new evidence should provide an explanation of why this information was not provided in advance of the hearing. The Panel will decide whether the evidence will be accepted. The most important criteria for the admission of new evidence are: its relevance to whether misconduct occurred; its relevance to the appropriateness of the penalty assigned/recommended; and/or its authenticity, which may need to be verified.

12.12. AIO or Senate Office responsibility in receipt of a response to the recommended penalty

- 12.12.1. The AIO or Senate Office (as appropriate) will forward a student's letter regarding the penalty to the decision maker (now referred to as "the respondent" for their written response).
- 12.12.2. Once all documents are received, a hearing will be scheduled and all parties will be sent a complete penalty hearing package, no fewer than five (5) business days prior to the hearing to allow all parties to prepare.

12.13. Decision maker responsibility in responding to a student's statement regarding the recommended penalty

- 12.13.1. The decision maker (now "the respondent") must respond within ten (10) business days to the student's statement in writing to the AIO or Senate Office and submit any documentation and evidence relevant to the recommended

penalty, which will be given to the student and the AIC or SAC panel.

- 12.13.2. If, after the decision maker has submitted their response, new evidence becomes available, they must contact the AIO or Senate Office regarding the evidence as soon as possible. If the decision maker does not have the opportunity to submit such evidence in advance, they may bring it to the hearing, along with seven (7) copies.
- 12.13.3. The person submitting the new evidence should provide an explanation of why this information was not provided in advance of the hearing. The Panel will decide whether the evidence will be accepted. The most important criteria for the admission of new evidence are: its relevance to whether misconduct occurred; its relevance to the appropriateness of the penalty assigned/recommended; and/or its authenticity, which may need to be verified.

12.14. AIC Decisions

- 12.14.1. The first penalty hearing will normally be heard by an AIC panel and will only be followed by a second hearing at SAC if the student appeals the decision of the AIC, or the penalty upheld/recommended by the AIC can only be assigned by SAC (see Policy 60, Section 7.2).
- 12.14.2. An AIC panel may:
 - assign a DS (normally one (1) term to two (2) years) and specify when it should begin, and end
 - assign a DA,
 - assign a DA-S of up to two (2) years and specify when it should begin, and end
 - uphold and forward to SAC a recommended penalty of DW, Expulsion or Revocation of a Degree, Diploma or Certificate
 - recommend such a penalty even if not recommended by the initial decision maker and/or Program Director

12.15. RAC and GAAC Decisions

- 12.15.1. The first penalty hearing will normally be heard by an RAC or GAAC panel for undergraduates or graduate students, respectively, and will only be followed by a second hearing at SAC if the student appeals the decision of the RAC or GAAC, or the penalty upheld/recommended by the RAC or GAAC can only be assigned by SAC (see Policy 60, Section 7.2).
- 12.15.2. An RAC or GAAC panel may:
 - assign a DS (normally one term to two years) and specify when it should begin, and end (RAC only and not GAAC)

- assign a DA
- assign a DA-S of up to two years and specify when it should begin, and end (GAAC only and not RAC)
- uphold and forward to SAC a recommended penalty of DW, Expulsion or Revocation of a Degree, Diploma or Certificate
- recommend such a penalty even if not recommended by the initial decision maker and/or Program Director

12.16. SAC Decisions

- 12.16.1. The SAC panel for a penalty hearing may, in considering a recommendation of DS: determine that no disciplinary suspension is warranted (deny the recommendation for a DS); determine that a DS is warranted; confirm the recommended penalty; increase or reduce the recommended penalty and set the penalty from one (1) term to two (2) years.
- 12.16.2. The SAC panel for a penalty hearing may, in considering a recommendation of DA: determine that no DA is warranted (deny the recommendation for a DA); determine that a DA is warranted; determine that a DA-S is (or is not) warranted; confirm or increase or reduce the recommended DA-S for up to two (2) years.
- 12.16.3. The SAC panel for a penalty hearing may, in considering a recommendation of a DW: determine that no DW is warranted (deny the DW) and assign a lesser penalty (note that a DS cannot be assigned to graduate students); determine that a DW is warranted and set a period of at least two (2) years during which the student may not apply to any Ryerson program or certificate or take any continuing education courses at the University.
- 12.16.4. The SAC panel for a penalty hearing may, in considering a recommendation of Expulsion: determine that expulsion is not warranted and assign a lesser penalty; determine that Expulsion from the University is warranted.
- 12.16.5. The SAC panel for a penalty hearing may, in considering a recommendation of a Revocation of a Degree, Diploma, or Certificate: determine that a rescission is not warranted and assign a lesser penalty; determine that a Revocation of a Degree, Diploma, or Certificate is warranted.

13. SUBMISSION OF FALSIFIED DOCUMENTS

The University or eligible investigator (see Policy 60, Section 3.13) may at any point in the academic integrity process take appropriate steps to verify documents submitted.

13.1. Submission of Falsified Documents in the Admissions Process

The submission of any falsified documents (e.g. transcripts, essays, portfolios, and letters of recommendation or information considered in the admissions process) or omission/withholding of pertinent information/documents that would be considered in the admissions process will result in the following:

- 13.1.1. **For Undergraduate students** - The Undergraduate Admissions Office will notify the student that they will revoke any Undergraduate Offers of Admission. If determined after classes have begun, students may appeal to the RAC within ten (10) business days of issue of the revocation notice (see Policy 60, Section 13.4).
- 13.1.2. **For Graduate students** - The Graduate Admissions Office will notify the student that they will revoke any Graduate Offers of Admission. If determined after classes have begun students may appeal to the GAAC within ten (10) business days of issue of the revocation (see Policy 60, Section 13.4).
- 13.1.3. The Director of Admissions (or designate) will normally be the respondent in cases related to undergraduate students. The Vice-Provost and Dean YSGS (or designate) will normally be the respondent in cases related to graduate students. The relevant PD may be named as a co-respondent.
- 13.1.4. The RAC or GAAC panel may assign the recommended penalty or may in light of the evidence presented, confirm, increase, or reduce the penalty, or find that no misconduct occurred.
- 13.1.5. Additional penalties such as DW or Expulsion may only be assigned by SAC (see Policy 60 Section 7.2).
- 13.1.6. If submission of falsified admission documents is found after the granting of an undergraduate degree, diploma, or certificate the undergraduate Department/School/ Program or Undergraduate Admissions Office will recommend to the Secretary of Senate Revocation of the Degree, Diploma, or Certificate. There will be a penalty hearing conducted by the SAC. The student may give notice of appeal, and the hearing shall proceed (see Policy 60, Section 15). The decision of the SAC is final and may not be appealed.
- 13.1.7. If submission of falsified admissions documents is found after the granting of a graduate degree, diploma, or certificate, the Graduate Program or Graduate Admissions Office will recommend to the Secretary of Senate Revocation of the Degree, Diploma, or Certificate. There will be a penalty hearing conducted by the SAC. The student may give notice of appeal and the hearing shall proceed as in Policy 60, Section 15. The decision of the SAC is final and may not be appealed.
- 13.1.8. Students appealing a finding under Policy 60, Section 15 must ensure that all supporting documents for the appeal are received

by the Senate Office at least ten (10) business days prior to the hearing.

- 13.1.9. At the appeal hearing, students may be accompanied by both an advocate from the RSU and a support person. At SAC hearings, students may be accompanied by legal counsel. (Policy 60, Section 10).
- 13.1.10. In all of the above cases, the Association of Registrars of Universities and Colleges of Canada (ARUCC) may be notified if it is found that academic misconduct has occurred.
- 13.1.11. Any RAC or GAAC panel shall be constituted as per Policy 60, Section 12.1.2 or Section 12.1.3. Hearings and decision making of the RAC or GAAC are to follow the same guidelines as in any appeal to AIC.

13.2. Submission of Falsified Documents in a Discussion

- 13.2.1. If it is suspected that a falsified document has been submitted as part of an academic misconduct discussion, the decision maker should first determine (in consultation with the AIO) whether or not the document is essential to making a decision regarding misconduct.
- 13.2.2. If the decision maker determines that the suspected document is not essential to the decision, they may make a decision on the original suspicion of academic misconduct.
- 13.2.3. If the suspected document is essential to the matter being discussed, the decision maker should not make a decision until the authenticity of the document has been verified.
- 13.2.4. If the suspected document is found to be authentic, the discussion may be rescheduled and continue, or the decision maker may proceed to make a decision. The original suspicion must still be considered on its own merits.
- 13.2.5. If the document is found to be falsified, the student may have committed a distinct and separate act of academic misconduct by submitting it. The decision maker should then proceed to register a new suspicion of misconduct.
- 13.2.6. In assessing the authenticity of any document, it is important that the need for confidentiality and privacy be respected. In some cases decision makers may need to consult with others, including the individual who originally referred the case, to determine authenticity.

13.3. Submission of Falsified Documents or Written Statements in a Hearing

- 13.3.1. If it is suspected by a Chair or panel member, in advance of an appeal or hearing, that a document or written statement is falsified, they may wish to consult with the AIO regarding a fair process to verify the document's authenticity.

- 13.3.2. If it is suspected during a hearing that a document or written statement is falsified, the panel should consider whether the document is essential to the decision. If it is not, and if all members of the panel believe they can render their decision without considerations of the document or written statement in question, the panel can render its decision.
- 13.3.3. If it is found to be authentic and the panel has adjourned to determine authenticity, the panel should reconvene and render its decision.
- 13.3.4. If it is found to be falsified, the Chair of an appeal or penalty panel at any level may register in the usual way a new suspicion of academic misconduct for a falsified document or written statement submitted as part of any appeal or hearing.

RELATED POLICIES:

Policy 60: Academic Integrity

Policy 61: Non-Academic Misconduct

Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity

Policy 166: Course Management

In the Fall of 2018, the Academic Policy Review Committee (APRC) organized a sub-committee to review Policy 145: Undergraduate Course Management and Policy 151: Graduate Course Management.

The sub-committee consisted of:

Neil Thominson – Faculty of Arts – Associate Professor Politics and Public Administration

Tara Burke – Faculty of Arts – Associate Professor and Undergraduate Program Director Psychology

Paul Moore- Faculty of Arts – Associate Professor Sociology

Rachel Berman – Graduate Studies – Associate Professor Early Childhood Studies

Diane Pirner – Faculty of Community Service – Associate Professor Nursing and Associate Director Post Diploma Degree Program

Nassima Allou – Faculty of Science - Student

Lyndall Musselman – CESAR Student Advocate

Jose Gonsalez – RSU Student Advocate

Victoria Madsen – Senate Policy and Appeals Specialist

Donna Bell – Secretary of Senate

The committee did 3 Town Halls along with a survey that had a high response rate and consulted with various key resource people within the community.

Summary of the Proposed Main Changes:

- 1) Put into the approved Senate policy framework
- 2) Amalgamation of Undergraduate Policy 145 and Graduate Policy 151 – Course Management
- 3) Procedures were developed (did not exist before)
- 4) Removing Senate Policies from the responsibility of faculty in course outlines and making the Senate Office responsible for ensuring policies are always updated in the Ryerson learning management system (which is currently D2L)
- 5) Section 5.3.6 on Assessments: Old policy said no one (1) assessment could be worth more than 70%. This policy indicates that we recommend no one (1) assessment be worth more than 50% but cannot exceed 65%. Note: There is an opportunity for a course variation in this for Graduate courses that this would not be ideal for.

6) Section 5.3.7 on Assessments: Graded work back by the official drop date:

Undergraduate Policy currently says some graded work must be provided to the student by the official drop date. We have now recommended that at least 20% of a student's grade that is based on individual work must be returned to the student prior to the final deadline for dropping courses without academic penalty. Note: This does not apply to Graduate courses.

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Procedures for Policy 166:

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5. Missing A Make-Up	3	✓	✓
6. Exceptions/Clarifications to Period of Prohibition on Assessments	3	✓	Does Not Apply
7. Course Outlines	4	✓	✓
8. Responsibilities	5	✓	✓
8.1 Faculty	6	✓	✓
8.2 Chairs/Directors	7	✓	✓
8.3 Departments/ Schools/ Programs/ Graduate Studies	7	✓	8.3.1 ✓ 8.3.1.2 ✓ 8.3.1.2.1 Does Not Apply 8.3.1.3 ✓ 8.3.2 ✓ 8.3.3 ✓ 8.3.4 ✓ 8.3.5 ✓ 8.3.6 ✓ 8.3.7 ✓ 8.3.8 ✓ 8.3.9 ✓

RYERSON UNIVERSITY

POLICY OF SENATE

COURSE MANAGEMENT

***** D R A F T *** (May 7, 2019)**

Policy Number: 166

Policy Approval Date:

Next Policy Review Date:

Responsible Office: Provost and Vice-President Academic

Contact Office:

1. PURPOSE OF POLICY

The central purpose of the course management policy is to provide a framework of common understanding for students and faculty concerning the structures, processes, objectives, and requirements pertaining to the delivery of undergraduate, graduate, and continuing education (CE) courses at Ryerson University (the “University”).

2. APPLICATION AND SCOPE

Learning and the pursuit of scholarship and research is a collaborative academic process in which faculty and students come together in an environment influenced by their disciplines, academic programs, the University, broader intellectual traditions, and the values and priorities of the community at large. It is through courses and course management that this is accomplished.

An academic course represents a discrete learning endeavour in which an intensive sharing of knowledge, expertise, experience, and perspective should occur. This policy applies to all undergraduate, graduate, and CE courses at the University.

Academic courses are highly varied in format, delivery, objectives, and structure. No course management policy can anticipate all possible circumstances and configurations.

3. DEFINITIONS

Constructive Feedback

Refers to any type of instructor response that serves to inform, guide, encourage, and/or instruct the student with respect to relevant coursework, research, or related aspects of their learning endeavour.

Chair/Director

Refers to the head of the department or school and includes Graduate Program Director and Program Director of Continuing Education at The G. Raymond Chang School of Continuing Education.

Continuing Education (CE)

Refers to the relevant, quality, educational programming geared to adult learners provided by the University.

Course Shell

"Shells" are the spaces in the online learning management system that are created for online course components and other collaborative projects. Shells can contain attached documents, learning materials, quizzes, assignments, discussions, and more. A "course shell" is associated with a specific course, in a specific term, at the University.

Department/School/Program

Refers to teaching departments, schools, graduate programs, and continuing education at The G. Raymond Chang School of Continuing Education.

Distance Education

Refers to online courses as well as a unique combination of in-class and online (e.g., blended) learning.

faculty (not capitalized)

Refers to the academic teaching staff of the University (see Policy 2: Undergraduate Curriculum Structure).

Faculty (capitalized)

Refers to the administrative unit (see Policy 2: Undergraduate Curriculum Structure).

Teaching Department

Refers to the academic unit that is responsible for the development, delivery, and administration of a course (see Policy 2 Undergraduate Curriculum Structure).

Test/Exam:

A test and an exam assess the knowledge of a student with a series of

questions that are graded for a result. For the purposes of this policy, test and exam have the same meaning.

4. VALUES AND PRINCIPLES

- 4.1 The values stipulated in the University's Senate Policy Framework are applicable and fundamental to this policy.
- 4.2 This policy recognizes the importance of diversity of learning and teaching styles and mode of course delivery, and in graduate courses advanced education, research, and scholarship, while
 - 4.2.1 defining the types of information that both students and faculty need in order to optimize the learning value of any given course.
 - 4.2.2 making clear to students and faculty the principles and procedures that have been adopted by the University that bear upon the operation of academic courses.
- 4.3 Students earn grades that reflect their ability to demonstrate their knowledge of the course material through the means of evaluation.
- 4.4 Where possible, assessments should be structured such that students' knowledge can be demonstrated incrementally.
- 4.5 Timely and constructive feedback in response to student work is an essential element in the learning process.

5. REGULATIONS

5.1 Department/ School/ Program/ Graduate Studies Policies, Procedures, and Student Handbooks

- 5.1.1 All departments, schools, programs at the Undergraduate level, Yeates School of Graduate Studies and The G. Raymond Chang School of Continuing Education (The Chang School), must have an online Student Handbook that contains the policies, procedures, and items outlined in Procedures Section 8.3. Departments with programs must include information specific to the program.
- 5.1.2 Policies and Procedures established by Department/ School/ Program (including Graduate Program) Councils must be made available to faculty.

- 5.1.3 For CE courses, the policies and procedures of the teaching department apply. For CE courses that do not have a teaching department, The Chang School is to develop policies and procedures.

5.2 Course Outlines

- 5.2.1 At the beginning of each course, including Distance Education courses, faculty will provide students with a course outline, either electronically on the online learning management system or in hard copy that includes, as a minimum, the information specified in Procedures Section 7. Outlines may be supplemented by more detailed topical or project information periodically during the course.
- 5.2.2 All University Senate policy information will be available to students through the online learning management system within each course shell and as well a link to the policy information provided in all course outlines. Policy information will be maintained by the Senate Office and is therefore not required to be incorporated into individual course outlines.

5.3 Assessments and Feedback on Student Performance

- 5.3.1 Different types of courses (e.g., lectures, labs, studios) have different types and numbers of assessments that may range from a number of smaller assessments spread over the term to as few as two exams (unless a variation exists see Policy Section 5.3.6).
- 5.3.2 In the majority of courses, individual work as a form of assessment should be the main priority. For further information on group work see Procedures Section 8.3.1.
Note: There is no restriction on the percentage of work dedicated to group work in Graduate Studies.
- 5.3.3 Timely (normally within ten business days unless an alternate date is warranted and indicated in the course outline) and constructive feedback in response to student work must be provided.
- 5.3.4 It is important that all work be graded and returned (where applicable) with reasonable promptness.
- 5.3.5 In the case of term work that faculty retain, the student must receive feedback on the content in addition to a numerical grade. This does not apply to final assessments.
- 5.3.6 Each course must have at least two individual assessments per term in the evaluation scheme. Where appropriate these assessments

should be of different types. It is strongly recommended that a single assessment not be worth more than 50% of a student's final grade, but in no case shall it be worth more than 65%. In cases where an Undergraduate or Continuing Education course does not lend itself to two individual assessments per term, this must be clearly stipulated in the course outline, and requires approval from the Academic Standards Committee as a "course variation". For Graduate courses that do not lend itself to two individual assessments per term, this must be clearly stipulated in the course outline, and requires approval from Graduate Program Council as a course variation.

- 5.3.7 To enable students to assess their progress in a course, at least 20% of a student's grade that is based on individual work must be returned to the student prior to the final deadline for dropping courses without academic penalty. Note: This does not apply to Graduate courses.
- 5.3.8 All tests/exams, including those online, are assumed to be closed book unless stipulated otherwise in the course outline.
- 5.3.9 Student assessment must comply with the provisions of Policy 159: Academic Accommodation of Students with Disabilities.

5.4 Make-up Assessments

- 5.4.1 Students who enrol in a class after there has been an assessment must be given the opportunity to make up that assessment.
- 5.4.2 Students who miss an assessment or equivalent (e.g. studio or presentation) or final exam with appropriate notification and the required documentation, may have a make-up scheduled. (See Procedures Section 4 for when a make-up need not be scheduled).
- 5.4.3 The make-up must take place as soon as it can be scheduled, preferably in the same semester, and where possible, before the last date to drop a course.
- 5.4.4 Where possible, the make-up shall occur prior to the submission of the final course grade.
- 5.4.5 Students who miss a final exam with appropriate notification and the required documentation and who cannot be given a make-up exam prior to the submission of final course grades, must petition their instructor to receive an INC grade (as outlined in Policy 46: Undergraduate Grading, Promotion, and Academic Standing and Policy 164: Graduate Status, Enrolment, and Evaluation) and a

make-up exam will be scheduled (normally within 2 weeks after the conclusion of that semester).

Note: If the course in which the student requests an INC is a prerequisite for a course being taken in the following term, the INC should be resolved as soon as possible within the first 2 weeks of the subsequent term. Students are allowed to stay in classes until the INC is resolved. If the INC results in an F grade, the department should drop the student from the course for which the prerequisite has not been achieved and fees refunded.

- 5.4.6 Make-ups must cover the same material as the original assessment but need not be of an identical format. Make-ups must be the same level of difficulty as the original.
- 5.4.7 Where a missed test, assignment, or other assessment is one of only two assessments in a course (e.g. there is one test and a final exam), or when the assessment is worth more than 30% of the final course grade, the provision of a make-up is required.
- 5.4.8 The consequences for a student missing a scheduled make-up assessment are provided in Procedures Section 5.

5.5 Return of Work/Grades

- 5.5.1 All grades (including final exams/papers) must be posted electronically via the online learning management system or made available to students through the return of their work. Course outlines must inform students of the method to be used for advising them of their grades.
- 5.5.2 Where graded work is returned to students, this must be done in a confidential manner, as determined by the department/ school/ program.
- 5.5.3 Final exams, and in some cases final papers, are not returned, but are retained for a period of one year after the end of the term. Departments/schools/programs must develop procedures to ensure that the retention and disposal of exams/papers respects the privacy of students' work. Work that is not returned must have the opportunity to be reviewed by the student in a supervised environment.
- 5.5.4 As there may be other considerations in the releasing of final grades, only the Registrar may release official course grades.

5.6 Change to an Announced Evaluation Scheme

- 5.6.1 During the term it is sometimes necessary or desirable to revise the plan of student evaluation contained in the course outline. When this is the case, Procedures Section 3 will apply.
- 5.6.2 In the case of emergencies, such as faculty illness, the Chair/Director of the teaching department (or a designated course coordinator) is responsible for restructuring the evaluation scheme, if required, in such a way as to maintain the course integrity while not creating undue disadvantage for students.

6. PERIOD OF PROHIBITION OF ASSESSMENTS (excludes graduate level courses)

- 6.1 For students in undergraduate courses, the last week of classes before the examination period is to be free of all undergraduate tests, examinations, submission of assignments, or other assessments. Exceptions to this period of prohibition are specified in Procedures Section 6.
- 6.2 In unusual circumstances, there may be a justifiable exception from the period of prohibition on assessments, if approved by the Chair/Director.

RELATED PROCEDURES:

Course Management

RELATED POLICIES:

Policy 2: Undergraduate Curriculum Structure

Policy 46: Undergraduate Grading, Promotion, and Academic Standing

Policy 60: Academic Integrity

Policy 159: Academic Accommodation of Students with Disabilities

Policy 164: Graduate Status, Enrolment, and Evaluation

RESCINDED POLICIES:

Policy 145: Undergraduate Course Management

Policy 151: Yeates School of Graduate Studies Course Management

RYERSON UNIVERSITY**POLICY OF SENATE****PROCEDURES: COURSE MANAGEMENT**

*** * * D R A F T * * * (May 7, 2019)**

1. PURPOSE OF PROCEDURES

The Course Management Procedures (the “Procedures”) outline the processes to be followed in carrying out Policy 166: Course Management and the roles and responsibilities of Chairs/Directors, departments / schools / programs, and faculty.

2. ASSESSMENTS AND FEEDBACK ON STUDENT PERFORMANCE

Where the test, exam, assignment, or other assessment requires students to build directly on the proficiencies developed through earlier work, they must have the benefit of feedback on the earlier work before the subsequent due date.

If a student defers any assessment such that a grade is not available for that component until the final deadline for dropping courses has passed, this is not grounds to request a late drop on course management grounds.

3. CHANGES TO AN ANNOUNCED EVALUATION SCHEME

- 3.1. If, during the term, it becomes necessary or desirable to revise the plan of student evaluation contained in the course outline, faculty will:
 - 3.1.1. discuss the changes with the class as soon as possible
 - 3.1.2. make such revisions as early as possible in the course
 - 3.1.3. confirm the changes both orally in class and in writing via a handout, email, or a posting to the course website
 - 3.1.4. post a revised outline on the course website, if one is used; and submit the revised outline to the department/school/program
- 3.2. When a change to an announced evaluation scheme involves only the extension of a deadline, a minimum of five business days' notice is normally required. In the case of other changes (e.g., in the number, mix, and/or weighting of methods of evaluation), students will be given as much notice as possible in order to reasonably adjust their course work plans.

- 3.3. Once students have begun work on a particular component of the evaluation scheme, changes will be made to that component only under extraordinary circumstances. When such changes must be made, students will, if at all possible, be given the opportunity to complete the evaluation(s) as initially set out and with the same course weight, if they so wish.
- 3.4. When changes are made to the plan of student evaluation or to the nature of a particular assignment/test to address the needs of an individual student or of a group within the class, the nature of the changes will be outlined in writing, normally by email, with a copy retained by the student(s) and faculty.
- 3.5. Normal periods of notification may be waived in the case of emergencies such as faculty illness (see Policy Section 5.6).

4. ALTERNATIVES TO MAKE-UP ASSESSMENTS

- 4.1. Only if it is not possible to schedule a make-up may the weight of the missed work be combined with that of the final exam or another single assessment. If the missed work was a final exam, the weight of the final exam may not be redistributed to other work and must be rescheduled. (See also Procedures Section 5 for further details).
- 4.2. Where the value of a missed test, exam, assignment, or other assessment totals less than 30% of the final course grade, the instructor and student may agree to transfer the grades to other course assessments. Where the value of missed work totals less than 10% of the final course grade, the provision of a make-up is at the discretion of faculty.
- 4.3. Where a missed test, assignment, exam, or other assessment is part of a number of assessments given throughout the term, and where it can be shown that the objective of the missed work is assessed in some other way, the faculty and affected student may agree, in writing, to distribute the weight of the missed work to the final exam, or to another assessment or group of assessments. The redistribution of the weight of missed work may not cause the final exam or any single assessment to be worth more than 65% of the student's final grade. Where there is no agreement, the matter shall be referred to the Chair/Director for resolution.

Note: This may exclude some graduate courses if approval is received by the Graduate Program Council (See Policy Section 5.3.5).

- 4.4. Where it is not possible to schedule the missed work or test (e.g., it was presented in a group; it requires that a lab, studio, or other set-up be recreated) the weight may be distributed to the final exam or to another assessment or group of assessments. In this case, the redistribution of the weight of missed work should normally not cause the final exam or any single assessment to be worth more than 65% of the student's final grade. If it will, an alternate assignment should be considered on a case by case basis.

Note: This may exclude some graduate courses if approval is received from the Graduate Program Council (See Policy Section 5.3.6).

5. MISSING A MAKE-UP

- 5.1. On a case by case basis, a second make-up may be scheduled at the discretion of faculty. The student may be required to provide a detailed rationale supported by appropriate documentation for consideration.
- 5.2. If a student misses a scheduled make-up test, assignment, or other assessment, with the appropriate notification and the required documentation, the grade may be distributed over other course assessments even if that makes the grade on the final exam worth more than 65% of the final grade in the course. In cases where the regular final exam is not cumulative, and where missed work means that previous work has not been assessed, a comprehensive final exam may be administered. If there is no appropriate notification and/or the required documentation, a grade of zero (0) will be assigned.
- 5.3. If a student misses a scheduled make-up for a final exam, the grade should not be re-distributed except in exceptional circumstances. If the make-up for a final exam has been missed for exceptional circumstances that need to be strong and compelling and is supported with evidence, a student may make a request to their faculty that a second make-up exam be considered. Faculty may make this decision in consultation with the Chair/Director. If a second make-up exam is not granted, a grade of zero (0) will be assigned.

6. EXCEPTIONS/CLARIFICATIONS TO PERIOD OF PROHIBITION ON ASSESSMENTS (excludes graduate level courses)

If the structure of a course requires a justifiable exception from the period of prohibition on testing stipulated in Policy 166 Section 6, or to the following rules, the Chair/Director must approve that exception. Note: This Section does not apply to Graduate students.

- 6.1. Section 6 does not apply to courses taught intensively, at a distance, or otherwise outside the usual scheduled hours per week mode.
- 6.2. It is recognized that, in certain types of courses, it may not be possible to avoid tests or other in-class assessments in the last week of classes without creating undue problems in other areas of course management. Where absolutely necessary, a single assessment may be exempted from the above restrictions where it meets ALL of the following criteria:
 - 6.2.1. it is a logical continuation of a regular, ongoing series of term assessments (e.g., weekly or bi-weekly field placement, lab, or studio assignment); and

- 6.2.2. it is held in the normal class/lab/field placement slot; and
- 6.2.3. it is worth no more than 15% of the final course grade.
- 6.3. Any assessment given in lieu of a final exam, which cannot itself be made due prior to the last week of class, may be distributed during the final week of class, and may be due during the final exam period.
- 6.4. If an assignment involves a presentation component, and it is necessary for this presentation to be made in the last week of the semester, any written component of that assignment must be due the week prior to the last week of the class or during the final exam period and the presentation cannot itself be worth more than 15% of the final course grade.

7. COURSE OUTLINES – REQUIRED INFORMATION

NOTE: In lieu of repeating general department/school/program information in each course outline, faculty may refer to the Student Handbook. Course outlines shall contain:

7.1. General

- 7.1.1. course name and number; semester and year; prerequisites; and anti-requisites, if any
- 7.1.2. faculty's name; office location; scheduled consultation hours; office telephone number; email address; faculty/course website(s), if available;
 - 7.1.2.1. if any of these factors are unknown when the course outline is prepared, the information will be provided in writing (as a handout or via the course website) at the beginning of the course.
 - 7.1.2.2. Student consultation hours must be posted or disseminated by other means.
 - 7.1.2.3. Continuing Education students must be provided with an appropriate email address that is monitored regularly for the course.
- 7.1.3. the method of posting grades and method of returning academic work in a manner that respects the privacy of students
- 7.1.4. any instruction on student use of email for faculty contact, as well as any preference for means of student contact

7.2. Course Description

- 7.2.1. calendar course description
- 7.2.2. an explanation of the academic focus and scope of the course, the objectives and/or intended learning outcomes, and topics with their approximate sequence and schedule
- 7.2.3. texts, reading lists, and other course materials or equipment
- 7.2.4. a description of the teaching method(s) that will be used (e.g., lecture, laboratory, studio, cases, problem-based learning, seminar, field work, oral presentations, or combinations of these)
- 7.2.5. a schedule of any field trips or required activities outside of class time

7.3. Other Course Issues

- 7.3.1. specific requirements on any Information Technology (IT) requirements for courses utilizing IT in course work, assignments, or exams
- 7.3.2. specific requirements for field placements, if appropriate
- 7.3.3. policies on the appropriate use of cellular phones, laptop computers, and other electronic devices in the classroom

7.4. Variations within a Course

In cases where there are multiple sections of the same course with consequent variations in course delivery methods, grading, and/or methods of evaluation, etc., students must be provided with at least a brief section/faculty-specific description in addition to the generic course outline.

7.5. Department/ School/ Program/ Graduate Studies Policies and Procedures

- 7.5.1. Information must be given on all relevant department/ school /program policies which have been identified in Procedures Section 8.3. Where relevant information is available through Student Handbooks and/or websites, course outlines will provide direction to these.
- 7.5.2. Students must be reminded that they are required to adhere to all relevant university policies found in their online course shell and/or on the following URL: <http://ryerson.ca/senate/course-outline-policies> .
- 7.5.3. For courses involving research with human subjects/participants, the guidelines of the Research Ethics board must be clearly referenced.

7.6. Evaluation

- 7.6.1. a list and tentative schedule of all tests, exams, assignments, and other assessments, and general description of these. More specific information on each assessment will be provided by the course faculty as early in the course as possible. Exam format, length, and permitted aids will be communicated to students in advance of the exam.
- 7.6.2. the weighting of each test, exam, assignment, and/or other assessment
- 7.6.3. if the course does not lend itself to two independent assessments, this must be clearly stated
- 7.6.4. the inclusion of pop tests or other unscheduled assessments as part of the grading scheme, if applicable
- 7.6.5. an indication of approximately when each piece of graded work will be returned to students, bearing in mind the requirements of Policy 166 Section 5.3.7
- 7.6.6. if a course does not lend itself to early feedback, this must be clearly stipulated
- 7.6.7. policies on deadlines for the acceptance of assignments and/or take-home examinations, and any penalties that will be applied when such deadlines are not met

8. RESPONSIBILITIES

8.1. Faculty

- 8.1.1. prepare course outlines for their courses that adhere to Policy 166: Course Management and these Procedures and provide these course outlines to students
- 8.1.2. submit copies of all course outlines in the format requested, to their department/school/program at the beginning of each term; and revised course outlines when changes are made during the term
- 8.1.3. follow the requirements (see Policy 166 Section 6 and Procedures Section 3) when it becomes necessary or desirable to revise the plan of student evaluation contained in the course outline
- 8.1.4. assess only the work of officially registered students (i.e. the work of non-registered students is not to be assessed)
- 8.1.5. follow procedures established by the department/school/program for the confidential return of students' graded work

- 8.1.6. maintain a grade calculation sheet for each class they teach
- 8.1.7. forward a copy of all grade calculations sheets to the department /school/ program at the end of the term, to be retained for at least one year
- 8.1.8. retain all final assessments for a period of one year after the end of the term
- 8.1.9. forward all final assessments to the department/ school/ program (or make them otherwise accessible) if they are not returning the following term, or if they will be away for an extended period of time
- 8.1.10. dispose of records no longer required at the end of the required holding period in the manner established by the department/ school/ program

8.2. Chairs/Directors:

- 8.2.1. ensure that faculty submit course outlines and ensure that the information in the course outlines is in keeping with University and department/ school/ program policies/ guidelines
- 8.2.2. restructure, if required, the evaluation scheme for a course, in the case of emergencies such as faculty illness
- 8.2.3. access course shells on the Learning Management System in case of emergency and/or the need to reassign the course to another faculty
- 8.2.4. ensure that faculty submit detailed grade calculations for every course

8.3. Departments/ Schools/ Programs/ Graduate Studies:

NOTE: For CE courses, the policies and procedures of the teaching department/school apply; for CE courses that do not have a home teaching department, The Chang School is to develop policies and guidelines.

- 8.3.1. establish guidelines regarding **Group Work**, including:
 - 8.3.1.1. the maximum value of group work allowed in their courses
 - 8.3.1.2. procedures to ensure that students are afforded sufficient individual assessment
 - 8.3.1.2.1. group work for which a student does not receive an individual assessment must not constitute more than 30% of a course grade

Note: There is no restriction on the percentage of work dedicated to group work in Graduate Studies.

- 8.3.1.3. fair, appropriate, and timely procedures for students who encounter difficulty with their working group
- 8.3.2. establish the amount and types of **course variation** that are appropriate among different sections of the same course. Course descriptions and overall objectives must be consistent and there should be comparable assignment structures and grading schemes in all sections of the same course
- 8.3.3. determine what policies, if any, are appropriate regarding the use of **class attendance** as a basis for grades
 - 8.3.3.1. if attendance grades are permitted, criteria must be established and included in the course outline
- 8.3.4. determine what policies, if any, are appropriate regarding the use of **class participation** as a basis for grades
 - 8.3.4.1. if participation grades are permitted, criteria must be established and included in the course outline
- 8.3.5. develop procedures for the confidential return of students' graded work
- 8.3.6. develop procedures for the disposal of examination papers, final papers, and other assessments/work not returned to student, in a manner that protects the privacy of students' work
- 8.3.7. distribute to faculty the policies and procedures established under this provision (Procedures Section 8.3)
- 8.3.8. develop an online Student Handbook for each program for which the Department/School/Program is responsible (Note: Yeates School of Graduate Studies has one (1) main Student Handbook, individual Programs may have their own handbook) that must contain the following:
 - 8.3.8.1. the policies and procedures outlined under this provision (Procedures Section 8.3)
 - 8.3.8.2. a statement confirming that students with disabilities will be accommodated as per Senate Policy 159, including reference to Academic Accommodation Support

8.3.9 determine what other areas relevant to the department/ school/ program should be included in the course outline, ensuring that these are in conformity with overall University policy

RELATED POLICIES:

Policy 46: Undergraduate Grading, Promotion, and Academic Standing

Policy 60: Academic Integrity

Policy 134: Undergraduate Academic Consideration and Appeals

Policy 152: Graduate Student Academic Consideration and Appeals

Policy 164: Graduate Status, Enrolment, and Evaluation

RESCINDED POLICIES:

Policy 145: Undergraduate Course Management

Policy 151: Yeates School of Graduate Studies Course Management

RELATED DOCUMENT:

INC Form

REPORT OF THE SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY COMMITTEE

Report #S2019-1; May 2019

In this report the Scholarly, Research and Creative Activity Committee brings to Senate its recommendation on revisions to Policy 118 - Scholarly, Research and Creative Activity (SRC) Integrity with a request for approval of the revised policy.

Recommendation

- The SRCAC recommends that Senate approve the revisions to Policy 118 - Scholarly, Research and Creative Activity (SRC) Integrity

Respectfully Submitted,

Steven N. Liss, Chair for the Committee

SRCAC Members:

- Naomi Adelson, Associate Vice-President, Research and Innovation
- Jennifer MacInnis, Legal Counsel and Senior Director, Applied Research & Commercialization and Research Grants
- Patrizia Albanese, Chair, Research Ethics Board
- Cory Searcy, Associate Dean, Graduate Studies
- Alexandra Orlova, Associate Dean, Research and Graduate Studies, Arts
- Hong Yu, Associate Dean, Research and Graduate Programs, Ted Rogers School of Management
- Charles Davis, Associate Dean, SRC Activities, Communications and Design
- Jennifer Martin, Associate Dean, Faculty Development, Undergraduate Students and SRC, Community Services
- Michael Kolios, Associate Dean, Research and Graduate Studies, Science
- Sri Krishnan, Associate Dean, Research, Engineering and Architectural Science
- Jane Schmidt, Associate Chief Librarian (Acting)
- Donna Bell, Secretary of Senate
- Andriy Miransky, Faculty, Science
- Idil Atak, Faculty, Arts
- Yuanshun Li, Faculty, Ted Rogers School of Management
- Catherine Schryer, Faculty, Communication and Design
- Cecilia Rocha, Faculty, Community Services
- Guangjun Liu, Faculty, Engineering and Architectural Science
- Brian Cameron, Librarian
- Thomas Duever, Dean, Engineering and Architectural Science
- Eno Hysi, Graduate Student
- Fahim Khan, Undergraduate Student Senator

SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY COMMITTEE REPORT

Report #S2019-1; May 2019

At its meeting on April 8, 2019, the Scholarly, Research and Creative Activity Committee (SRCAC) considered revisions to Policy 118 - Scholarly, Research and Creative Activity (SRC) Integrity.

This report provides a rationale for the policy revisions as well as an explanatory note for the changes made. The updated Policy 118 - Scholarly, Research and Creative Activity (SRC) Integrity is included in Appendix A. The SRCAC approved the proposed revisions to Policy 118, shared them with the Academic Governance and Policy Committee (AGPC) and recommends that Senate adopt the updated policy.

