SENATE MEETING AGENDA

TUESDAY, OCTOBER 1, 2019

SENATE MEETING AGENDA

Tuesday, October 1, 2019

THE REAL INSTITUTE – 424 Yonge Street 2ⁿᵈ Floor

4:30 p.m.   Light dinner is available

5:00 p.m.   Committee of the Whole Discussion – SMA3 (Strategic Mandate Agreement): Discussion of institutional strategy and approach to metrics *(See pages 1-61).*

5:50 p.m.   Senate Meeting starts

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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 October 1, 2019 meeting*

4.   Announcements

5.   Minutes of the Previous Meeting
     Motion: *That Senate approve the minutes of the June 11, 2019 meeting*

6.   Matters Arising from the Minutes

7.   Correspondence

8.   Reports
8.1 Report of the President
          8.1.1 President's Update

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8.2 Communications Report

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                     8.3 Report of the Secretary
                        8.3.1 Committee Updates

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8.4 Committee Reports
                     8.4.1 Report #F2019-1 of the Academic Standards Committee
                           (ASC): K. MacKay

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8.4.1.1. Discontinuation of the Health Information Management
                             program

                             Motion: *That Senate approve the discontinuation of the
                             Health Information Management program*

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8.4.1.2. Modifications to the Health Services Management
                             program

                             Motion: *That Senate approve the Modifications to the
                             Health Services Management program*

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8.4.1.3. Department of History's new Minor in Middle East and
                             North Africa Studies

                             Motion: *That Senate approve the Department of
                             History's new Minor in Middle East and North Africa
                             Studies*

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8.4.1.4. School of Hospitality and Tourism and the School of
                             Creative Industries' new Minor in Events and Live
                             Entertainment Management

                             Motion: *That Senate approve the School of Hospitality
                                          and Tourism and the School of Creative
                                          Industries' new Minor in Events and Live
                                          Entertainment Management*

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Pages 96-98   8.4.1.5. Grading variations for the Juris Doctor program

                                              Motion: *That Senate approve the grading variations for the Juris Doctor program*

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Pages 98-99   8.4.1.6. For information: Addendum to the Medical Physics 2-year follow-up report for Periodic Program Review

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Pages 100-111   8.4.2 Report #F2019-1 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

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                                    8.4.2.1. Provost's Update

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                                    8.4.2.2. Removal of Senate Policy 155: Approval of Collaborative Academic Program Agreements - K. MacKay

Pages 101-111   **Motion**: *That Senate approve the removal of Senate Policy 155: Approval of Collaborative Academic Program Agreements*

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9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

13.   Adjournment

Ryerson University　　　　**University Planning Office**

TO:　　　　　　Senate

FROM:　　　　Glenn Craney, Deputy Provost and Vice Provost, University Planning

DATE:　　　　September 20, 2019

SUBJECT:　　2020-2025 Strategic Mandate Agreements (SMA3)

The ministry has recently provided the attached set of materials regarding the 2020-2025 Strategic Mandate Agreement process.

While the full presentation will be in the form of Powerpoint slides, we would like to make available these supporting documents in advance of the Committee of the Whole.

Ministry of Training, Colleges and Universities	**Ministère de la Formation et des Collèges et Universités**
Deputy Minister	Sous-ministre
438 University Avenue, 5th floor Toronto ON M7A 2A5 **Tel.**: 416 314-9244	438, avenue University, 5e étage Toronto (Ontario) M7A 2A5 **Tél.** : 416 314-9244

MEMORANDUM TO: Executive Heads, Ontario Publicly-Assisted Universities
David Lindsay, President and CEO, Council of Ontario Universities

FROM: Laurie LeBlanc
Deputy Minister
Ministry of Training, Colleges and Universities

DATE: September 4, 2019

SUBJECT: Launch of the 2020-25 Strategic Mandate Agreements Process

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I am writing to announce the official launch of the 2020-25 Strategic Mandate Agreement (SMA3) process, and to provide detail and material that will support the SMA3 bilateral discussions and finalization of agreements.