Policy 118 – Scholarly, Research and Creative Activity (SRC) Integrity

In 2017, the Senate Scholarly, Research and Creative Activity Committee struck a Policy 118 Review Committee with the mandate to review and revise Policy 118 - Scholarly, Research and Creative Activity (SRC) Integrity to ensure it met the needs of the University. The Committee was comprised of faculty, staff and students from across the University representing all faculties. In undertaking the review and revisions to the Policy, the Committee worked within the Tri-Agency Framework that sets out the required elements of University integrity policies.

In undertaking the review, the Committee has met with various stakeholders to clarify important aspects of Policy 118. Commencing in the fall of 2017, the Committee conducted open consultation sessions with the Ryerson community in the form of open town halls to enable members of the Ryerson community to provide feedback. In addition, written feedback on the policy was solicited through a dedicated website as well as via email. Key stakeholder groups also met with the Committee to discuss the current policy and potential revisions.

Purpose of Policy 118

- Promote a culture of SRC integrity among scholars in order to enhance the reputation of Ryerson and the value that universities offer society;
- Ensure compliance with federal, provincial and municipal legislation and guidelines as well as the standards of granting agencies;
- Outline activities that breach the standards of SRC integrity;
- Provide a process for dealing with allegations of breaches of SRC integrity in a fair, transparent and timely manner.

Summary of changes

The revised Policy 118 uses the updated Senate policy template and moves from a misconduct approach to an integrity approach; it is about ensuring that all members of the Ryerson community are undertaking their work in a manner that meets the highest standards of integrity, and honours the reputation of the University and its scholars and researchers.

In undertaking the revisions, care has been taken to acknowledge that SRC conduct is discipline specific and that allowances should be made for accepted practices that may differ between research fields and in the interpretation of data and research designs. Due regard is also given for what individuals reasonably ought to have known and the possibility of reasonable and honest error.

The Committee has worked to clarify the relationship between academic integrity and SRC integrity and to align the language between the two policies to ensure there is a common understanding of certain key terms (such as “plagiarism”) across the University. It also added enhanced and clarified the appeals section.

Agenda

**RYERSON UNIVERSITY
POLICY OF SENATE**

**SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY (SRC)
INTEGRITY POLICY**

Policy Number: 118

Responsible Office: Vice-President, Research and Innovation

Revision Approval Date: <INSERT>

Next Policy Review Date: 2024

1.0 Preamble

Ryerson University recognizes the importance of the advancement of knowledge and research for the benefit of society. Intellectual and academic freedom, and honesty are essential to the creation and sharing of knowledge. In order to demonstrate Ryerson's adherence to these fundamental values, all members of the Ryerson community must strive to achieve the highest standards of integrity in their Scholarly, Research and Creative (SRC) activity.

All members of the Ryerson community engaged in SRC activity have a responsibility to be vigilant regarding the conduct of SRC activity and to avoid, minimize, or manage any conflict of interest. This applies to all aspects of SRC activity including applications for funding, the activity itself, and any resulting reports and publications.

2.0 Purpose

The purpose of this policy is to:

- 2.1 Promote a culture of SRC integrity among Ryerson's community members;
- 2.2 Provide guidance for the Ryerson community regarding what may constitute a breach of the policy;
- 2.3 Ensure compliance with the standards of granting agencies;
- 2.4 Provide a process for dealing with allegations of a breach of the policy and conflicts of interest in a fair, transparent and timely manner in accordance with principles of natural justice.

3.0 Applicability, Scope and Relationship to Other Policies

This policy applies to all individuals undertaking SRC activity under the auspices of the University no matter where the research is undertaken, including, but not limited to, faculty, undergraduate students, graduate students, postdoctoral fellows, research assistants and associates, technical staff, adjunct professors, librarians, professors of distinction, distinguished visiting professors, visiting scholars and students, and institutional administrators and officials representing the University.

This policy does not apply to students (undergraduate, graduate, continuing education, or exchange) who are alleged to have committed a breach of SRC integrity in the course of their academic work for credit. Those allegations will be dealt with in accordance with the procedures set out in the appropriate policy. Where it is unclear whether the breach was committed in the course of academic work, the Vice-President, Research and Innovation (VPRI) or designate will determine if the case will be adjudicated under this policy and/or under the appropriate policy.

This policy is to be read in conjunction with existing applicable University policies, guidelines, statements and collective agreements.

4.0 Definitions

Within this policy:

- 4.1 “administrative decision maker” is a senior academic or administrator who has SRC responsibility including but is not limited to the positions of associate vice president, research and innovation, vice provost, vice president, dean, associate dean, and senior director.
- 4.2 “allegation” means an assertion submitted in writing that a breach has occurred or is occurring;
- 4.3 “breach” means a failure to comply with the standards of SRC integrity as outlined in this policy;
- 4.4 “complainant” means the individual making an allegation;
- 4.5 “conflict of interest” means an apparent or perceived conflict between the interests related to SRC activity and other interests;
- 4.7 “inquiry” means the review process outlined below that determines if an allegation is responsible and substantiated;
- 4.8 “investigation” means the review process (resulting in a recommendation) outlined below.

- 4.9 "investigative committee" means those individuals (minimum of three) appointed by the VPRI to undertake an investigation. Members of the committee shall include individuals who have the necessary expertise, including at least one individual working in the relevant discipline/field of study, and who are without apparent or perceived conflict of interest. One member of the investigation committee must be external to the University with no current affiliation to Ryerson;
- 4.10 "natural justice" includes four (4) principles: the right to know the case against you; the right to an impartial and unbiased decision maker; the opportunity to be heard; the right to a timely decision and the rationale for that decision.
- 4.11 "respondent" means the individual(s) alleged to have committed a breach.

5.0 Fair Process

The University recognizes that it is a serious matter for individuals undertaking SRC activity to be involved in a research integrity investigation and is therefore committed to handling these matters in a respectful, timely, and thoughtful manner. The University will apply the policy in a non-adversarial, investigative manner that is consistent with the principles of natural justice, including the right to be heard and the right to a timely and fair decision based on the merits of each individual case.

Within the decision-making processes associated with the implementation of this policy all decision makers will make reasonable efforts to acquire all the information needed to make a fair decision, and will do so in an unbiased manner. The standard of proof is the balance of probabilities. This means that, for a finding of a breach to be supported, based on the information presented, it is more likely than not that the individual(s) breached the policy.

6.0 Integrity in SRC Activity

There is a broad range of SRC activities that contribute to the creation, enhancement, and dissemination of knowledge that may be carried out in the course of an individual's work or studies at the University. All SRC activity at Ryerson University is expected to demonstrate the highest standard of integrity and proper conduct, including:

- 6.1 providing accurate information in applications for funding such that personal accomplishments and research are completely and truthfully represented;
- 6.2 employment of rigorous methods and procedures in the gathering, analysis, retention, and dissemination of information that are appropriate to the current standard of conduct in the discipline/field;

- 6.3 ensuring that the SRC activity is undertaken with independence and impartiality, free of any undue influence or conflict of interest;
- 6.4 open and formal acknowledgement and citation of all contributors and sources, commensurate with the magnitude and importance of their contributions and prevailing standards and practice in disciplines/fields;
- 6.5 appropriate supervision of students, staff or any visiting personnel engaged in SRC activities at Ryerson during the course of an SRC activity;
- 6.6 due regard to ownership and confidentiality of all materials, obtained either through the peer review process, private conversations, or any other manner;
- 6.7 the appropriate use of funding or other resources supplied for SRC purposes;
- 6.8 obtaining any required approvals for research involving human participants, human biological materials and animals.

Individuals are personally responsible for the integrity of their work and must ensure that their SRC activity meets University standards, the standards of those entities sponsoring any component of the work, and the current standards of conduct in their discipline/field.

7.0 SRC Integrity Breaches

A breach of SRC integrity occurs when the activity deviates from the commonly accepted standard of conduct in the discipline/field, in accordance with the University and the funder guidelines. A breach can occur at any stage of SRC activity from conceptualization to dissemination. In determining whether conduct deviates from relevant SRC community standards or practice, due regard is given for what the individual reasonably ought to have known, the possibility of reasonable and honest error, and potential differences in the interpretation of data and research designs.

A breach of SRC integrity includes the following:

- 7.1 Fabrication: Making up any aspect of the research, including data and results;
- 7.2 Falsification: Willfully misrepresenting, misinterpreting, or omitting any aspect of the research, including data and results;
- 7.3 Plagiarism: Falsely claiming someone else's words, work or ideas as one's own, for example:

- 7.3.1 Claiming, submitting or presenting the words, ideas, artistry, drawings, images or data of another person, including unpublished materials, as if they are one's own, without appropriate referencing;
- 7.3.2 Claiming, submitting or presenting someone else's work, ideas, opinions or theories as if they are one's own, without proper referencing;
- 7.3.3 Claiming, submitting or presenting another person's substantial compositional contributions, assistance, edits or changes as one's own;
- 7.3.4 Claiming, submitting or presenting collaborative work as if it were created solely by oneself or one's group;
- 7.3.5 Minimally paraphrasing someone else's work by changing only a few words and not citing the original source;
- 7.4 Self Plagiarism: Publishing your own previously published research results, ideas, opinions or theories as new without proper citation or referencing of the prior work.
- 7.5 Disregard for confidentiality: Failure to honour confidentiality that the individual promised or was contracted to as a way to gain valuable information from a party internal or external to the University;
- 7.6 Misuse of funds acquired for the support of SRC activities, for example:
 - 7.6.1 Failure to comply with the terms and conditions of grants and contracts;
 - 7.6.2 Misuse of University resources, facilities and equipment;
 - 7.6.3 Failure to identify correctly the source of research funds;
 - 7.6.4 Failure to use the funds in support of the SRC activity for which they were received.
- 7.7 Destroying research data or records to avoid the detection of wrongdoing;
- 7.8 Failure to act in accordance with relevant federal or provincial statutes or regulations and university policies applicable to the conduct of and reporting of research;
- 7.9 Failure to seek Ryerson's Research Ethics Board (REB) approval for research involving human participants or human biological materials when it is required under the Tri-Council policy Statement and Senate [policy 51](#);
- 7.10 Failure to seek Ryerson's Animal Care Committee (ACC) approval for research involving animals when it is required under the Canadian Council on Animal Care

and Senate [policy 52](#);

- 7.11 Failure to comply with a direction of Ryerson's REB, ACC or Biosafety Committee under its mandate to approve, reject, propose modification to, or terminate any proposed or ongoing research involving human participants or human biological materials, or animals as appropriate;
- 7.12 Failure to provide Ryerson's REB, Biosafety Committee and/or ACC with any materials relevant to its decision-making, or failure to notify Ryerson's REB or ACC of adverse events or significant changes to the research as required in the terms of approval;
- 7.13 Failure to comply with, provide relevant materials to, or failure to notify of significant changes to the Biosafety Committee or the Office of the Vice President, Research and Innovation, or the Office of Environmental Health and Safety;
- 7.14 Mismanagement of conflict of interest: Failure to disclose and/or address material conflicts of interest to the University, sponsors, colleagues or journal editors when submitting a grant, protocol, manuscript or when asked to undertake a review of research grant applications, manuscripts or to test or distribute products;
- 7.15 Misleading publication; for example:
 - 7.15.1 Failing to appropriately include as authors other collaborators who prepared their contributions with the understanding and intention that it would be a joint publication;
 - 7.15.2 Failing to provide collaborators with an opportunity to contribute as an author in a joint publication when they contributed to the research with the understanding and intention that they would be offered this opportunity;
 - 7.15.3 Preventing access to research data to a legitimate collaborator who contributed to the research with the explicit understanding and intention that the data was their own or would be appropriately shared;
 - 7.15.4 Giving or receiving honourary authorship or inventorship;
 - 7.15.5 Misattributing or denying authorship or inventorship;
 - 7.15.6 Knowingly agreeing to publish as a co-author without reviewing the work including reviewing the final draft of the manuscript;

- 7.15.7 Failing to obtain consent from a co-author before naming them as such in the work;
- 7.15.8 Portraying one's own work as original or novel without acknowledgement of prior publication or publication of data for a second time without justification or reference to the first;
- 7.16 Contributing to a breach: Encouraging, directing or advising another researcher to commit a breach (e.g. a supervisor telling a graduate student to falsify data); or otherwise creating an environment that promotes a breach by another;
- 7.17 Misrepresentation in a grant application or related document including:
 - 7.17.1 Knowingly providing incomplete, inaccurate or false information in a grant or award application or related document, such as a letter of support or a progress report.
 - 7.17.2 Knowingly applying for and/or holding research funding when deemed ineligible by the research funding organization.
 - 7.17.3 Listing of co-applicants, collaborators or partners without their agreement.
- 7.18 Making an allegation in bad faith: Making false or misleading statements that are contrary to good faith reporting of allegations or failing to declare any conflicts of interest when reporting an allegation;

8.0 Allegations of SRC Integrity Breach

Allegations of SRC integrity breaches will be taken seriously. The University will respond to allegations in a timely, impartial, fair and transparent manner. Appropriate confidentiality of the complainant(s) and respondent(s) will be maintained during the inquiry, investigation and appeal stages to the extent possible. The review of allegations will be carried out carefully, thoroughly and as promptly as possible, to resolve all questions regarding the integrity of the SRC activity and the respective responsibilities of individuals that may be involved in the allegation.

All persons involved (complainants, respondents, and those who assist in the process) shall be treated with respect and fairness.

To the extent possible, the University will protect individuals who have made allegations in good faith or have provided information related to an allegation from reprisal. Any retaliation against such a person will be addressed under the applicable policy or collective agreement. Making an allegation in bad faith is, in and of itself, a breach of

SRC Integrity under this policy.

While timelines are set out in the procedures below, requests for extensions of any time limit should not be reasonably denied.

8.1 Representation

If an individual involved in an allegation (either as a complainant, respondent or witness) is a member of a union which has a collective agreement with the University, the individual has the right to be represented by a legal bargaining agent at any stage of the process. Such representative may raise questions of the decision maker and speak during all stages of the process, but respondents are expected to be present, and to speak for themselves with respect to matters of fact.

8.2 Allegations

- 8.2.1 Any individual, including those not part of the University community, may make an allegation according to the process contained herein. All Allegations must be made in good faith. The VPRI will not advance an allegation that has already been determined under the policy unless new and compelling information that could not reasonably have been available at the time of the original allegation is brought forward.
- 8.2.2. The Vice-President, Research and Innovation (VPRI) is the single point of contact for receiving allegations at Ryerson. All allegations must be made in writing (hardcopy or via email) to the VPRI and must be dated. The allegation must contain a description of the suspected breach and must include all relevant information and include supporting evidence, if available. Allegations made anonymously will be accepted only if accompanied by sufficient information to enable the assessment of the allegation and the credibility of the facts and evidence on which the allegation is based without the need for further information from the source of the allegation. Anyone who makes an allegation is required to declare any conflicts of interest they may have related to that claim.
- 8.2.3. The Vice-President, Research and Innovation (VPRI) (or their designate), will, upon receipt of an Allegation, acknowledge receipt, review and log all such allegations.
- 8.2.4. Pending the resolution of an allegation, the VPRI (or their designate), may, at their discretion, take immediate action to protect the administration of funds, preserve evidence, and prevent possible further questionable conduct. Actions may include, but are not limited to, freezing grant accounts, requiring a second authorized signature from a University representative on all expenses charged to the researcher's grant accounts,

securing relevant documentation and ordering the cessation of the SRC activity.

- 8.2.5 Subject to any applicable laws, including privacy laws, the VPRI (or their designate), will advise the relevant funding sponsor(s) immediately of any allegations related to activities funded by the sponsor that may involve significant financial, health safety, or other risks.
- 8.2.6 For allegations related to conduct that occurred at another institution, the point of contact at the institution receiving the allegation will coordinate with the point of contact at the other institution to determine which institution is best placed to conduct the inquiry and Investigation. This decision regarding the designated point of contact will be communicated to the complainant.

8.3 Inquiries

- 8.3.1 Within 10 business days of receipt of an allegation the VPRI (or their designate), will appoint an administrative decision maker with no bias or conflict of interest, apparent, perceived or actual, to conduct an inquiry to establish whether the allegation is responsible. In undertaking the inquiry the administrative decision maker will not decide if a breach occurred, but rather whether there is sufficient evidence to indicate a situation may exist that would constitute a breach and therefore requires further investigation.
- 8.3.2 In conducting the inquiry, the administrative decision maker may contact the complainant and the respondent, and may consult confidentially within the University and externally if appropriate, to assist in the assessment.
- 8.3.3 The administrative decision maker will provide the VPRI with written findings and a recommendation as to whether the allegation is responsible within 45 business days of commencement of the inquiry.
- 8.3.4 In the event the: i) allegation is found to be not responsible; or ii) the allegation is found to be responsible but a breach is not substantiated; the matter concludes.
- 8.3.5 In the event that the allegation is found to be responsible, a breach is substantiated and the respondent accepts responsibility, the matter will proceed directly to the outcome stage.

8.4 Investigations

- 8.4.1 Allegations determined to be responsible that are not concluded at the inquiry stage will be investigated by an investigative committee consisting

of at least 3 individuals. The respondent will be notified of the proposed names of the investigative committee members and will be given 10 business days to protest their inclusion on the grounds of bias or conflict of interest. All investigative committee members will be asked to sign a confidentiality statement prior to the disclosure of any details regarding the allegation to them and will be asked to declare any conflicts prior to commencement of the investigation.

- 8.4.2 The investigative committee will be tasked with undertaking an investigation. The investigative committee will determine its own investigative process, so long as the complainant and respondent are provided with an opportunity to be heard.
- 8.4.3 Upon conclusion of the investigation, the investigative committee will prepare a preliminary written report of the investigation and provide it to the VPRI and the respondent. This should normally occur within five months of appointment of the investigative committee. The report will summarize content of interviews conducted and the documents reviewed, a finding as to whether a breach has occurred, and will include key considerations, and/or mitigating factors. The report may also include any recommendations with respect to University processes or practices which the University will review and consider.
- 8.4.4 The respondent will have 10 business days to respond to the preliminary report.
- 8.4.5 The investigative committee will issue its final report to the VPRI within 10 business days of receipt of the response from the respondent.
- 8.4.6 The VPRI will provide the respondent with a copy of the final report within 10 business days of their receipt of the final report.

8.5 Appeal

If a breach of the policy is confirmed the respondent has 10 business days from the date that the notification of findings was sent to them to request an appeal in writing to the VPRI.

The right to appeal is limited and the onus is on the respondent to make a case for why the appeal should be heard based on one or more of the three (3) grounds set out below:

- 8.5.1 New Evidence: there is new evidence submitted with the appeal package that was not available during the investigation stage and which has a reasonable possibility of affecting the decision. The appeal should state what the evidence is and briefly give reasons as to how and/or why it might

affect the finding;

8.5.2 Substantial Procedural Error: when it is believed there has been a substantial error in how this policy was applied, which could have affected the decision reached by the investigation committee. The appeal should state what the procedural error was and give reasons regarding how and/or why it may have affected the finding and/or reasons why its correction would reasonably be expected to do so;

8.5.3 Evidence Not Previously Considered: evidence submitted, or stated verbally, as part of the investigation that was not considered by the investigation committee. The appeal should identify the evidence not considered, provide evidence that it was not considered, and give reasons why consideration of it would be reasonably likely to affect the finding and/or alter the penalty assigned.

An appeal, if accepted as meeting one or more of the stated grounds, will be considered by an appeal committee appointed by the VPRI consisting of at least 3 people. No person can serve as a member of the appeal committee if such person was a participant in the original inquiry or investigation.

In their deliberations, the appeal committee is limited to consideration of the ground under which the appeal has been made. The appeal committee may not undertake a de novo investigation. The decision made by the appeal committee is final and shall be communicated at the same time in writing to the respondent and to the VPRI.

9.0 Outcome

If an allegation of misconduct is not substantiated, to the extent possible the University will protect the reputation and credibility of the respondent, including written notification of findings to all agencies, publishers, or individuals who are known by the University to have been informed of the allegation.

Any discipline arising from a finding of a breach shall be decided in accordance with the provisions of the collective agreement, employment agreement, or personnel policy that governs the respondent. Decisions regarding discipline of students will be undertaken by the relevant Dean of the faculty to which they belong.

The nature of the breach will be taken into account when deciding the severity of the consequences. Mitigating factors that should be taken into consideration when deciding the severity of the consequences include, but are not limited to: what the individual reasonably ought to have known, research experience, past breaches, and intent (to the extent that it can be determined).

10.0 Reporting

If a funding sponsor was copied on an allegation, the VPRI will promptly provide the funding sponsor with a written report of the findings following the determination of any disciplinary action and once any associated appeals and/or grievances have been concluded. In the instance that a breach is found to have occurred, any such notification will include a summary of recommendations and actions taken by the University in response to the finding

The OVPRI will prepare and publish summaries of outcomes in an annual report to the Senate (with identifying information removed) for the purpose of educating University members on acceptable and unacceptable practices for scholarly, research and creative integrity and research ethics activities.

11.0 Conflict of Interest in Scholarly, Research and Creative Activity (SRC)

A conflict of interest may arise when activities or situations place an individual in a real, potential or perceived conflict between the duties or responsibilities related to research, and personal, institutional or other interests. These interests include, but are not limited to, business, commercial or financial interests pertaining to the individual, their family members, friends, or their former, current or prospective professional associates.

11.1 Duty to Report

11.1.1 All persons engaged in SRC activities at the University, as defined in section 4.0 of this policy, have a duty to report any conflicts of interest, or possible conflicts of interest that might impact on their SRC activities prior to the commencement of any SRC activity including the commitment of or expenditure of SRC funds.

11.1.2 All conflicts of interest that may affect a decision about a specific application or request for a grant or award must be disclosed in writing to the relevant funding sponsor by the applicant.

11.1.3 Failure to report a conflict of interest, or possible conflict of interest, may result in disciplinary measures.

11.2 Procedures

11.2.1 Any individual engaged in SRC activities at the University who has, or believes they have, a conflict of interest in respect of an SRC activity, must declare that conflict to the project's Principal Investigator as soon

as they become aware of the conflict. If the Principal Investigator is the one with a conflict, then the Principal Investigator must report that conflict to the Dean of their Faculty or the OVPRI.

- 11.2.2 In the instance of an individual other than the Principal Investigator having a conflict, the Principal Investigator must review the conflict of interest situation and determine if the individual can continue to be involved in the SRC activity, and/or any controls that should be put in place to govern the individual's continued participation in the SRC activity in a manner that mitigates the conflict. In undertaking this determination the Principal Investigator may consult their Dean, Associate Dean Research, and/or the OVPRI. If the matter remains unresolved, the VPRI has final approval.
- 11.2.3 In the instance of a Principal Investigator having a conflict, the Dean, in consultation with the OVPRI, must review the conflict of interest situation and therefore whether to approve or prohibit the SRC activity in question and/or any controls that should be put in place to govern the Principal Investigator's continued participation in the activity in a manner that mitigates the conflict. If the matter remains unresolved, the VPRI has final approval.
- 11.2.4 Individuals should be aware that they may have obligations with regards to the disclosure of conflicts of interest under the Ryerson Board of Governors Conflict of Interest Policy separate from the obligations set out herein.

12.0 Accountability, Transparency, and Education

To promote an understanding of SRC integrity issues across the University, the OVPRI will use appropriate vehicles such as: workshops, seminars, written materials and orientation for new faculty, staff and student members to ensure that Ryerson community members are informed and educated as to the values of SRC integrity and issues relating to best practices.

YSGS report to Senate

May 21, 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

Civil Engineering

The Civil Engineering self-study report was reviewed thoroughly by the Program and Planning committee on May 1, 2018 and following that the PRT team was decided upon and scheduled to visit on December 10 and 11, 2018.

On April 8, 2019 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 April 23, 2019 the YSGS Council voted in favour of moving the FAR to Senate for approval.

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

Major Curriculum Modifications

Computer Science

Motion: That Senate approves the Major Curriculum Modifications for the Computer Science Graduate program.

Master of Science in Management

Motion: That Senate approves the Major Curriculum Modifications for the Masters of Science in Management program.

GPC Bylaw Changes

Masters of Public Policy and Administration

Motion: That Senate approves the revised Graduate Program Council Bylaws for the Masters of Public Policy and Administration program.

1-Year Follow-Up (For Information)

Documentary Media

Journalism

Aerospace Engineering

A handwritten signature in black ink that reads "cory searcy". The signature is fluid and cursive, with "cory" on the top line and "searcy" on the bottom line.

Cory Searcy, Interim Vice-Provost & Dean, YSGS



Graduate
Studies

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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Civil Engineering (PhD, MASc, MEng)

Last Updated: May 13, 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 **Civil 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.

CIVIL ENGINEERING EXECUTIVE SUMMARY

The Department of Civil Engineering has been undergoing transformative change in which collaboration and synergy have figured prominently. In the past decade, student numbers have grown by nearly 150% at the undergraduate level and over 400% at the graduate level, however over the past 7 years (since 2010) the graduate enrolment remains relative stable (average 64 – 9 PhD and 55 master's students) over the last few years.

Over the last seven years, the Program has been greatly enhanced by the tripled number of publications by faculty and increased publications by students (about 5 times that of 2008), and about a 35% increase in faculty annual funding, as well as outstanding achievements made by faculty members and a large number of awards received by students. This enhancement is also attributed to the increased and improved research infrastructure.

The Program has continued benefiting from its multi-disciplinary nature, especially by integrating geomatics into teaching and research and by conducting collaborative research that involves other disciplines such as computer science, information technologies, management and social science. The current program curriculum satisfies the need to achieve the program learning outcomes, but nevertheless requires a systematic review and update.

In the next five years, the Program will work on implementing the four strategic development goals related to graduate studies, focusing on curriculum, quality of training, recruitment of quality students and student engagement and success. The Program plans to undertake a systematic review of its curriculum and courses to evaluate the existing graduate course curriculum for possible restructuring to respond to graduate students' concerns regarding the

level of competency of some of the graduate courses. Another focus will be on developing new graduate studies fields in Geotechnical Engineering and Infrastructure and Construction Management.

Overall, the Program has been successful in preparing students that achieve the program learning outcomes upon the completion of their program of studies. The strengths and weaknesses, identified through this self-study, offers some opportunities for the Program to continue its effort in addressing challenges faced going forward.

Periodic Program Review and Peer Review Team

Civil Engineering (PhD, MASc, MEng).

The graduate program in Civil 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 Civil Engineering (PhD, MASc, MEng) consisted of Dr. Ata Khan (Carleton University), Dr. Amir Fam (Queen's University), and Dr. Henry Cheng (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 Dec 10 and 11, 2018. The PRT report was communicated to the Associate Dean, YSGS on Jan 2, 2019, and the response to the report from Civil Engineering was communicated on Mar 4, 2019.

Summary of PRT Recommendations with Graduate Program and YSGS Responses, and Implementation Plan

The PRT raised a number of concerns and recommendations. The first 17 address academic recommendations and responses, and the 18th is an administrative/financial recommendation and response.

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.

IMPLEMENTATION PLAN

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
ACADEMIC RECOMMENDATIONS					
1. Increase capacity by adding three new faculty members in the Transportation Geotechnical, and Project Management areas.	Agreement. Submit annual requests from the Department to the FEAS Dean. This will occur on an ongoing basis (full program response on page 4 of its response to the PRT report).	The hiring of new RFA faculty is outside of YSGS's purview. YSGS encourages the program to continue to work with the FEAS Dean's Office on issues related to its faculty complement. YSGS also notes that the PRT "observed that there exists a gender imbalance among the faculty members of the program" (page 8 of PRT report). YSGS encourages the program to consider this issue in future faculty hiring.	Submit annual requests to FEAS Dean.	Civil Engineering Department Chair	Ongoing
2. Reinstate the PhD program in transportation.	Agreement. Consult with YSGS if formal approval is required. This will occur in 2019 (full program response on page 5 of its response to the PRT report).	YSGS notes that the addition of Quality Council approved "fields" is considered a major curriculum revision under 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.	Consult with Associate Deans in FEAS and YSGS; develop curriculum change proposal; obtain the approval of the graduate program council; submit change request	Associate Chair for Graduate Studies	Before the end of Fall 2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
3. Enhance the geotechnical engineering part of the curriculum.	Agreement. This is one strategy for improving graduate course offerings under the Department's 5-year Strategic Plan. The program will continue to work on initiatives to identify the best options. This will occur in 2019-2020 (full program response on page 5-6 of its response to the PRT report).	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.	Continue work on the indicatives to identify the best option(s); create a development plan	Associate Chair for Graduate Studies	2019/2020
4. Infrastructure Engineering should be strengthened, in association with Structures, Geomatics, and Transportation.	Agreement. The Program has also been working on two new initiatives, including a PMDip in Infrastructure Management and the field of infrastructure asset management within the current Master's and PhD programs. Further, the Program has been involved in discussion with the Department of Architectural Science about a possible new joint PMDip and Graduate Programs on Project, Construction and Infrastructure Management. The Program will continue to work on these initiatives to identify the best option(s) (full program response on page 6 of its response to the PRT report).	<p>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.</p> <p>YSGS also notes that if the program is interested in developing a PMDip it must be done in accordance with the Ontario Universities Council on Quality Assurance Quality Assurance Framework. Moreover, the development of any graduate programs (including PMDips) must be done in accordance with Ryerson University Policy 112. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential PMDips or other graduate programs.</p>	Continue work on the options (i.e., additional field, new PMDip and joint program); create a development plan	Associate Chair for Graduate Studies	2019/2020

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
5. Systematically review the curriculum. Specifically, course contents can be fine-tuned to meet Provincial PhD and MSc degree level expectations. It is recommended to monitor and implement quality control of graduate courses such that content is not watered-down to meet the abilities of certain student groups. This penalizes stronger and/or more specialized students.	Agreement. The Program is currently undergoing a systematic review of its current curriculum together with course contents. This will be completed in 2019 (full program response on page 6 of its response to the PRT report).	YSGS supports the program response. As above, it notes that any curriculum modifications must be done in accordance with Ryerson University Policy 127. YSGS encourages the program to pay particular attention to ensuring its learning outcomes are met as a part of the curriculum review.	Revisit the program's learning outcomes; review the program's curriculum and courses; review the mapping between courses and the learning outcomes	Associate Chair for Graduate Studies	2019/2020
6. Consider offering courses in statistical methods and GIS.	Agreement. The Program will consider this as a part of its curriculum review (full program response on page 6 of its response to the PRT report).	YSGS supports the program response. As above, it notes that any curriculum modifications must be done in accordance with Ryerson University Policy 127. YSGS also encourages the program to explore if cross-listings with other programs could address any identified course needs, so as to avoid unnecessary duplication.	Explore the option of co-listing of CE8140 Statistics in Engineering vs. developing a new statistics course (Note: the program has already offered CV8505 GIS for Civil Engineering)	Associate Chair for Graduate Studies	2019/2020

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
7. Consider offering part-time MSc and PhD programs.	Agreement. The Program will discuss these options in a Graduate Program Council meeting (full program response on page 7 of its response to the PRT report).	<p>YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. Under the policy, the addition of a part-time option is considered a major curriculum modification. YSGS also notes that consultation with the University Planning Office would be required in order to determine the revenue implications of such a change.</p> <p>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.</p>	<p>Consult with Associate Deans in FEAS and YSGS; discuss within the Graduate Program Council</p> <p>Consult with UPO if the Council decides to add part-time options; develop the curriculum change proposal</p>	Associate Chair for Graduate Studies	Fall 2019 Winter 2020
8. Consider offering some graduate courses in the evening.	Agreement. The Program will discuss these options in a Graduate Program Council meeting (full program response on page 7 of its response to the PRT report).	YSGS supports the program response. YSGS encourages the program to consider offering courses that accommodate student demand (e.g., spring/summer offerings). YSGS also notes that these decisions would also have implications for any potential part-time option (as discussed above).	Encourage faculty members to teach classes from 6:00 to 9:00 pm	Department Chair, Associate Chair for Graduate Studies	Ongoing
9. Consider offering the MEng program in both course and project formats, as well as allowing students to move from one format	The Program believes this is already possible in the current program (full program response on page 7 of its response to the PRT report).	YSGS supports the program response. YSGS agrees this is already possible in the current program.	N/A	N/A	N/A

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
to the other.					
10. Consider accepting University of Toronto and McMaster University students in Ryerson University courses.	The Program notes that this is already being done through the OVGS (Ontario Visiting Graduate Student) program. The Program has been accepting students from University of Toronto, McMaster University, University of Waterloo and Western University, etc. through the OVGS program, and will continue to do so.	YSGS supports the program response. YSGS notes that OVGS is a mechanism for graduate students registered at other universities to take courses at Ryerson University.	N/A	N/A	N/A
11. Investigate expanding the recruitment of self-funded students and domestic students outside of Ontario.	Agreement. In 2019, the Program will explore ways of better utilizing scholarship programs in other countries (full program response on page 7 of its response to the PRT report).	YSGS supports the program response.	Explore ways of better utilizing scholarship programs of other countries	Associate Chair for Graduate Studies	2019/2020
12. Develop a plan and tools to assess student progress towards GDLEs.	Agreement. The current course-GDLE mapping table will be reviewed in the context of the systematic review of the Program curriculum and courses. A plan and effective tools to monitoring the progress will be developed.	YSGS supports the program response. YSGS encourages the program to consult with Ryerson University's curriculum development consultants to explore potential options. YSGS also notes that any potential changes to the program's learning outcomes must be made in accordance with Ryerson University Policy 127.	Consult with the university curriculum development consultants; develop plan and tools	Associate Chair for Graduate Studies	2019/2020
13. Develop strategies to recruit out-of-province domestic graduate students.	Agreement. The Program's website is now undergoing redesign and this will be taken into consideration to highlight the uniqueness of the Program. Further promotional materials	YSGS supports the program response. YSGS also encourages the program to consider additional in-province recruitment strategies as well.	Develop strategies for recruiting students outside Ontario	Associate Chair for Graduate Studies	2019/2020

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
	will be developed to distribute to other institutions outside Ontario.				
14. Facilitate alternative communication paths for graduate students to freely voice any concerns they might have.	Agreement. The Program will continue to encourage students to use existing channels, but also consult with them to explore if they prefer alternative communication paths (full program response on page 8 of its response to the PRT report).	<p>YSGS supports the program response. YSGS also encourages the program to make students aware of other avenues to voice concerns (e.g., Associate Deans in FEAS) or for support (e.g., counselling services).</p> <p>YSGS also encourages the program to stress the role supervisory committees play in resolving student concerns related to their research. Ryerson University Policy 164 contains further information on the duties of supervisory committees.</p>	Consult with faculty, students and admin/technical staff to identify alternative paths	Associate Chair for Graduate Studies, Program Administrator	Fall 2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
15. Enhance morale among MEng students.	<p>The perception, if any in the Program, may come from the factors that MEng students don't receive any funding support from the Program, and mostly not from faculty members because the MEng program is primarily designed as course-based program. Some MEng students may also have had trouble when attempting to find a supervisor for Directed Studies and/or degree project. The Program's Recruitment and Admission Committee will analyze the MEng cohorts over the years and look into the balance between the number of MEng students accepted into the Program and the load required from faculty members to provide proper supervision.</p>	<p>YSGS supports the program response. YSGS, however, also encourages the program to investigate the possible sources of low morale amongst MEng (and other graduate) students.</p> <p>YSGS also encourages the program to ensure that expectations are clear for MEng students, particularly with respect to funding.</p>	Consult with MEng students; develop preventive measures	Associate Chair for Graduate Studies	2019/2020
16. Encourage students and supervisors to have a meeting with Technical Support Staff early on in the research project.	Agreement. The Program will consult with both technical staff and students/supervisors to develop the best approach to encourage such meetings.	YSGS supports the program response.	Consult with staff, students and supervisors to develop approaches	Associate Chair for Graduate Studies	Fall 2019
17. Encourage faculty members to visit the labs periodically to get a feel and an	Agreement (full program response on page 8 – 9 of its response to the PRT report).	YSGS supports the program response.	Encourage faculty for such communications	Department Chair, Associate Chair for Graduate Studies	Ongoing

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation
update for space constraints.					
ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS					
18. Add net new space to the department.	Agreement. Submit annual requests from the Department to the FEAS Dean. This will occur on an ongoing basis (full program response on page 5 of its response to the PRT report).	YSGS supports the program response, but it notes that space allocations are outside of its purview. YSGS encourages the program to continue to work with the FEAS Dean's Office on issues related to space.	Continue identifying critical space need and submit requests to the FEAS Dean	Department Chair	Ongoing



**PROPOSAL FOR MAJOR CHANGES TO CURRICULUM
MASTER OF SCIENCE IN COMPUTER SCIENCE
FEBRUARY 2019**

1. Summary

Ryerson University's Master of Science (MSc) Program in Computer Science (CS) offers students a rich set of research options based on the expertise of faculty members affiliated with this program. These include Software Engineering, Data Science, Cybersecurity, Robotics and Artificial Intelligence (AI)—where our program has shown particular strength. In recent years, there has been phenomenal growth in the academic¹ and industrial² interest in various aspects of AI and its applications—especially in Machine Learning.

Many of our program's current applicants list AI or machine learning as one of the topics of interest that they would like to pursue. We have addressed this student interest by offering more courses in AI to the point where roughly 30% of our course offerings are AI-related³.

Given the program's strength in AI, we would like to tangibly recognize the expertise of our graduates working in this area. In keeping with the intentions of Ryerson's current Academic Plan (2014-2019) – “*Our Time to Lead*”, which lists the following:

- Increasing choice available to students (Strategy #3),
- expanding experiential learning opportunities for graduate students (Strategy #5), and
- new ways to improve the administration and delivery of graduate education (Strategy #15),

We propose to add the field of “Artificial Intelligence” to our existing program. This will allow our graduates to be recognized as having had significant graduate experience in the area of AI.

2. Effect on the Graduate Degree Level Expectations (GDLEs)

There will be no changes to the GDLEs of the program. All current courses in our program are offered as electives (see table 1). The specialization in this field will be awarded to students who choose to pick their required courses from a subset of regularly offered AI and AI-related courses that already exist within the program.

¹ “How Canada has Emerged as a Leader in Artificial Intelligence”, see:

<https://www.universityaffairs.ca/features/feature-article/canada-emerged-leader-artificial-intelligence/> accessed 20 January 2019

² “Revolution AI: Canada's early start in artificial intelligence set it up to be today's global powerhouse”, see:

<https://business.financialpost.com/entrepreneur/0123-biz-dd-intelligence> accessed 20 January 2019

³ The CS MSc program offered 63 courses in the past 5 years of which 19 were AI or AI-related.

Table 1 Existing Ai and AI-related courses within the Program

CP8206 – Soft Computing and Machine Intel	CP8210 – Topics in Data Science
CP8305 – Knowledge Discovery	CP8318 – Machine Learning
CP8311 – Genetic Programming	CP8314 – Advanced Artificial Intelligence
CPXXXX – Introduction to Deep Learning	CP8319 – Reinforcement Learning
CPXXXX – Deep Learning in Computer Vision	

Courses listed with * have been offered as a special topic course. The course code may change once they are assigned a permanent course code.

3. Periodic Program Review Changes

This proposal is not the result of a program review, but rather a response to an existing demand for a credential that more closely reflects the work that many students choose to do without recognition of any kind. We are also aware that there has been a recent trend to add AI specializations or concentrations in programs offering graduate CS degrees. Please see the Appendix for more details on these programs.

4. Required Resources

We do not require any new resources. Many of our faculty members are actively engaged in AI-related research, and the program currently offers the courses listed in table 1 of this proposal. Table 1 includes two new regular courses: Introduction to Deep Learning and Deep Learning in Computer Vision which have been offered as special topic courses in our program.

5. Comparison of Existing and Proposed Programs

Table 2 presents a summary of the existing vs. proposed changes to our program.

Table 2 Comparison of Existing and Proposed Program

Current Program	Proposed Program
<p>Thesis-Based Requirements:</p> <ol style="list-style-type: none"> 1. 4 elective graduate courses 2. A research thesis 3. attendance at departmental seminars with the presentation of 1 public seminar. 	<p>Thesis-Based Requirements: No change from current program.</p> <p>Thesis-Based (AI Option) Requirements:</p> <ol style="list-style-type: none"> 1. 4 elective graduate courses (2 from Table 1) 2. A research thesis, with an AI-related topic 3. attendance at departmental seminars with the presentation of 1 AI-related public seminar.
<p>Major Research Paper (MRP)-Based Requirements:</p> <ol style="list-style-type: none"> 1. 6 elective graduate courses 	<p>MRP-Based Requirements: No change from current program.</p> <p>MRP-Based (AI Option) Requirements:</p>

<ul style="list-style-type: none"> 2. an MRP 3. attendance at departmental seminars and providing at least 1 public presentation 	<ul style="list-style-type: none"> 1. 6 elective graduate courses (4 from Table 1) 2. an MRP involving an AI-related topic 3. attendance at departmental seminars with the presentation of 1 AI-related public seminar.
<p>Course-based Requirements:</p> <ul style="list-style-type: none"> 1. 8 elective graduate courses 	<p>Course-based Requirements: No change from current program.</p> <p>Course-Based (AI Option) Requirements:</p> <ul style="list-style-type: none"> 1. 8 elective graduate courses (6 from Table 1)

6. Rationale for Elective Changes

No changes are planned for electives offered by the program. Two new electives are added to the list of available courses.

7. Description of New or Amended Courses

Deep learning is a new subclass of machine learning algorithm that has accelerated the ability of computers to learn from experience, and it has a profound impact on different areas and applications. Table 1 includes two courses that will offer timely coverage of this very important area: Introduction to Deep Learning and Deep Learning in Computer Vision which have been offered as special topic courses in our program. These courses have been extremely popular courses both with students in our program and others across the university due to impact of deep learning in various AI applications. As part of our course/curriculum changes, we have put forward a request to add these courses to our regular course offering. The course CMFs for these courses can be found at the end of the Appendix.

8. Implementation Details

All existing information concerning the MSc program in CS will be modified to reflect the proposed changes. The three new AI options (thesis-based, MRP-based, and course-based) will require the same number of courses, with a concentration of elective courses in the AI-related topics that can be found in Table 1. The AI field will be an option that the students can graduate with if they complete all the requirements listed in Table 2. At the time of the graduation, the program checks if the student satisfies all the requirements. Information about the new field in AI will be posted both on YSGS and the program web sites. Upon successful approval of this proposal, we will make these options available to applicants for the 2019 admission's cycle. Students currently enrolled in the program will be notified by email about the availability of these options.

9. Implications for External Recognition and/or Professional Accreditation

We currently have an application pending to become a recognized Affiliated Program of the Vector Institute. The initial review of our application has been very positive given the strength of our faculty and course offerings in the area. Having these three new AI-field options will satisfy the last remaining requirements for our formal affiliation with the Institute.

10. Impact on Other Programs

This proposal does not affect any other programs, as it simply offers another option to our incoming students. Table 1 includes 2 new courses – Introduction to Deep Learning and Deep Learning in Computer Vision that have been currently offered in our program as special topic courses. These courses/topics are currently not offered by other programs.

11. Executive Summary

We propose adding a new AI Field to be offered to students in our Master's program, who do the majority of their course and research work in AI. This would increase choices available to students, and improve our competitiveness with programs in other institutions.

There has been phenomenal growth in academic and industrial interest in AI and its applications—especially in Machine Learning. The Department of Computer Science has an active research program in this field with over half of current faculty engaged in AI, and AI-related work. Roughly 30% of the course offerings in our graduate program are AI-related. We also try to expand our offering in AI, with the two new courses included in this proposal covering some of the most active areas in this field.

Appendix

A Representative Summary of Existing or New Programs in Ontario

University of Ottawa/Université d'Ottawa

Program: Master of Computer Science (Applied AI)

<https://catalogue.uottawa.ca/en/graduate/master-computer-science-specialization-artificialintelligence/>

The Master of Computer Science, Concentration in Applied Artificial Intelligence program combines theory, research and applied skills to facilitate a graduate's entry into a wide range of careers. Successful completion of the program will prepare graduates with strong analytical skills that are able to effectively work in a variety of settings. Specifically, the graduates of this program will be Computer Science students who are not only proficient in machine learning, but also able to apply their knowledge to facilitate data-driven discovery. They will be immersed into a comprehensive and applied curriculum to develop the necessary knowledge to apply the correct algorithms, to obtain insights from a rich variety of data, and to communicate the results in an effective manner.

Requirements:

Master's with Thesis

Compulsory Courses:

CSI 5155 Machine Learning 3 Units

Optional courses:

6 optional course units from a list of specialized courses in Artificial Intelligence

6 optional course units in computer science (CSI) at the graduate level

The above 12 optional course units must include the following:

3 course units in Software Engineering (Category E)

3 course units in Computer Applications (Category A) or in Computer Systems (Category S)

Thesis:

THM7999 Master's Thesis

The Thesis must fall within the area of Applied Artificial Intelligence.
Master's with Coursework and Project

Compulsory Courses:

CSI 5155 Machine Learning 3 Units

Optional courses

12 optional course units from a list of specialized courses in Artificial Intelligence

9 optional course units in computer science (CSI) at the graduate level, satisfying the following:

The above 21 optional course units must include the following:

3 course units in Software Engineering (Category E)

3 course units in Computer Applications (Category A) or in Computer Systems (Category S)

Project:

CSI 6900 Intensive Graduate Projects in Computer Science

The Project (CSI 6900) must fall within the area of Applied Artificial Intelligence.

Queen's University

Program: Master of Science (Computer Science, AI)

<http://www.cs.queensu.ca/students/graduate/artificial-intelligence/>

Description: The Queen's School of Computing offers a Field of Study in AI which prepares students for AI-related work in leading technology firms, healthcare companies, automobile manufacturers, and research labs.

Students take five graduate courses and complete an AI-related MSc thesis over a period of 18 to 24 months. Upon graduation, students will have a solid background in core AI with a "Field of Study in AI" credential on their transcript.

The MSc thesis gives the student experience delving deep into a single AI problem in either core AI or an application of AI. The thesis typically provides training in project definition, substantial implementation, the use of real-world AI tools and packages, and technical writing.

Students can select from AI courses among deep learning, reinforcement learning, data mining, neural networks, nonlinear optimization, and pattern recognition. Students also take a research methods and AI-in-society course and may choose a non-AI course as part of the program.

Requirements:

The requirements of the Field are that the student take three courses in AI (described below), complete an AI-related thesis, and complete the other requirements of the degree program. Graduates that complete the requirements will receive the "Field of Artificial Intelligence" designation on their transcript.

For the MSc (research-based only), the Field of Study in Artificial Intelligence will require that student:

- take three of the six AI courses listed further below, including at least one of CISC 856 and CISC 867.
- take two more courses as required in the MSc program; and complete an AI-related thesis.

University of Guelph

Program: Master of Science/Master of Applied Science (collaborative specialization in AI)

<https://www.uoguelph.ca/ceps/students/areas-study/interdisciplinary-programs>

Collaborative Specialization in Artificial Intelligence (M.Sc./M.A.Sc.)*

Artificial intelligence (AI) is a paradigm for creating systems with capabilities that were traditionally reserved for humans. It enables unique insights that can be used to improve decision making in broad areas of application—from farming to finance.

The Collaborative Specialization in AI provides students with a diverse and comprehensive knowledge base in fundamental AI while they pursue a thesis-based Master's degree in Computer Science, Engineering, Mathematics and Statistics, or Bioinformatics. It complements traditional research-based Master's programming with foundational courses and learning experiences in AI.

You can customize your training experience by selecting a thesis topic to pursue, as well as from a broad range of courses that cover the fundamentals of AI, its application in diverse sectors, and the policy, regulatory and ethical issues related to AI. The content is delivered through a combination of online modules, lectures, team projects and experiential learning opportunities. At the end of this program, you will have a good overview of leading-edge AI techniques and an in-depth understanding of how to apply them to real-world problems.

*Pending approval from senate. Look out for more information in early 2019.

Supplemental Proposal

a) consistency of the curriculum modification with the institution's mission and academic plans;

Three of priorities of the Ryerson Academic Plan, "Our Time to Lead" (2014-2019) are to:

- 1) Enable Greater Student Engagement & Success through Exceptional Experiences
- 2) Increase SRC Excellence, Intensity & impact
- 3) Foster an Innovation Ecosystem

This proposal is consistent and fits well with the associated strategies in this academic plan. For example, the proposal aligns with the following strategies in the academic plan:

- Increasing choice available to students (Strategy #3)

A recent report⁴ by Gartner indicates that "AI adaption in organizations has tripled" in 2018, and that "AI is a top priority" for industry top executives. Gartner's annual ' Top 10 Strategic Technology Trends¹⁵ states that AI will "impact and transform industries through 2023", and the fact that AI is already affecting "virtually every existing technology, and creating entirely new categories". Various levels of governments have also identified the importance of investment in this area, examples of which are the recent announcement of \$230 million for the 'AI-Powered Supply Chains Supercluster (SCALE.AI)' in December 2018 by the Federal Government, and the 1000AIMS partnership initiative between the Ontario Government and the Vector Institute to 'increase the number of AI-related master's graduates to 1,000 per year by 2023'. The intense interest in the area has been match by extreme growth in cross-discipline academic research activities, and new programs and courses offered in different institutions, with a recent article in University Affair magazine that gives indications on "*How Canada has emerged as a leader in artificial intelligence*"⁶. We have also seen a significant number of our current applicants to our program (as well as students in other

⁴ 'Gartner Predicts the Future of AI Technologies', by Katie Costello, February 13, 2019, available at <https://www.gartner.com/smarterwithgartner/gartner-predicts-the-future-of-ai-technologies/> (Accessed on April 17, 2019)

⁵ 'Gartner Top 10 Strategic Technology Trends for 2019', by Kasey Panetta, October 15, 2018, available <https://www.gartner.com/smarterwithgartner/gartner-top-10-strategic-technology-trends-for-2019/> (Accessed on April 17, 2019)

⁶ 'How Canada has Emerged as a Leader in Artificial Intelligence', available at <https://www.universityaffairs.ca/features/feature-article/canada-emerged-leader-artificial-intelligence/> (Accessed on April 17, 2019)

programs that wish to take some of our courses) expressing interest in AI and its related fields. This proposal is in part to provide additional options and choices for students in this area, and it better prepares them for demands in the market.

- expanding experiential learning opportunities for graduate students (Strategy #5)

Today, it is well-established that AI represents one of most disruptive technological advancements in recent times, with an impact that touches almost all of our day-to-day lives. Interests from students from different academic backgrounds, matched by those from diverse industries including health care, transportation, manufacturing, retail, etc. has provided unique experiential learning opportunities. Students in the proposed program will have access to these opportunities both through their course requirements and as part of their research project goals, and/or in collaboration in industrial projects.

- new ways to improve the administration and delivery of graduate education (Strategy #15)

A common feedback that we have received both from our current and alumni students, as well as from industry, is that our program delivery should reflect the rapid changes and technological advances in areas such as AI and machine learning that are being incorporated into ever widening fields. They also want to see that their degree credentials provide clear differentiation between a general advanced degree in Computer Science to that with a strong focus on burgeoning areas such as AI. The proposed specialization will allow us to achieve these goals.

b) ways in which the curriculum modification addresses the current state of the discipline or area of study;

Our program and course offerings have a comprehensive blend of core and applied AI, with all courses having research or implementation requirements as part of expected course deliverables. This will provide more flexibility of choice, learning of fundamentals, and applications of AI technologies in different areas to students. We are building on a strong curriculum coverage of AI to the point where roughly 30% of our course offerings are currently AI-related. We again note that this proposal builds on and extends existing courses within our current program.

c) identification of any unique curriculum or program innovations or creative components;

Our AI offerings will provide students strong backgrounds in the mathematics of machine learning, theoretical and applied principles of machine learning and deep learning, especially as it relates to computer vision, and natural language processing. As indicated in the main body of the proposal, courses include machine learning, data mining and knowledge discovery, deep learning, reinforcement learning, computer vision, evolutionary algorithms and data sciences. Regular presentations on state-of-

the-art advances in artificial intelligence, as well as ethical and societal impacts of AI are available throughout the term to all students, and given by faculty members and guest speakers from academia and industry.

d) for research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion, if applicable;

Research-focused students in the program will have an option of completing (a) a Major Research Paper (MRP), or (b) a thesis. These options exist in our current program and will also be offered as a part of the one proposed here. The MRP option allows students to explore practical, empirical or theoretical questions or problems related to AI, whereas in the thesis option, students strive to make new contributions to the field. Both set of options expect students to take at least half of their courses in the AI and AI-related designated courses, which should provide them with the necessary background and preparation to conduct state-of-art research.

e) appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations;

The modes of delivery will be consistent with those used in the existing program. The course-based option requirements are designed to appeal to students more interested in a professional designation than in a career in AI research. Students in all options are expected to complete a sufficient number of AI-related courses to expand and enhance their understanding of AI principles. MRP-based and thesis-based students complete a supervised research program under the supervision of expert faculty members, and they are also expected to attend and benefit from attending mandatory AI-related public seminars given by leading researchers and faculty in the area. An additional requirement for MRP-based and thesis-based students is to give at least one public lecture on their AI-related work, which will improve their verbal communication skills.

f) appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations;

Students will be assessed using methods already employed in the existing program. This will include, for example, examinations, as well as projects and assignments that have oral and written requirements. Research-focused students will also complete either a MRP or a thesis. The methods of assessment will be consistent with the methods used in the existing program. Program outcomes addressing the degree level expectations are highlighted in the following table.

	Master's Degree <i>This degree is awarded to students who have demonstrated:</i>	Program Outcomes addressing the DLE
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	Describe and integrate core AI concepts, systematic connections and relevance of AI knowledge.
2. Research and Scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c. Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a. The development and support of a sustained argument in written form; or</p> <p>b. Originality in the application of knowledge.</p>	<p>Design and create AI-enabled solutions to address societal problems that extend existing work in the literature within complex systems including new contexts.</p> <p>Analyze, assess, and, where appropriate verify, AI solutions by development, simulation or execution.</p> <p>Define an AI-related problem by building on existing work through comparison, critique and identification of gaps to</p> <p>Analyze AI complex systems to identify specific requirements for formulating a problem</p>
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Apply AI knowledge to synthesize viable solutions to research questions and problems in new or existing settings
4. Professional Capacity/ Autonomy	<p>a. The qualities and transferable skills necessary for employment requiring:</p> <p>i. The exercise of initiative and of personal responsibility and accountability; and</p> <p>ii. Decision-making in complex situations; and</p> <p>b. The intellectual independence required for continuing professional development;</p> <p>c. The ethical behaviour consistent with academic integrity</p>	<p>Engage in professional conduct throughout professional decision-making and consideration of professional responsibility to society when creating AI solutions</p> <p>Engage in ongoing development and practice of academic and professional skills and activities</p> <p>Engage in ethical conduct and</p>

	and the use of appropriate guidelines and procedures for responsible conduct of research; and	consider professional responsibility to society when creating AI solutions (including in research ethics, data collection and stewardship, professional initiative and accountability, academic integrity, professional conduct in teams, environmental impacts and societal impacts where applicable to the problem and solution)
	d. The ability to appreciate the broader implications of applying knowledge to particular contexts.	Explain relevance, impact and significance of AI scholarly work, particularly describing the problem and how the solution contributes to society, discipline and industry
5. Level of Communications Skills	The ability to communicate ideas, issues and conclusions clearly.	Create and deliver profession-level technical AI scholarly presentation
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines	Recognize and describe the limitations of existing work and own computational and conceptual solutions, own knowledge, and how relates to other interpretations, methods and solutions in AI and its related areas

g) completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations;

Documentation of student performance level will be consistent to our on-going practice in our existing MSc degree options. In course work, students are expected to do both individual and group work, and make short presentations to the class. Students are typically required to write a report on an assigned or selected topic, and clearly demonstrate the understanding of information gathered from literature and analysis of these work through different points of view. MRP-based and thesis-based students are expected to actively work with their supervisors to develop a research paper or thesis proposal, which will then be used to complete a final report or a dissertation. The final report/dissertation should include a clear problem statement, a comprehensive review of all related work, and clear and succinct presentation of the findings. Students are also expected to clearly present their results in presentation to a committee and public, and answer any relevant questions.

h) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the curriculum modification;

The program will be overseen by Computer Science Council (as governed by its bylaws, which are consistent with YSGS requirements), and it will be administered by the Graduate Program Director (GPD), and the designated Academic Assistant. The proposed program does not need any new human, physical and financial resources.

i) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program when the curriculum modification is implemented;

The department currently has 22 tenure-stream and tenured faculty members, and it has been in a period of expansion due to robust interest in the AI field as part of which 5 new faculty with research interests in the area have either recently joined the department, or are about to. This has brought the number of those working on AI and AI-related areas to over half of the existing faculty (please see the list below). The complimentary nature of these faculty research areas will provide a rich environment both in terms of diversity of courses and research topics students can pursue.

Faculty Member Name	Rank	Full-time/Part-time
Abhari, Abdolreza	Professor	FT
Alalfi, Manar	Assistant Professor	FT
Bruce, Neil	Assistant Professor	FT
Derpanis, Konstantinos	Associate Professor	FT
Ding, Chen (Cherie)	Professor	FT
Ferworn, Alexander	Professor	FT
Harley, Eric	Associate Professor	FT
Hu, Qinmin	Assistant Professor	FT
McInerney, Tim	Professor	FT
Miranskyy, Andriy	Assistant Professor	FT
Miri, Ali	Professor	FT
Misic, Jelena	Professor	FT
Misic, Vojislav	Professor	FT
Sadeghian, Alireza	Professor	FT
Santos, Marcus	Associate Professor	FT
Southchanski, Mikhail	Professor	FT

j) evidence that there are adequate resources to sustain the quality of scholarship produced by graduate students' scholarship and research activities, including library support, information technology support, and laboratory access;

The program is supported by one full-time academic assistant, and five full-time system administrative staff, who support both course-based and research-based activities undertaken by the students. The department has significantly expanded its computing facilities with students having access to physical and Virtual Desktop Infrastructure (VDI) and a large list of software and hardware commonly used in the area. In addition, many of our faculty have their own research laboratory, providing students access to additional specialized software and hardware resources. The library already has a large list of subscription to books and periodicals in the area, widely available to all students.

k) evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

Many of our faculty regularly publish their findings in top-tier venues, and their work with their students have resulted in over 100 peer-reviewed journal articles and conference papers over the last 5 years. They are actively engaged in research community, holding positions such as IEEE Fellow, IEEE Distinguished Speaker, Editors for IEEE Transaction on Vehicular Technology, IEEE Transactions on Cloud Computing, and IEEE Transactions on Parallel and Distributed Systems . Many have a very active national and international research networks, and some of their students have gone to play key roles in experiential learning opportunities in zone education.

l) evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision, if appropriate;

All faculty in our program are active, full YSGS members, with a very successful record of HQP supervision and mentorship of over 350 HQPs. A team made up of an undergraduate, a Master's and a PhD student, supervised by one of our faculty members was recently ranked second among 52 teams from Canadian universities in Thales Student AI Innovation championship⁷. Mentorship by these faculty members have also resulted in number of best paper recognition awards, such as at IEEE WCNC, IWCMC and IEEE ICPADS. Many also are engaged in multidisciplinary research across university and with St. Michael Hospital.

m) indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed curriculum modification);

⁷ See <https://www.thalesgroup.com/en/canada/press-release/canadian-post-secondary-students-use-ai-help-tackle-challenge-misinformation>

All our faculty members working in the area hold over \$2M from tri-council and other types of research support over the last 5 years, and they have high level of interaction with industrial partners such as Microsoft, IBM, NVIDIA, Telus and Ericson and different government agencies. Many of these faculty members are well-known in their respective fields, with two of them have been appointed as Faculty Affiliates at Vector Institute.

n) evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

The Department of Computer Science has been offering a Master of Science (MSc) since 2007. This offering has been very successful, with over 200 students already graduated, and over 70 current students. Initially offered as a thesis-only degree, two other degree options were added to the program in 2016 have added to the success of the program. The proposed program will build on the strong program structure and faculty research that are already in place to ensure the intellectual quality of the student experience.



Faculty of Science

Department of Computer Science

CPXXXX

Introduction to Deep Learning

Instructor	Dr. A. Sadeghian Dept. of Computer Science, Ryerson University Office: ENG-280 Tel: 416-979-5000, x6961, Email: asadeghi@ryerson.ca Office Hour: TBA
Prerequisites	N/A
Calendar Description	Deep learning algorithms have attracted large attention in the research community because of their potentials when dealing with the processing of heterogeneous data, in particular, images processing, natural language processing, and temporal data processing. This course is an introduction to deep learning and its applications. The main topics discussed in the course include feedforward/recurrent neural networks, backpropagation learning algorithm, Convolutional Neural Networks (CNN), Long Short Term Memory (LSTM), Peephole Connections, Gated Recurrent Units (GRU), Autoencoders, and Variational Autoencoders. Lect: 3 hrs.
Compulsory Textbook	Francois Chollet, Deep Learning with Python, Manning Publications, 1st edition, 2017
Reference Textbooks	N/A
Course Organization	3 hours of lecture per week

Learning Objectives	At the end of the course, a successful student will gain a solid understanding of neural networks – feedforward/convolutional/recurrent, learning algorithms, deep learning models and their parameters, a number of deep learning toolboxes and libraries to design and train deep networks.	
Course Evaluation	5 assignments Midterm Test Final Exam Final Projects	25% 15% 30% 30%
Evaluation Guidelines	<ul style="list-style-type: none">• There are 5 assignments (each assignment worth 5%).• Date and location of the tests will be announced in the class.	
Missed Evaluations	<p>Students are required to inform their instructors of any situation which arises during the semester which may have an adverse effect upon their academic performance, and must request any considerations and accommodations according to the relevant policies and well in advance. Failure to do so will jeopardize any academic appeals.</p> <ul style="list-style-type: none">• <i>Medical certificates</i> – If a student misses the deadline for submitting an assignment, or the date of an exam or other evaluation component because of illness, he or she must submit a Ryerson Student Medical Certificate <u>AND</u> an Academic Consideration form within 3 working days of the missed date. Both documents are available at www.ryerson.ca/senate/forms/medical.pdf. If you are a full-time or part-time degree student, then you submit your forms to your own program department or school. If you are a certificate or non-certificate student, then you submit your forms to the staff at the front desk of the Chang School.• <i>Religious observance</i> – If a student needs accommodation because of religious observance, he or she must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance <u>AND</u> an Academic Consideration form within the first 2 weeks of the class or, for a final examination, within 2 weeks of the posting of the examination schedule. If the required absence occurs within the first 2 weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the required absence. Both documents are available at http://www.ryerson.ca/senate/forms/relobservforminstr.pdf. If you are a full-time or part-time degree student, then you submit the forms to your own program department or school. If you are a certificate or non-certificate	

student, then you submit the forms to the staff at the front desk of the Chang School.

- *Students who need academic accommodation support* should register with the Academic Accommodation Support office (formerly called the Access Centre). Before the first graded work is due, registered students should inform their instructors through an “Accommodation Form for Professors” that they are registered with Academic Accommodation Support and what accommodations are required.

Communication with Students	Ryerson’s email policy http://www.ryerson.ca/content/dam/senate/policies/pol157.pdf states that only Ryerson e-mail accounts are to be used for communication with students. All students, including continuing education students, have access to Ryerson email through their my.ryerson.ca site, and this is the official way in which they receive communication. All students are required to register for and maintain this account. <i>Emails sent from other accounts may not be answered!</i>
Academic Policies	<ul style="list-style-type: none">a. <i>Ryerson Policies of Interest</i> Ryerson Senate Policies - http://www.ryerson.ca/senate/policies/ Ryerson Academic Integrity - http://www.ryerson.ca/academicintegrity/ Policy 46 - Undergraduate Grading, Promotion and Academic Standing Policy 60 - <u>Student Code of Academic Conduct</u> Policy 61 - <u>Student Code of Non-academic Conduct</u> Policy 134 - Undergraduate Academic Consideration and Appeals Policy 135 - Examination Policy Policy 150 - Accommodation of Student Religious Observance Obligations Policy 157 - Student Email Accounts for Official University Communicationb. <i>Obligations</i> – Students need to inform faculty of any situation arising during the semester which may have an adverse effect upon their academic performance; they must request any necessary considerations (e.g. medical or compassionate), or accommodations [e.g. religious observance, disability (should be registered with the Access Center), etc.] according to policies and well in advance. Failure to do so will jeopardize any academic appeals.c. <i>Re-grading and Re-calculation</i> – Must be requested within 10 working days of the return of the graded assignment to the class.
*Academic Conduct	http://www.ryerson.ca/academicintegrity/ In order to create an environment conducive to learning and respectful of others’ rights, phones and pagers must be silenced during lectures, lab sessions and evaluations. Students should refrain from disrupting the lectures by arriving late and/or leaving the classroom before the lecture is finished.

*Academic Misconduct	<p>According to the Ryerson policy 60 (http://www.ryerson.ca/content/dam/senate/policies/pol60.pdf), academic misconduct includes, but is not limited to:</p>
	<ul style="list-style-type: none">▪ Plagiarism which is the claiming of words, ideas, artistry, drawings or data of another person. This also includes submitting your own work in whole or in part for credit in two or more courses.▪ Cheating▪ Misrepresentation of personal identity or performance▪ Submission of false information▪ Contributing to academic misconduct▪ Damaging, tampering, or interfering with the scholarly environment▪ Unauthorized copying or use of copyrighted materials▪ Violations of departmental policies or professional behavior▪ Violations of specific departmental or course requirements
	<p><i>Committing academic misconduct will trigger academic penalties, including:</i></p>
	<ul style="list-style-type: none">● <i>course-grade reduction greater than a grade of "zero" (0) on course work</i>● <i>failing grades, suspension and possibly expulsion from the University. As a Ryerson student, you are responsible for familiarizing yourself with Ryerson conduct policies.</i>
*Non-Academic Conduct	<p>Ryerson's Student Code of Non-academic Conduct is described in Senate Policy 61: http://www.ryerson.ca/content/dam/senate/policies/pol61.pdf</p>
	<p>Among many other infractions, the code specifically refers to the following as a violation: "Disruption of Learning and Teaching - Students shall not behave in disruptive ways that obstruct the learning and teaching environment</p>



Faculty of Science
Department of Computer Science

Course Management Form
CPXXX: Deep Learning in Computer Vision

Instructor Information:

Professor Kosta Derpanis, Ph.D.
Department of Computer Science
Ryerson University
Email: kosta@scs.ryerson.ca

Calendar description: Computer vision is broadly defined as the study of recovering useful properties of the world from one or more images. In recent years, deep learning, an expansive term covering trainable, hierarchical network architectures, has emerged as a central tool for addressing computer vision tasks. This course will cover a range of topics at the intersection of deep learning and computer vision, including object recognition, object detection, and video understanding.

Readings:

- Ian Goodfellow, Yoshua Bengio and Aaron Courville, Deep Learning
- Select assigned research papers from the top international computer vision conferences and journals

Course Organization: three hours of lecture per week for 12 weeks

Learning Objectives:

At the end of the course, a successful student will be able to:

1. Understand, interpret, articulate foundational concepts of visual information processing related to deep learning
2. Develop, train, and debug deep learning architectures for computer vision tasks
3. Read technical papers on the topic and adapt idea to their own problems

Course Topics:

- Convolutional Network Basics: architectures and training
- Object Recognition
- Object Detection
- Pixel Labeling Tasks: semantic segmentation, optical flow estimation, and human pose estimation
- Visualization: understanding ConvNets, texture synthesis and style transfer
- Sequential Models: image caption, visual question and answering, and action recognition
- Generative Models: PixelNN, Variational Autoencoder, Invertible Density Models and Generative Adversarial Networks (GANs)
- Adversarial Examples
- Ethics in Machine Learning

Course Evaluation:

20% - Presentation #1
20% - Presentation #2
5% - Participation
10% - Course Project Proposal
45% - Course Project

Course Evaluation:

- Presentations will be based on recent research papers that are central to the material covered in the course. Each student will give two 20 minute presentations and is expected to participate in the discussion on other presentations. A list of eligible papers to select from will be provided.
- The course project will involve identifying a computer vision challenge and addressing it using deep learning. A final conference style report will be submitted organized around the following sections: motivation, related work, technical approach, empirical evaluation, and summary.
- A proposal will precede the final project earlier in the term to provide guidance on

how well the above considerations are addressed and to offer feedback on overall direction related to the project.

Ryerson Policies

Missed Evaluations: Students are required to inform their instructors of any situation that arises during the semester that may have an adverse effect upon their academic performance, and must request any considerations and accommodations according to the relevant policies and well in advance. Failure to do so will jeopardize any academic appeals.

- *Medical certificates* – If a student misses the deadline for submitting an assignment, or the date of an exam or other evaluation component because of illness, he or she must submit a Ryerson Student Medical Certificate AND an Academic Consideration form within 3 working days of the missed date. Both documents are available at www.ryerson.ca/senate/forms/medical.pdf. If you are a full-time or part-time degree student, then you submit your forms to your own program department or school.
- *Religious observance* – If a student needs accommodation because of religious observance, he or she must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance AND an Academic Consideration form within the first 2 weeks of the class or, for a final examination, within 2 weeks of the posting of the examination schedule. If the required absence occurs within the first 2 weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the required absence. Both documents are available at <http://www.ryerson.ca/senate/forms/relobservforminstr.pdf>. If you are a full-time or part-time degree student, then you submit the forms to your own program department or school.
- *Students who need academic accommodation support* should register with the Academic Accommodation Support office (formerly called the Access Centre). Before the first graded work is due, registered students should inform their instructors through an “Accommodation Form for Professors” that they are registered with Academic Accommodation Support and what accommodations are required.

Communication with Students: Ryerson's email policy (<http://www.ryerson.ca/content/dam/senate/policies/pol157.pdf>)

states that only Ryerson e-mail accounts are to be used for communication with students. All students have access to Ryerson email through their my.ryerson.ca site, and this is

the official way in which they receive communication. All students are required to register for and maintain this account. ***Emails sent from other accounts may not be answered!***

Academic Policies:**a. Ryerson Policies of Interest**

Ryerson Senate Policies - <http://www.ryerson.ca/senate/policies/>

Ryerson Academic Integrity -

<http://www.ryerson.ca/academicintegrity/>

Policy 46 - Undergraduate Grading, Promotion and Academic Standing

Policy 60 - Student Code of Academic Conduct

<http://www.ryerson.ca/content/dam/senate/policies/pol60.pdf>

Policy 61 - Student Code of Non-academic Conduct

<http://www.ryerson.ca/content/dam/senate/policies/pol61.pdf>

Policy 134 - Undergraduate Academic Consideration and Appeals

Policy 135 - Examination Policy

Policy 150 - Accommodation of Student Religious Observance Obligations

Policy 157 - Student Email Accounts for Official University Communication

b. Obligations - Students need to inform faculty of any situation arising during the semester which may have an adverse effect upon their academic performance;

they must request any necessary considerations (e.g. medical or compassionate), or accommodations [e.g. religious observance, disability (should be registered with the Access Center), etc.] according to policies and well in advance. Failure to do so will jeopardize any academic appeals.

c. Re-grading and Re-calculation - Must be requested within 10 working days of the return of the graded assignment to the class.

<http://www.ryerson.ca/academicintegrity/>

Academic Conduct: To create an environment conducive to learning and respectful of others' rights, phones and pagers must be silenced during lectures, lab sessions and evaluations.

Students should refrain from disrupting the lectures by arriving late and/or leaving the classroom before the lecture is finished.

Academic Misconduct: According to the Ryerson policy 60 (<http://www.ryerson.ca/content/dam/senate/policies/pol60.pdf>),

academic misconduct includes, but is not limited to:

- Plagiarism which is the claiming of words, ideas, artistry, drawings or data of another person. This also includes submitting your own work in whole or in part for credit in two or more courses.
- Cheating
- Misrepresentation of personal identity or performance
- Submission of false information

- Contributing to academic misconduct
- Damaging, tampering, or interfering with the scholarly environment
- Unauthorized copying or use of copyrighted materials
- Violations of departmental policies or professional behavior
- Violations of specific departmental or course requirements

Committing academic misconduct will trigger academic penalties, including:

- **Course-grade reduction greater than a grade of “zero” (0) on course work (A note to the Instructor: as per Article 5.2.3 of Policy 60, “this can only be applied to course components worth 10% or less, and any additional penalty cannot exceed 10% of the final course grade. Students must be given prior notice that such a penalty will be assigned (e.g. on the course outline, on the assignment handout, etc.).”)**
- **Failing grades, suspension and possibly expulsion from the University. As a Ryerson student, you are responsible for familiarizing yourself with Ryerson conduct policies.**

Non-Academic Misconduct: Ryerson's Student Code of Non-academic Conduct is described in Senate Policy 61:

<http://www.ryerson.ca/content/dam/senate/policies/pol61.pdf>

Among many other infractions, the code specifically refers to the following as a violation: “Disruption of Learning and Teaching - Students shall not behave in disruptive ways that obstruct the learning and teaching environment”.



Master of Science in Management (MScM) Program Modifications Document

Prepared by:

Dr. Yuanshun Li, Associate Professor, Finance and MScM Graduate Programs Director

The author would like to acknowledge the generous support of these colleagues:

Cindy Dunne, Director, Strategic Initiatives and Accreditations, Ted Rogers School of Management
Ben Samms, Decision Support Analyst, Ted Rogers School of Management

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Executive Summary

In 2013, the Ted Rogers School of Management (TRSM) embarked upon a renewed vision exercise for quality management education that included valuable insights from faculty, business partners, research and innovation experts, our students and alumni. Evidence from the past five years demonstrates that TRSM is making real, positive change. To continuously improve, we must be guided by our mission, values, and core sense of purpose as we develop more rigorous, relevant and innovative approaches to teaching and learning, and continue to expand our definition of applied and impactful research.

TRSM's academic plan charts a clear course to solidify our position as a leader in providing students with a unique and innovative learning experience, directly linked to our distinct urban setting, driven by entrepreneurial thinking, and guided by values that focus on students, diversity and inclusion and supporting socially conscious leaders.

Central to the TRSM mission is the goal to increase research intensity and to promote impactful and relevant research. Following the TRSM Academic Plan, a Scholarly Research and Creative activity (SRC) Plan, was developed and passed by Faculty Council in 2015. As part of that plan, TRSM's strategic research priorities will harmonize with academic plans to enhance and support them. The overarching goal is to increase SRC Excellence, Intensity and Impact in a manner that honours the legacy of TRSM and Ryerson as leaders in professionally-relevant programming, applied education and research, and reflects the current state and future aspirations of becoming a top comprehensive university. The Plan informs decisions on current and future research resource planning and allocation. While the timeline is four years, it is a living document meant to reflect the dynamic SRC landscape, opportunities, and faculty complement.

The vision and mission for TRSM articulate our distinctive brand and differentiate us from other business schools and so should our research and graduate programs. TRSM strives to be a recognized leader in societally relevant, rigorous research with local, national, and global impact. An active research environment and graduate programs go together. Involving students in relevant research gives them marketable experience whether they go on to graduate school or enter the workforce. It also enables TRSM to partner with area businesses and industries to find solutions to real problems, further contributing to the local economy.

Previously, TRSM looked to promote student engagement in research through the Master of Management Science (MMSc) degree program. This degree was founded in 2006 and was originally conceived as a research-intensive program providing students with the knowledge and skills needed to excel in research-based management positions within the IT sector. The MMSc's limited scope was not attracting a sufficient number of students, however, and several major structural changes to the MMSc degree were introduced between 2006 and 2012. Still, the program continued to face challenges.

Following recommendations of a University mandated Periodic Program Review, the MMSc degree was renamed to Master of Science in Management (MScM). The degree name change enabled a broader range of research areas reflecting all the departments and schools within TRSM to appeal to a larger population of prospective students. The MScM program admitted its first cohort of 17 students in September 2015.

Curricular changes made over time have been deliberate and motivated by ensuring students will develop a thorough appreciation for the seminal ideas and works (both in theory and practice) that underpin the field of Management. This understanding is critical to bringing insights to problems faced by organizations. This, coupled with strong methodological training, will provide a broad foundation upon which students can embark on the research that is meaningful to them.

TRSM's shared vision is to build a business school that is capable of adapting to the changing business world and thriving under new national and international market forces and technological innovation..

Background

In a world characterized by increasingly dynamic and rapidly changing forces, organizations need the capacity to recognize, analyze, strategize, and act on the opportunities and challenges encountered. At the heart of this capacity are people with both the intellectual and practical knowledge to understand the environment in which organizations operate and to develop and deliver solutions that address challenges faced by management. There is a need for employees capable of doing deep analysis of complex Management problems. The MScM program is designed to develop such people. Such knowledge will provide graduates of the program with a platform to intelligently engage in Management discourse, being able to appreciate and critique different disciplinary perspectives and approaches.

The MScM is a 16 month thesis-based master's degree in Management and is designed for students wishing to pursue a research career in industry or academia, and equips them with qualitative and quantitative research skills across several disciplines in Management.