The ministry would like to thank institutions for their engagement over the spring and summer, providing input into many aspects of performance/outcomes-based funding mechanism and SMA3 performance metrics.

Bilateral discussions with individual institutions will officially begin in early October 2019 and will focus on the following key deliverables: establishing notional performance/outcomes-based funding for institutions; setting performance targets against the ten metrics; confirming the weightings that institutions will assign to each of these metrics; and, establishing institutional narratives that will contextualize metric performance.

Attached you will find three documents to support the bilateral discussion process that have been finalized with your input:

- *Performance/Outcomes-Based Funding –Technical Manual:* The authoritative reference that describes the process by which performance/outcomes-based funding will be implemented through SMA3.

- *The SMA3 Instrument/Agreement:* An institution-specific document that structures the final agreements and contains the metric weights, notional

allocations, targets, and narratives on each metric, institutional profile and confirmation of institutional corridor midpoints.

- *Metrics and Data Workbook*: An institution-specific Excel-based document that will be used to inform the SMA3 bilateral discussions on metric data, definitions, sources and targets, bands of tolerance and notional performance/outcomes-based funding allocations.

At this time, the SMA3 Instrument and the Metrics and Data Workbook are generic samples provided to institutions as reference documents. Institution-specific, prepopulated instruments and workbooks will be distributed to each college and university by the first week of October.

As you know, the ministry will also be hosting an information session with colleges and universities on September 11, 2019. This meeting will provide additional details on the SMA3 process and will provide an opportunity for further questions regarding the SMA3 instrument/agreement, metric data and definitions and timelines. After this session, the SMA Secretariat will be reaching out to begin scheduling bilateral discussions with each institution.

I would also like to take this opportunity to announce that Marny Scully, Executive Lead / Special Advisor – Strategic Mandate Agreements will continue in her role and lead the ministry's work in finalizing agreements with each institution. As you know, Marny currently oversees the SMA Secretariat, which has developed the framework for SMA3, and design of the performance/outcomes-based based funding mechanism. Her extensive experience in the postsecondary sector makes her well positioned to lead SMA3's successful implementation.

We look forward to engaging with you as we work together to implement this innovative approach to postsecondary funding that supports differentiated improvement and recognizes each institution's unique strengths.

Sincerely,

Original Signed By

Laurie LeBlanc
Deputy Minister

c:　　Doug Brewer, Chief of Staff to the Minister of Training, Colleges and Universities
　　　Marny Scully, Executive Lead / Special Advisor – Strategic Mandate Agreements
　　　Kelly Shields, Assistant Deputy Minister (A), Postsecondary Education Division
　　　Kayla VanWyck, Manager, Strategic Mandate Agreement Secretariat

SMA3

2020-2025 Strategic Mandate Agreement

Institution Logo

'EXAMPLE' UNIVERSITY
UNIVERSITY ADDRESS

Ontario

MINISTRY OF TRAINING, COLLEGES AND UNIVERISTIES

Contents

Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

(EXAMPLE UNIVERSITY)

And

Ministry of Training, Colleges and Universities

SIGNED for and on behalf of the Ministry of Training, Colleges and Universities by:	SIGNED for and on behalf of (*INSTITUTION NAME*) by:

(Insert Name) Deputy Minister	(Insert Name) President/Executive Head

Date	Date

This agreement focuses on performance/outcomes-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement. Other broader policy issues (e.g., additional graduate enrolment) are also out of the scope of this agreement.

The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Introduction

Preamble

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities and the (insert institution names) is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system;
- Describes the elements of Ontario's performance/outcomes-based funding mechanism, including the university's annual performance/outcomes-based funding notional allocation for the five-year SMA3 period;
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period;
- Supports transparency and accountability objectives through reporting metrics; and,
- Establishes targets for 10 metrics upon which institutional performance will be assessed.

The term of the SMA is from April 1, 2020 to March 31, 2025.

Ontario's Objectives

SMAs are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underline SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system;
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics;
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes;
- Encouraging alignment of postsecondary education with labour market outcomes; and,
- Incentivizing differentiation and specialization to support increased efficiencies.