Students, through electives taken, are able to build knowledge of an area of focus that will provide the grounding for their thesis research. Working with their supervisors they will identify the area or topic they wish to pursue and choose electives that will deepen their grasp of that particular subject.

For the thesis, students will undertake independent research related to issues consistent with the general focus of the MScM program. Students will submit a written document of the subject investigated and must also undertake an oral examination of the thesis.

Building on a foundation of required research methods courses and a research seminar, students develop a program of study and thesis research working with a faculty supervisor from one of TRSM's diverse academic offerings such as:

- Accounting
- Entrepreneurship & Strategy
- Finance
- Global Management Studies
- Health Services Management
- Hospitality & Tourism Management
- Human Resources Management / Organizational Behaviour
- Information Technology Management
- Law & Business
- Marketing Management
- Real Estate Management
- Retail Management

The program is offered as a full-time program only.

1.0 Summary of Changes and Rationale

While the new MScM maintains the essential features of the original MMSc, the MScM has undergone a number of minor changes over the years to achieve a research-based professional focus. The research seminar and thesis requirement remains a defining element of the curriculum structure and the return to a course load of six credit courses and a pass/fail research seminar brings this program back into harmony with other thesis related master's programs.

Overtime, modifications to the MScM program have reinforced research training and capacity at TRSM. Two of the six courses required include research methods courses (MT8103 and MT8104) and the remaining course electives can be customized for each student and can be taken from graduate level electives available via TRSM or other faculties. In some cases, electives (Directed Reading courses) may require the permission of student's supervisor and approved by the Program Director. Course work is combined with mandatory participation in a Research Seminar course and completion of a thesis.

Major Curriculum Modification

This major program revision contains only one major change and is related to the revision of graduate learning outcomes for the Master of Science in Management (MScM) program. This change, is in part, in response to the Periodic Program Review (PPR) that took place in 2014 and in part, a response to our ongoing obligation for evolving our Assurance of Learning (AoL) practices for AACSB accreditation purposes.

TRSM's AoL processes have made significant strides in tracking continuous improvement and our process has in fact generated valuable insight into the existing gaps in student learning and it has stimulated productive conversations on curriculum review and redesign.

Revised MScM Learning Outcomes were needed to address AACSB Assurances of Learning and the Ontario Quality Assurance Council Graduate Degree Level Expectations. Learning outcomes may only be linked to program requirements that all MScM student fulfill (e.g., not any elective courses, directed studies, etc. although many electives will contribute to these learning outcomes).

Table 1.0: Comparing MMSc and MScM Learning Outcomes

MMSc Learning Outcomes	MScM Learning Outcomes
<ol style="list-style-type: none">1. Foster a strong understanding of key theories and analytical tools of Management2. Work as part of a high performance team to analyze a business case and to develop a business plan3. Integrate and apply relevant management theories independently to complex real world problems4. Gather information and communicate effectively in a variety of circumstances with particular attention to understanding diversity as part of the management process	<ol style="list-style-type: none">1. Identify an area of focus to develop specialized knowledge through critical evaluation of extant research and scholarship2. Identify a research question of relevance to the field of management under study3. Research and apply relevant theoretical frameworks to address a research question4. Apply appropriate quantitative and/or qualitative research methods to address a research question5. Examine the complexity and contributions of alternative interpretations, methods, and disciplines to the topic of in-depth study

5. Have self-awareness and an understanding of how to learn from experience	6. Communicate effectively in writing and orally and defend in-depth research (thesis) in a focused field in a variety of formats for various audiences
6. Develop research proposals and execute utilizing appropriate technologies	7. Carry out work with academic and professional integrity; demonstrate initiative, accountability, and persistence
7. Understand research methods; develop research proposals and execute utilizing appropriate technologies	
8. Apply research methods and theoretical frameworks to produce and defend a thesis	

Minor Curriculum Modifications

The 11 minor changes presented in Table 1.1 are all related to in-program administrative process improvements which include:

- modifications to existing course titles to better reflect course content
- introduction of new courses with content that reflects changing skills required by employers and helps to prepare students for further studies at the doctoral level
- separating the direct reading courses from the Master of Business Administration (MBA) program curriculum and creating new course codes for them
- removal of specializations and addition of electives that provide students with greater flexibility and choice to pursue depth of knowledge in a variety of Management disciplines
- setting up the maximum course load per semester and maximum number of directed reading courses
- revised admission requirements for students entering the program without a GMAT and/or a background in statistics
- creation of a best thesis award
- minor calendar revisions associated with pre/anti requisites
- coordinating courses offered in conjunction with the MBA program to simplify/streamline course registration across TRSM graduate program

Table 1.1: TRSM Graduate Program Council Motions Pertaining to the MScM

Date Passed	Motion	Rationale
01/06/2016	To remove the specializations of Information Systems Management, Media Management, and Supply Chain Management from the MScM program:	These three specializations were originally part of the Master of Management Science (MMSc) degree when it was created in 2005 as part of the Management of Technology and Innovation (MTI) program under the same umbrella as the MBA MTI degree. Based on the recent Periodic Program Review of the MTI program (MBA and MMSc degrees) recommendations were made, passed as motions through the appropriate bodies and implemented in 2015 to separate the thesis based degree (MMSc) from the MTI program and rename it as a Master of Science in Management (MScM) to facilitate broader student interest and faculty participation. As a result, these course based MTI specializations no longer apply to the MScM program. To remove any confusion this may cause to students or faculty supervisors, these specializations were removed from the program and the calendar, leaving the associated courses as general electives.
20/09/2016	Graduates of the MScM program will be able to: <ol style="list-style-type: none"> 1. Identify an area of focus to develop specialized knowledge through critical evaluation of extant research and scholarship 2. Identify a research question of relevance to the field of management under study 3. Research and apply relevant theoretical frameworks to address a research question 4. Apply appropriate quantitative and/or qualitative research methods to address a research question 5. Examine the complexity and contributions of alternative interpretations, methods, and disciplines to the topic of in-depth study 6. Communicate effectively in writing and orally and defend in-depth research (thesis) in a focused field in a variety of formats for various audiences 	With the proposed introduction of a revamped MScM, was envisioned to be a research based graduate degree program. The Learning Outcomes proposed, better reflect the intended goals of the program and associated expectations of master level students. See Table 1.0X above.

20/1/2017	No students in a TRSM graduate program will be permitted to take more than 5 courses during a single semester.	Five courses a semester is a full course load and a student is unlikely to be successful if they take more than five courses a term.
8/2/2017	Add MB 8XXX Service Innovation Management in the MScM program and as a general elective in the MBA and MBA-MTI programs.	The existing curriculum does not contain a course relevant to students in service oriented industries, such as the Hospitality and Tourism and Retail sectors.
19/6/2017	If an incoming MScM student does not have a statistics course on their transcript then they should complete MB8002 Quantitative Methods for Business (Foundation Statistics) as part of their MScM program.	Incoming MScM students are likely to have difficulties in their research method courses if they have not completed foundation statistics in their undergraduate or graduate studies. Note: foundation courses cannot be counted as electives
27/9/2017	Add MBXXXX Special Topics: Management to the MScM Curriculum.	As a research-based program, all students need to have standard knowledge about statistics or econometrics.
16/4/2018	To include GMAT or equivalent as an optional admission requirement for the MScM Program.	The inclusion of a standardized test score such as the GMAT, may assist admission committee members to compare applicants from one university to another, however, since only 55% of competitor schools required a GMAT, this was viewed as potentially eroding applications. Admission requirements will still stipulate that GMAT or GRE scores are not required for admission but may strengthen an application.
16/4/2018	To add an option for consideration for “best thesis” award to the MScM thesis defense form as outlined.	Students don't have the option of graduating with honours or distinction, so this award is a way of recognizing them. We can afford to give out three awards worth \$800 each. The students could be nominated by their supervisor or their committee.
16/4/2018	To make MB/MT8600 (Research and Communication for Managers) and/or MT8601 (Research and communication for Business Startups) anti-requisites for MT8103 Research Methods I, and MT8104 Research Methods II	MB/MT8600 and MT8601 are MBA required research method courses, they are not designed to help MScM Students.
16/4/2018	Amend the motion to state “to limit OGS recipients to students in programs longer than 12 months:	YSGS has changed the allocation practice for OGS. For in-program students, had to consider their undergraduate grades as the criteria require full two years completed for the GPA consideration. Students who are already in the program, if

		granted funding, would graduate before OGS is allocated. Therefore, would like to give the funding to incoming students. Dean of YSGS said not only for incoming students.
5/9/2018	To make MB/MT8600 Research and Communication for Managers or MT8601 Research and Communication for Business Startups anti-requisites for MT8103 Research Methods I and MT8104 Research Methods II.	This prevents MScM students from taking multiple research courses as electives. These courses would have significant overlap, but are aimed at different types of research projects relevant to each program.
5/9/2018	To limit the number of directed reading courses to two for MScM students	The GPC felt two direct reading courses are the maximum in order to maintain the program standards and quality.
5/9/2018	<p>To create the following MScM directed reading course codes:</p> <ul style="list-style-type: none"> • MT8700 Directed Reading: Accounting • MT8701 Directed Reading: Business Technology • Management • MT8702 Directed Reading: Economics & Management • Science • MT8703 Directed Reading: Finance • MT8704 Directed Reading: Entrepreneurship & Strategy • MT8705 Directed Reading: Global Management Studies • MT8706 Directed Reading: Health Services Management • MT8707 Directed Reading: Health Information Management • MT8708 Directed Reading: Hospitality Tourism Management • MT8709 Directed Reading: HR Management/Org Behaviour • MT8710 Directed Reading: Law & Business • MT8711 Directed Reading: Marketing Management • MT8712 Directed Reading: Real Estate Management • MT8713 Directed Reading: Retail Management 	<p>These courses were mixed with MBA direct reading courses. As the MScM program grows, it makes sense to separate our students from MBA students for administrative purposes. The MScM program has been sharing the MB and MT special topic courses, and uses them as the direct reading courses in specialization areas. It has been suggested that it is not appropriate to use these codes for direct reading courses as they have different academic implications. The MBA program will move to self-registration and needs to keep these codes for self-enrolled MBA electives. MScM program administrators do not want direct reading courses to become self-registered as students taking such courses require the permission of their Supervisor. These courses do not require classroom, have no impact on faculty loading.</p> <p>The directed reading courses have been offered via available faculty without any challenges. These courses are not loaded and courses are taken at the discretion of the supervising faculty member.</p>

2.0 Proposed MScM Program of the Future

Overview

Academic research contributes to curriculum development and elevates teaching materials. It also facilitates independent thinking and scholarly inquiry, helping prepare students for future business and leadership positions. Although important and essential to maintaining relevancy, applied research can be restrictive, as it tends to develop within the scope of specific business problems. Applied research must be balanced with basic or pure academic research, which allows for exploratory analysis and the development of new and innovative managerial strategies.

Students completing the MScM are prepared for research-intensive positions in industry and academia. The MScM is designed to provide all students (regardless of focus) with strong training in discipline-specific research, research methods and critical evaluation. Additionally, students will be prepared to enhance their communication skills as they embark upon the writing and oral defense of their thesis.

The goals of the MScM program have remained relatively unchanged despite minor modifications to curriculum and include:

- provide a research-focused option for graduate students in Management where the professionally-focused MBA does not meet their needs
- create a platform for recruiting research ready students into the proposed PhD in Management at TRSM
- afford students the opportunity to develop their research knowledge and skills that will prepare them for more advanced studies at the PhD level or for research oriented or policy jobs in the private, public, or not-for-profit sectors
- make it possible for students to benefit from Tri-Council scholarships and other funding opportunities
- provide faculty the opportunity to gain further experience supervising graduate students and enhance research productivity

Previously, students only had the option of specializing in technology and innovation management, and were prepared mainly for positions within this specialization. This narrow focus of the program had greatly reduced the MMSc's relevancy and ability to meet the increasingly diverse research and innovation needs of industry and society as a whole. The renaming of the program necessitated the removal of the specializations to be replaced by a broader spectrum of elective course offerings across Schools within TRSM. Students are now able to study a wide range of management issues and challenges. Broadly speaking, graduates have better and more varied employment prospects as research associates or analysts in the financial industry, in consulting, or in other business/related Management related fields such as Retail and Hospitality and Tourism.

Expanding the program to include additional management electives and research options has been very effective in attracting a greater number of qualified students. The expansion of enrolment and TRSM's research capacity, has enhanced TRSM's reputation, and helped maintain the School's AACSB accreditation, and ensured the continuance of the MScM degree.

Since 2015, intake in the MScM has grown 100%.

Table 2.0: TRSM MScM Student Intake and Enrolment

Entry Year	September 2015	September 2016	September 2017	September 2018
Enrolment	17	25	30	34
Year over year % Increase in Enrolment		47%	20%	13%

The MScM program accommodates a broader range of potential applicants because of its flexible part-time option.

Significant improvements to the School's existing research-based MScM degree have been implemented. By introducing additional research options and leveraging TRSM's existing research capacity in the form of highly qualified faculty and research centres/institutes, TRSM has established a strong research infrastructure capable of supporting a more comprehensive research-based MScM..

Throughout Canada, MScM programs focus on a range of topics, including finance, marketing, human resources, and supply chain management. In order for TRSM to broaden its research focus, it expanded available electives and research opportunities to include, but not limited to, the following disciplines:

- Finance and Accounting
- Marketing/Consumer Behaviour
- Retail Management
- Hospitality and Tourism Management
- Supply Chain Management
- Real Estate
- Human Resources/ Organizational Behaviour
- Global Business Management
- Entrepreneurship
- Law and Business
- Business Analytics
- Health Services
- Information Technology

Changes to Electives

The modifications that have taken place in course electives since 2016 are considered Minor Modifications as per Ryerson University Policy 127.

In order to accommodate the expanded MScM degree, the course structure was modified only slightly to provide a greater student flexibility. The change required in the curriculum was minimal. The modifications made to the program course offerings shifted required specialization courses in Technology and Innovation to an electives list so that those who are interested in Technology and Innovation could still take the same courses, while others may opt for appropriate theory courses that would meet their research needs. Thus, the number of required electives increased to four from three, and the number of required core courses remained at three. Electives for the different areas of focus are

now selected from the TRSM MBA program and with the permission of the students' Supervisor, from other relevant graduate programs at Ryerson University.

It is also considered that students pursuing the MScM degree will benefit from the expanded number of courses offered as part of the MBA degrees. This would reduce the number of courses required to offer electives in a variety of research specializations. **Error! Reference source not found.** See Appendix A for a list of electives that are offered for MScM students.

Table 2.1: Category of Curricular Modifications

Course Title	Modification Made	Modification Category	Approved By
MT8700 Directed Reading: Accounting MT8701 Directed Reading: Bus Tech Mgmt MT8702 Directed Reading: Econ & Mgmt Sci MT8703 Directed Reading: Finance MT8704 Directed Reading: Entrp & Strategy MT8705 Directed Reading: Glbl Mgmt Studies MT8706 Directed Reading: Health Serv Mgmt MT8707 Directed Reading: Health Info Mgmt MT8708 Directed Reading: Hosp Tourism Mgmt MT8709 Directed Reading: HR Mgmt & Org Beh MT8710 Directed Reading: Law & Business MT8711 Directed Reading: Marketing Mgmt MT8712 Directed Reading: Real Estate Mgmt MT8713 Directed Reading: Retail Mgmt	Course numbering change	Minor 1	TRSM – GPC TRSM – FC

MScM Admission Requirements

Admission into the MScM program will be judged primarily on the applicant's interest to undertake research successfully and his/her prospects for completion of the program. Applicants will submit a research interest statement upon applying to the program.

Additionally, students will be required to submit two letters of recommendation. It is preferred that students submit one academic recommendation to ensure the professor knows the student's academic attributes well and can describe them. The second letter of recommendation can be a professional recommendation. This reference should come from a supervisor who is familiar with the student's professional accomplishments (e.g., relevant skills/knowledge, leadership). If it is not possible to obtain a professional reference, then two academic letters of recommendation will be accepted. Applicants must include at least one academic reference.

The normal requirements for admission to the MScM program is four year bachelor's degree in Commerce or a related discipline. The review process will also suggest possible preparatory and other requisite courses that the student may need to take to satisfy all demands of the program. Applicants who do not meet the normal course requirements for admission will be required to complete foundational level courses in addition to the normal program requirements.

A comprehensive resume including work experience is preferred but not required.

Students will be required to submit a Statement of Interest that is approximately 500 words. The statement should include an outline of the student's reasons for applying to the MScM program, including their career objectives, research interest(s)/plan, previous studies and experiences that have shaped research interests and identification of at least two to three potential supervisors. An online or in-person interview may be required.

A GMAT/GRE is not a requirement for this program. In the past, applicants did require a GMAT but a scan of comparator programs indicated that 55% of competitor schools required a GMAT. Currently, over 25 universities in Canada offer research-based Master's programs in management or business. Many of these schools are located in Ontario and Quebec, with programs also offered in British Columbia, Manitoba and Alberta. Inclusion of a GMAT for admission is viewed as potentially eroding applications. Admission requirements still stipulate that GMAT or GRE scores are not required for admission but may strengthen an application.

- Completion of a four-year bachelor's degree in Commerce or a related discipline, or a four-year bachelor's degree from a recognized institution (may require additional foundation courses)
- Minimum grade point average (GPA) or equivalent of 3.00/4.33 (B) in the last two years of study
- Two letters of recommendation
- Resumé
- 500-word statement of research interest
- Identified faculty supervisor
- GMAT or GRE scores are not required for admission but may strengthen your application.

3.0 Graduate Degree Level Expectations and MScM Learning Outcomes

The Council of Ontario Universities has established a framework of Graduate Degree Level Expectations (GDLE) that specify what students should know, and be able to do, after successfully completing graduate degree programs. The GDLEs for master level degrees are represented by the following six categories:

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge
4. Awareness of limits of knowledge
5. Level of communications skills
6. Professional capacity/autonomy

The MScM will prepare its graduates for careers in research and industry and is designed to provide all students with strong training in discipline-specific research and methods to set them up for success in the market and throughout their careers. Table 1.4 shows the relationship between the Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes, with a focus on what is expected of students upon completion of the program. The outcomes are focused on the integration of subject matter and development of solid communication skills.

The Learning Outcomes established for the MScM program were developed in consultation with Ms. Paola Borin, Curriculum Development Consultant from the Office of the Vice Provost, Academic in July 2016.

The MScM is designed to prepare students for a research career in industry or academia, but no longer with an emphasis on technology and innovation management. Students of the MScM program can now focus their studies in a broad range of Management disciplines and are prepared to work as analysts, applied researchers, or as graduate students in a doctoral program.

Table 3.0: Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes

EXPECTATIONS	Master's degree This degree is awarded to students who have demonstrated the following	Program Learning Outcomes
1. Depth and Breadth of Knowledge	<p>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>	<p>LO1. Identify an area of focus to develop an area of specialized knowledge through critical evaluation of extant research and scholarship</p> <p>LO2. Identify a research question of relevance to the field of management under study</p> <p>LO3. Research and apply relevant theoretical frameworks to address a research question</p>
2. Research and Scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	<p>LO4. Identify and apply appropriate quantitative and/or qualitative research methods to address a research question</p> <p>LO5. Discuss the complexity and contributions of alternative interpretations, methods, and disciplines to the topic of in-depth study</p> <p>LO6. Communicate effectively in writing and orally and defend in depth research (thesis) in a focused field in a variety of formats for various audiences</p>

3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	LO3. Research and apply relevant theoretical frameworks to address a research question LO4. Identify and apply appropriate quantitative and/or qualitative research methods to address a research question LO6. Communicate effectively in writing and orally and defend in-depth research (thesis) in a focused field in a variety of formats for various audiences
4. Professional Capacity/Autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	LO7. Carry out work with academic and professional integrity; demonstrate initiative, accountability, and persistence
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	LO6. Communicate effectively in writing and orally and defend in-depth research (thesis) in a focused field in a variety of formats for various audiences
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	LO5. Discuss the complexity and contributions of alternative interpretations, methods, and disciplines to the topic of in-depth study

We note that TRSM is accredited externally by AACSB (Association to Advance Collegiate Schools of Business), which as part of its five year Continuous Improvement Review, looks closely at the methods used to assess student learning for each program. This external accreditation provides additional assurance that learning objectives are appropriate and that they are being met. As part of this accreditation process, the school is required to keep a record of how their learning objectives are being measured and the results of those measurements.

TRSM places a significant emphasis on learning outcomes in our graduate programs. Both the Assurances of Learning (AoL) as part of the AACSB accreditation review, and the GDLEs are a baseline to assess whether graduate programs remain current with respect to expectations and societal need, and provide students with the required skills for success after graduation. Both the specific metrics associated with the GDLEs and AoL were influenced by TRSM's academic plan. Existing quality assurance practices are well developed within TRSM and the appropriate assessment of learning outcomes is applied to this degree.

Student learning outcomes, teaching methods, and forms of assessment contained within the core curriculum of the MScM address all six of the Master's Degree Expectations and are gained through the development of an advanced understanding of management theories and analytical techniques as well as through the application of management theories to solve real world problems. These competencies are developed in course work, research seminars and through the thesis process.

Research and scholarship capabilities are acquired through coursework in advanced management research methods and analytical techniques in both Applied Research Methods courses and culminating in the production and defense of a thesis. The undertaking of a thesis together with skills developed in the Applied Research Methods courses also enhance students' abilities to apply knowledge in a variety of settings and circumstances.

All of the core program components contribute to student professional capacity and autonomy, with the thesis requiring a great deal of intellectual independence and personal responsibility. The thesis and the research seminar also support students in the enhancement of their communication skills. Student awareness of the complexity of knowledge is established particularly in the Research Seminar, the Theories of Technology and Organizations course, and during the process of completing a thesis.

The core curriculum is delivered using a range of approaches, which remain within the traditional realm of delivering graduate content. Knowledge attainment is facilitated by lectures and on-line or face-to-face discussion groups, and is reinforced through the critical analysis of case studies, academic literature, and other assigned reading materials. Students demonstrate their grasp of key theories and proficiency in successfully applying analytical techniques through presentations and the development of research proposals, term papers, and a thesis. Most instructors also employ D2L as a means of facilitating course delivery and tracking grades.

Table 3.1: Graduate Degree Level Expectations and Course Work Learning Outcomes

Required Course Name	Mode of Delivery	Teaching Methods	LOs Addressed	GDLEs
Applied Research Methods I	<ul style="list-style-type: none"> • Discussion • Lectures • Independent Reading 	<ul style="list-style-type: none"> • Reading of Articles • Intensive readings • Critical analyses of published research papers • Developmental writing 	LO1, LO2, LO3, LO5, LO6	1, 2a, 2c, 3, 4c
Applied Research Methods II	<ul style="list-style-type: none"> • Discussion • Lectures • Independent Reading • Computer Lab • Tutorials 	<ul style="list-style-type: none"> • Quizzes • Data analysis project Critique of a research article with a focus on research method, results, and conclusions • Research proposal for thesis 	LO4, LO5, LO6	1, 2a, 3b, 4a, 4b, 4c, 5, 6
Research Seminar Course I	<ul style="list-style-type: none"> • Guest Lectures • Discussion/Observations • Independent Reading • Class presentations • Thesis consultation 	<ul style="list-style-type: none"> • Research poster and presentation 	LO2, LO5,	1, 2a, 2b, 2c, 3b, 4b, 4c, 4d, 5, 6
Develop a Thesis Proposal	<ul style="list-style-type: none"> • Independent • Under faculty supervision 	<ul style="list-style-type: none"> • Paper/research proposal 	LO2, LO3, LO4, LO5, LO6, LO7	1, 2a, 3a, 4a, 4b, 4c, 5, 6
Thesis	<ul style="list-style-type: none"> • Independent • Under faculty supervision 	<ul style="list-style-type: none"> • Written dissertation 	LO2, LO3, LO4, LO5, LO6, LO7	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 5, 6

4.0 Curriculum Structure and Overview

The MScM Program curriculum is consciously designed with a strong focus on addressing complex problems faced by real-life organizations. Working with supervisory faculty, students will develop substantive theoretical knowledge and understanding that can then be applied in the world of practice.

The course work comprises strong research methodological training, that provides a broad foundation upon which students can embark on the research that is meaningful to them. In response to the PPR, the program also has sufficient flexibility for students to access courses, taught in the TRSM MBA graduate course bank that may have a strong bearing on a student's research topic of interest.

Specifically, Peer Review Team members suggested "Expand the MMSc degree program to include a broad scope of specializations by leveraging the generic core and allowing the expertise of the faculty to determine the areas of specialization for each student." This differentiates the program from other MScM programs which emphasize a narrow and traditional disciplinary focus.

Four themes in the curriculum underlie the goals of the MScM program as it was initially conceptualized and envisioned going forward:

Research Knowledge, Understanding, and Skills

Students will develop in-depth knowledge and understanding of how to conduct research in business firms and other organizations. They will be able to articulate ideas about key research philosophies, designs, methodologies, and techniques that are foundational to conducting research in organizations. MScM graduates will leave the program being conversant with theoretical and practical ideas that underpin research in the management field.

Area of Focus Approach

Addressing complex organizational problems cannot be done from a single perspective only. The MScM will offer a broad range of specializations that will allow for student researchers to draw on multiple frameworks and provide greater depth of understanding into the issues, opportunities, and real-world challenges organization face on a day-to-day basis.

Communication and Dissemination of Knowledge

Research effectively communicated will have a greater probability of realizing the intended impact. Consequently, students will have the requirement and opportunity to effectively communicate complex ideas, research activities, and results to academic and practitioner audiences both orally and in writing. Scholarly writing will be demonstrated in coursework, the development of a research proposal, communication of research results in required Research Seminars and where appropriate conferences.

Professionalism

Graduates from the MScM program, if so desired, have the opportunity pursue professional careers in business, government, the not-for-profit sector or to apply to PhD programs. This curriculum recognizes that students need to begin to develop their capacity to engage with professional audiences in practice or academia. Through the program, students will have opportunities to share their research through knowledge mobilization endeavours geared to professional and practitioner audiences. They will also have opportunities to develop their research skills through serving as teaching and research assistants to faculty members in TRSM.

Current Curriculum Structure

The program consists of three required one-term courses (including a Research Seminar course), four elective credits and a Master's Thesis.

For students entering the program without the requisite Management/Business related course work, the MScM will be preceded by a mandatory set of foundation courses - providing some common ground for moving forward together, since they will be entering the program from widely varying disciplines and with varying competencies. Foundation courses are designed to provide students without an educational background in business the opportunity to develop essential skills required for the core courses. Applicants with an undergraduate business degree or those who have taken equivalent courses may be exempt from some or all of these five foundation courses:

- MB8002 Quantitative Methods for Business
- MB8004 Accounting
- MB8005 Finance
- MB8006 Economics
- MB8007 Principles of Management

The curricular objectives of the program are to provide students with:

- a foundation in applied research methods
- knowledge in a focus area within management
- the ability to use research methods and theory to understand and address problems faced by businesses, non-profits, and governments
- the skills necessary to undertake original research
- the ability to read and critique professional and academic literature
- professional writing and presentation skills

These objectives are accomplished through coursework, faculty-student interaction, and the in-depth analyses of problems in the context of a thesis.

Table 4.0: Current Program Requirements - Master of Science in Management

Degree Requirements	Credits
Research Seminar	Pass/Fail
Applied Research Methods I	1
Applied Research Methods II	1
Master's Thesis	Milestone
Electives I	1
Electives II	1
Electives III	1
Electives IV	1

Note: Students in a TRSM graduate program are not permitted to take more than five courses during a single semester.

Table 4.1: Graduate Degree Level Expectations and Program Requirements

Core Courses	Depth and Breadth of Knowledge	Research and Scholarship	Level of Application of Knowledge	Professional Capacity/Autonomy	Level of Communication Skills	Awareness of Limits of Knowledge
Applied Research Methods I	✓	✓	✓		✓	
Advanced Research II	✓	✓	✓		✓	
Research Seminars	✓	✓	✓	✓	✓	✓
Thesis	✓	✓	✓	✓	✓	✓

Table 4.2: Course Structure

Fall Term	Winter Term	Spring/Summer Term	Fall Term
Program Start	Required Courses (2)	Student register in and begin their milestone (thesis)	Student register in their milestone (thesis) and defend their paper at the end of the fall term.
Required Course (1): MT8103 Research Methods I	MT8103 Research Methods II MT8000 Research Seminar Course		
AND	AND		
Electives (2)	2 electives		

The program will begin at the start of the Fall term and may include a part time cohort. The expected enrolment intake for each year is 30 students, however, the program has met/exceeded that target since 2017

Core Course Synopsis

MT8103 - Applied Research Methods I:

The course explores the logic of social science, scientific argumentation and different paradigms of social research with an emphasis on organizational and management studies. The course will comprise intensive readings, critical analyses of published research papers and developmental writing. A primary focus of the course is in helping students develop a foundational understanding of the logic of social science and the competence to engage with different approaches to social research as expert readers and inquiring social scientists. Opportunities will be created throughout the course to help students develop a deeper understanding of different social science research paradigms and to apply the ideas to their own personal research situations. The course provides an introduction to organizational science research, and offers practical insight and guidance on the conduct of such research.

MT8104 - Applied Research Methods II:

This course is a continuation of MT8103. In this course, students will refine their research question, develop expertise in the specific methodology to be used for their thesis research, and will develop a research proposal.

MT8000 – Research Seminar

The purposes of the research seminar course are to expose students to current research in the Ted Rogers School of Management including the paradigmatic approaches and methodologies employed to address management research questions and through this exposure aid in the development of their own research ideas and implementation. The research seminars are mandatory. Students will present and discuss new research ideas, submit writing assignments, and critique the writing and presentation of their fellow students in the seminar in a constructive and collegial atmosphere.

MScM Thesis

The ability to deliver scholarly output will be demonstrated by the completed and accepted research proposal and final thesis. Students are expected to communicate and defend their research, in their thesis proposal, and their thesis defense. They will be trained to present their work using approaches appropriate to scholarly and practitioner audiences. Students are required to attend and present their work at the TRSM's Dean's Seminar Series. The thesis must represent the results of the candidate's independent research undertaken.

TRSM places a significant emphasis on learning outcomes in our graduate programs. Both the Assurances of Learning (AoL) as part of the AACSB (Association to Advance Collegiate Schools of Business) accreditation review, and the Graduate Degree Level Expectations (GDLEs) are a baseline to assess whether TRSM graduate programs remain current with respect to higher education knowledge expectations and societal need. In addition, they allow us to ensure that we are providing students with the required skills for success after graduation. All coursework (written and oral) will use the same framework for student performance. The framework is based on a common rubric; however, additional items and specificity is added, as needed, for individual course assignments. The framework is based on the Graduate Degree Level Expectations and the proposed program's Learning Outcomes.

Table 4.3: Assessment of Learning and Graduate degree Level Expectations

Curriculum Name	GDLE	Learning Outcomes	Evidence Confirming Expectation Has Been Achieved
Applied Research Methods I	1, 2a, 2c, 3, 4c	LO1, LO2, LO3, LO5, LO6	<ul style="list-style-type: none"> student must demonstrate an understanding of the logic of social science research and argumentation student must demonstrate an understanding of the different types of research questions and their goals, research methods and their goals and data analysis techniques and their goals student must demonstrate competence in defining a researchable question, and writing an actionable research statement. student must demonstrate competence in conducting a high quality literature review in support of the proposed research student must demonstrate competence in defining an appropriate research question and identifying the phenomenon or phenomenal behavior and unit of analysis student must demonstrate competence in designing a research strategy for its investigation. student must demonstrate an understanding of basic ethical principles for conducting social science research. When a student's work does not meet the standard of the Master's degree the expectation is that the student will do the necessary revisions to the satisfaction of the professor.
Applied Research Methods II	1, 2a, 2b, 3a, 3b, 4a, 4b, 4c , 5, 6	LO1a, LO1b, LO1c, LO2a, LO3a, LO3b, LO4b, LO4c, LO5a, LO5b, LO6a	<ul style="list-style-type: none"> students will be expected to identify different types of qualitative, quantitative, and mixed-method research approaches used in management research and summarize factors considered when selecting a research design students will plan and evaluate common analysis methods of qualitative and quantitative data students will recognize the structure of a research proposal and a research report students will be expected to design a research method appropriate for the research objectives, which include choosing a research method based on research question and/or research hypotheses or propositions; conducting data analysis appropriate for the type of data and research question/hypothesis and reporting research findings in proper format and

			level of details
Research Seminar Course	1, 2a, 2b, 2c, 3b, 4b, 4c, 4d, 5, 6	LO2, LO5	<ul style="list-style-type: none"> Modeling of appropriate behavior in seminars by faculty and peers Grade on formal seminar presentation and poster presentation Modeling of appropriate behavior in seminars by faculty and peers The student demonstrates full knowledge in explaining core concepts
Develop a Proposal	1, 2a, 3a, 4a, 4b, 4c, 5, 6	LO2, LO3, LO4, LO5, LO6, LO7	<ul style="list-style-type: none"> Literature search supports that research is original Direct assessment of progress by the Supervisor Demonstration of depth of understanding of the chosen areas of focus Clearly states the purpose of the research with rationale and research questions are clearly posed Articulates clear definitions given the purpose, design and methods of the proposed study
Thesis	1, 2a, 2b, 2c, 3b, 4a, 4b, 4c, 5, 6	LO1, LO2, LO3, LO4, LO5, LO6, LO7	<ul style="list-style-type: none"> Demonstrates comprehensive knowledge of current research in field and generates viable research question and a testable hypothesis Dissertation is clearly written and communicates high level material well with the reader and requires no or minimal changes to be Literature search supports that research is original Use of higher-order thinking skills such as applying, analyzing, evaluating, or creating demonstrates depth and breadth of knowledge Writing is publication quality Exceptional theoretical or applied significance that has excellent publication potential
Thesis Defense	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 5, 6	LO1, LO2, LO3, LO4, LO5, LO6, LO7	<ul style="list-style-type: none"> Oral explanations are clear and to the point Use of higher-order thinking skills such as applying, analyzing, evaluating, or creating demonstrates depth and breadth of knowledge

Curriculum Comparison

As stated previously, a number of minor changes have been proposed since 2016 to the curriculum of the MScM, however the program's objectives and goals have remained grounded in our SRC and Academic Plan since its inception as a MMSc program.

In its original form, the curriculum structure of the MMSc program included core courses, a research seminar, and a Master's thesis. Students could take several electives in IT-focused business administration fields. Specializations offered at the time were restricted in Information Systems Management, Media Management, and Supply Chain Management. Many business schools throughout Canada offered comprehensive, research-based graduate degrees in management, with specializations in marketing, accounting, finance, management, organizational studies, financial engineering, operations management and production, human resources management, business intelligence, international logistics, and information technologies. The narrow focus of the MMSc degree in Technology and Innovation (previous name of the MScM), the program was not taking advantage of the great demand for applied research in a wide range of management issues, and of the diverse and varied qualifications of TRSM faculty.

The revised MMSc degree offered several additional research options and a modified course structure and curriculum was proposed. Additional research options included Finance, Marketing, Supply Chain Management, Human Resources/ Organizational Behaviour, Global Business Management, Business Analytics, Entrepreneurship, and Real Estate Management.

The proposed changes required converting one required core course to be a required elective. This reduced the number of required core courses from three to two (not including the Research Seminar), and increase the number of required electives from three to four. The added flexibility would allow students to take four recommended electives in their area of specialization.

Table 4.4: Assessment of Learning Outcomes and Graduate Degree Level Expectations

Learning Outcomes		LO1			LO2			LO3			LO4			LO5			LO6			LO7			GDLEs		
Course Code	Curriculum Name	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P
MT8103	Applied Research Methods I	X			X			X			X			X						X					1, 2a, 2c, 3
MT8104	Applied Research Methods II		X			X			X		X				X						X				1, 2a, 2c, 3, 4a, 4b, 4c, 5, 6
MT8000	Research Seminar Course		X			X			X			X			X		X				X				1, 2a, 2b, 2c, 3b, 4b, 4c, 4d, 5, 6
	Thesis Proposal			X			X			X			X			X		X			X				1, 2a, 3a, 4a, 4b, 4c, 5, 6
	Thesis			X			X			X			X			X		X			X				1, 2a, 2b, 2c. 3, 4a, 4b, 4c, 5, 6
	Thesis Defense			X			X			X			X			X		X			X				1, 2a, 2b, 2c. 3, 4a, 4b, 4c, 5, 6

5.0 Calendar - New and/or Amended Courses

The MScM program has introduced a number of minor course modifications since 2016. Table 5.0 provides a comparison of calendar changes since 2016 – 2017.

The electives listed in Table 5.0 are MBA courses available to MScM students and offered by the Master of Business Administration degree at TRSM. The only electives that are managed by the MScM Program are the Directed Reading courses. All electives taken by MScM students must be approved by their Supervisors.

Please see Table 2.1 for a list of Directed Reading courses offered by the MScM program.

Strikeout = Item removed from Calendar, Red Text = New Course, Brown Text = Course Code Change

Table 5.0: MScM Course Calendar

2016 – 2017	2017 - 2018	2018 - 2019
Core (3 Required)	Core (3 Required)	Core (3 Required)
<ul style="list-style-type: none"> • MT8000 Research Seminar • MT8103 Applied Research Methods I • MT8104 Applied Research Methods II 	<ul style="list-style-type: none"> • MT8000 Research Seminar • MT8103 Applied Research Methods I • MT8104 Applied Research Methods II 	<ul style="list-style-type: none"> • MT8000 Research Seminar • MT8103 Applied Research Methods I • MT8104 Applied Research Methods II
Electives (4 Required) from Specialization or Elective list	Electives (4 Required) from Specialization or Electives list	Electives (4 Required) from Electives list
Information Systems Management <ul style="list-style-type: none"> • MT8310 Special Topics Info Sys Mgmt • MT8311 Adv Tech Integ and Proc Design • MT8312 Collaboration and Decision Tech • MT8313 Data and Knowledge Management • MT8314 Human Factors in Tech Design • MT8315 Dir Readings Info Sys Mgmt I Media Management	Information Systems Management <ul style="list-style-type: none"> • MT8310 Special Topics Info Sys Mgmt • MT8311 Adv Tech Integ and Proc Design • MT8312 Business Analytics for Managers • MT8313 Social Media Analytics • MT8314 Human Factors in Tech Design • MT8315 Dir Readings Info Sys Mgmt I Media Management	Electives in Comparable Order <ul style="list-style-type: none"> • MT8310 Special Topics Info Sys Mgmt • MT8311 Adv Tech Integ and Proc Design • MT8312 Business Analytics for Managers • MT8313 Social Media Analytics • MT8314 Human Factors in Tech Design • MT8315 Dir Readings Info Sys Mgmt I

<ul style="list-style-type: none"> MT8408 Adv Media, Communication Tech MT8409 Lgl/Policy Issues in Media Ind MT8411 Media, Consumers and Markets MT8412 Core Issue: Media Management MT8414 Dir Readings Media Mgmt I MT8416 Special Topics Media Mgmt 	<ul style="list-style-type: none"> MT8408 Adv Media, Communication Tech MT8409 Lgl/Policy Issues in Media Ind MT8411 Media, Consumers and Markets MT8412 Core Issue: Media Management MT8414 Dir Readings Media Mgmt I MT8416 Special Topics Media Mgmt 	<ul style="list-style-type: none"> MT8408 Adv Media, Communication Tech MT8409 Lgl/Policy Issues in Media Ind MT8411 Media, Consumers and Markets MT8412 Core Issue: Media Management MT8414 Dir Readings Media Mgmt I MT8416 Sports Media and Marketing Management
<p>Supply Chain Management</p> <ul style="list-style-type: none"> MT8509 Special Topics Supp Chain Mgmt MT8510 Adv Supply Chain Mgt Practices MT8511 Op Mgmt, Process Improvement MT8512 Logistics and Inventory Mgmt MT8513 Intro Operations Research MT8514 Dir Readings Supp Chn Mgmt I MT8522 Public Sect Supply Chain Mgmt 	<p>Supply Chain Management</p> <ul style="list-style-type: none"> MT8509 Special Topics Supp Chain Mgmt MT8510 Adv Supply Chain Mgt Practices MT8511 Op Mgmt, Process Improvement MT8512 Logistics and Inventory Mgmt MT8513 Intro Operations Research MT8514 Dir Readings Supp Chn Mgmt I MT8522 Public Sect Supply Chain Mgmt 	<ul style="list-style-type: none"> MT8509 Special Topics Supp Chain Mgmt MT8510 Adv Supply Chain Mgt Practices MT8511 Op Mgmt, Process Improvement MT8512 Logistics and Inventory Mgmt MT8513 Intro Operations Research MT8514 Dir Readings Supp Chn Mgmt I MT8522 Public Sect Supply Chain Mgmt
<p>General Electives</p> <ul style="list-style-type: none"> MT8103 Applied Research Methods I MT8104 Applied Research Methods II MT8212 Innovation and Org Theory MT8213 Technology and Org Strategy MT8215 Finance, Technology Valuation MT8216 Global Markets and Tech Trends MT8219 Theories of Tech and Orgs MT8220 Advanced Project Management MT8317 Information Architec Theory MT8318 Wireless, Mobile Communication MT8321 Personal Data Privacy MT8322 Data Warehousing Methods 	<p>General Electives</p> <ul style="list-style-type: none"> MT8103 Applied Research Methods I MT8104 Applied Research Methods II MT8212 Innovation and Org Theory MT8213 Technology and Org Strategy MT8215 Finance, Technology Valuation MT8216 Global Markets and Tech Trends MT8219 Theories of Tech and Orgs MT8220 Advanced Project Management MT8317 Information Architec Theory MT8318 Wireless, Mobile Communication MT8321 Personal Data Privacy MT8322 Data Warehousing Methods 	<p>Electives</p> <ul style="list-style-type: none"> MT8103 Applied Research Methods I MT8104 Applied Research Methods II MT8109 Financial Management MT8212 Innovation and Org Theory MT8213 Technology and Org Strategy MT8215 Finance, Technology Valuation MT8216 Global Markets and Tech Trends MT8219 Theories of Tech and Orgs MT8220 Advanced Project Management MT8317 Information Architec Theory MT8318 Wireless, Mobile Communication

<ul style="list-style-type: none"> • MT8323 Customer Relations Mgmt IT • MT8324 Info Sys Security and Control • MT8326 Adv Re-engineering Methods • MT8417 TV Distribution • MT8418 Legal Bus Aspects of Media • MT8419 Economics of Media • MT8420 Legal Issues in Media • MT8421 Media Business Studies • MT8422 Advertising in Elec Media • MT8423 TV Marketing Promotion • MT8424 Production Management • MT8425 Digital Media in Practice • MT8516 Procurement, Supply Chain Mgmt • MT8517 Principles of Transportation • MT8518 Studies Global Supply Chn Mgmt • MT8519 Logistics Management I • MT8520 Logistics and Transport Mgmt • MT8521 Operations Management • MT8807 Managing Knowledge and IP • MT8808 Consulting Skills • MT8809 Venture Financing and Planning • MT8810 Prod Devel, Commercialization • MT8811 Special Topics: Entrepreneurship • MT8901 Directed Readings • MT8911 Technical Foundations for Mgrs • MT8912 Mnging for Max Benefit and Eff • MT8913 Sec and Prvcy Mgmt Fundmtls • MT8914 Law, Cmplce, Aud and Cert, Comp Crime • MB8207* Special Topics: Intl Business • MB8306* Special Topics in HR • MB8407* Special Topics in Marketing 	<ul style="list-style-type: none"> • MT8323 Customer Relations Mgmt IT • MT8324 Info Sys Security and Control • MT8326 Adv Re-engineering Methods • MT8328 Supply Change Analytics • MT8417 TV Distribution • MT8418 Legal Bus Aspects of Media • MT8419 Economics of Media • MT8420 Legal Issues in Media • MT8421 Media Business Studies • MT8422 Advertising in Elec Media • MT8423 TV Marketing Promotion • MT8424 Production Management • MT8425 Digital Media in Practice • MB8207* Special Topics: Intl Business • MB8306* Special Topics in HR • MB8407* Special Topics in Marketing 	<ul style="list-style-type: none"> • MT8321 Personal Data Privacy • MT8322 Data Warehousing Methods • MT8323 Customer Relations Mgmt IT • MT8324 Info Sys Security and Control • MT8326 Adv Re-engineering Methods • MT8328 Supply Change Analytics • MT8417 TV Distribution • MT8418 Legal Bus Aspects of Media • MT8419 Economics of Media • MT8420 Legal Issues in Media • MT8421 Media Business Studies • MT8422 Advertising in Elec Media • MT8423 TV Marketing Promotion • MT8424 Production Management • MT8425 Digital Media in Practice • MT8426 Sport Media and Mkting Bus Analytics • MT8516 Procurement, Supply Chain Mgmt • MT8517 Principles of Transportation • MT8518 Studies Global Supply Chn Mgmt • MT8519 Logistics Management I • MT8520 Logistics and Transport Mgmt • MT8807 Managing Knowledge and IP • MT8808 Consulting Skills • MT8809 Venture Financing and Planning • MT8810 Prod Devel, Commercialization • MT8811 Special Topics: Entrepreneurship • MT8901 Directed Readings • MT8911 Technical Foundations for Mgrs • MT8912 Mnging for Max Benefit and Eff • MT8913 Sec and Prvcy Mgmt Fundmtls
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<ul style="list-style-type: none">• MB8507* Spec Topics Rtl and Comm Devel• MB8801* Spec Topics: Tourism, Hospitality Mgmt• MB8802* Spec Topics: Health Services Mgmt• MB8803* Spec Topics: Accounting• MB8804* Spec Topics: Finance• MB8805* Spec Topics: Law and Business• MB8806* Spec Topics: Sustainability	<ul style="list-style-type: none">• MB8507* Spec Topics Rtl and Comm Devel• MB8801* Spec Topics: Tourism, Hospitality Mgmt• MB8802* Spec Topics: Health Services Mgmt• MB8803* Spec Topics: Accounting• MB8804* Spec Topics: Finance• MB8805* Spec Topics: Law and Business• MB8806* Spec Topics: Sustainability	<ul style="list-style-type: none">• MT8914 Law, Cmplce, Aud and Cert, Comp Crime• MT8700 Directed Reading: Accounting• MT8701 Directed Reading: Bus Tech Mgmt• MT8702 Directed Reading: Econ & Mgmt Sci• MT8703 Directed Reading: Finance• MT8704 Directed Reading: Entrp & Strategy• MT8705 Directed Reading: Glbl Mgmt Studies• MT8706 Directed Reading: Health Serv Mgmt• MT8707 Directed Reading: Health Info Mgmt• MT8708 Directed Reading: Hosp Tourism Mgmt• MT8709 Directed Reading: HR Mgmt & Org Beh• MT8710 Directed Reading: Law & Business• MT8711 Directed Reading: Marketing Mgmt• MT8712 Directed Reading: Real Estate Mgmt• MT8713 Directed Reading: Retail Mgmt• MB8207* Special Topics: Intl Business• MB8306* Special Topics in HR• MB8407* Special Topics in Marketing• MB8507* Spec Topics Rtl and Comm Devel
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		<ul style="list-style-type: none">• MB8801* Spec Topics: Tourism, Hospitality Mgmt• MB8802* Spec Topics: Health Services Mgmt• MB8803* Spec Topics: Accounting• MB8804* Spec Topics: Finance• MB8805* Spec Topics: Law and Business• MB8806* Spec Topics: Sustainability
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6.0 Changes as a result of Periodic Program Review

TRSM's response to the Periodic Program Review was completed in September 2014 and informed by the stipulated guidelines in Senate Policy 126. The Peer Review Team (PRT) report was carefully reviewed by the Dean, Associate Dean of Research and Graduate Studies and Directors of the MBA program. Furthermore, the PRT report was shared with the academic leadership within TRSM including Associate Deans, all Program Directors and Chairs, members of the TRSM research committee, and instructors who have taught courses in the MBA and MMSc degrees or may have supervised research by graduate students.

Feedback from the concerned stakeholders was solicited in writing and also during a facilitated session where recommendations from the peer-review report were presented and discussed with the same stakeholders identified above. Based on the feedback received the following changes were implemented over time to the MScM program.

Note: A number of recommendations coming out of the PPR process had little to do with curricular reform and dealt with program marketing. Only relevant recommendations are addressed below.

Relevant Recommendation: Expand the MMSc degree program to include a broad scope of specializations by leveraging the generic core and allowing the expertise of the faculty to determine the areas of specialization for each student.

Modification: In this regard, the modifications included the eliminating of three program areas of specializations in 2017 – 2018 including:

- Information Systems Management
- Media Management
- Supply Change Management

Specifically, the only program change that was required at this stage was to convert a required course to an elective, however, by expanding available electives, TRSM is now offering students greater flexibility in area of focus, and allowing broader participation of faculty, across disciplines, to engage in research and supervision with graduate students.

Relevant Recommendation: Change the name of the "Master of Management" or "Master of Science in Management".

Modification: The preferred option for TRSM was to change to 'Master of Science in Management'. The change in the degree's name enabled faculty members with diverse research interests to supervise graduate students in their respective academic niches.

Relevant Recommendation: Include the GRE as an alternative to (not as a replacement for) the GMAT for admissions.

Modification: Following a scan of comparator schools offering a similar, research focused graduate degree in Management, a motion was passed at TRSM GPC to make standardized test scores optional. Only half of comparator schools in Canada require GMAT or GRE exams.

7.0 Resources Required

Physical Space provided within the TRSM building includes four dedicated classrooms for the graduate programs (TRS 3-099, 3-109, 3-119 and 3-129). Graduate students also have dedicated cubicles with personal storage spaces, a kitchen room, and the graduate student workroom (TRS 3-182). These dedicated spaces are accessible only to graduate students and staff. There are also six computer labs in the TRSM building. One lab, TRS 3-180 has 90 workstations shared between the TRSM graduate programs and the undergraduate students. The other five computer labs have 264 workstations and are available between classes. The proposed courses will be held during the traditional academic year and there will be adequate physical space and adequate technological resources to meet the needs of the program.

Students working on research affiliated with TRSM research institutes/centres that have physical space will also be housed there. There are current plans for future research space and flex space for researchers at 1 Dundas. The University has arranged for leased space at 1 Dundas and the space is currently under design and set-up. TRSM has been allocated approximately 3000 square feet in Suite YDI410.

8.0 Implementation Timeline

The modifications made to the MScM program have been presented to and ratified by TRSM's GPC and Faculty Council.

The TRSM GPC is an extension of the TRSM Faculty Council and is accountable for the ongoing development and improvement of the MScM program. The GPC is made up of faculty representatives from each of the teaching areas within TRSM and is led by the Director of Graduate Programs. With respect to program assessment, the GPC is responsible for ensuring student's achievement of the learning goals and outcomes of the program and recommending adjustments and innovations to the program, where warranted. To this end, the GPC is supported by the TRSM Accreditation team who will be responsible for executing the program assessment methodology and providing reports to the GC on student's achievement of the learning outcomes of the program.

This GPC provides input and advice on the structure and wording of program-level learning outcomes, as well as the best way to measure/assess those outcomes. The Accreditation team will collect artifacts to be used to assess each learning outcome, in accordance to the Curriculum Map provided. The Accreditation team provides the GPC with a yearly report on the achievement of learning outcomes by students in the program that year.

This is a retroactive review of modifications made.

9.0 Communication Strategy

Students in the MScM program are members of TRSM. The program Director provides a student orientation program for graduate students and also provides ongoing information and support through a variety of methods such as the program website and professional development workshops. The MScM program Director organizes specific graduate orientation for all new graduate students as well as ongoing communication electronically.

Upon entry to the program, a Supervisor will be assigned to each MScM student. The supervisor will serve as a guide and mentor to the student, assisting them in navigating choice of courses, thesis topic, research approach and method, and other research related activities.

MScM students will participate in research seminars and other scholarly activities organized by the office of the Associate Dean, Graduate Studies. They will also engage with the activities of YSGS.

10.0 Implications for External Recognition and/or Accreditation

TRSM received initial accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in 2011. AACSB conducted an external Continuous Improvement Review of our program offerings in January 2017 and TRSM received re-accreditation for an additional five years. AACSB provides internationally recognized, specialized accreditation for business and accounting programs. AACSB accreditation ensures a level of currency and quality of offerings including the latest ideas in business, theories and practical skills. Less than 5% of the world's 13,000 business programs have earned AACSB accreditation.

Since the launch of graduate degrees in 2007, TRSM has had a renewed focus on research to complement its success in imparting undergraduate business education. The renewed focus on research got a boost when TRSM was accredited by AACSB. To maintain accreditation, TRSM associated faculty members are required to generate scholarship in a variety of formats, including top-tier journal publications. Unlike other disciplines, business schools are subject to various rankings, which influence their reputation and the ability to attract faculty, students, and philanthropic interest.

Research excellence and productivity are key to the success of TRSM. The faculty's SRC plan identifies improving research productivity and excellence as a desired goal. Within the framework of the TRSM SRC and Academic Plan, graduate programs such as the MScM, is designed for students wishing to pursue a research career in industry or academia. Working with leading researchers, graduates will be equipped with qualitative and quantitative research skills across several disciplines in management and gain new knowledge of the complex problems facing organizations.

12.0 Other Programs Affected

Since MScM students will take some elective courses jointly with MBA students the requirements for both need to be carefully managed. The modifications overtime have taken into consideration that appropriate anti-requisites are in place so that students are not repeating course content.

The MScM program will not significantly impact the MBA program since the target market for the MBA are people without a business background and/or not interested in a research and thesis based graduate degree.

Appendix A: List of MScM Electives including New and Revised Courses

Red Text = New Course, Brown Text = Course Code Change

MT8900 Master's Thesis

This option is appropriate for students considering a career in Academia or research. Students choosing this option must take the research methods elective, and produce a formal proposal for approval. Original research can be undertaken at one of the Faculty's centres or institutes. Standard thesis format is required and there will be an oral defense. Pass/Fail

MT8901 Directed Readings

The directed readings course is intended to permit the student to survey a coherent body of literature in an area of study related to the student's field of study. 1 Credit

MT8700 Directed Reading: Accounting

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Accounting, while working with a faculty supervisor. 1 Credit

MT8701 Directed Reading: Business Technology Management

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Business Technology Management, while working with a faculty supervisor. 1 Credit

MT8702 Directed Reading: Economics & Management Science

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Economics and Management Science, while working with a faculty supervisor. 1 Credit

MT8703 Directed Reading: Finance

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Finance, while working with a faculty supervisor. 1 Credit

MT8704 Directed Reading: Entrepreneurship & Strategy

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Entrepreneurship & Strategy, while working with a faculty supervisor. 1 Credit

MT8705 Directed Reading: Global Management Studies

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Global Management Studies, while working with a faculty supervisor. 1 Credit

MT8706 Directed Reading: Health Services Management

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Health Services Management, while working with a faculty supervisor. 1 Credit

MT8707 Directed Reading: Health Information Management

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Health Information Management, while working with a faculty supervisor. 1 Credit

MT8708 Directed Reading: Hospitality Tourism Management

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Hospitality and Tourism Management, while working with a faculty supervisor. 1 Credit

MT8709 Directed Reading: HR Management & Organizational Behaviour

This course is intended to permit the student to survey a coherent body of literature in an area of study related to HR Management and Organizational Behaviour, while working with a faculty supervisor. 1 Credit

MT8710 Directed Reading: Law & Business

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Law & Business, while working with a faculty supervisor. 1 Credit

MT8711 Directed Reading: Marketing Management

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Marketing Management, while working with a faculty supervisor. 1 Credit

MT8712 Directed Reading: Real Estate Management

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Real Estate Management, while working with a faculty supervisor. 1 Credit

MT8713 Directed Reading: Retail Management

This course is intended to permit the student to survey a coherent body of literature in an area of study related to Retail Management, while working with a faculty supervisor. 1 Credit

MB8721 Service Innovation Management

This course would be of interest for those in the service sector at large (banking and finance, technology, retail, hospitality and tourism, health, education, etc.). It prepares students for enlightened management: Outstanding service organizations are managed differently than their competitors. Their actions are based on a specific understanding of how success is achieved and about satisfying clients. The results show not only in terms of conventional measures of performance but also in the enthusiasm of the employees and level of customer satisfaction. Beginning with the service encounter, service managers must innovate to blend marketing, technology, people, and information to achieve a distinctive competitive advantage. This course will study service management from an integrated viewpoint with a focus on service design, service quality management, and customer satisfaction. 1 Credit.

Appendix B: MBA Electives Available to MScM Students including New and Retired Courses

Strikeout = Item removed from Calendar, Red Text = New Course

MT8600 Research and Communication for Managers

This applied course introduces theories and skills of management research and communication. Key research topics include formulating questions, conducting industry analyses and critical literature reviews, quantitative and qualitative methods and report writing. The communication dimensions focus mostly on career-related skills such as writing resumes and cover letters, doing presentations and interviewing. Antirequisite: MB8600 and/or MT8601. 1 Credit

MT8601 Research and Communication for Business Start-ups

This applied course introduces theories and skills of management research and communication associated with developing plans for a startup business. It is intended to prepare MBA students to pursue a real startup idea for their captain project, the Major Research Paper Business Plan (MRP). Key topics include formulating the concepts behind their startup, conducting critical literature reviews, using quantitative and qualitative data analysis methods to conduct market research, and writing the proposal for investigating the feasibility of their startup idea for the MRP. Students will also master theories of competitive dynamics, building on their core course in strategic management, assessing the methods for identifying competitors and analyzing their methods of competition. The communications dimensions focus mostly on writing and presenting the results of original research on the startup idea. All students are expected to have already achieved the foundational knowledge of basic descriptive statistics, and be familiar with simple inferential statistics such as correlation and multiple regression. Students must begin the course with an idea for a startup. Antirequisite: MB8600 and/or MT8600. 1 Credit

MT8106 Managing in a Diverse World

This course develops competencies in managing a global workforce. Specific topics include the behavioural impact of cultural differences, alternative approaches to organizational structure, cross cultural communication challenges, management of diverse groups, leadership and employee motivation techniques for global managers, and conflict resolution across cultures. Students will assess their own managerial and leadership competencies and develop a personal plan for skill development. Antirequisite: MT8214. Equivalent to MB8106. 1 Credit

MT8108 Reg Gov and Soc Responsibility Management

This course focuses on corporate social responsibility and ethical management from a legal perspective. Students learn the importance of law as a facilitator in developing successful business strategies and explore the mutuality reinforcing relationship between law and corporate social responsibility in areas such as corporate governance, environmental protection, privacy, corruption, and free trade agreements. Through an examination of these themes, the course provides students with analytical tools for identifying ethical problems and a framework for managing ethical conduct in organizations. 1 Credit. Antirequisites: MB8101, MB8102 and MB8108

MT8109 Financial Management

Building on the foundation in Accounting and Finance, this course further develops an understanding of the challenges for sound financial planning and management in a global environment. Students learn the risk return characteristics of various international financial markets and financial instruments. Topics include financial instrument valuation (stocks, bonds and derivative securities), going public decisions, initial and seasonal equity offerings, joint venture, venture capital firms and international entry decisions. Anti-requisites: MT8215, MB8104. 1 Credit. Equivalent to MB8109

MT8212 Innovation and Organizational Theory

This course prepares students to manage in turbulent, high technology environments. Students are introduced to theories of innovation, and learn how various ways of organizing and managing people and work can foster or stifle innovation. Students will apply models of innovation and diffusion to analyze industry trends and identify and assess strategic options for individual firms operating in environments of rapid technological change. Antirequisite: MT8201 and MT8203. 1 Credit

MT8213 Technology and Organizational Strategy

This course examines how strategic leaders transform and position their organizations to exploit technological change for competitive advantage. It provides an understanding of the issues surrounding the formulation and implementation of technology-based strategies, and explores frameworks for managing in a technology-based economy. Antirequisite: MT8202. 1 Credit

MT8215 Finance and Technology Valuation

Students learn how to interpret financial information to inform managerial decisions within the organization. The course covers concepts related to technology valuation, building business cases, and examining R&D productivity. Particular attention will be focused on risk management, and the course will use current cases as a basis for discussion. Antirequisite: MT8207. 1 Credit

MT8216 Global Markets and Technology Trends

This course explores emerging issues (technologies, trends, geopolitical policies etc.) with an emphasis on their potential impact on global enterprise practices. The course also focuses on developing planning models to incorporate environmental scanning and technology forecasting as components of effective strategic planning models. Antirequisite: MT8211. 1 Credit

MT8219 Theories of Technology and Organizations

This course will offer graduate students the opportunity to read, under the guidance of senior research faculty, seminal research in the field of information systems. The expectation is that students will find this course an effective vehicle to develop broad and deep knowledge of their field of study upon which they can develop a research program and thesis. 1 Credit

MT8220 Advanced Project Management

This course focuses on both the science of project management and the art of managing projects. While exploring common theoretical methods and reviewing the content of the Project Management Book of Knowledge (PMBOK), the major course objective is to provide a comprehensive, integrated understanding of the effective project management process with particular emphasis on its application to real-world business and technology projects. The course will cover project, program and portfolio

management concepts enabling students to understand the role of sponsors, managers and experts in the project management process.

Note: this course assumes a basic understanding of the traditional (PMI prescribed) project management methodology and is not introductory. If you do not have that, please see the library reserve material and/or speak with your professor ahead of time. Antirequisite: MT8205, MT8206. 1 Credit

MT8310 Special Topics Information Systems Management

Special topics courses in Information Systems Management may be offered in response to students' needs and interests. 1 Credit

MT8311 Advanced Technological Integration and Process Design

This course allows students to further develop their technological competence, with a focus on understanding the key technologies widely adopted across enterprises and beyond. The course develops an understanding of business process design, and adopts a problem-based approach to enable students to comprehend, and respond to, the challenges that arise in integrating multiple technologies within the enterprise and across inter-organizational networks. Antirequisite: MT8210. 1 Credit

MT8312 Business Analytics for Managers

This course provides an overview of the development and usage of decision support systems (DSS), data mining and collaboration technologies. Students will learn how database technologies support managerial decision making, and will understand the role of the data warehouse in supporting DSS and data mining applications. Antirequisite: MT8301. 1 Credit

MT8313 Social Media Analytics

This course covers the basic principles and practices of knowledge management, the technology to support knowledge sharing and the issues in designing and implementing a value-based knowledge management system in an organization. Topics include: understanding today's knowledge economy and knowledge workers; enabling knowledge creation; knowledge maintenance: accuracy, currency, accessibility; developing a knowledge management strategy; information policies, measuring value, change management and human factors in implementing a knowledge management system.

Antirequisite: MT8302, MT8303. 1 Credit

MT8314 Human Factors in Technology Design

User-centred theory and approaches to understanding and designing technologies will be introduced. Emphasis will be placed on the effective application of these approaches in a development and management of technology context to suit all users including those with disabilities. Students must apply the theoretical constructs to a practical design or development project. Antirequisite: MT8209. 1 Credit

MT8315 Directed Readings Information Systems Management I

The directed readings course is intended to permit the student to survey a coherent body of literature in an area of study related to Information Systems Management. Working with a faculty supervisor, the

student will develop an initial bibliography to focus the study, and will complete a research paper on the selected topic of interest. Antirequisite: MT8901, MT8316. 1 Credit

MT8317 Information Architecture Theory

This is an advanced foundational course in information architecture theory, focusing on application of theories to systems design projects involving database or knowledge management systems. This course explores theoretical perspectives on information architecture principles by demonstrating the application and development of an information architecture required to support an overall IT and Business Strategy. This course utilizes an experiential learning design and will provide students the opportunity design an information architecture model for a complex system. Antirequisite: ITM613. 1 Credit

MT8318 Wireless/Mobile Communication

This course explores concepts and applications of wireless technologies and systems, and mobile and wireless communications within a business environment. It provides an understanding of complex wireless and mobile systems by exploring individual components used to build these systems. These include network management, integration of wireless and wireline networks, system support for mobility, computing system architectures for wireless nodes, and user interfaces appropriate for handheld portable devices. Antirequisite: ITM704. 1 Credit

MT8321 Personal Data Privacy

The purpose of this course is to identify personal data privacy issues involved in information technology management and examine a full spectrum of possible as well as feasible solutions (technological and business) to safeguard personal data privacy. This course will explore the principles of data privacy, the threats to privacy, international and national policy, particularly privacy enhancing technologies as they apply to the management of information systems and eBusiness. Antirequisite ITM725. 1 Credit

MT8322 Data Warehousing Methods

This course explores fundamental principles that underlie the wide spectrum of activities and processes associated with discovering useful knowledge from aggregate data in a business setting. The course structure is based upon three major technologies that enable the transformation of data into knowledge: data warehousing, OLAP, and data mining. The emphasis of the course will be on the application, implementation and integration of the technologies with the business process and strategic goals of the enterprise. Antirequisite: ITM729. 1Credit

MT8323 Customer Relations Management IT

This course addresses the growing need of business for experts to help them with the development and implementation of systems at improving customer service and satisfaction with a particular focus on enterprise-wide customer relationship management systems. Students will become familiar with the technical aspects of customer relationship management and business aspects of customer relationship management. Students will develop knowledge in defining business requirements for customer acquisition and retention, identifying, implementing and managing IT enabled solutions. Antirequisite: ITM730. 1Credit

MT8324 Information Systems Security and Control

This course considers the technical, operational and managerial issues of computer and network security in an operational environment. Industry best practices relating to computer security including schemes for breaking security, and techniques for detecting and preventing security violations are the core focus of this course. Additional material on the development of appropriate safeguards, the study of different types of security systems and the development of appropriate security for the perceived risk are also introduced. Antirequisite: ITm420. 1 Credit

MT8326 Advanced Re-engineering Methods

This course introduces concepts and techniques of managing organizational change involving the implementation of information technology, and provides an overview of key change management issues involving IT in organizations. Various approaches for managing conflict and processes for facilitating optimum IT adoption and use will be presented. Planning, innovation, and implementation strategy formulation will be addressed through case studies examining prototypes of IT change management problems. Antirequisite: ITM601. 1 Credit

MT8327 Data Management and Visualization

This course focuses on three areas data science relevant to business analytics: (1) data discovery; (2) data preparation; and (3) data visualization. The objective of the course is to help students develop competence in acquiring data from different sources, cleaning and preparing the data for analysis and developing visualizations of the results for managerial decision making. The course will be problem oriented following the outcomes based action learning approach in order to provide hands-on training in the use of common data management and business analytics applications and tools. Students will be expected to construct evidence based arguments from the results of their data analyses, develop and present business case reports in a manner appropriate for managerial decision making. 1 Credit

MT8328 Supply Chain Analytics

This course emphasizes systemic modeling of management problems and application of well-established quantitative techniques for their solutions. The supply chain area is naturally abundant with problems of this kind, but the skills obtained in the course will be applicable in a variety of management contexts. Both optimization and satisficing approaches with deterministic as well as stochastic components are covered. The course equally emphasizes modeling as well as solutions; where for the latter MS Excel is the main platform with various add-ins such as the (premium) Solver, Lingo, Crystal Ball, and TreePlan. Students will be expected to construct evidence based arguments from the results of their data analyses, develop and present business case reports in a manner appropriate for managerial decision making. 1 Credit

MT8408 Advanced Media, Communication Technology

This course surveys contemporary and emerging communication technologies such as Next Generation Network Technologies, Multimedia and Internet Systems and Services, Broadband Satellite Technologies, Wideband Wireless Communication Technology and Services, and Advanced Intelligent Network Technology and Services, and explores their applications implications for communication and cultural practices. The module encompasses theoretical and applied perspectives. 1 Credit

MT8409 Legal/Policy Issues in Media Industries

Around the world, rapid changes in the media and communications industries are affecting the legal, regulatory, and policy frameworks within which these industries operate. Business leaders need to understand how competition, ownership, content, contracts, privacy, intellectual property rights, liability, trade, and taxation issues affect their firms. This course provides an overview of these issues in Canada and internationally. Antirequisite: MT8420. 1 Credit

MT8411 Media, Consumers and Markets

This course examines product and service innovation in media industries and investigates trends in consumption of media products and services. It introduces students to ways of understanding consumer behaviour with respect to media products and services. The course examines methods and models that treat consumers as customers, users, and audience members. 1 Credit

MT8412 Core Issues Media Management

This course provides a comprehensive overview of management issues in diversified media firms. It covers the media value chain, content strategies, supply chain management in media industries, marketing to customers and audiences, advertising strategies, corporate strategy, the impacts of digital media, and HR management in creative firms. 1 Credit

MT8414 Directed Readings Media Management I

The directed readings course is intended to permit the student to survey a coherent body of literature in an area of study related to Media Management. Working with a faculty supervisor, the student will develop an initial bibliography to focus the study, and will complete a research paper on the selected topic of interest. Antirequisite: MT8415. 1 Credit

MT8416 Sport Media and Marketing Management

This course will examine a broad range of media and marketing management strategy through the lens of the dynamic sport and entertainment industry. Students will examine and discuss sport media and marketing topics such as the global sport media and marketing industry, new media and technologies, consumer behaviour and business development. The course will provide students with an advanced fundamental overview of the dynamic sport media and marketing industry. The final project of this course will involve presenting a conceptual sport media and marketing strategy. 1 Credit

MT8417 TV Distribution

The distributor is essentially the producer's sales person of a program. This course will explore the essential responsibilities of television distributors and their relationship to the producer and investors of programming. Students will learn how and where programs are sold, revenue expectations from various genre and territories, and how to successfully market and promote programming. International markets, contracting, selling, merchandising and administrative details will be reviewed. Antirequisite: BDC911. 1 Credit

MT8418 Legal Business Aspects of Media

Students will learn about the legalities on Internet regulation, website design, information collection, privacy protection, copyright and trademarks on the Internet, trade secrets, and how to determine which country's laws apply when conducting business on the Internet over national borders. They will also learn what to insist on and what to avoid in contracts, and will learn about on-line payment systems and electronic signatures. Antirequisite: BDC912. 1 Credit

MT8419 Economics of Media

As the broadcasting and new media industries evolve, old forms of management may give way to new structures. This course will explore trends in entrepreneurship, employment, types of "work" and different management styles in a world of mergers, consolidation and networks. Within different models, the financiers and economic models that support the industry will be reviewed. Antirequisite: BDC914. 1 Credit

MT8420 Legal Issues in Media

This course will provide students with a general familiarity and understanding of the concepts and legal process inherent in the business of broadcasting and communications. Topics to be covered include copyright, contracts, clearance of program rights, legal issues relating to the Internet and multimedia. Issues in entertainment law and sports law will also be reviewed, as will government regulation of the broadcasting and multimedia industries. Antirequisite: BDC915, MT8408. 1 Credit

MT8421 Media Business Studies

This course will cover general business practices including marketing, finance, accounting, statutes and regulations particularly applicable to the successful operation of small media businesses. A case study approach will be used. Antirequisite: FPN536. 1 Credit

MT8422 Advertising in Elec Media

Students will follow a commercial production from inception to completion. Aspects of advertising to be reviewed include: competitive bidding by agencies; budgeting for commercial production; relationships with production houses; CRTC regulations and broadcaster advertisement codes; and the role of various personnel involved in the bidding, pre-production, production and post-production stages of a commercial. Effectiveness and persuasiveness of commercial content will be explored. Antirequisite: BDC901. 1 Credit

MT8423 TV Marketing Promotion

This course will demonstrate how to successfully market television programs, channels and networks to an intended target audience. Students will be introduced to the foundation of knowledge and procedures associated with effective marketing and promotion techniques. Specific areas of discussion include; brand identity, strategies and tactics for on-air promotion and campaigns, off-air advertising, publicity, use of the Internet and promotional partnerships. Antirequisite: BDC906. 1 Credit

MT8424 Production Management

This course will provide an overview of the role of the production manager in film and television. Students will become acquainted with the sophisticated administrative procedures and planning necessary for a successful production. Activities in the four stages of production will be reviewed:

development; pre-production; production; post and wrap. Topics include: script breakdown, scheduling, budgeting, industrial relations, facilities and suppliers, location management, accounting, talent and crew unions, contracts, reporting mechanisms and relevant forms and paperwork. Antirequisite: BDC910. 1 Credit

MT8425 Digital Media in Practice

The first half of this course provides a review of current and emerging digital media, with particular emphasis on social media enabled by web 2.0 and their impacts on a variety of industry sectors such as marketing and advertising, government and health care. In the second half of the course, students will analyze needs and develop strategies for effective use of new digital media in particular organizational contexts. Topics will include: a review of digital media, consumption of digital media, assessing user needs and feasibility and applications of digital media and measurement. Interdisciplinary teams will undertake a feasibility study for a particular organization and implement a small scale project as part of this course. 1 Credit

MT8426 Sport Media and Marketing Business Analytics

This course will examine a broad range of sport media and marketing analysis – in both theory and practice – through the lens of the sport and entertainment industry. Topics will include an overview of data-drive decision making in sport, sport media marketing analysis and insights, consumer behavior of the changing Canadian sport fandom, advances in sport technology and innovation, measurement and evaluation (including community). 1 credit

MT8509 Special Topics Supply Chain Management

Special topics courses in Supply Chain Management may be offered in response to students' needs and interests. 1 Credit

MT8510 Advanced Supply Chain Management Practices

Topics include purchasing/supply chain functions, production, distribution and logistics systems, financial considerations, outsourcing and partnership options, competitive bidding and negotiation, contracts, client service and satisfaction issues, etc. Emerging models of buyer-supplier networks and electronic markets will be discussed in terms of the range of key technologies used to support processes within e-enabled corporations. (This course may use the SAP system to demonstrate aspects of integrated IT supply chain management systems.) 1 Credit.

MT8511 Operations Management and Process Improvement

Successful operations management requires a broad understanding of operational strategy, business processes, enterprise systems technologies, and process improvement techniques. Students will gain experience analyzing business processes and designing improved workflows using a variety of enterprise systems (e.g. ERP and CRM), business performance management, project management, and Lean Six Sigma tools and techniques. 1 Credit

MT8512 Logistics and Inventory Management

The course will address advanced supply chain management issues including the following topics: facility location, design of distribution networks, demand forecasting, inventory management, aggregate

planning, transportation decision-making, use of IT, sourcing, and pricing. The course will emphasize the use of analytical methods and will also incorporate risk management in business logistics. 1 Credit

MT8513 Introduction to Operations Research

This course provides an overview of the basic principles of Operations Research with special emphasis on the paradigms associated with linear programming and queuing theory. These include generic modelling; mathematical modelling; the 'max', 'min', and 'mixed case' simplex algorithms; sensitivity analysis; duality; 'assignment', 'transportation' and 'transhipment' models; and basic principles and models associated with queuing or 'waiting-line' problems. These subjects will be studied from both theoretical and practical perspectives. The class requires background in probability theory and linear algebra as well as some skills in computer programming. 1 Credit

MT8514 Directed Readings Supply Chain Management I

The directed readings course is intended to permit the student to survey a coherent body of literature in an area of study related to Supply Chain Management. Working with a faculty supervisor, the student will develop an initial bibliography to focus the study, and will complete a research paper on the selected topic of interest. Antirequisite: MT8515. 1 Credit

MT8516 Procurement and Supply Chain Management

A seminar designed to discuss all activities required to bring materials, parts, and sub-assemblies into and through the enterprise at the lowest possible overall costs with end-user quality requirements. Weekly case assignments integrate the subject matter with the supply management functions. Topics include: the challenge of purchasing and supply management, effective organization, techniques of buying, computerization, Electronic Data Interchange, the web, quality including I.S.O. 9000/14000 standards, specifications and standardization, inventory management, supplier selection, price determination. Antirequisite: MGT701. 1 Credit

MT8517 Principles of Transportation

This course examines the field of Traffic and Transportation management in order to provide a professional level of competency for students who wish to pursue careers in Purchasing and Materials Management and/or professional transportation management. Course topics include: transportation regulation and deregulation, transportation economics, buying transportation services, truck transportation, rail transportation, air, marine and pipeline, computers in transportation, customs and excise, dangerous goods, packaging, damage prevention, and carrier claims. Antirequisite: MGT803. 1 Credit

MT8518 Studies Global Supply Chain Management

This course will expose the student to many of the topics currently dominating the study of global supply management. Subjects will include: locating potential suppliers; the importance of cultural and communication skills; legal practices; currency factors; logistics; supplier payment, channel payment, and more. Students will be expected to present reports on various topics using both primary and secondary research techniques. Antirequisite: MGT804, MB8707. 1 Credit

MT8519 Logistics Management I

The goals of this course are to develop an understanding of the logistics process, and to acquire analytical skills in monitoring the ability to provide end customer satisfaction and financial effectiveness. The core competencies in this course start with study of decision strategies in warehousing and inventory management. The course continues with a study of order processing and decision support systems. The course concludes with a look at global logistics and the strategic logistics plan.

Antirequisite: RMG903. 1 Credit

MT8520 Logistics and Transportation Management

This course explores the application of analytical diagnostic tools to the logistics sphere with a view to optimizing end customer satisfaction and financial effectiveness through optimal use of the supply chain system. Topics include: activity based costing, productivity, total quality management (TQM) and JIT systems, utilization, and performance measures to improve effectiveness and efficiency. The core competencies in this course start with a study of channels of distribution and transportation.