Institutional Profile

Word count max: 500 Words

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

Please describe how your institutional mission supports the priority areas of the Ontario government, as indicated on page 6 of this agreement.

Institutions are invited to include links to their strategic plans and describe their overall strategic goals as they relate to government priorities.

Please note:

The inclusion of strategic goals is intended to highlight how priority activities undertaken at an institution help to further its mandate. Future aspirations contingent on additional government funding or policy changes should not be included.

Performance/Outcomes-Based Funding
Notional Annual Allocation

For the 2020-2025 SMA cycle, (insert institution's name) annual allocation of performance/outcomes-based funding has been calculated by the ministry in accordance with the university funding model and Ontario's Performance/Outcomes-based Funding Technical Manual. (Insert institution's name) notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21	2021-22	2022-23	2023-24	2024-25
Differentiation Envelope	$XXM	$XXM	$XXM	$XXM	$XXM
Performance/Outcomes - Based Funding Grant	$XXM	$XXM	$XXM	$XXM	$XXM

*Further details on calculations are available in Ontario's Performance/Outcomes-based Funding Technical Manual. It should be noted the performance/outcomes-based funding grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope.

Institutional Weighting Strategy

The performance/outcomes-based funding mechanism in this SMA enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance/outcomes-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

	Institutional Assigned Weightings & Notional Performance/Outcomes-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
Metric	(%)	($)	(%)	($)	(%)	($)	(%)	($)	(%)	($)
1. Graduate Employment Rate in a related field										
2. Institutional Strength/Focus										
3. Graduation Rate										
4. Community/Local Impact										
5. Institution-Specific (Economic Impact)										
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured										
7. Experiential Learning	--	--								
8. Innovation: Research Revenue Attracted from Private Sector Sources	--	--								
9. Graduate Employment Earnings	--	--								
10. Skills & Competencies*	--	--	--	--	5%	--	5%	--	5%	--

The ministry will calculate the dollar value for each assigned metric weight provided by the institution and populate the table above.

*The Skills & Competencies metric for all institutions will be weighted at 5% starting in year 2022-23 for participation and posting of results online.

Priority Areas and Performance Metrics
Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, the targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

Skills & Job Outcomes

This priority area seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning graduates; credential achievement; and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a related field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Community & Economic Impact

This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy. Metrics measure the attraction of federal research funding; funding from private sector sources; the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- Community/Local Impact
- Institution-Specific Metric (Economic Impact)
- Research Funding & Capacity: Federal Tri-Agency Funding Secured
- Innovation: Research Revenue Attracted from Private Sector Sources

Productivity, Accountability & Transparency

To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:

- Faculty Workload
- Faculty Compensation

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Skills & Job Outcomes
Performance Metrics: Strategy Narrative

Metrics will be activated over three years as new data is collected and validated. For 2020-21 performance targets are calculated by using historical data as per the Performance/Outcomes-based Funding Technical Manual.

For metrics being activated for performance/outcomes-based funding in 2021-22, the Ministry of Training, Colleges and Universities will establish targets using the process described in the Performance/Outcomes-based Funding Technical Manual.

For the remainder of the SMA3 cycle, targets will be calculated annually as per the Performance/Outcomes-based Funding Technical Manual using the most recent historical data available for (insert institution's name) and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding. (See appendix for details regarding historical data and annual targets).

For the Skills and Competencies metric being activated for performance/outcomes-based funding in 2022-23, the Ministry of Training, Colleges and Universities will apply a 'participation weighting' of 5% of annual performance/outcomes-based funding notional allocation for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding.

In the narrative sections below, institutions are invited to describe their planned performance outcomes against the metrics, and to contextualize their weighting strategy.