Prerequisite MT8519, Antirequisite: RMG904. 1 Credit.

MT8522 Public Sector Supply Chain Management

This course examines production and operations management that relate to the creation of goods and services through the transformation of inputs into outputs. It will provide an overview of production and operations management, which includes productivity, competitiveness and strategy, quality management; product and service design; process selection; design of work systems; learning curves; inventory management, maintenance and reliability and project management. Antirequisite: MGT401. 1 Credit

MT8807 Managing Knowledge and Intellectual Property

Intellectual capital has been defined as any asset that cannot be measured but is used by a company to its advantage. Knowledge, collective expertise, goodwill, brand value and patents usually are absent from conventional financial statements but are critical to organizational success. This course focuses on ways of assessing, organizing, sharing, protecting and leveraging intellectual property (IP) and strategies for knowledge using established knowledge management techniques. 1 Credit

MT8808 Consulting Skills

This course examines consulting industry, consulting firms and consulting process models as they apply to various types of IT consulting engagements, as well as the distinctions between IT consulting practice and general management consulting. Students will study real life consulting projects with practitioners in order to explore consulting skills, roles, skills and services and how they apply to IT projects. This course will be relevant to students who anticipate being external or internal consultants. Antirequisite: ITM724. 1 Credit

MT8809 Venture Financing and Planning

This course is mainly a case study course and is designed for students who are interested in venture capital(VC) and private equity (PE) investments as well as for prospective entrepreneurs who have an interest in starting a new venture. This course explores the nature and mechanics venture capital and private equity and ways in which companies and prospective entrepreneurs can assess their options and develop business cases to attract needed financing. 1 Credit

MT8810 Product Development and Commercialization

This module introduces students to entrepreneurial thinking, entrepreneurial processes and the steps in taking a great idea to market. Case studies will be used to demonstrate how entrepreneurs foster innovation within existing businesses and in developing successful new businesses. The principles of entrepreneurship will be outlined, and students will learn how to apply these principles to identify new opportunities, initiatives, and innovations and how to move these innovations to the market place. 1 Credit

MT8811 Special Topics: Entrepreneurship

This course provides students with the opportunity to pursue advanced studies on issues and themes of emerging and current significance in the field of Entrepreneurship. It allows students to access leading-edge research and to explore new and emerging theories and models of practice. The particular theme, topic, and structure of the course vary in response to changes and trends in the field, availability of specialists, and student interest. 1 Credit

MT8902 Master's Research Project/Internship

This major research project is normally tied to a work placement or contract with an organization. These projects usually focus on the application of theory to practice and the analysis of a particular market, organizational or management issue. Where appropriate, these projects can be undertaken in small groups. A proposal for this project must be approved in advance. An oral defense may be part of the requirements. Pass/Fail

MT8903 International Exchange

Students choosing this option must have advanced approval. Two approved graduate courses are taken at an approved university. Students may undertake research under the direction of a faculty member on an approved topic and are required to produce a reflective paper that incorporates theory and practice (eg. cross-cultural comparisons, case studies, organizational analyses). Pass/ Fail

MT8904 Language and Cultural Training

~~Language training must be approved in advance and may focus on either improving existing fluency or developing fluency in a second language. Students take a minimum of a two credit course and produce a project paper based on a literature review and data collection in the second language.~~ Pass/Fail

MT8911 Technical Foundation for Mgrs.

Information security is a broadly encompassing field focused on the protection of data assets and intangible intellectual property of all kinds. (Data) privacy relies on information security as a necessary, but not sufficient condition to ensure that the legal and moral rights of data owners are respected. Both security and privacy are enabled by IT operations and controls, which again are necessary, but not sufficient conditions to ensure that security and privacy "work". 1 Credit

MT8912 Mnging for Max Benefit and Effect

This course represents the capstone of the certificate program. While topics of special interest will be presented throughout the semester, the main thrust of the course will be completion of major term

group projects intended to address specific issues/problems in security and privacy management identified at one of a number of “volunteer” companies or organizations agreeing to participate in this Ryerson initiative. 1 Credit

MT8913 Sec and Prvcy Mgmt Fundamentals

Mgmt of highly technical areas, such as scientific research, engineering, information security and data privacy often presents difficult challenges well beyond the realm of mainstream financial or operational management. In part, this arises because management may be insufficiently versed in the underlying subject matter to make informed decisions. 1 Credit

MT8914 Law, Cmplce, Aud and Cert, Comp Crime

This course provides students with broad exposure to topics which affect the management of corporate information security and privacy, but are not directly part of it. It also provides them with the ability to extrapolate requirements and risks, based on an understanding of the underlying legal, social and compliance drivers. 1 Credit

MT8916 Advanced Financial Accounting

This course will develop the student’s ability to integrate issues across different technical and Enabling competencies and develop a higher level of problem solving and decision making skills. Throughout the course, students will be expected to display the attitudes, behavior and ethics incorporated in the CPA mindset. The course is grounded in Financial Accounting and Financial Reporting processes and covers both routine and non- routine transactions and disclosures, at the highest level expected in the CPA competency map. Multi subject cases will be used to develop the students’ ability to integrate issues across functional areas including Assurance, Finance, and Performance Management and Tax. Emphasis must be on stakeholders’ need and their potentially conflicting interests. Issues in, public, private and not for profit enterprises in a multi GAAP framework will be covered. 1 Credit

MT8917 Management Accounting

This course will provide integration of key areas in Management Accounting into strategy, business operations and planning. The main delivery method is an immersive case based on a currently active business that has gone through phases of growth and acquisition since its founding in 2000. Students will be required to utilize their knowledge gained in their undergraduate courses and personal experiences. They will be expected to analyze the company at various phases in its growth and communicate key recommendations as to future courses of action through these phases. The immersive case will place the students in roles that are exactly matched to the positioning of a CPA in today’s professional environment. Two large corporation cases will also be utilized in a narrower context to ensure that the students are adequately exposed to a ‘big business’ setting, rather than the start-up company being explored in the immersive case. For a class by class description of the course and its mapping to the CPA competencies, please see the table presented on pages 5 through 8. 1 Credit

MT8918 Advanced Auditing an Assurance

This course builds on the knowledge of auditing obtained in earlier courses by focusing on application of professional judgment in audits for various types of businesses and industries, such as decisions related to independence, governance, materiality, fraud risk, control evaluation, complex estimates,

uncertainties, and audit opinions. Other topics include: professional standards, assurance engagements related to financial information and other information such as GHG emissions, auditor roles in organizations and government such as internal, forensic and comprehensive auditing, and assurance related to securities regulations such as offering documents, forecasts and due diligence. A key aspect is analysis of practice- based external and internal auditing simulations that integrate assurance issues with accounting, management, taxation, and finance considerations. The course will equip the students with the competencies to perform audits from assessing the need for an engagement or project to developing and performing procedures. 1 Credit

MT8919 Financial Analysis Valuations

The value of any asset, real or financial, tangible or intangible is a critical input in many decisions in finance and accounting. This course builds on the skills acquired in foundational courses to explore the concept of fair value in a variety of contexts. The course begins with a review of financial statement analysis before exploring the major valuation methodologies in use today. Market based approaches, income based and adjusted net value will be covered. The course culminates with business valuations (M&A). The course uses extensive use of cases and public company financial statements to illustrate concepts discussed in class. The course continues the extensive use of spreadsheet tools to explore input sensitivities. A strong grounding in Excel is necessary in order to be successful in this course. 1 Credit

MT8920 Accounting Taxation Integration

The first part of the course will further develop the tax knowledge and identification of tax issue skills through the use of complex cases to simulate real world experience. Emphasis in the second part of the course will be on developing the skills to approach a multi subject case. Emphasis in the cases will be on identifying the stated and implied issues, analyzing each issue and making sound ethical recommendations, while considering the impacts on all stakeholders. The course content will take into account both the specific taxation competencies and the enabling competencies of ethical behaviour, decision-making, problem-solving, communication, and leadership required in the professional accounting field. Effective individual communication, both orally and in writing, will be essential to demonstrating mastery of the course objectives. This is a capstone course requiring preparation for each class so that each student is ready to contribute to the class discussion and case presentations. 1 Credit

MT8931 Corporate & Nonprofit Governance

This course provides a context for social enterprise within the Anglo-American sphere of capital markets--focused finance. It also provides a survey of non--profit governance mechanisms. This context is related to the development of new methods of financing social enterprise. Through the legal structures and actors that have brought market-- oriented logics into financing and assessing the performance of social enterprise. It will acquaint students with the impact of government policy and market structure on the role of the capital markets in supporting a wide range of enterprises. This material will provide perspective on the history of Canadian capital markets, their objectives, and the actors that affect them, such as pension funds, banks, exchanges, public policy makers, and corporations themselves, many of which may have an interest in financing social enterprise. Students will gain perspective on the institutions that govern capital markets within the developed countries that make up the Anglo American sphere of capital markets-- focused finance, as well as an international survey of the

conventional capital markets and how their integration creates opportunities and challenges for financing social enterprise. It will acquaint students with the impact of government policy and market structure on the role of the capital markets in supporting a wide range of enterprises, those with social agendas. 1 Credit

MT8932 Alternative Perspectives on Finance:

This course will provide context on approaches to finance from the behavioural finance perspective, as well an international survey of systems of finance outside the Anglo American sphere. Because social enterprise occurs in a variety of settings, with different systems of finance, perspectives on systems such as Islamic Finance, or State oriented finance, and the systems a variety of post-colonial, developing countries, where many social enterprises are situated. 1 Credit

MT8933 Investing for Impact

This course is an industry-focused course on both impact investing in social enterprise as part of portfolio of investments, and on bottom of the pyramid finance such as micro--finance. Impact investing aims to create positive social and/or environmental impact, alongside financial returns. With the proliferation of new players, approaches, financial instruments and evaluation tools, the field of impact investing has significantly progressed in recent years to tackle an array of social issues. It will also cover instruments like Social Impact Bonds designed for specific projects and crowdfunding. The course is designed to be an introduction to impact investing: how the industry has emerged, why it is gaining prominence, and where it is going. It will explore its roots in micro--finance, its influence on business and philanthropy, as well as the opportunities and challenges ahead. 1 Credit

MT8934 Financing and Assessing Social Impact:

This course is built assessments of social enterprise and returns on social investments. This piece will be most valuable for professionals working in social enterprise, but will also inform the investor on how these instruments work to produce desired outcomes. Impact Analysis includes a detailed measurement of social enterprise outcomes, and analyzing individual organizations will form a key deliverable for this course. There are also established metrics, such as the Progress out of Poverty Index, some of which have been developed from environmental impact metrics, and metrics for measuring corporate social responsibility, as well as an active scholarly literature on impact assessment. Students will gain a perspective on the history and best practice in social impact assessment, and how it is linked to financial instruments. 1 Credit

MT8935 Capstone Project in Finance for Social Innovation

A Capstone Project will be completed after coursework, and will be created as a course taught by a single instructor. The projects will use archival data, policy analysis and interviews with industry professionals. The capstone project will consist of a paper completed using archival data or policy analysis on a topic related to financing social innovation. The workload will be the equivalent of a readings course. 1 Credit

MT8940 Fixed Income Securities**MT8941 Advanced Portfolio Management**

MT8942 Advanced Investment Management**MT8943 Derivatives****MT8944 International Finance****MT8945 Executive Leadership for CIOS**

This course provides advanced leadership skills for IT executives by pairing leadership theory with practical techniques and both individual and group-level interpersonal skills for leaders. Through an application of current leadership theory to practice, students will gain a better understanding of how leaders shape organizational experiences and outcomes, with a particular focus on the challenges faced by those in executive leadership roles. (1 credit)

MT8946 Capstone – MTI for CIOs

The Capstone Project will consist of a paper completed by each participant on a topic relevant to their workplace and aligned with the PM Diploma MTI. It will be graded on a Pass / Fail basis, and will build on topics discussed in the taught courses and will demonstrate written English proficiency. The Capstone Project will be completed after coursework and will be created as a course taught by a single instructor. Pass/Fail

Appendix C - Supplemental Proposal Policy 127 2.4.2

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

a) **Consistency of the curriculum modification with the institution's mission and academic plans.**

The Master of Science in Management (MScM) aims to equip students with advanced research skills and extensive knowledge in a specialized area of Management. The MScM program is in line with Ryerson University's Strategic Plan, as well as with TRSM's current Academic and SRC Plan in that this research-based program would be both a catalyst for generating meaningful scholarly experience and impactful research.

The MScM program builds on the strengths of the university and academic units within TRSM. The program was intended to restore research training and capacity at the Master's level and contribute to enhancing Ryerson University's reputation as a research-intensive comprehensive university. By introducing the MScM program, TRSM has been able to provide a research-focused option for graduate students in Management where the professionally-focused MBA does not meet their needs. The program affords students the opportunity to develop their research knowledge and skills that will prepare them for more advanced studies at the PhD level or for research oriented jobs in the private, public, or not-for-profit sectors.

The MScM exposes students to real world problems and provides them with the knowledge and tools necessary to solve such problems. Instilling a deep understanding of and advanced capability in the application of management theory, research methods, and analytical techniques contribute to increased scholarly, research, and creative activity both within and outside of Ryerson. An increase in the quality and quantity of intellectual output in turn improves the reputation of both TRSM and the University as a whole.

The MScM program is an integral part of the vision and strategic plan to make TRSM a world class business school with high quality programs at multiple levels, as well as a school known for thought leadership and diversity, with multiple vibrant communities clustered around program specializations.

The MScM program is highly consistent with Ryerson's mission and Academic Plan, Our Time to Lead, and its priorities as noted below. As a comprehensive university, graduate education is imperative to Ryerson's mission and addressing its four priority areas:

- 1. Enable greater student engagement and success through exceptional experiences* - The MScM program builds on and complements the very strong programs in Business that currently exist in TRSM. It provides the one missing link that can connect the strong Bachelor of Commerce program with the proposed PhD in Management program. It is well recognized that there is a shortage of highly skilled employees capable of doing deep analysis of complex business problems. The MScM program is designed to develop such people.

The MScM program, in the tradition of other TRSM programs, prepares its students to become effective employees or to successfully access doctoral degree programs upon graduation. Students engage in experiential learning, working closely with faculty and/or organizations to identify suitable

research issues and questions and conducting research that is beneficial to the student, faculty, and organizations. The research seminars help to build knowledge of complex managerial issues and provide insight into how to frame and tackle these issues from a research perspective. Course work in research methodology provides the knowledge needed to craft the appropriate research design and carry out the data gathering and analysis of the data. Students make presentations in class and other venues developing their ability to communicate research ideas and findings in clear and understandable ways.

2. *Increase Scholarly Research and Creative excellence, intensity and impact* - The addition of the MScM program, without question, has enabled an increase in SRC excellence, intensity, and impact by providing increased resources for SRC, improving the ability to attract and retain high quality students and faculty, and the subsequent associated productivity and reputational boost. Our MScM program demonstrates a commitment to and an investment in research excellence, thereby generating positive reputational capital. Such a commitment and a strong standing in the academic community are crucial in the effort to attract and retain high-achieving faculty, which is another stated initiative toward accomplishing the second goal in Ryerson's academic plan. Offering a research focused graduate program in TRSM enhances our ability to attract and retain highly research active faculty.
3. *Foster an innovation ecosystem* - Innovation and entrepreneurship are hallmarks of Ryerson and TRSM. As noted in "Our Time to Lead" innovation depends on diversity of experience and thought. TRSM is arguably, Canada's most diverse business school, in terms of student body and faculty composition and collaboration. Faculty members routinely engage in international research collaboration, with 62% of our faculty conducting research across 51 countries; 63% of our faculty attained their academic credentials outside of Canada and 48% were born outside of Canada. TRSM faculty members have research competence and disciplinary backgrounds in areas not traditionally seen in business schools (e.g., law, philosophy, engineering, computer science, geography, and more) which has led us to succeed in securing funding from all three Tri-Council agencies – SSHRC, NSERC, and CIHR. Innovation and entrepreneurship happen at the intersections among fields. The academic diversity of TRSM creates these intersections and therefore opportunities.

Having masters level students doing thesis research provides faculty a cadre of talented students who would work collaboratively with faculty to develop research proposals and conduct more intensive scholarly research beyond that normally included in coursework or course-based projects. Students in the MBA program do not have the time in their program schedules to devote to research beyond what is required for their coursework, even if they would like to. MScM students give faculty the opportunity to explore new areas of research that might still be developing. With a fresh group of students coming in every year, faculty are able to draw on the creativity and enthusiasm of these graduate student to infuse new ideas and energy into the research enterprise.

4. *Expand community engagement and city building* – The MScM is committed to scholarship informed by critical Management theories and approaches. The program fosters the ability of students to investigate and understand root causes and to engage in the active resolution of organization challenges. Through coursework, seminars and thesis completion, students develop the skills that facilitate local-level innovation, sustainability and organization renewal. The program has evolved to serve the burgeoning intellectual and research needs of the community and build on existing relationships, create new associations and endeavor to enhance TRSM's role in the community.

In its Academic Plan, Ryerson University explicitly states that it will continue to “strengthen graduate education and implement strategies specifically designed to support the continued development, administration and delivery of graduate education, and enable the strategic expansion of master’s and PhD programs.” The Academic Plan communicates a desire to increase the number of graduate students entering and completing advanced degrees at Ryerson. With respect to this goal, the plan states that “Graduate students are enriched by their programs. They develop essential research and professional skills, play an integral and vital role in faculty SRC activities and, in turn, receive mentoring, supervision, training and support. As such, stronger linkages between graduate education and research are central to the long-term success and sustainability of a robust SRC culture at Ryerson.” The plan also states that the expansion of master’s and PhD programs is needed to “meet the demand for highly qualified personnel in the private, public and not-for-profit sectors.”

The TRSM academic plan, translates these university wide goals to the context of the business school. This plan includes a number of goals and tactics relevant to the offering of the MScM program.

TRSM Academic Plan

Strategic Objective 1: Redefining Experiential Learning for the 21st Century

Strategic Objective 2: Enhancing Graduate Programs and SRC

Strategic Objective 3: Cultivating our Community Building Reputation

Strategic Objective 4: Improving Our Internal Governance, Communications and Structures to Enable Lasting Innovation

Strategic Objective 1: Redefining Experiential Learning for the 21st century

TRSM faculty supervisors have a history of collaborative research with graduate students and industry through Mitacs and OCE for example. Experiential learning would revolve around research opportunities that stay close to TRSM’s roots and cultural history for developing highly qualified professionals prepared to tackle the complexities of industry and society.

Strategic Objective 2: Enhancing Graduate Programs and Research

The groundwork for launching the MScM program included the revitalization of our thesis based Master of Management Science (MMSc), and our research culture. The revised MScM program admitted its first cohort of 17 students in September 2015, another 25 in 2016, and 30 in 2017. With substantive changes to the degree program and amended degree name; impact is noteworthy, as this program has seen the largest increase in applicants across Ryerson.

Changes made to the MScM enabled a broader range of research areas reflecting all the departments and schools within TRSM to appeal to a larger population of prospective students and involve far more faculty in the graduate programs and supervision roles.

Strategic Objective 3: Cultivating our Community Building Reputation

The MScM program in TRSM allows us to better fulfill our responsibility toward cultivating relationships with community stakeholders. By contributing to the pool of advanced degree holders, the expertise and business skill set acquired will allow TRSM to apply entrepreneurial principles and social innovation to address the social and economic issues facing of our local community.

Strategic Objective 4: Improving Our Internal Governance, Communications and Structures to Enable Lasting Innovation

With the formation of the TRSM Faculty Council and Graduate Programs Council (GPC) in 2014, academic governance for graduate programs has been strengthened.

Most importantly, the MScM program supports the TRSM Academic Plan in several ways:

- develop a professionally career oriented graduate program appropriate for close collaboration with local and regional industry partners
- support a rich TRSM history of contributing to the economic and social development of the local community through partnerships with business organizations
- support financial judiciousness by maximizing year round teaching and learning;
- contribute to the growing number of graduate level programs at Ryerson University

A management school with vibrant graduate programs and revitalized SRC serves the mission of Ryerson far better than a primarily undergraduate focused Faculty.

b) Ways in which the curriculum modification addresses the current state of the discipline or area of study.

Academic research contributes to curriculum development and elevates teaching materials. It also facilitates independent thinking and scholarly inquiry, helping prepare students for future business and leadership positions. The research focus of the MScM degree allows for exploratory analysis and the development of new and innovative managerial strategies. Expanding specialization options beyond technology and innovation management program has greatly increased the MScM's relevancy and ability to meet the increasingly diverse research and innovation needs of industry and society as a whole. The addition of several new areas of specialization has increased the effectiveness of TRSM in preparing students to meet a wide range of management issues and challenges, and in taking advantage of the existing intellectual capital of TRSM faculty. Broadly speaking, graduates have better and more varied employment prospects as research associates or analysts in industry, in consulting, or in other business/related management related fields.

TRSM's undergraduate and graduate programs are accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB). AACSB standards are assessed every five years including faculty contributions in meeting the standards for currency as outlined in TRSM's AACSB accreditation. This accreditation is a formal means of ensuring both academic rigor and industry relevance and currency. TRSM recently underwent its five year Continuous Improvement Review by AACSB and the external peer review team has recommended re-accreditation for an additional five years with no restrictions. While Professional Master's Diplomas are not reviewed by AACSB, this accreditation is a testimony to the quality and relevance of our program offerings.

The MScM curriculum addresses the current state of discipline both now and going forward. Faculty involved in the teaching and supervision of this program conduct research in advanced topics in Management. The MScM has several mechanisms to ensure that the program stays connected to the profession. TRSM's reputation for collaboration with industry will provide excellent feedback on developments in the field through visiting distinguished professors, executives in residence, Advisory Council members, and guest speakers. Additionally, TRSM has a Faculty-wide Advisory council that

advises the Dean, although these councils do not directly provide counsel to the MScM program, TRSM benefits, as do the individual School/departments in their professional currency.

c) Identification of any unique curriculum or program innovations or creative components.

The MScM curriculum requires students to complete three core courses, four elective courses, and a Master's thesis. The core courses consist of two research methods courses and one research seminar course. Electives are intended to allow students to select courses which are applicable to their thesis topic and that provide necessary background knowledge to successfully complete their thesis research project. Supervisors oversee the course selection process in order to ensure that the courses are relevant to the students' research topics. The core and elective courses are designed to aid students in carrying out in-depth research for the thesis component. For instance, mandatory courses like Research Methods help students develop qualitative and quantitative research skills and the research seminar allows students and faculty to share, reflect, and discuss their own research methodologies, approaches, and results. Students learn how to present, understand, and communicate ideas related to their research. Overall, this exposure familiarizes students with the theoretical basis of research, in addition to its practical applications.

Both student learning outcomes and the content, teaching methods, and forms of assessment contained within the core curriculum of the MScM degree address all six of the Graduate Degree Level Expectations (GDLEs). Depth and breadth of knowledge are gained through the development of an advanced understanding of management theories and analytical techniques as well as through the application of management theories to solve real world problems. These competencies are developed in the Research Seminar course and through extensive theory review. Research and scholarship capabilities are acquired through coursework in advanced management research methods and analytical techniques in both Research Methods courses and culminating in the production and defence of a thesis. The undertaking of a thesis together with skills developed in the Research Methods courses also enhance students' abilities to apply knowledge in a variety of settings and circumstances.

All of the core program components contribute to student professional capacity and autonomy, with the thesis requiring a great deal of intellectual independence and personal responsibility. The thesis and the research seminar also support students in the enhancement of their communication skills. Student awareness of the complexity of knowledge is established particularly in the Research Seminar.

The core curriculum is delivered using a range of approaches. Knowledge attainment is facilitated by lectures and on-line or face-to-face discussion groups, and is reinforced through the critical analysis of case studies, academic literature, and other assigned reading materials. Students demonstrate their grasp of key theories and proficiency in successfully applying analytical techniques through presentations and the development of research proposals, term papers, and a thesis.

d) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion, if applicable.

The target audience for the MScM is primarily students who recently completed their undergraduate education and have a strong interest in a research focused career in business. The MScM program is a research-based degree with a thesis requirement and is different from the TRSM MBA program, which is a course-based degree. The thesis-based MScM degree is designed for students wishing to pursue a research career in industry or academia, and equips them with qualitative and quantitative research skills across several disciplines in Management.

Research Based Course Work

Students will develop in-depth knowledge and understanding of how to conduct research in business firms and other organizations. They will be able to articulate ideas about key research philosophies, designs, methodologies, and techniques that are foundational to conducting research in organizations.

MScM graduates will leave the program being conversant with philosophical, theoretical, and practical ideas that underpin research in the management field and how these have contributed to the practice of management. Scholarly writing will be demonstrated in coursework, the development of a research proposal, and the communication of research results.

Program course work will provide students with the opportunity to develop an advanced-level conceptual foundation in a chosen field, and allow for the pursuit of highly focused research through a master's level thesis. Specifically, the program focuses on the acquisition of advanced knowledge in an area of specialization (Accounting, Entrepreneurship & Strategy, Finance, Global Management Studies, Health Services Management, Hospitality & Tourism Management, Human Resources Management / Organizational Behaviour, Information Technology Management, Law & Business, Marketing Management, Real Estate Management, Retail Management) and the development of advanced theoretical or practical research skills.

Research Methods Courses

The two required Research Methods courses examine qualitative and quantitative research methods as they apply to business and management studies. Students will develop their capacity to conduct qualitative and/or quantitative research through hands-on projects. Research Methods courses cover the key concepts and methods of research which will allow students to design research projects appropriately and conduct the necessary analysis. During empirical studies, this is paramount importance to understand the benefits and drawbacks of various techniques so that a student can choose appropriate techniques to address the research questions being tested.

The course content is designed to provide knowledge on framing research aims, generating research questions/hypothesis and research objectives, developing conceptual frameworks, selection and justification of research design and methodology and on how to act as an ethical researcher.

Research Seminar

The Research Seminar course is to expose students to current research in TRSM including the paradigmatic approaches and methodologies employed to address management research questions. The exposure will aid in the development of the students' own research ideas and implementation.

Seminars in research methodology will provide the knowledge needed to craft the appropriate research design and carry out the data gathering and analysis of the data. Students will make presentations in class and other venues. This will help to develop their ability to communicate research ideas and findings in clear and understandable ways.

Thesis

Each student will have a supervisor who will serve as a mentor and guide for their research program and thesis. Building on a foundation of required research methods courses and a research seminar, students complete a program of study and thesis research working with a faculty supervisor from one of TRSM's diverse academic offerings such as:

- Accounting
- Entrepreneurship & Strategy
- Finance
- Global Management Studies
- Health Services Management
- Hospitality & Tourism Management
- Human Resources Management / Organizational Behaviour
- Information Technology Management
- Law & Business
- Marketing Management
- Real Estate Management
- Retail Management

The purpose of the thesis is both process and product. Through this preparation the student both learns and demonstrates the ability to conduct independent, original, and significant research. The thesis provides evidence the student is able to:

- Identify/define problems
- Generate questions and/or hypotheses
- Review and summarize the literature
- Apply appropriate research methods
- Collect data systematically
- Conduct research responsibly and ethically
- Evaluate, interpret, and analyze a body of empirical data and evidence
- Discuss findings in the broader context of the field
- Develop and sustain an evidence-based argument
- Write and speak critically and coherently

Through their thesis work, students demonstrate a systematic understanding of relevant knowledge within the scope of their research project, an awareness of broader disciplinary knowledge. Evidence of this knowledge will be demonstrated by the students' ability to identify, define and apply the core knowledge related to their research topic such that a student can extract relevant knowledge from available resources and demonstrates progress toward assessing quality and validity. The student will be able to apply appropriate discipline specific methods. The ability to apply a method of inquiry would advance their research question and identify strengths and weaknesses of a given methodology.

Additionally, students will effectively communicate disciplinary knowledge and write a thesis that builds on the justifications for the research presented, in which the specific implementation of the research and results are presented in a logical and reproducible way, and interprets the results appropriately and places it in a proper context of past research. A student will verbally summarize their research question,

appropriately identify explanatory hypotheses, and interprets their results in a way that is logical and clear.

During the course of their MScM studies, a student should make progress towards a leadership role in developing their research ideas. They should demonstrate and practice ethical behavior that is consistent with the professional norms of the program.

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

Table 3.1: Graduate Degree Level Expectations and Course Work Learning Outcomes in primary proposal.

f) Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and *Degree Level Expectations*.

Table 3.1: Graduate Degree Level Expectations and Course Work Learning Outcomes in primary proposal

g) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its *Degree Level Expectations*.

Table 4.3: Assessment of Learning and Graduate degree Level Expectations in primary proposal

h) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the curriculum modification.

The most significant human resource needs relate to the number of faculty and their willingness to supervise students. Students apply to the program first and applications that meet the minimum requirements of the program are forwarded to faculty members in TRSM for review. Successful applicants are invited to meet with faculty members that are interested in supervising them as a graduate student in their research group.¹ After a suitable match is determined, an official offer of admission is sent with the supervisor named in the offer. Presently, there are at 106 YSGS Full members who are RFA Faculty (TRSM) who are qualified in teaching and/or supervising students in the MScM program. Additionally, there are six YSGS Associate members who are qualified to teach and/or co-supervise students in the MScM program. The current faculty complement is adequate to manage the supervision of students expected to be enrolled at any one time. No teaching release is given to faculty for supervising students in this program and thus supervision of students will not have an impact on teaching loads.

¹ <https://www.ryerson.ca/graduate/programs/master-science-management/>

i) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program when the curriculum modification is implemented.

One of TRSM's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management as well as those who are experienced with the broader strategic overview that is necessary for successful management in public, private and nonprofit realms.

TRSM faculty represent a focused array of academic and professional qualifications within the field of Management, and research interests. Considered collectively, our scholarly, research, and creative (SRC) activities capture a spectrum of Management issues and topics. Table 1.0 demonstrates that TRSM faculty members regularly supervise MScM graduate student research.

Table 1.0: Faculty Supervision in MScM – Student Count by School/Department

TRSM Department	Faculty	Student Count
Accounting & Finance	Allen Goss	1
	Ayse Yuce	3
	Jonathan Farrar	1
	Kathryn Bewley	1
	Retail Management	1
	Shadi Farshadfar	1
	Yi Feng	1
	Yuanshun Li	3
Accounting & Finance Total		12
Entrepreneurship & Strategy	Alison Kemper	1
	Charlene Nicholls-Nixon	2
	Dave Valliere	3
	Ken Grant	2
	Phil Walsh	1
	Steve Gedeon	1
Entrepreneurship & Strategy Total		10
Global Management Studies	Anatoliy Gruzd	2
	Hossein Zolfagharinia	6
	Howard Lin	2
	Kenneth Kalu	1
	Mohammad Nikoofal	1
	Horatio Morgan	8

	Sui Sui	7
	Sui Sui	1
Global Management Studies Total		28
Health Services Management	Julien Meyer	2
	Pria Nippak	1
Health Services Management Total		3
Hospitality & Tourism Management	Christopher Gibbs	2
	Tom Griffin	1
	Zhen Lu	1
	Rachel Dodds	1
	Frederic Dimanche	1
Hospitality & Tourism Management Total		6
HR Management & Organizational Behaviour	Danielle Lamb	1
	Fei Song	2
	Kristyn Scott	3
	Pat Sniderman	1
	Rupa Banerjee	1
HR Management & Organizational Behaviour Total		8
Information Technology Management	Abbas Keramati	1
	Atefeh Mashatan	1
	Aziz Guergachi	3
	Deb Fels	3
	Farid Shirazi	3
	Farid Shirazi	1
	Linying Dong	1
	Margaret Plaza	2
	Ozgur Turetken	3
	Ron Babin	2
	Wendy Cukier	1
Information Technology Management Total		21
Law & Business Management	Kernaghan Webb	2
	Chris MacDonald	1
Law & Business Management Total		3

Marketing Management	Martin Pyle	1
Marketing Management Total		1
Marketing Management	Katie Lebel	1
	Cheri Bradish	1
Marketing Management Total		2
Real Estate Management	Cynthia Holmes	2
	Murtaza Haider	6
Real Estate Management Total		8
Retail Management	Donna Smith	6
	Elizabeth Evans	1
	Frances Gunn	2
	Hong Yu	2
	Mark Lee	2
	Norman Shaw	3
	Tony Hernandez	1
Retail Management Total		17
Grand Total		119

MScM courses are taught by faculty members from the Ted Rogers School of Management (TRSM). The Office of the Dean at TRSM supports a wide variety of faculty development activities for faculty to collectively and individually demonstrate significant academic and/or professional engagement that supports the mission of TRSM. TRSM employs appropriately qualified faculty to accomplish the mission and goals of the School.

All new tenured and tenure-track hires must possess a terminal qualification. Of note, TRSM secured an additional 20 tenured or tenure-track positions for the school year 2016-17 & 2017-18. TRSM efforts to enhance research intensity and quality are well underway and include: a competitive post-doctoral fellowships program; providing formal and informal mentoring; integrating research into teaching to enhance the student learning experience at all levels; and increasing internal and external communication about research in TRSM.

The academic backgrounds of faculty teaching and/or supervising in the MScM program cover a wide range of disciplines, including business administration/management, computer science, computer engineering, information systems, sociology, recreation and leisure studies, geography, information studies, urban planning/studies, kinesiology, industrial engineering, law, economics, and finance. This diversity of academic expertise translates into a faculty complement that has solid foundations in a wide variety of quantitative and qualitative methodological approaches and techniques grounded in the social sciences, natural sciences, and engineering.

Further, the school is accredited by the AACSB (Association for the Advancement of Collegiate Schools of Business). In order to maintain compliance with accreditation requirements, faculty and instructional academic staff have the obligation to maintain currency and qualifications in accordance with the accreditation standards and institutional policies. This designation is shared with most top tier business schools in North America, but has been earned by only approximately 5% of business schools globally.

j) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

TRSM faculty are expected to remain current in their disciplines as active scholars, with greater research expectations for those who hold terminal degrees and tenured or tenure track positions. These research expectations are in line with AACSB standards for an accredited business program.

Faculty members teach in their areas of expertise and interest, and they bring applied, real world knowledge to the classroom, along with close ties to practicing professionals, which enables them to present a relevant, applied curriculum and engage students by incorporating their own research and insights into course materials and discussions. Our commitment to research excellence has produced a faculty actively engaged in both research publications and graduate student supervision, and it is clear that researchers in finance within TRSM are influencing the field of both research and practice.

Ensuring accessibility to research findings and reflecting the multicultural communities in which students, staff, and faculty live and work is another goal to which TRSM aspires and achieves. Several faculty members have published articles in niche journals aimed at diverse audiences, such as bilingual journals and journals with an emphasis on addressing issues in particular communities and/or in certain parts of the world. This is in addition to publishing in some of the most prestigious journals in business management.

Indicators of research quality and advancing reputation include several awards/recognitions received by members of faculty (see Table 1.1) and active participation in service to the research community, such as editorships, referee positions, appointments and elections to research boards/organizations. These faculty are members of the Yeates School of Graduate Studies.

Table 1.1: Internal Faculty Awards and Recognition

Award Title	Description	Faculty Member
A Prof Who Made a Mark	Recognizes Ryerson professors who have made a positive impact on the academic experience of students.	Dr. Frances Gunn (2013) Dr. Anthony Chan (2014) Dr. Ranjita Singh (2015)
Chancellor's Award of Distinction	Recognizes life-long career commitment to teaching and learning as evidenced by an outstanding and sustained record of teaching excellence	David Schlanger, MBA
Collaborative Research Award	Recognizes researchers involved in projects and research undertaken as part of a multi-disciplinary or multi-institutional team.	Dr. Deborah Fels
Deans' Scholarly, Research and Creative Activity Award	Recognizes outstanding achievement in scholarly, research and creative activities and impact on disciplines during	Dr. Rachel Dodds (2011) Dr. Guoping Liu (2012) Dr. Dave Valliere (2013) Dr. Shavin Malhotra (2014)

Deans' Service Award	the previous academic year. Recognizes exceptional or distinguished service to a department, school, faculty and/or the university.	Dr. Sari Grabin (2015) Dr. Christopher Gibbs (2012) Dr. Philip Walsh (2012 & 2013)
Dean's Teaching Award	Recognizes continuing teaching excellence and achievement in instruction.	Dr. Roy Morley (2011) Dr. Yuanshun Li (2014)
Innovative Entrepreneurship Education Course Award	Recognizes excellence in Entrepreneurship education course development	Bradley McMaster, PhD Candidate
Yeates School of Graduate Studies Outstanding Contribution to Graduate Education Award	Recognizes excellence in the complex process of mentoring graduate students to prepare them for productive careers.	Dr. Ron Babin (2013) Dr. Ken Grant (2015)

Faculty members are also associated with TRSM's 14 Research Centre/Institutes and play a central role in research and educational activities that span a wide variety of disciplinary topics. The Centres/Institutes build close relationships with organizations in a wide variety of industries and work with them in providing an active forum where communities can gather to exchange and cross-pollinate ideas and share expertise on management related issues.

Central to the TRSM mission is the goal to increase research intensity and to promote impactful and relevant research. TRSM strives to be a recognized leader in societally relevant, rigorous research with local, national, and global impact. Consequently, the intellectual contributions of faculty in TRSM include both peer-reviewed journal (PRJ) articles and a range of other intellectual contributions (IC) that reflect our mandate of producing scholarship that is geared toward innovative problem-solving through a social responsibility lens – reports, books, book chapters, conference papers, policy papers, software development, etc. In total, 3,147 ICs were made over the period of 2013–2017. The majority, 89% of faculty members produced ICs during the five-year period. Total annual ICs reached 765 in 2017 versus 488 in 2013, representing a 57% increase in research output in five years.

TRSM's unique collection of Schools and Departments greatly expands potential students' options for faculty supervisors. The diversity of our faculty's interests and disciplinary backgrounds is celebrated at TRSM and expands our audiences reached. Between 2013 and 2017, TRSM core faculty authored 527 PRJ articles, 60% of which are classified as being practice-focused, and therefore relevant to industry, community, and government stakeholders. TRSM saw a 45% increase in PRJ output over the five years, from 93 in 2013 to 135 in 2017. Table 1.2 below summarizes research output by TRSM core faculty in the 2013-17 time period.

Table 1.2: Research Output of TRSM Faculty

Research Type	2013	2014	2015	2016	2017
Peer Reviewed Journal Articles	93	92	96	109	135
Papers in academic conferences (peer-reviewed)	221	234	206	205	221
Papers in professional conferences	0	0	0	6	9
Published Case Studies	1	1	2	1	1
Other R&D Publications	35	77	74	65	56

In the last decade, international research collaboration at TRSM has intensified. Cooperation with academic colleagues around the globe is an important priority for TRSM. TRSM is achieving global

impact through strategic linkages and projects with other parts of the world. In the past two years, research centres have hosted international visiting scholars and partnered with researchers in 36 different countries such as China, South Africa, Australia, India, Germany, Mexico, Russia, Israel to name a few.