Graduate Employment Rate in a related field

Proportion of graduates of bachelor or first professional degree programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their university program, two years after graduation
Activated in 2020-21
Strategy Narrative

Max Word Count – 500 Words

Source: Ministry of Training, Colleges and Universities - Ontario University Graduate Survey

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Institutional Strength/Focus

Insert name of institutional metric
Proportion of enrolment (FTEs, domestic and international) in an institution's program area(s) of strength
Activated in 2020-21
Strategy Narrative
Max Word Count – 500 Words

Source: Provided by Institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Training, Colleges and Universities

Graduation Rate

Proportion of all new, full-time, year one undergraduate university students (domestic and international) of bachelors (first-entry), or first professional (second entry) degree programs who commenced their study in a given fall term and graduated from the same institution within 7 years
Activated in 2020-21
Strategy Narrative
Max Word Count – 500 Words

Source: University Graduation Rate Data Collections

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Graduate Employment Earnings:

Median employment earnings of university graduates, two years after graduation
Activated in 2021-22
Strategy Narrative
Max Word Count – 500 Words

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

Experiential Learning:

Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)
Activated in 2021-22
Strategy Narrative
Max Word Count – 500 Words

Source: Institutions

Skills & Competencies:

Education and Skills Online: Random sample of undergraduate students (domestic and international)
Activated in 2022-23
Description
The Skills & Competencies metric for all institutions will be weighted at 5% starting in year 2022-23 for participation and public posting of results. The ministry is exploring the administration of the Education and Skills Online assessment tool and will provide more details on the process once they are available.

Economic & Community Impact
Performance Metrics: Strategy Narrative

Metrics will be activated over three years as new data is collected and validated. For 2020-21, performance targets are calculated by using the historical data for (insert institution's name).

For metrics being activated for performance/outcomes-based funding in 2021-22, the Ministry of Training, Colleges and Universities will establish targets using the process described in the Performance/Outcomes-based Funding Technical Manual.

For the remainder of the SMA3 cycle, targets will be calculated annually as per the Performance/Outcomes-based Funding Technical Manual using the most recent historical data available for (insert institution's name) and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding. See appendix for details regarding historical data and annual targets.

In the narrative sections below, institutions are invited to describe their planned performance outcomes against the metrics and to contextualize their weighting strategy.

Community/Local Impact

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located
Activated in 2020-21
Strategy Narrative
Max Word Count – 500 Words

Source: University Statistical Enrolment Report (USER), Ministry of Training, Colleges and Universities, Census Data/Statistics Canada

Economic Impact: Institution Specific

Insert name of institutional metric
Institutions to include definition of their institutional metric. The metric should demonstrate the economic impact of their institution, using ministry established principles.
Activated in 2020-21
Strategy Narrative
Max Word Count – 500 Words

Source: TBD with institutions

Research Funding & Capacity: Federal Tri-Agency Funding Secured

Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities
Activated in 2020-21
Strategy Narrative
Max Word Count – 500 Words

Source: Tri-Agency Institutional Programs Secretariat

Innovation: Research Revenue Attracted from Private Sector Sources

Research revenue attracted from private sector sources
Activated in 2021-22
Strategy Narrative
Max Word Count – 500 Words

Source: Canadian Association of University Business Officers (CAUBO)

Productivity, Accountability and Transparency
Reporting Metrics – Attestation

This priority area of the Ontario government supports the government's goal of restoring trust in Ontario's finances and promoting accountability through transparency.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- *Faculty Workload*
- *Faculty Compensation*

Faculty Workload

Information regarding (INSERT INSTITUTION NAME) Faculty Workload is publicly available by March 31, 2021.

Faculty Compensation

Information regarding (INSERT INSTITUTION NAME) Faculty Compensation is publicly available by March 31, 2021.

NOTE: The ministry will provide further detail on the Faculty Workload and Faculty Compensation metrics as part of the bilateral discussions process.

Enrolment Profile

In addition to the performance/outcomes-based funding outlined in sections two and three, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions. These enrolment corridor midpoints for universities were established as part of the 2017-20 Strategic Mandate Agreements (SMA2), and account for adjustments related to graduate expansion and teachers education achieved targets.

Corridor Midpoint

For funding purposes (INSERT MIDPOINT IN WGUs) Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020-25 for (INSERT INSTITUTION NAME), enrolment related funding will be will distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0. Funding eligible enrolments are defined by the Ontario Operating Funds Distribution Manual.*

Projected Funding-Eligible Enrolments

Below is (Insert Institution Name) projection of funding-eligible enrolments

Projected	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Undergraduate FTE					
Master's FTE					
Doctoral FTE					
Total FTE					

Note: For this table, Full-Time Equivalent should be reported for Fall term only.

Projected International Enrolment

Below is (Insert Institution Name) projection of funding-ineligible international student enrolments

	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Undergraduate FTE					
Masters FTE					
Doctoral FTE					
Total FTE					

Note: For this table, Full-Time Equivalent should be reported for Fall term only.

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Federated and Affiliated Institutions *(as applicable)*

SMAs are established with the colleges and universities in Ontario receiving direct operating funding support from the Ministry of Training, Colleges and Universities.

For the purposes of these agreements the 27 federated/affiliated institutions in Ontario are considered part of the primary institution and will not have their own standalone agreement.

As part of this agreement, the ministry encourages all primary institutions to discuss the impacts of the 2020-25 Strategic Mandate Agreements and performance/outcomes-based funding with federated and affiliated institutions.

The ministry is requesting that institutions confirm that they have discussed SMA3 with affiliated/federated partners:

Attestation Signature

Information regarding Strategic Mandate Agreements have been discussed with applicable affiliated or federated institutions:

_____   _____

Signature   Date

Appendix: Data, Targets, Bands of Tolerance and Annual Results

The following table will be refreshed annually by the Ministry of Training, Colleges and Universities to display results from the SMA3 Annual Evaluation process and update targets and tolerances for the current year.

	Historical Data			SMA3 Performance								
	Most recent dates available for data reflected in the top row of each metric row			2020-21		2021-22		2022-23		2023-24		2024-25	
				Target and Tolerance	Actual Achieved	Target and Tolerance	Actual Achieved	Target and Tolerance	Actual Achieved	Target and Tolerance	Actual Achieved	Target and Tolerance	Actual Achieved
1. Graduate Employment in a Related Field: *Proportion of graduates of bachelor or first professional degree programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their university program, two years after graduation*	*Year* E.g. 79%	*Year* E.g. 80%	*Year* E.g. 79%	E.g. 81% (6%)									
2. Institutional Strength/Focus: *Proportion of enrolment (FTEs, domestic and international) in an institution's program area(s) of strength*	*Year* E.g. 18%	*Year* E.g. 19%	*Year* E.g. 20%	E.g. 21% (1%)									
3. Graduation Rate: *Proportion of all new, full-time, year one undergraduate university students (domestic and international) of bachelors (first-entry), or first professional (second entry) degree programs who commenced their study in a given fall term and graduated from the same institution within 7 years*	*Year* E.g. 76.5%	*Year* E.g. 78.2%	*Year* E.g. 75.4%	E.g. 75.4% (10.2%)									
4. Community/Local Impact: *Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located*	*Year* E.g. 2.3%	*Year* E.g. 2.3%	*Year* E.g. 2.2%	E.g. 2.5% (1%)									
5. Institution-Specific (Economic Impact)													
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured *Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities*	*Year* E.g. $1.2M E.g. 20%	*Year* E.g. $1.2M E.g. 20%	*Year* E.g. $1.2M E.g. 25%	Ex. 25%	E.g. $1.2M								
7. Experiential Learning: *Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)* — Number: — Proportion:						E.g. 78%		E.g. 7,000					
8. Innovation: Research Revenue Attracted from Private Sector Sources: *Research revenue attracted from private sector sources*	*Year* E.g. $400K	*Year* E.g. $500k	*Year* E.g. $500k										
9. Graduate Employment Earnings: *Median employment earnings of university graduates, two years after graduation*	*Year*	*Year*	*Year*			E.g. $65,000							
10. Skills & Competencies: *Participation in ESO assessment and posting results online (domestic and international)*								Results posted	E.g. Yes				

Ontario's Postsecondary Education System

Performance/Outcomes Based Funding – Technical Manual

September 2019

Version 1.0

Ministry of Training, Colleges and Universities

Ontario

Ontario's Postsecondary Education System Performance/Outcomes-Based Funding - Technical Manual

Table of Contents

Date	Version	Revisions
September 2019	1.0	Version released to sector on 09/04/2019.