Our international recognition is expanded further by high profile research service activities:

- 88 editorial roles (e.g. editorships, associate editorships, guest editorships) at international journals and conferences, including the *Journal of Business Ethics*, *European Journal of Information Systems*, *Journal of Sustainable Tourism*, and the *Association for Information Systems*.
- 24 keynote presentations at international symposiums and conferences, including the 2nd UNWTO Conference on Destination Management in the Mediterranean, the American Council for the Blind Conference, and the University of the West Indies Sustainable Tourism Symposium.
- 121 editorial board memberships at international journals and conferences, including the *Journal of Business Research*, *Journal of Information Technology*, and the *International Journal of Contemporary Hospitality Management*.
- 128 chair/organizational roles at international workshops, symposia, and conferences, including the Academy of Management Conference, International Conference on Human-Computer Interaction, and the International Conference on Social Media & Society – an annual gathering of leading social media researchers from across the globe organized by TRSM's Social Media Lab.

Research Funding

Total external research funding in the most recent five-year window (2013-2018) reached \$14,113,404.79, up 93% from the \$7,320,187.31 total in the previous five-year window (2008-2013). An area in which TRSM excels is societally-relevant research in collaboration with industry, government, community and other academic partners. There has been a tremendous increase in externally funded projects with industry and non-profits, which now account for over half of the grants received (56%). In the past five years, industry/non-profits have contributed over \$6 million to support research projects with TRSM faculty members. In addition to industry/non-profit funding, TRSM faculty secured \$3.3 million in funds from all three of the tri-agencies (SSHRC, NSERC, and CIHR) – a unique feat for a business school and indicative of TRSM's disciplinary diversity.

k) Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision, if appropriate.

Every MScM student is guided during his/her period of registered study by (a) supervisor(s) with suitable academic qualifications and appropriate expertise in the agreed area of the student's research topic. The eligibility criteria are consistent with the policies and processes governing membership in the YSGS, at Ryerson University. Membership with YSGS signifies commitment to scholarship, research and creative (SRC) activities, productive supervisor/student relationships, and excellence in graduate education.²

The supervisory relationship and obligation is guided by Ryerson University Policy 164. The role of the faculty advisor or supervisor is to provide academic advising and monitor the student's progress toward

² <https://www.ryerson.ca/graduate/faculty-staff/membership-policy/>

the completion of the program. Where a dissertation, thesis or MRP is part of a student's curriculum, Policy 164 stipulates that student's supervisor shall:

- meet regularly with the student
- review the student's proposal and recommend its approval to the GPD normally not less than one to two terms (depending on the length of the program) prior to the expected date of program completion
- complete the supervisor's portion of the student's annual Progress Report
- evaluate the readiness of the MRP, thesis or dissertation (and the paper or project if required) to be examined orally, and make a recommendation to the GPD regarding a date for the defence and the composition of the Examining Committee
- ensure that a copy of the student's work is sent to each member of the student's Examining Committee when required
- uphold any graduate program specific expectations of supervisors

Graduate education at Ryerson University is overseen by the YSGS Council. The council deals with such issues as the development and evaluation of new graduate programs and policy that is relevant to graduate programs and students. The council is comprised of the Vice-Provost and Dean of Graduate Studies as well as affiliated faculty members from each of Ryerson's faculties, graduate program directors and students.³

Eligible Teaching and Supervisory Personnel

YSGS membership consist of three groups: those who are RFA faculty employees of Ryerson University (Assistant, Associate, Full Professors and Limited Term Faculty), those who are not (research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors) and retired members of YSGS who continue to meet the membership criteria.

Role	Eligibility and Requirements
Teaching Faculty	<p>Faculty tenure status, rank, and degree:</p> <ul style="list-style-type: none"> ● Tenure-track Assistant Professors holding a doctoral degree ● Tenured faculty of any rank holding a doctoral degree <p>Additional requirements:</p> <ul style="list-style-type: none"> ● Member of Yeates School of Graduate Studies ● Evidence from graduate courses taught in the previous five-year period; student evaluations, peer evaluations and where appropriate, the quality of the MScM thesis/MRP supervised.
Primary Supervisors	<p><u>Faculty tenure status, rank, and degree:</u></p> <ul style="list-style-type: none"> ● Tenure-track assistant professors with a doctoral degree ● TRSM tenured faculty of any rank who possess a doctoral degree <p><u>Additional requirements:</u></p> <ul style="list-style-type: none"> ● Possess "full" or "emeritus" membership status with Yeates School of Graduate Studies

³ <https://www.ryerson.ca/graduate/faculty-staff/membership-policy/>

	<ul style="list-style-type: none"> • Evidence from graduate courses taught in the previous five-year period; student evaluations, peer evaluations and where appropriate, the quality of the MScM thesis/MRP supervised.
Co-Supervisors	<p><u>Faculty tenure status, rank, and degree:</u></p> <ul style="list-style-type: none"> • Tenure-track assistant professors with a doctoral degree • Tenured professors of any rank with a doctoral degree • Non RFA members possessing Associate membership with YSGS such as research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors, who are actively engaged in SRC activities and who meet the criteria established by the graduate program <p><u>Additional Requirements:</u></p> <ul style="list-style-type: none"> • Must share student supervisory responsibility with a primary supervisor as defined above. • Member of Yeates School of Graduate Studies • Demonstrate substantial and relevant research accomplishments in the relevant discipline and demonstrate that they intend to remain in the role for the normal duration of a doctoral program.
Supervisory Committee Members	<p><u>Faculty tenure status, rank, and degree:</u></p> <ul style="list-style-type: none"> • Tenure-track assistant professors holding a doctoral degree • Tenured professors of any rank holding a doctoral degree • Non RFA members possessing Associate membership with YSGS such as research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors, who are actively engaged in SRC activities and who meet the criteria established by the graduate program

The Associate Dean, Graduate Programs maintains a database of the MScM level teaching and supervisory profiles of academic staff within TRSM, including the number of courses taught and supervisions being carried by each academic staff member. See In total, 79 faculty have previous experience supervising graduate students in various capacities including MRP supervisions, MRP second readers, MRP defence committees, master's thesis supervision, master's thesis defence committees, doctoral supervision, doctoral co-supervision, doctoral committee supervision, candidacy exam participation, dissertation defence committee participation, and post-doctoral fellows.

Faculty involved in the supervision of MScM students must balance this responsibility with their existing obligations to teaching, research and service. The Ryerson University Collective Agreement sets out the calculation of workload allocation. In accordance with the provisions of the Collective Agreement, including Article 7 and the academic responsibilities of members in Article 10, the norm is two half course equivalents in one semester and two half-course equivalents in the other semester. For the purposes of determining teaching load, graduate supervision does not count as part of the 2+2 course load and any points system for graduate supervision that existed previously was discontinued when Departments/Schools achieved a 2 + 2 teaching load.

Summary of Bylaw Amendments

MA: Public Policy and Administration (MPPA)

Existing Bylaw approved 27 January 2015; Amendments approved by MPPA Program Council: 17 January 2019

Article 1.5: “Dean of Arts” added

[The original bylaw was approved before decentralization occurred]

Article 1.6: amend “Dean of the YSGS” to “Vice Provost and Dean, YSGS”

Article 1.8: changed “academic” to “administrative” (reflecting current Senate policy)

Article 1.13: “University” added

Article 2.7: remove “the Dean of the Yeates School of Graduate Studies and/or to”

[The original bylaw was approved before decentralization occurred]

Article 2.8: remove “Visiting” (correcting the title)

Article 4.9: add “and/or the Dean of Arts” to dispute resolution clause

Article 5.1: slight re-wording for clarification: “... to the Dean of Arts for appointment. In formulating the recommendation, the Chair shall consult with the GPC Executive Committee and may consult with the GPC.”

Article 5.3: add “voting”

Article 6.2.3: change “YSGS personnel” to “University personnel”

Article 6.3: add “voting” to “member” (2 instances)

Article 7.1: add “typically” to allow flexibility regarding the two meetings of Council

[Note: this was added by the Grad Program Council 17 Jan 2019]

Article 8.1.1.5: change “YSGS bodies” to “University bodies”

Article 8.1.4.1: slight rephrasing of term start date and end date for clarity

Article 8.1.4.2: slight rephrasing of term start date and end date for clarity

Article 8.1.5.1: Appeals made an adhoc sub-committee of the Executive Committee; as needed; formed by GPD [formerly 8.3.5.1, a sub-committee of the Curriculum and Studies Committee]

Article 8.2.3: amended to formalize existing practice (to permit Executive Committee Members to form the Admissions, Scholarships, and Awards Committee)

Article 8.3.3.3: amended to formalize existing practice (to permit Executive Committee Members to form the Curriculum and Studies Committee)

Article 8.3.3.4: reworded to clarify election process

Article 8.3.3 (final paragraph): moved from the “Term of Office” subsection to the “Composition” subsection (as it is for all the other committees)

GRADUATE PROGRAM COUNCIL BYLAW

Master of Arts in Public Policy and Administration

Approvals (v1)

Interim Program Council: 06 November 2014

YSGS Council: 11 November 2014

Academic Governance and Policy Committee of Senate: 06 January 2015

Senate: 27 January 2015

Approvals (v2)

MPPA Program Council: 17 January 2019

Program and Planning Council YSGS: 8 April 2019

YSGS Council: 23 April 2019

Dean of the YSGS: dd MMMM 2019

Academic Governance and Policy Committee of Senate: dd MMMM 2019

Senate: dd MMMM 2019

1. Definitions

- 1.1. "Chair" means the Chair of the Graduate Program Council (GPC), unless otherwise stated.
- 1.2. "Council" or "GPC" means Graduate Program Council, unless otherwise stated.
- 1.3. "Department" means the Department of Politics and Public Administration at Ryerson University, unless otherwise stated.
- 1.4. "Department Chair" means Chair of the Department of Politics and Public Administration at Ryerson University, unless otherwise stated.
- 1.5. "Dean of Arts" means the Dean of the Faculty of Arts.
- 1.6. "Dean of YSGS" means the Vice-Provost and Dean, Yeates School of Graduate Studies.
- 1.7. "faculty" (lower-case "f") means all faculty (regular, adjunct, and affiliate) who are active in the program.
- 1.8. "Faculty" (upper case "F") means an administrative unit containing Departments/Schools.
- 1.9. "GPD" means Graduate Program Director.
- 1.10. "GPA" means Graduate Program Administrator.
- 1.11. "graduate program" or "program" or "MPPA program" means the Master of Arts in Public Policy and Administration, unless otherwise stated.
- 1.12. "graduate student" means a student who is enrolled in this graduate program.
- 1.13. "University" (upper case "U") means Ryerson University.
- 1.14. "YSGS" means the Yeates School of Graduate Studies.

2. Mandate

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principal mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program. The specific mandate of the GPC is to:

- 2.1. Develop and recommend policies relevant to the graduate program within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS).
- 2.2. Contribute actively to the operation and long-term planning of the graduate program and YSGS through the creation of committees, working groups and other mechanisms as deemed appropriate.

- 2.3. Ensure the graduate program remains current and relevant by monitoring its curriculum on an ongoing basis; by considering the recommendations of the Curriculum and Studies Committee regarding appropriate changes to the current curriculum and methods of delivery, to enable the continued satisfaction of the program's objectives.
- 2.4. Provide an arena for the debate, discussion and dissemination of information on matters pertaining to the graduate program and the YSGS.
- 2.5. Take responsibility for the accreditation of the program by the Canadian Association of Programs in Public Administration (CAPP).
- 2.6. Ensure, subject to budgetary limitations, the adequate promotion of the program through appropriate print and electronic promotional material.
- 2.7. Review annually the program's budget and, when required, make recommendations for amendment(s) to the Dean of Arts.
- 2.8. Provide support for Department-based and other initiatives of relevance to the program including, but not restricted to, the Ontario Public Service Fellow, Distinguished Public Servant in Residence, Executive-in-Residence Program of the Canada School of Public Service, the Deputy Minister Champion program of the Ontario and Canadian governments, Visiting Scholars, Ryerson University Public Policy and Administration Alumni Association, student/faculty events, and special symposia.

3. Membership

In accordance with Senate Policy 45 (*Constitutional Provisions for Department/School Councils*), membership has been determined via a consultative process involving the GPD, the Chair of the Department of Politics and Public Administration, the Dean of Arts, and the Dean, YSGS. GPC Membership includes the following:

- 3.1. The Graduate Program Director (GPD);
- 3.2. The Chair, Department of Politics and Public Administration;
- 3.3. All faculty members who are current YSGS members in this program and active in any of the following capacities within a four (4) year period:
 - 3.3.1. teaching in the program; and/or
 - 3.3.2. serving as a Supervisor or Second Reader on a Thesis or Major Research Paper; and/or
 - 3.3.3. serving on any of the standing or *ad/hoc* committees of this graduate program;
- 3.4. Four graduate student representatives in good academic standing in the program, including at least one part-time student, elected each Fall semester by and from current graduate students in the program using a nomination and election process that may be conducted in person or electronically. Part-time students may serve more than one year, but must be re-elected to each subsequent year.

- 3.5. The Graduate Program Administrator (GPA) is to provide administrative support, but be a non-voting member of Council.

4. Authority

The GPC will operate in the spirit of policy adopted by Senate, in particular, Policy #45: *Constitutional Provisions for Department/School Councils*, as amended by Senate from time to time.

- 4.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program, which is housed in the Department of Politics and Public Administration in the Faculty of Arts. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty Dean(s) and/or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.
- 4.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) and/or designate(s), Faculty Council(s) where appropriate, and the Dean of YSGS before implementing any policy or procedure. The Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.
- 4.3. The GPC may **recommend and communicate** policies and procedures with implications beyond the program. Affected Faculty Dean(s) and/or designate(s) must endorse recommended policies and procedures before they are submitted to the Dean of YSGS and YSGS Council. The YSGS Council makes recommendations to Senate for approval.
- 4.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. As a Department-based program, a copy of such reports will be provided to the Department Council of the Department of Politics and Public Administration.
- 4.5. Input to committees:
 - 4.5.1. The GPC and its committees will review all matters pertaining to their respective mandates on their own initiative.
 - 4.5.2. The GPC may also request that any of its committees review any particular matter.

Without prejudice to any policy of the Ryerson Senate, the authority of the GPC will embrace these additional principles:

- 4.6. The GPC will not enter into debate or take action on any matter that would violate the *Ryerson University Act*, or any policy of Senate.
- 4.7. The GPC will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements with respect to students, faculty or staff or on matters of a contractual nature.

- 4.8. The GPC does not have the authority to override decisions made by other Department Committees that do not report to it. The GPC does, however, have the authority to discuss such decisions and to provide advice, except in cases precluded by considerations of confidentiality and/or contractual requirements as specified above. The determination of such restrictions is the responsibility of the Departmental Chair. The GPC is advisory to the Department Chair on matters that are contractually the responsibility of the Chair or the Department Council.
- 4.9. In the event of a disagreement between the GPC and the Dean of YSGS and/or the Dean of Arts that is not resolved through normal avenues of discussion, the disagreement will be referred by the disputants to the Provost and Vice-President Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

5. Graduate Program Director

- 5.1. The Graduate Program Director (GPD) – who must be a tenured faculty member – will be recommended by the Chair of the Department of Politics and Public Administration to the Dean of Arts for appointment. In formulating the recommendation, the Chair shall consult with the GPC Executive Committee and may consult with the GPC.
- 5.2. The conditions of employment of the GPD will be specified in a Letter of Appointment from the Dean of Arts.
- 5.3. The GPD is, *ex officio*, a voting member of all committees and governance structures of the program.

6. Chair of the Graduate Program Council

- 6.1. The Chair of the GPC will be elected by GPC members at the first meeting of each academic year. All faculty members of the GPC, including the GPD, are eligible to be nominated and elected.
- 6.2. The Chair may delegate any of the following tasks, but is responsible for:
 - 6.2.1. calling and conducting meetings, and confirming quorum;
 - 6.2.2. setting agendas;
 - 6.2.3. maintaining a written record of Council decisions, actions and recommendations, and ensuring that a copy of these records is shared with the GPC, and is filed with the GPA and thereby accessible to appropriate University personnel;
 - 6.2.4. monitoring follow up to Council actions;
 - 6.2.5. submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council; and
 - 6.2.6. communicating with the Department Chair, Department Council and the YSGS on behalf of the GPC and/or its Executive Committee.

- 6.3. As per Article 5.3 above, the GPD is, *ex officio*, a voting member of all committees and governance structures of the program. Where the GPC Chair, elected pursuant to Article 6.1 above, is not the GPD, s/he is also a voting member, *ex-officio*, of all GPC committees and sub-committees.
- 6.4. The GPC Chair is entitled to vote on all questions coming before the GPC and/or the Executive Committee. In the event of a tie, the Chair has a second, 'casting,' vote.
- 6.5. The GPC Chair may request another Council member to act as Chair on an interim basis.
- 6.6. There is no limit to the number of terms a GPC Chair may serve, provided an election is duly held each year.

7. GPC Procedures

- 7.1. The GPC will meet at least twice per year, typically once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, and for information and/or approval, where applicable, to reach other committees and councils. Additional meetings may be held at the call of the GPC Chair, the Executive Committee, or at the request of any five (5) Council members.
- 7.2. Meeting notices will normally be distributed at least three (3) working days in advance.
- 7.3. Only faculty and elected student members of the GPC are voting members. The Graduate Program Administrator is to provide administrative support but be a non-voting member of Council.
- 7.4. Quorum is eleven (11) members, or such greater number as may be specified by Senate policy, and
 - 7.4.1. the majority of the members present must be faculty members of Council; and
 - 7.4.2. at least two student members of Council must be present.
- 7.5. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 7.6. All members are expected to attend Council and, where relevant, committee and sub-committee meetings. If members are unable to attend, they are to inform the Chair of the GPC, relevant committee or sub-committee in advance of the meeting.
- 7.7. Any faculty Council member may attend, as a non-voting participant, a meeting of any committee, of which s/he is not a formal member. Any student Council member may attend, as a non-voting participant, any meeting of any committee that has students included in its formal membership.
- 7.8. A decision to amend GPC Bylaw requires a two-thirds majority of the members present and voting at the meeting, and can be taken only after written notice –

including the text of the proposed amendment(s) – has been provided to all members at least 5 days in advance of the meeting.

7.9. Proxies are not permitted, and GPC members must be in attendance at a GPC meeting to vote (except where Article 7.5 applies).

8. Standing Committees

The Standing Committees of the GPC are as follows:

8.1. Executive Committee

8.1.1. **Mandate:**

- 8.1.1.1. to exercise the functions of the GPC between meetings;
- 8.1.1.2. to work with the GPD to ensure the efficient and effective operation of the program;
- 8.1.1.3. to coordinate the activities of, and to consult with, the other standing committees;
- 8.1.1.4. to recommend, where appropriate, policy to the GPC;
- 8.1.1.5. to recommend to the GPC and/or, where appropriate, to relevant University bodies, recruitment mechanisms and strategies;
- 8.1.1.6. to define instructional offences and offences of conduct;
- 8.1.1.7. to be consulted, and to advise the GPD, in the distribution of Graduate Assistant (GA) and/or Research Assistant (RA) positions; and
- 8.1.1.8. to report annually to the GPC on its activity.

8.1.2. **Chair:** The Chair of the Executive Committee will be the GPD.

8.1.3. **Composition:** The Executive Committee (EC) will consist of

- 8.1.3.1. The GPD;
- 8.1.3.2. The Chair of the GPC elected by the Council pursuant to Article 6.1 of this Bylaw, if someone other than the GPD;
- 8.1.3.3. Three (3) elected GPC faculty members. Two faculty members will be elected in May of each even-numbered year and a third in May of each odd-numbered year. The faculty election process will be by way of a nomination and election process, which may be conducted in person or electronically;
- 8.1.3.4. Two (2) graduate student members of the GPC (ideally, but not necessarily one full-time and one part-time student) are to be elected by and from the four GPC student members, using a nomination and election process that may be conducted in person or electronically. Student members will be elected in the Fall semester.
- 8.1.3.5. The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.

- 8.1.4. **Terms of office:** For faculty, two years, and for students, one year.
 - 8.1.4.1. Faculty terms begin September 01 in the year of election and expire August 31 two years later. There is no limit to the number of terms faculty members may serve, provided the member is eligible to serve and is re-elected every two years.
 - 8.1.4.2. Student elections will be held in Fall semester each year and terms expire August 31 of the following year. Full-time students may serve only one term. Part-time students may serve more than one term, but must be re-elected each subsequent year.
- 8.1.5. **Sub-Committees:** The Executive Committee may establish such standing or *ad hoc* subcommittees as it may consider appropriate, but must specify, at the time the committee is constituted, its membership, Chair, terms of reference, and reporting relationship.

Notwithstanding the generality of the foregoing, there shall be regularly one *ad hoc* committee and one standing sub-committee as follows:

- 8.1.5.1. **Appeals Subcommittee (*ad hoc*):**
 - 8.1.5.1.1. **Mandate:** To adjudicate student appeals and petitions
 - 8.1.5.1.2. **Chair:** The GPD or designate shall chair the sub-committee.
 - 8.1.5.1.3. **Composition:** the GPD and two faculty members of the Executive Committee or GPC, appointed by the GPD, who are uninvolved in the appeal.
- 8.1.5.2. **Program Membership Standing Sub-Committee (PMSC):**
 - 8.1.5.2.1. **Mandate:**
 - 8.1.5.2.1.1. to develop program-specific criteria and procedures for YSGS membership, which must be consistent with YSGS requirements and be approved by the Dean of YSGS;
 - 8.1.5.2.1.2. to review membership applications at the program level in light of the rationale established for membership, and to submit its recommendations to the Dean of YSGS; and
 - 8.1.5.2.1.3. to review annually and submit to the Dean of YSGS, the list of those affiliated with the program.
 - 8.1.5.2.2. **Chair:** The GPD or designate shall chair the sub-committee.
 - 8.1.5.2.3. **Composition:** the GPD; the Chair of the GPC (if someone other than the GPD); and the three faculty members of the Executive Committee. The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.

8.1.6. **Procedural matters:** Relevant GPC Procedures (Articles 7.2, 7.3, 7.5, 7.6, 7.7, and 7.9) will also pertain to its Executive Committee and sub-committees thereof. Quorum is one-half of the committee or sub-committee membership.

8.2. Admissions, Scholarships and Awards

8.2.1. **Mandate:**

- 8.2.1.1. to review applications submitted, and to establish a priority order for offers of admission to be extended;
- 8.2.1.2. to determine the number of, process to be used in awarding, and recipients of, admissions scholarships that are not granted automatically to incoming students;
- 8.2.1.3. to develop, implement, and periodically review (in consultation with YSGS bodies) procedures, practices, and standards for admission to the program, including academic and non-academic qualifications (e.g., ESL, program standards); and to develop, implement, and periodically review (in consultation with the appropriate YSGS bodies) program registration policies and procedures;
- 8.2.1.4. to develop, publicize, and administer selection procedures for any awards for which program students make application and for which program input is solicited; and
- 8.2.1.5. to fairly assess/adjudicate scholarship/award applications and make recommendations to the Executive Committee.

8.2.2. **Chair:** The GPD or designate shall chair the committee.

8.2.3. **Composition:** the GPD; the Chair of the GPC (if someone other than the GPD); and up to three (3) faculty members serving on the Executive Committee or, at their discretion, up to three (3) faculty members elected by and from GPC faculty members by way of a nomination and elections process, which may be conducted in person or electronically. Should the nomination/election process fail to produce the necessary committee members, the GPD may appoint eligible faculty to fill any vacancies. The Graduate Program Administrator is to provide administrative support to this committee but is a non-voting member.

8.2.4. **Term of Office:** one (1) year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve, provided that the member is re-elected every year.

8.2.5. **Procedural matters:** Relevant GPC Procedures (Articles 7.2, 7.3, 7.5, 7.6, 7.7, and 7.9) will also pertain to its Admissions, Scholarships and Awards Committee. Quorum is one-half of the committee membership.

8.3. Curriculum and Studies Committee

8.3.1. **Mandate:** to ensure that the graduate program remains current and relevant by monitoring the curriculum of the graduate program on an ongoing basis and by making recommendations to the GPC, regarding the following:

- 8.3.1.1. number and type of courses included in the program;
- 8.3.1.2. course development, review and content changes;
- 8.3.1.3. course requisites and delivery methods;
- 8.3.1.4. course registration practices (e.g. course selection and approval);
- 8.3.1.5. standards for maintaining good academic standing (e.g., grades, continuous registration);
- 8.3.1.6. residency/post residency requirements;
- 8.3.1.7. full-time and part-time status requirements and procedures;
- 8.3.1.8. policy, procedures, and practices for graduate examinations, thesis requirements and thesis examination practices;
- 8.3.1.9. enrolment status requirements and procedures;
- 8.3.1.10. time limits for completion of graduate programs; and
- 8.3.1.11. graduation requirements and practices and convocation practices.

8.3.2. **Chair:** The GPD or designate shall chair the committee.

8.3.3. **Composition:** The Curriculum and Studies Committee will consist of:

- 8.3.3.1. the GPD;
- 8.3.3.2. the Chair of the GPC (if someone other than the GPD);
- 8.3.3.3. up to three (3) faculty members serving on the Executive Committee or, at their discretion, up to three (3) faculty members elected by and from GPC faculty members by way of a nomination and elections process, which may be conducted in person or electronically.
- 8.3.3.4. two (2) graduate student (ideally, but not necessarily one full-time and one part-time student) elected by and from the student members of the GPC, using a nomination and election process that may be conducted in person or electronically.
- 8.3.3.5. the Graduate Program Administrator will provide support to this committee but is to be a non-voting member.

Should the nomination/election process fail to produce the necessary committee members, the GPD may appoint eligible GPC members to fill any vacancies.

8.3.4. **Term of Office:** one (1) year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve, provided that the member is re-elected every year.

8.3.5. **Subcommittees:** The Curriculum and Studies Committee (CSC) may establish such standing committees as it may consider appropriated, but must specify, at the time the committee is constituted, its membership, Chair, terms of reference, and reporting relationship.

8.3.6. **Procedural matters:** Relevant GPC Procedures (Article 7.2, 7.3, 7.5, 7.6, 7.7, and 7.9) will also pertain to its Curriculum and Studies Committee and

any sub-committees thereof. Quorum is one-half of the committee or subcommittee membership.

9. Ad Hoc Committees

- 9.1. The GPC and/or the Executive Committee may constitute additional committees from time to time to address specific topics. Membership, Chair, Terms of Reference, and reporting relationship of *ad hoc* committees will be determined at the time the committee is constituted.
- 9.2. Members will hold office until the report of the committee has been received by the body that created it, or until such time as the *ad hoc* committee has been dissolved.



1 YEAR FOLLOW-UP REPORT

Last Updated: January 22, 2019

Graduate Program: **Documentary Media MFA**

Peer Review Team: Dr. Carol Payne (Carleton University)
Dr. Angelica Fenner (University of Toronto)
Dr. Paul Moore (Ryerson University)

Site Visit: February 29 and March 1, 2016

PRT Report: April 11, 2016

Program Response: May 11, 2016

YSGS Response: June 1, 2016

PPR Approved by Senate: **January 31, 2017**

1 Year Follow Up Report Due: **January 31, 2018**

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will be also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables.

¹ <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

IMPLEMENTATION PLAN

Academic Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation	Doc Media 1 year Follow=Up/ Update January 2018
i. Develop curriculum allowing for more independent work.	The GPD will work with faculty and curriculum committee to find means for students to develop individual research agendas.	Graduate Program Director, DM	January 2017	Although this has been discussed several times at faculty meetings and retreats, the faculty believe that retaining our curricular structure as it currently stands is critical. However, some flexibility remains as to electives (substitutions of other masters' electives are possible). There is also some flexibility as to the timing for certain production courses, and we have also built in more flexibility within individual courses in terms of assignments.
Administrative and Financial Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation	
i. There should be better overall promotion of the program by the university.	The GPD will work with IMA Chair, FCAD Dean and YSGS to better coordinate promotion efforts. We are also planning an "Open House" with involvement from MFA students to be pitched to 3rd and 4th year undergrads in area schools.	Graduate Program Director, DM	Fall 2016 Review in June 2018	<p>As reported in our November 27, 2017 Graduate Program Council meeting, 3 separate promotion events were held for prospective applicants in 2017:</p> <ul style="list-style-type: none"> - On Tuesday, October 3rd Documentary Media participated in the OCAD University Grad Fair along with schools from Canada, the US and UK; - On Wednesday, October 25, 2017, Doc Media held an Open House in the School of Image Arts. This was advertised on a popular arts and culture web service called Akimbo, which distributes media across Canada; - On November 7th a graduate fair was held in the School of Image Arts commons initiated by the FCAD Associate Dean, Jean Bruce with GPDs from seven master's programs in FCAD. The event was attended by approximately 100 students across programs in FCAD. <p>In February and November 2018, informational Open House sessions were held in the School and attendance was filled to standing room only.</p>

				<p>The program has also been promoted in several issues of <i>POV Magazine</i>, a publication focusing on documentary in Canada.</p> <p>The annual June <i>DocNow</i> Festival is one of our best means of advertising the program, through Bloor Cinema screenings, panel discussions, exhibitions, festival brochures, and, for the last two years, through promotion of <i>DocNow</i> at the annual Hot Doc Documentary Film Festival. Our students' participation in festivals such as the CONTACT Photography Festival (May 2017) and the Images Festival (April 2017) have provided further exposure.</p>
ii. Enhance research travel funds for graduate student research and project development.	The GPD will work with FCAD Dean, YSGS and David Begg at International Office to urge shift in criteria to include research and production travel, etc.	Graduate Program Director, DM	Fall 2016 Review in June 2018	<p>Our students continue to be challenged in obtaining travel funds for MRP-related research other than conferences (which require conference participation). Although students can access funding from the school, faculty, and YSGS for conference presentations, no other funds exist to cover research and production. It would be very valuable if criteria for travel grants could include travel for production, research, and image/video recording.</p> <p>One competition exists, the SF Award, to fund travel for the production of the MRP, but more would be very helpful. Given the current financial climate, however, it is going to be difficult to enhance research travel funds.</p>
iii. Increase scholarship funding.	The GPD will work with IMA Chair, YSGS, FCAD, & Advancement officers to develop more scholarships.	Graduate Program Director, DM	Fall 2017 to Winter 2018 with Review in June 2018	While DM was in a strong position regarding OGS awards prior to 2017—with four guaranteed each year, that situation changed in 2017 with a shift in the scholarship eligibility and competition process at both the faculty and university level. The DM program has had an average of two SSHRC scholarships each year. In response to university-wide cuts in overall scholarship funding in 2018, the FCAD Dean's office has contributed to offset the losses.
iv. Provide funding for GA and RA Positions for Ryerson's only MFA – a field in which this is the terminal degree.	The GPD will work with IMA Chair, school faculty and FCAD Dean to develop more GA positions.	Graduate Program Director, DM	Fall 2016 with Review in June 2017	<p>Two initiatives were undertaken to increase GA funding: First, the chair of the school has funded GA positions for all academic classes with enrollment of over 50 students, of which there are approximately 14. Second, as a means to provide opportunities for MFA students to GA in <i>practice-based</i> classes, the GPD applied for and obtained "special project funds" from the faculty dean in 2016 and 2017. This allowed 4 to 6 students to work each term with undergraduates on a short-term basis leading workshops, work in progress, and critiques.</p> <p>Because funding in the fine arts cannot keep up with funding in the STEM fields, most faculty do not have funding to hire RAs. The primary funding program at the school is through OWSP, which is restricted to undergraduates.</p>

v. Consider further faculty hires that better reflect the ethnic and cultural diversity of our students.	The GPD will work with other school GPD, IMA Chair, DHC and Dean to advocate for hires.	Graduate Program Director, DM	January 2017 with Review in June 2018.	<p>In March 2017, the GPD applied for a Teaching with Diversity Fund grant from the Learning and Teaching office in order to spearhead research and course creation to address ethnic and cultural diversity in the faculty and curriculum. This research supported the creation of a new course with EDI focus in the Documentary Media MFA program. Centered on contemporary documentary practices and strategies employed by racialized, feminist, LGBTQ and Indigenous media artists, the research and resulting course inform students of perspectives and discourses not featured extensively in the documentary canon. With the support of the School of Image Arts Chair and the FCAD Dean, Trinidad-born artist-scholar Michèle Pearson Clarke, Ryerson MFA alumna and rising star in the Canadian art scene, was hired to research and develop curriculum, and ultimately, to teach the course. “CD8351: Documentary as Oppositional Practice: Identity, Power, Difference, and Representation” is now offered as a graduate interdisciplinary elective, open to graduate students in FCAD.</p> <p>Efforts continue to hire CUPE faculty with diverse cultural and ethnic backgrounds. EDI is always a strong consideration in the visiting artists, guest lecturers, and masterclass visitors.</p> <p>Since the PPR report was filed, there have been two RFA female faculty members hired. In 2017 an award-winning documentary filmmaker was hired and is now teaching in the DM program. In spring 2018 a Photography Program faculty member was hired (only the second female RFA member in the Photography Program). A RFA hire which addresses the lack of ethnic and cultural diversity in the school remains a priority, but despite strong efforts, this has not yet been fulfilled.</p>
vi. Provide funding for the faculty-run Documentary Media Research Centre.	The GPD will work with IMA Chair, and FCAD Associate Dean and Dean and DMRC to develop proposals for funding a research chair or distinguished visiting professor for DMRC.	Graduate Program Director, DM	January 2017 with Review in June 2018.	<p>In 2016-17, DMRC Director Blake Fitzpatrick and GPD Katy McCormick worked with colleague Richard Lachman in RTA School of Media to facilitate a three-year Distinguished Visiting Professor position for award-winning filmmaker Kat Cizek, starting January 2018. Visiting scholar and member of the “Co-Creation Incubator at Open Documentary Lab” at the Massachusetts Institute of Technology (MIT), Cizek will lead collaborations with MIT that we hope will also engage our students, and she will give guest lectures.</p> <p>In Fall 2018, The DMRC was funded for a second time by the FCAD SRC Dean. The DMRC has sponsored many valuable events including:</p> <p><u>Winter 2016</u></p>

Continued... Provide funding for the faculty-run Documentary Media Research Centre.			<p><i>International Conference: Toronto-Montréal-Lille: The Inventions Of Light / Les Inventions De La Lumière</i>, February 24-26, 2016: This bilingual conference was the 6th edition of the Toronto/Montreal/Lille biennial of artistic exchange. Titled <i>The Inventions of Light / Les Inventions de la Lumière</i>, the conference focused on what light makes possible in the parallel realms of perception and creative imagination. The overall goal of the three-day conference was to explore the “inventions of light” collectively and to develop an interdisciplinary approach to the many inventions that light has generated in painting, photography, cinema, animation, and digital arts.</p> <p><u>Spring/Summer 2016:</u></p> <p><i>Scholar in Residence: Anandana Kapur</i>, Summer/Fall, 2016: From June until October, award-winning filmmaker and PhD student Anandana Kapur was a visiting scholar at the DMRC.</p> <p><i>VISIBLE EVIDENCE Conference, XXIII, August 11-14, Bozeman, Montana</i>: Dr. Gerda Cammaer, Dr. Blake Fitzpatrick and Dr. Bruno Lessard represented the DMRC at the 23rd international documentary conference Visible Evidence, held at Montana State University in Bozeman, Montana (US). They presented a panel titled “Critical Distance” that became the basis for an edited collection of scholarly essays on contemporary documentary, published by Palgrave Macmillan (2018).</p> <p><u>Winter 2017:</u></p> <p><i>Martin Weinhold: IN CANADIAN WORKSPACES</i>: DMRC member Don Snyder curated photographer Martin Weinhold’s decade-long investigation of labour in Canada. The project was exhibited at the Ryerson Artspace Gallery at the Gladstone in September, 2017.</p> <p><u>Fall 2018:</u></p> <p><i>Publication: Critical Distance in Documentary Media</i> DMRC members Gerda Cammaer, Blake Fitzpatrick, and Bruno Lessard published a collection of essays titled <i>Critical Distance in Documentary Media</i> (Palgrave Macmillan, 340 pages).</p>
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vii. Enhance or create studio spaces, allowing for better access to resources.	The GPD will work with IMA Chair, faculty and operations manager to develop solutions to meet curricular needs in this area.	Graduate Program Director, DM	Fall 2016 with Review June 2017.	Studio/work spaces are currently under construction in a planned repurposing of our first-floor darkrooms. An IMA initiative funded by FCAD, these work/studio spaces will be shared between graduate and undergraduate programs; however, they will greatly expand DM students' ability to plan, edit, build, and layout exhibitions and MRP projects.
viii. Adjust faculty workload and provide recognition/credit for graduate supervisions.	The GPD will work with IMA Chair, and FCAD Associate Dean and Dean to develop proposals for workload solutions for the school. <i>*Pending ratification of a new 2+2 workload the question of supervisory compensation is resolved.</i>	Graduate Program Director, DM	Fall 2017 with Review in June 2018	In Fall 2016, the GPD participated as a member of the Departmental Workload Process Committee to propose a shift to a 2 + 2 workload (from a 2 + 3 load). In March 2017, the FCAD Dean approved the plan to move to the new workload. It should be noted that with the shift to a 2+2 workload, no credit system was put in place for graduate supervisions, as it is considered part of teaching in the collective agreement.

Summary Statement/Conclusion: In conclusion, we thank the external reviewers and colleagues in DM for a very thorough assessment of the strengths and challenges of the DM program. The PRT recommendations and DM's responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



School of Journalism
Faculty of Communication and Design

1 YEAR FOLLOW-UP REPORT

Last updated: March 8, 2019

Graduate program: Master of Journalism (MJ)

Peer review team: Kelly Toughill (University of King's College)
Dr. Brian Gabrial (Concordia University)
Art Blake (Ryerson University)

PRT report: February 27, 2017

Program response: March 28, 2017

YSGS response: July 12, 2017

PPR approved by Senate: December 5, 2017

1 Year Follow-Up Report due: December 5, 2018

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will also be reviewed by the Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables.