1.0   INTRODUCTION AND BACKGROUND

This manual describes the processes underlying implementation of the performance/outcomes-based funding grant in the Differentiation Envelope of Ontario's University and College Funding Models. The performance/outcomes-based funding grant will be tied to performance outcomes starting in 2020-2021 as part of the third round of Strategic Mandate Agreements (SMA3).

Activation of the performance/outcomes-based funding grant is aligned with the planned reforms to the university and college funding models, which previously included implementation of corridor-based enrolment funding and the establishment of the Differentiation Envelope.

The focus of this manual is to provide an overview of the Ministry of Training, Colleges and Universities' (MTCU) approach to the activation of the performance/outcomes-based funding grant portion of the college and university funding models. This manual is intended to work in conjunction with the existing College and University Funding Model Technical Manuals.

Strategic Mandate Agreements and Postsecondary Education Funding

Strategic Mandate Agreements (SMAs) are bilateral agreements between the ministry and the province's 45[1] publicly-assisted colleges and universities. SMAs are a key component of the ministry's accountability framework for the postsecondary education system.

During the first round of Strategic Mandate Agreements in 2014 (SMA1), MTCU committed to engaging the university and college sectors on changes to their respective funding models in order to better support funding predictability and stability, as well as support differentiation and student-focused outcomes.

In 2016, this engagement took place, resulting in a redesign of the college and university funding models, including the following elements:

- Allocating the Core Operating Grant based on enrolment through a corridor mechanism to help support predictable funding during a period of projected demographic change and anticipated enrolment decline for many institutions; while supporting managed enrolment planning for both institutions and the government.

- The establishment of the Differentiation Envelope and creation of the Performance/Outcomes-Based Funding Grant, which links a portion of operating grant funding to performance outcomes and allows a greater focus on performance and outcomes over successive SMA cycles.

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[1] The Northern Ontario Medical School (NOSM) will have a customized Strategic Mandate Agreement for 2020-25.

The second round of Strategic Mandate Agreements (SMA2) were executed in 2017, implementing the first phase of the funding model redesign - implementation of the corridor mechanism, with universities entering enrolment corridors in 2017-18 and colleges entering enrolment corridors in 2019-20.

On April 11, 2019 the government announced that performance/outcomes-based funding would be implemented through the next round of Strategic Mandate Agreements (SMA3). Starting in the first year of SMA3 (2020-21), a system-average of 25% of MTCU operating grant funding will be provided on the basis of performance outcomes and ramping up to 60% by 2024-25.

At this same time, the government announced a finalized set of metrics against which institutional performance would be assessed, and the details of the mechanism that would be used to evaluate institutions' performance and resulting funding allocation.

Objectives for performance/outcomes-based funding include:
- Increasing trust and accountability through transparency and improved performance outcomes;
- Reducing red tape by striking an appropriate balance between accountability and reporting;
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes;
- Encouraging alignment of postsecondary education with labour market outcomes; and,
- Incentivizing differentiation and specialization to support increased efficiencies.

In order to best meet these objectives, metrics have been selected and a performance/outcomes-based funding mechanism designed that best supports 'differentiated improvement', recognizing important institutional differences in terms of size, mandates and institutional strengths.

2.0 POSTSECONDARY EDUCATION SYSTEM FUNDING MODEL OVERVIEW

As described further in the university and college funding technical manuals, the university and college funding models include three major components:

1. **Enrolment Envelope**: funding related to enrolment, which includes a **Core Operating Grant (COG)** under which:
   - Colleges and universities are given a portion of operating funding based on a specific level of eligible enrolment (expressed in Weighted Grant Units (WGU) for universities and Weighted Funding Units (WFU) for colleges).