¹ <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

ACADEMIC RECOMMENDATIONS

PRT Recommendation	MJ Original Program Response	YSGS Original Response	Original MJ Implementation Plan including Lead Proposed Date for Implementation	MJ 1 year Follow-Up/Update – December 2018
<p>1. Begin the immediate process of replacing the current Master of Journalism (MJ) program (see the next five specific recommendations that follow below).</p> <p>1.a. The School should overhaul the Master of Journalism curriculum.</p>	<p>The School recognizes the enormous challenge of reviewing and revising the curriculum but believes that work is essential for the preservation of the School's reputation as the leading Canadian journalism school.</p>	<p>YSGS supports the program's efforts to review and revise its curriculum, as per Policy 127. YSGS will support the program as needed for any minor or major curriculum modifications, again, as per Policy 127.</p>	<p>The School is currently in the process of replacing its MJ program.</p> <p>Changes will be presented to Senate in Winter 2018 for potential implementation in 2018-2019</p>	<p>January 2018: Revised MJ curriculum approved by RSJ School Council</p> <p>May 2018: Revised MJ curriculum approved by YSGS Program and Planning Committee and YSGS Council</p> <p>May 2018: Revised MJ curriculum approved by University Senate</p> <p>September 2018: The new curriculum was implemented with the incoming MJ cohort.</p>
<p>1.b The PRT encourages the curriculum team, as it moves forward, to eliminate any curriculum silos that may inhibit the acquisition of skills in all journalistic delivery platforms.</p>	<p>The 'silos' are the 'platforms' of the news media: broadcast, print, magazine and online. The committee agrees with the PRT that more skills need to be delivered without concern for content that may have been previously placed in a silo and protected. Efforts should be focused toward students gathering as many core multimedia skills as possible during their two-year program.</p>	<p>YSGS supports the program-level response.</p>	<p>The revised curriculum will require students to take courses that focus on different forms of journalism – digital, live coverage and narrative – across all platforms.</p> <p>Changes will be presented to Senate in Winter 2018 for potential implementation in 2018-2019</p>	<p>January 2019: Incoming MJ students are now taking courses in digital, multimedia and narrative journalism in the Winter 2019. Instructors have worked together to develop and co-ordinate their course plans to ensure students are learning all of those skills.</p>

1.c The curriculum review should emphasize digital journalism, mobile journalism and include visual thinking (video, data visualization) in the core curriculum.	The PRT's advice to enrich the MJ program with more digital, data and visual journalism is well taken. Emboldened with this recommendation, the MJ committee will move quickly to address these issues.	YSGS supports the program-level response.	Digital journalism will be introduced early and often both through the refocusing of core courses as well as the introduction of new ones. Changes will be presented to Senate in Winter 2018 for potential implementation in 2018-2019.	September 2018: First-semester courses on local news reporting and reporting and data methods included revised and robust digital components, including an introductory data journalism module.
1.d Revise the MJ program, but, in the interim, the School might reschedule the digital media course so that it is taken earlier in the program and innovate within existing course designs to make graduate students as multi-media savvy as possible.	The PRT's advice is timely and astute. In fact, the School has already enthusiastically adopted this specific recommendation.	YSGS supports the program-level response.	Two currently-offered, first-semester courses – Research Methods for Journalists and The City: Reporting, Writing – have been refocused to emphasize digital reporting skills including video production, social media reporting and data journalism methods.	<i>See above</i>
1.e. The School should consider the impact on the graduate program if applications continue to decline, and develop a response to that potential threat.	The PRT's suggestion that the School brace itself for a decline in applications to its MJ program has been heeded. The MJ committee has been discussing the goal of revising its recruitment strategy for 2018-19. Support for graduate recruitment at the FCAD level has been	YSGS supports the program-level response. We also urge the program to consider its recruitment and communication strategy as a part of the curriculum review. The new curriculum may provide direction on the most appropriate recruitment and communication strategies.	Reaching out to undergraduate departments at Ryerson for potential candidates. Reviewing strategy at FCAD level. November 2018.	Winter 2018: Formalized graduate assistantships as an additional funding source for accepted MJ candidates. In the past, these arrangements were made after the student registered for the program. Fall 2018: Participation in FCAD-led initiatives related to graduate recruitment included Grad Night at Ryerson, OCAD Grad Fair, York University Grad Fair November 2018: RSJ MJ Info Night drew 20 students interested in the program. Event included panel of current students and

	bolstered by the appointment of a graduate programs development assistant.			instructors offering more insights into the program
2. Consider more creative scheduling options where courses may meet more than once a week.	As the PRT noted, the School has taken a number of initiatives that “improve the quality of the student experience.” Providing as much flexibility to students—who juggle many demands such as work, family and commuting—in addition to full-time studies has been a priority. The School has developed e-learning to give students the opportunity to learn in their own environment on their own schedule such as our in-house video tutorials to teach technology and some journalism skills to supplement classroom lectures and workshops.	YSGS supports the program-level response. YSGS notes that any changes with respect to e-learning should be considered as a part of the program’s curriculum review. The program should also consider the university’s overall e-learning strategies and priorities as a part of the curriculum review.	This recommendation is currently under review.	May 2019: Two required MJ courses (Essential Editing and MRP I) will be offered online-only in the Spring/Summer semester. September 2019: The Indigenous Reporting elective (offered online) will be cross-listed for MJ students.

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

PRT Recommendation	MJ Original Program Response	YSGS Original Response	Original MJ Implementation Plan including Lead Proposed Date for Implementation	MJ 1 year Follow-Up/Update – December 2018
1. Hire at least two new tenure-track faculty members. Further hires should occur after the School develops a hiring plan in conjunction with the graduate program curriculum review.	The School agrees with the PRT that hiring new tenure-stream faculty who are focused on knowledge and experience in media transformation and its implications for innovative curriculum is strategically vital for the School particularly with major curriculum review in the MJ program. The School has been given permission to hire one tenure-track professor to start in 2018-19.	YSGS supports the program-level response. YSGS notes, however, that any additional new faculty appointments need to be considered in the context of university- and faculty-level planning. The appointment of new faculty is outside of the purview of YSGS. The program is urged to work with the Dean of FCAD on a plan for new faculty recruitment.	One tenure-track opening has been posted, specifically looking for a candidate “demonstrating experience in multimedia and digital journalism, an understanding of entrepreneurialism, audience engagement and a track record of innovation and experimentation in the transforming journalism ecosystem.” October 2017.	<p>July 2018: Tenure-track position filled</p> <p>October 2018: Search process begins for second tenure-track position (in progress)</p>
2. Extend the current eight-month contracts of the technical staff and seek ways to bolster their professional development opportunities.	The School agrees that technical staff play a crucial role in delivering the curriculum and supporting faculty. We will address this recommendation by examining a) extending the contracts and, b) bolstering professional development opportunities.	YSGS supports the program-level response.	One technical staff member has had their contract extended for the full year. Other positions are currently under review. May 2017.	<p>Spring/Summer 2018: An additional technical staff member worked part-time for the School of Journalism and was also seconded part-time to FCAD projects for this period, with the expectation that this arrangement will continue.</p>

3. Continue important collaborative work with ThriveRU, a program dedicated to ensuring the mental health of students.	The School is proud of its commitment to address student wellbeing and appreciates the PRT enthusiasm for our innovative initiatives. However, it should be clarified that Thrive RU is only one facet, and a recent one, of our commitment to the whole student and a number of other initiatives are ongoing in this area.	YSGS supports the program's ongoing efforts devoted to ensuring student well-being. We also note that the program should draw on the resources and support services available within FCAD and Ryerson University.	The ThriveRU program continues to be an important intra-university initiative at the School of Journalism. Ongoing.	September 2018: RSJ professors Ann Rauhala and Lisa Taylor led a 12-week workshop on mindfulness and meditation for journalism students, as part of a research project.
4. Review equipment check out policies to make sure they are adequately meeting the needs of the students.	The School agrees that this is critical—students cannot participate in courses and complete assignments without access to the appropriate equipment. To improve efficiency, the School entered into an equipment-sharing arrangement with the RTA School of Media a few years ago, and the School's technical and administrative staff is examining the policies and practices to ensure there is fair and equitable sharing between students in both schools.	YSGS supports the program-level response. We agree that specific attention must be given to the needs of graduate students in any equipment-sharing agreements.	This recommendation is currently under review. Currently (10/2017) under review.	Under review by the School of Journalism, with changes to graduate-student access expected for Fall 2019.

5. Consider giving students greater access to Mac labs and the TV and radio studios.	The School recognizes that it needs to better communicate to students that they have access to many of the radio suites located in the Rogers Communications Centre and they need only to request card/key access. The School will examine how to best communicate this information to students. This will become more urgent as a significant renovation is planned for the School's radio studio.	YSGS supports the program-level response.	This recommendation is currently under review. Currently (10/2017) under review.	Under review by the School of Journalism, with changes expected in Fall 2019.
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(If applicable) Additional points that were raised by the reviewers throughout their review, but were not part of the section titled: Recommendations.

These points have all since been addressed.

Summary Statement/Conclusion:

In conclusion, we thank the external reviewers and colleagues in YSGS for a very thorough assessment of the strengths and challenges of the Journalism program. The PRT recommendations and both the YSGS and departmental responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



Department of Aerospace Engineering
Faculty of Engineering and
Architectural Science

1 YEAR FOLLOW-UP REPORT

Last Updated: February 6, 2019

Graduate Program: Aerospace Engineering

Peer Review Team: Dr. Chris Damaren (University of Toronto)

Dr. Il-Yong Kim Ellis (Queens University)

Dr. Lawrence Kolasa, (Ryerson University)

Site Visit: April 12 and 13, 2016

PRT Report: May 3, 2016

Program Response: October 18, 2016

YSGS Response: January 17, 2017

PPR Approved by Senate: January 30, 2017

1 Year Follow Up Report Due: January 31, 2019

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will be also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables.

¹ <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

ACADEMIC RECOMMENDATIONS

PRT Recommendation	Aerospace Original Program Response	YSGS Original Response	Original Aerospace Implementation Plan including Lead Proposed Date for Implementation	Aerospace 1 year Follow-Up/Update – February 2019
1. The department should implement a formal procedure whereby all M.A.Sc. students are evaluated for direct transfer to the Ph.D. program and the most promising ones offered admission	The Aerospace Program agrees that our M.A.Sc. students are an important source of potential Ph.D. students and will consider this recommendation carefully. However any transfer procedure that we might develop should not seriously diminish the integrity or vitality of our M.A.Sc. program, and must function within YSGS guidelines. Currently these options are left to the individual students and their supervisors to explore and push forward on a case-by-case basis.	YSGS supports the program response. Our preference is that direct transfers be considered on a case-by-case basis rather than via a formal policy or procedure. Further, consideration should be given as to how transfers affect targets	The Aerospace Graduate Program Council will be asked to discuss these issues and make a recommendation by the Fall 2017.	After much debate, the Aerospace Graduate Program continues to follow the YSGS preference of considering direct transfers into the Ph.D. program on a case-by-case basis.
2. Faculty should try to incorporate some material into the beginning stages of their courses to support student skills in mathematics and	The Aerospace Program agrees that mathematical and computer programming skills are important. We will discuss these recommendations with our faculty and our Graduate Program Council. We will also investigate the possibility of creating some	We suggest that Aerospace review its offerings through the lens of the adequacy of its mathematics and computer science training. As referenced in the program response, the Aerospace Department Council and the Aerospace	The Aerospace Graduate Program Council will be asked to discuss these issues with the Chair of the Aerospace Department and make a recommendation by the Fall 2017.	Since the Aerospace Graduate Program does not offer a sequenced curriculum we are unable to identify "beginner" courses to incorporate introductory mathematics and computer programming skills. However, we are currently undergoing a department level curriculum review, and should a more sequenced curriculum result from this review, we will revisit this issue of identifying "beginner" courses. However, at the same time, the Aerospace Graduate Program will also consider developing a Research Methods and/or an Applied Mathematics course that could be used to address these concerns.

PRT Recommendation	Aerospace Original Program Response	YSGS Original Response	Original Aerospace Implementation Plan including Lead Proposed Date for Implementation	Aerospace 1 year Follow-Up/Update – February 2019
computer programming	mathematical programming workshops to help introduce new graduate students to the programming skills that they will need to be successful in our program. We will also investigate other departments and faculties resources to see if our students could benefit from any of their course offerings.	GPC can provide valuable feedback on this initiative. One approach to this matter is to revise admission criteria so students have sufficient background to succeed in the program.		

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

PRT Recommendation	Aerospace Original Program Response	YSGS Original Response	Original Aerospace Implementation Plan including Lead Proposed Date for Implementation	Aerospace 1 year Follow-Up/Update – February 2019
1. The faculty should be encouraged to pursue a collaborative approach to obtaining large research grants.	The Aerospace Program agrees that collaborative research should be pursued and we will investigate all possible avenues for collaboration. The program will create an Aerospace Research Council that will be mandated to work with OVPRI and industry to pursue all possible collaborations.	Teaching loads are governed by the RFA Collective Agreement, and assigned by the Faculty Dean in conjunction with the School Director. YSGS does not support incentives for graduate supervision, as we view this as part of faculty responsibilities.	The Chair of Aerospace Graduate Program Council will construct the Aerospace Research Council by the Fall 2017..	The Aerospace Research Council has been formed and the Chair of the Aerospace Research Council has been mandated to support and seek out all avenues of collaborative research. The Chair of the Aerospace Research Council has developed a strategic framework and plans to unveil some long-term strategies in the coming year.
2. The department should more actively support faculty members' Discovery Grant applications	The Aerospace Program agrees that more active support of faculty member's Discovery Grant applications is needed and the form of this support will be developed through further discussions within the department and the Graduate Program Council.	YSGS supports the program response.	The Aerospace Graduate Program Council will be asked to discuss these issues with the Chair of the Aerospace Department by the Fall 2017.	The Chair of the Aerospace Department has fully committed the department to support all faculty members' Discovery Grant Applications and will consult with each applicant when needed. Current efforts have focused on establishing direct mentorships and links between new tenure-track faculty members and older more established ones.
3. The department should work with FEAS and its Dean to develop a Faculty-wide recruitment campaign for	The Aerospace Program agrees that a Faculty-wide recruitment campaign for graduate students is needed and we will pursue this idea with the Dean, and Associate Deans, of FEAS.	YSGS works with Aerospace and FEAS to promote its graduate programming. Recruitment efforts are supported at all levels, and are especially effective with the local engagement of	The Aerospace Graduate Program Council will seek to participate in all recruiting initiatives that are developed by FEAS, Fall 2017.	The Aerospace Graduate Program is committed to following the Dean of FEAS New Funding Model that was developed to recruit more highly qualified graduate students. Starting in September 2018, all new graduate students were recruited under this new funding model

PRT Recommendation	Aerospace Original Program Response	YSGS Original Response	Original Aerospace Implementation Plan including Lead Proposed Date for Implementation	Aerospace 1 year Follow-Up/Update – February 2019
graduate students. The individual and departmental efforts to help recruit students are laudable, but it must be recognized that greater resources are necessary		faculty through their research and professional networks.		
4. The department should more aggressively attract scholarship students. Better financial support would help, but better research environment (including lab space) would be also important. The department should develop effective marketing and promotion strategies, and the first target should	The Aerospace Program agrees that we should more aggressively attract students who would arrive with their own externally funded scholarships. We will investigate all possible opportunities to increase the lab space for our students and will pursue marketing and promotion strategies with the Dean, and Associate Deans, of FEAS. We agree that our current undergraduate students are our most obvious targets, but we are also concerned that this pool of potential students is finite. Thus we would prefer	YSGS supports the program response.	The Aerospace Graduate Program Council will discuss these issues and participate in all marketing and promotional strategies that are developed by FEAS, Fall 2017.	The Aerospace Graduate Program is committed to following the Dean of FEAS New Funding Model that was developed to recruit more highly qualified graduate students. Starting in September 2018, all new graduate students were recruited under this new funding model. The Dean's New Funding Model attempts to aggressively recruit students who would arrive with their own externally funded scholarships by recognizing their achievements with targeted supplemental funding. The Aerospace Graduate Program held NSERC/OGS Scholarship Application workshops to help our 4 th year undergraduate students apply to graduate school.

PRT Recommendation	Aerospace Original Program Response	YSGS Original Response	Original Aerospace Implementation Plan including Lead Proposed Date for Implementation	Aerospace 1 year Follow-Up/Update – February 2019
current undergraduate students at Ryerson	to make sure that any strategies that we develop will be capable of attracting scholarship students from both inside and outside our undergraduate program.			
5. If students are to be wooed to Ryerson University to the Aerospace program, then the experience of current students must be a priority as they are one of the best “sales persons” for the program. In that vein, if a significant fraction of these students do not even have a desk (let alone an office), then this is a shame. The Dean and Provost should work tirelessly to address these modest space concerns.	The Aerospace Program agrees that the ideal, and most productive environment would be for every student to have a desk. We recognize that our graduate student space is deficient and will promote and pursue the expansion of this space with the Dean, and Associate Deans, of FEAS.	We recognize that space is a concern not just in Aerospace but across campus. We encourage Aerospace to work with the Dean and Associate Dean of FEAS to address its space needs.	The Aerospace Graduate Program Council will seek more research space from the department and FEAS, Fall 2017.	Space issues continue to be an increasingly difficult problem to solve at Ryerson and they are unlikely to be resolved at the program level.

PRT Recommendation	Aerospace Original Program Response	YSGS Original Response	Original Aerospace Implementation Plan including Lead Proposed Date for Implementation	Aerospace 1 year Follow-Up/Update – February 2019
6. The department should be proactive in attempts to increase the size of its female faculty complement	The Aerospace Program agrees that the size of its female faculty complement should be increased. We support the Ryerson values that were stated in the recent Academic Plan: Our Time to Lead. "The university values and respects diversity of knowledge, worldviews and experiences that come from membership in different groups, and the contribution that diversity makes to the learning, teaching, research and work environment." We will pursue this goal with every hiring opportunity that we are given.	YSGS supports the values of EDI as articulated in Ryerson's academic plan.	The Department Hiring Committee will be tasked to address these concerns with every new hiring opportunity, Fall 2017.	The Aerospace Department is currently in the process of recruiting a new faculty position and is committed to increasing the size of our female faculty complement.
7. The University should loosen its quota policy on domestic enrollments so that a department like Aerospace Engineering can fully	The Aerospace Program agrees that reaching our full potential in graduate student training is important. We will pursue all avenues to admit highly qualified students, both domestic and international. We will continue to work	As was discussed at the site visit PRT exit interview, the province provides no funding for international students. YSGS recognizes that this puts Aerospace and our other programs at a competitive disadvantage in	The Aerospace Graduate Program Council will seek to pursue these concerns with FEAS and the YSGS, Fall 2017.	While the Aerospace Graduate Program has no ability to change the Provincial Quota system for M.A Sc. and Ph.D. students, we have made considerable efforts to increase our recruitment of highly qualified International M.Eng. students. This past year, 41 International M.Eng. students, 14 of which were female students, were admitted into our Aerospace Graduate Program. These students are highly motivated and add enhance our graduate student environment considerably.

PRT Recommendation	Aerospace Original Program Response	YSGS Original Response	Original Aerospace Implementation Plan including Lead Proposed Date for Implementation	Aerospace 1 year Follow-Up/Update – February 2019
reach its potential in graduate student training. This will ensure that opportunities to admit high quality international students are not missed. Instead of mechanically implementing the domestic quota rule, a more flexible and effective approach should be developed.	with the Deans and Associate Deans of FEAS and YSGS to make this happen.	the graduate education sector. YSGS provides support to international doctoral students in FEAS via the RISS program. We encourage a broad discussion across the various levels of university governance on strategies for funding high quality international graduate students.		

(If applicable) Additional points that were raised by the reviewers throughout their review, but were not part of the section titled: Recommendations. These points have all since been addressed

External Reviewer's Comments	Progress to date
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Summary Statement/Conclusion: In conclusion, we thank the external reviewers and our colleagues at Ryerson for a thorough assessment of the strengths and weaknesses of the Aerospace Graduate program. The PRT recommendations and Aerospace responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.

2018-19**THE VPRI ANNUAL REPORT TO SENATE**

Ryerson's research reputation continued its upwards trajectory during the 2018 - 2019 academic year. From the success of the Canada Excellence Research Chair nomination to being awarded the Future Skills Centre, Ryerson continues to grow and to successfully compete when it puts its best foot forward.

Goal 1. Increase research excellence, quality and participation through support to all researchers at all stages

The OVPRI is a shared service that fulfills a number of functions including:

- Providing support to researchers on researcher or investigator-led research proposals;
- Overseeing the development of institutional-led proposals and the development of institutional collaborations and partnerships;
- Providing various levels of support for the innovation zones and knowledge and technology transfer; and
- Providing the required support and leadership for several areas of required compliance.

Ryerson's performance in collaborative innovation and research led to the university claiming the top spot for not-for-profit research income growth (percentage change) in the comprehensive category for 2013-17. According to [Research Infosource Inc.](#), Ryerson was a leader in not-for-profit research income with a monumental increase of 726 per cent from 2013-17. These types of partnerships and collaborations are opportunities for brain circulation, knowledge-sharing and scholarly, research and creative activity.

Support for Investigator-led Research Proposals

We continue to provide support to faculty members applying for funding through grant facilitation, budget preparation support and the sourcing and identification of potential partners for matching programs. This is translating into continued success with Tri-Agency funding including:

- Ryerson researchers receiving 20 NSERC Discovery Grant awards valued at more than \$2.2 million
- Professor Atefeh Mashatan received a NSERC Collaborative Research and Development Grant for \$676,000 (matched to an additional \$338,700 from her industrial partner)
- Professor Jeff Xi was awarded an NSERC Industrial Research Chair (\$500,000) with Bombardier as the industrial partner
- Growing Ryerson's complement of SSHRC funding to over \$5.1 million including securing more than \$1.4 million in the Insight grants competition (for example Professor Natalie Alvarez (\$285,791) and Professor Robert Burley (\$196,065))
- A \$2.48 million SSHRC partnership grant awarded to Early Childhood Studies professor Kathryn Underwood and five successful partnership development grants
- Three CIHR project grants: Professor Trevor Hart (\$761,175), Professor Stephen Waldman (\$631,125) and Professor Mark Towler (\$602,438)

A continuing focus has been placed on the identification and circulation of research funding programs/calls from non-tri-council sources including government and other public/non-profits (including smaller, niche opportunities). This is leading to a more diversified, and thus stable, research funding profile portfolio for the University. As a result, significant funding has been awarded including:

- Women Entrepreneurship Knowledge Hub sponsored by Innovation, Science and Economic Development Canada - an award of over \$8.6 million to Professor Wendy Cukier
- Citizenship and Immigration Canada through their Service Delivery Improvement program awarded \$497,251 to Professor Usha George
- Professor Bilal Farooq received \$400,000 from the Canadian Urban Transit Research & Innovation Consortium (CUTRIC)
- Accessibility Directorate of Ontario awarded \$225,000 through their EnAbling Change Program to Professor Kiara Gharabaghi

Overseeing the development of institutional-led proposals

In February 2018, the Federal Government announced that it had selected a consortium led by Ryerson University, with partners the Conference Board of Canada and Blueprint ADE, to establish the Future Skills Centre. The Future Skills Centre is a six-year initiative that will help Canadians prepare for, transition to, and adapt to employment opportunities in a changing labour market by:

- Identifying the skills employers need now and in the future
- Exploring innovative approaches to skills development and using data to learn what works
- Sharing information and mobilizing knowledge to inform future investments and programming

As the Honourable Patricia A. Hajdu, Minister of Employment, Workforce Development and Labour shared at the official announcement, Ryerson was successful in its bid for the Future Skills Centre because of its strong SRC reputation in this field and because of our ability to partner and to collaborate. The Future Skills Centre provides an enormous opportunity to cluster SRC activity with a focus on how best to prepare Canadians today for workforce opportunities of the future.

Ryerson successfully concluded the search and nomination of the Canada Excellence Research Chair (CERC) in Migration and Integration. This is Ryerson's first CERC award, and the only chair in social sciences and humanities awarded during this round of CERC awards. Ryerson was one of nine universities – out of more than 50 that applied to the competition – to receive an opportunity (2018) to establish a CERC. The Ryerson Canada Excellence Research Chair program is supported by a \$10-million grant from the Tri-Agencies. Professor Anna Triandafyllidou is currently based in Italy at the European University Institute as the Robert Schuman Chair of their Global Governance Programme. She will join Ryerson this summer to lead the internationally recognized seven-year research program. OVPRI began the effort to secure this award in 2017 and actively led the multi-step process that drew upon the expertise and networks of researchers from three Ryerson faculties.

In addition to the awarding of the CERC, Ryerson was successful in its applications for two new Canada Research Chairs:

- David Gauntlett, a professor in the School of Creative Industries, was named a Tier 1 Canada Research Chair in Creative Innovation and Leadership. His research will explore platforms for creativity, creative identities, leadership and public understanding of creative practice – which are essential to the development and design of content and technologies in business, media, educational organizations and cultural institutions. Professor Gauntlett received a Canada Foundation for Innovation (CFI) John Evans Leadership Fund (JELF) award of \$52,427 to be matched by the Province of Ontario toward a total project of \$422,105, supporting his research infrastructure.
- Sharareh Taghipour was named a Tier 2 Canada Research Chair in Physical Asset Management. A researcher in the Department of Mechanical and Industrial Engineering, professor Taghipour's work will address reducing greenhouse gas (GHG) emissions in industries, such as transportation, commercial building and heavy manufacturing, through the development of state-of-the-art methodologies to enhance energy efficiency. Her approach includes the optimization of physical assets such as turbines, transformers and dams, and carbon-intensive industries such as mining, iron and steel. Professor Taghipour was also awarded a subsequent CFI JELF award of \$79,956 to be matched by the Province of Ontario toward a total project of \$207,452 to support the infrastructure related to her CRC research program.

Reappointed as a Tier 2 Canada Research Chair in Digital Media and Innovation, Professor Ali Mazalek (RTA School of Media) will continue her foundation of research into new modalities that integrate the digital and physical to interface between humans and computers. Her work in tangible design and embodied cognition, which includes utilizing interactive tables and multi-touch walls, is leading to process innovation in areas such as scientific modeling, computer engineering and inclusive technologies for children with special needs.

In 2018 - 2019, Ryerson also allocated two new Canada Research Chairs (CRCs) Tier 2 positions, one to a natural sciences position and one to a social sciences positions based on additional overall allocations from the Chairs Secretariat. The process to fill these chairs is underway.

Goal 2. Expand SRC partnerships

Partnership engagement in applied research directly supports Ryerson's strategic priority to "Expand Community Engagement and City Building." The University's targeted outreach to identify opportunities and find partners for faculty has produced numerous successes, increasing research funding from partnership-based programs substantially over the past few years.

An area where Ryerson is leading on the national stage, as a founding member, is through the Incubate Innovate Network of Canada (I-INC for short). I-INC began as a network of campus based incubators and accelerators of three universities - Ryerson, Simon Fraser and Ontario Tech (formerly UOIT) - supported by the Canadian Accelerator and Incubator Program funding. In the past year, the network has expanded to be a pan-Canadian platform of leading entrepreneurial and innovative universities that is focused on bridging the gap between the lab and the global marketplace. I-INC draws from international best practices and leverages the expertise in its innovation spaces and program delivery to accelerate access to entrepreneurial skills development and talent, research capacity, and support for scaling companies that can be leveraged by regional superclusters, Innovative Solutions Canada and other priority innovation initiatives.

The expanded I-INC network includes 12 members, all Canadian research universities, with four regional hubs (Western Canada, Ontario, Quebec, Atlantic Canada) and additional university sites in every province. I-INC is establishing relationships with industry partners and as allied with organizations such as the National Angel Capital Organization and I-INC's strong international network of universities and accelerators, investment funds, and innovation networks to drive market expansion opportunities. Within the I-INC framework, Ryerson and Dalhousie have been working together to secure multi-regional support for a demonstration lab-to-market program based on the US National Science Foundation I-Corps™ model. Ryerson hosted a 2-day workshop for I-INC members in February to share the VentureWell experience of delivering the US I-Corps program.

2018-19 also saw the completion of both the federal Canadian Accelerator and Incubator Program (CAIP) and the provincial Campus Linked Accelerator program funding, which were managed by the OVPRI. The OVPRI provided the extensive reporting required by each program, gathering data from across the 10 Zones at Ryerson and in the case of the CAIP program from Simon Fraser University and Ontario Tech and preparing the reports to each funder. The CAIP program provided \$11.1M over 5 years, while the CLA program provided \$425,000 in its final year.

Ryerson has also expanded its opportunity for partnership through the establishment of the Cybersecure Catalyst. The Cybersecure Catalyst is a not-for-profit corporation owned by Ryerson University, located in Brampton, supported by partnerships with the private and public sectors, and committed to collaboration in building the Canadian cybersecurity innovation ecosystem. Cybersecure Catalyst will empower Canadians to take the opportunities and tackle the challenges of cybersecurity by driving excellence and collaboration in training, applied research, entrepreneurship and public education.

Another way in which the OVPRI is supporting expanding SRC partnerships is through the WC2 network. In August 2018, the Vice-President, Research and Innovation hosted a one day Symposium with the Vice-Presidents Research (or equivalent) of the WC2 to strengthen relationships, promote collaboration amongst WC2 universities & identify joint research opportunities and discuss & agree upon strategies to improve opportunities for joint research initiatives between the WC2 universities.

To support the continued expansion of SRC activity, the OVPRI is looking to scale activities by leveraging strategic investments and placing time, attention and resources on areas of competitive advance. Building on the solid foundation of excellence and employing a disciplined and focused approach, Ryerson is well positioned to partner, scale and compete locally, nationally, and globally.

Goal 3. Provide opportunities for students

Students are crucial to supporting Ryerson's SRC productivity and excellence. We have continued to work with the Faculties through the OVPRI's Summer RA and URO support program to provide opportunities for undergraduates to participate in faculty-mentored summer research at Ryerson. These initiatives create a culture of SRC activity and innovation among undergraduate students and help to increase SRC productivity, especially in departments and schools where there is no graduate support.

Over 50% of all research funding received by the University goes toward the support of HQP through stipends and salaries. The increase in SRC funding received by the University in the past fiscal directly translate into increased opportunities for students to be involved in SRC activity across all faculties.

Ryerson must continue to emphasize the link between research and teaching, as well as continue to support initiatives that develop HQP and engage students in the research enterprise, helping to provide i) hands-on experiential learning opportunities, ii) internships, iii) research assistantships, iv) on-the-job training, and v) supports for start-up and spin-off incubation. This final item is of particular interest to us moving forward. Further efforts must also be made to promote graduate student research to external audiences.

Goal 4. Strengthen interdisciplinary collaboration across themes

In 2018 - 2019, the OVPRI completed its review and revisions to Policy 144 – Policy on Research Centres. Through this policy update, the OVPRI is working to strengthen interdisciplinary collaboration across Ryerson and have centres and institutes reflect the best exemplars of the University's strengths. An updated policy was unanimously passed by Senate in December 2018.

In October 2018, the Senate Scholarly, Research and Creative Activity Committee approved the establishment of a Steering Committee to guide the development of Ryerson's next Strategic Research Plan. The Strategic Research Plan articulates the University's key research themes that represent Ryerson's strategic strengths and reflect the diverse scholarly, research and creative activity that is taking place across the institution. The existing Strategic Research Plan 2014 - 2018 was extended for one year and a new one needs to be submitted for Fall 2019 to comply with Tri-Agency requirements. The creation of a new Strategic Research Plan provides an opportunity to highlight areas of strength and reaffirm the University's commitment to areas of scholarly, research and creative activity of strategic priority.

To take advantage of opportunities opening up along new SRC frontiers, students and faculty must move beyond the traditional mindset that research is confined by disciplinary boundaries. As exemplified by the CRCC's New Frontiers in Research Fund, funding bodies and partners are increasingly attracted to projects that draw from diverse SRC backgrounds in order to tackle economic and societal problems in innovative ways. Ryerson must continue to strive to stimulate innovation through strengthened interdisciplinary connections, bringing students and faculty with broad expertise together on specific projects that reinforce our SRC activity themes.

Goal 5. More focused and deeper internationalization with expanded engagement

With the appointment of the AVP International and the movement of Ryerson International out of the OVPRI, the OVPRI no longer reports on this goal. We do however continue to engage RI towards an enhanced institutional internationalization strategy.

Goal 6a. Expand commercialization, knowledge translation and mobilization

The OVPRI provides various levels of support for the innovation zones knowledge and technology transfer. Activities that the OVPRI has been undertaking to advance Ryerson's innovation impact include providing advice to researchers on commercialization paths, access to market evaluation resources, walking the halls and the laboratories to establish connections with academics and students to gain an appreciation of the emerging commercialization opportunities, and circulating calls for commercialization and proof-of-principle funding. As the supports increase, the University continues to see a year-over-year increase in inventions disclosures, license activity and proof-of-principle funding applications.

We have supported 13 patent applications this fiscal year, as well as other commercialization activities, including market assessment and business plan development support, commercialization workshops, and information sessions for researchers. We have increased the number of IP licenses and start-up companies. More importantly, OVPRI has cultivated its reputation as a supportive and assistive team that is in turn driving more faculty-led commercialization activities across the campus.

The annual AUTM Licensing Survey provides a comparison of technology transfer activity between Universities through the collection of standardized commercialization indicators. Comparing Ryerson's statistics (the most current year) against the other reporting Canadian Universities without medical schools Ryerson ranks third in terms of disclosures and second in terms of gross license revenue (6 start ups and 23 active licenses generated \$1,598,302).

The OVPRI, working with the DMZ Sandbox in partnership with the Carnegie Mellon University (CMU) Cylab and with the financial support of RBC delivered the first annual CanHack cybersecurity challenge for Canadian high schools. Based on the picoCTF challenge developed and run by CMU, CanHack attracted over 1,000 participants in over 550 teams from 76 schools. In 2019, the program will be led by the Cybersecure Catalyst as part of their outreach and public education initiatives, leveraging the DMZ Sandbox team for delivery.

Goal 6b. Support increased SRC dissemination through traditional and non-traditional channels, and publicize the SRC achievements of Ryerson faculty and students to build reputation

For 2018 - 2019, the OVPRI continued to focus its communication efforts on items that enhanced Ryerson's research reputation and increased the recognition of faculty.

The emphasis on external awards resulted in three Ryerson professors being elected as Fellows of the Royal Society of Canada's Academy of the Arts and Humanities. The three new fellows are School of Image Arts professor Robert Burley, Professor of English Lorraine Janzen Kooistra and Professor of English Ruth Panofsky. Established in 1883, the Royal Society of Canada recognizes the country's leading scholars, artists and scientists through a competitive, peer-juried process.

The OVPRI promotes research at Ryerson to support knowledge mobilization and enhance the university's reputation. In particular, the OVPRI worked with University Relations on a reputation campaign that focused on research and also used traditional and social media to promote Ryerson research through various channels and marketing collateral. The OVPRI also sponsored and participated in a number of conferences and activities that showcased Ryerson researchers and the impact of their work such as, OCE Discovery and the Council of Ontario Universities' first MPP Public Policy Breakfast Series: *How can technology and innovation help end hallway medicine?* where researcher Ali Mazalek had the opportunity to share her work with Members of the Ontario Provincial Parliament. Researcher Jahan Tavakkoli and Victor Yang were featured in the booklet shared with MPPs at the event.

The OVPRI continued to host many different events, including a new format for the annual celebration for the SRC awards. Ryerson also joined the other Toronto universities in participating in the first ever CRAM festival. For CRAM, Ryerson, the University of Toronto, OCADU and York University opened their doors simultaneously for an opportunity for the public to hear about the range of scholarly, research and creative activity being conducted at each university. This inaugural free learning festival provided an ideal platform to showcase outstanding faculty who shared their groundbreaking research with the general public. Ryerson's CRAM sessions were very well attended with over 700 people registered in advance and many more registering on site. The event set an exceptional standard for how SRC activities can be shared with public and how Ryerson can put its best foot forward to engage with our community in demonstrating the excellence, relevance and impact of our work.

The OVPRI also worked with our government and industry funders to promote their research support and partnership through supporting funding announcements such as the launch of the Future Skills Centre – Centre des Compétences. The Future Skills Centre launch was attended by Patty Hajdu, Minister of Employment, Workforce Development and Labour, and Bill Morneau, Minister of Finance.

Minister Morneau also participated in the official opening of the Centre for Urban Innovation (CUI). The CUI is a research, incubation and commercialization hub focused on finding solutions to urban infrastructure issues. The Minister visited labs in the CUI and met with Professors Dérick Rousseau and Nick Bellissimo who received \$1.89 million in infrastructure funding for their labs from the Canadian Foundation for Innovation's (CFI) Innovation Fund, as well as with other researchers in the CUI.

Goal 7. Simplify administration and strengthen infrastructure (including space)

In 2017 - 2018, the Senate Scholarly Research and Creative Activity Committee established a more structured approach to the review of SRC-related policies that is in line with the approach that is being taken with the other Senate standing committees. The OVPRI developed a schedule for the review of SRC-related policies that allows for the even distribution of policies over the course of the five-year cycle. The intent is for the policies to be discussed and examined at least once every five years (a review does not necessarily equate to re-write).

In 2018 - 2019, OVPRI reviewed four SRC-related policies, and brought revised versions to Senate for approval, in order to clarify and reflect societal change and best practices:

- Policy 52: Ethics Review of Research Involving Animals
- Policy 58: Research Using Bio-hazardous Materials
- Policy 143: Policy on the Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding
- Policy 144: Policy on Research Centres

For 2019 -2020, the OVPRI will review and refine three policies:

- Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity (going to June 2019 Senate meeting)
- Policy 56: Publication of Research Results (approved at the May 2019 Senate meeting)
- Policy 63: Policy on Ownership of Student Work in Research

As stated in previous annual reports to Senate, building a comprehensive university requires the development of effective supports and services for researchers. In 2018 -2019, the OVPRI strengthened its academic leadership to reflect the increased scope and intensity of the research enterprise by welcoming Dr. Naomi Adelson as the inaugural Associate Vice-President, Research and Innovation. To continue to intensify Ryerson's SRC culture, we must place a greater emphasis on simplifying administrative structures, processes, services, and resources. To this end, the OVPRI has continued to work with Ryerson's Finance, HR, and the Provost's offices to improve administrative support for researchers.

Goal 8. Strengthen performance metrics and accountability frameworks

The OVPRI has continued to work closely with the Deans and Associate Deans of SRC Activity in each faculty to develop relevant SRC activity performance indicators to directly support their Strategic Plans for SRC activity. This also facilitates evidence-based practice in order to enhance OVPRI's planning and decision-making processes.

The OVPRI also works closely with the University Planning Office to conduct various research-related statistical analyses for different sorts of internal and external purposes (e.g., participation in the Times Higher Education rankings).