- The grant for each eligible student is calculated using the same amount of funding, weighted by program.
- COG funding is governed by an enrolment corridor mechanism. This provides equitable, predictable and stable funding for all institutions and provides a greater certainty for institutions and government in enrolment planning.

2. **Differentiation Envelope**: funding related to the **Performance/Outcomes-Based Grant**, under which:
   - A portion of total operating grant funding for colleges and universities is based on performance against outcomes in metrics aligned with government priority areas.

3. **Special Purpose Grants / Other Institutional Grants**: funding by which the government is able to address system priorities, such as initiatives to improve access for Indigenous learners, francophone students and students with disabilities. Also included are institution-specific grants, such as the Northern Grant; Small, Northern and Rural Grant; French Language/Bilingual grants.

2.1 Differentiation Envelope and Performance/Outcomes-Based Funding Grant

During the SMA3 period, the Differentiation Envelope proportion of overall provincial funding will grow in the manner described in Table 1 below, to a system-average of 60% of provincial operating grants in each sector by the year 2020-25.

2020-25 Strategic Mandate Agreements				
2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
25%	35%	45%	55%	60%

Table 1. Proportion of Provincial Operating Grants Distributed Based on Performance*
*Values represent a system-average of provincial operating grants to each sector; institutional proportions will vary.

In 2016, as part of the funding model review, the ministry established initial amounts of an institution's Differentiation Envelope, reflecting historical differences in the system, such as program mix.

Expansion of institutional proportions of the Differentiation Envelope to create institutional notional performance/outcomes-based grant allocations has been accomplished as follows:

1. **Reprofiling existing quality, performance and differentiation funding:**

   - **Colleges**
     - College Funding Formula Holdback; and,
     - College Performance Funding.

   - **Universities**
     - University Performance Funding (Key Performance Indicators);
     - Research Overhead/Infrastructure Envelope (ROIE)
     - General Quality Fund; and,
     - Enrolment funds resulting from the Per-Weighted Grant Unit equalization and adjustment exercise as part of the university funding model reform;
     - Graduate Expansion Performance Grant; and,
     - Differentiation grants for specific institutions (e.g., Trent University, Ontario College of Art and Design, and Nipissing University).

2. **Reduction of Weighted Funding Units (WFU)/Weighted Grant Units (WGU) values:**

   - To create a system-wide Differentiation Envelope proportion of 60% of provincial operating grants to be delivered on the basis of performance outcomes, the funding rate for WFU/WGUs have been reduced on an equal basis.

   - As performance/outcomes-based funding will increase incrementally until reaching a steady-state of 60% in 2024-25, the funding rate of per-WGU and WFU will be reduced each year until the desired average proportion is reached (see Table 2 on page 9).

3. **Consistently applied methodology:**

   - Funding has been reprofiled from the Enrolment Envelope into the Performance/Outcomes-based Grant in a way that will be grant neutral for institutions.

     - Special Purpose Grants and grants previously characterized as 'mission-related' grants were used for totalling purposes, but not changed through the reprofiling of funding. These grants will be re-categorized under Special Purpose Grants/Other Institutional Grants. The conditions for the expenditures of these grants are determined through existing processes, such as transfer payments agreements or individual grant structures.

- For the purposes of determining the proportion of overall provincial operating grants reprofiled to create the performance/outcomes-based funding grant allocations, International Student Recovery (ISR) amounts, grants to other organizations, and one-time-only funding will be netted out. The system-wide and institutional proportions will be based on the resulting net grants to the institution.

- The principle of equalized per-student funding rates in the corridor has been maintained, with reductions being applied on a consistent per-WGU and WFU fund rate basis.

- The number of WGU/WFUs used for this purpose will be the corridor midpoint value assigned to an institution in the year for which the 'move over' is complete. For universities in SMA3 the corridor midpoint will include teacher education spaces and graduate spaces (master's and doctoral) achieved up to target in SMA2 as per ministry communication on July 25, 2019. Collaborative nursing and clinical education students will continue to be funded as per the current approach.

- Institutions will be expected to maintain enrolment levels for the purposes of corridor enrolment funding as per the University and College Funding Model Technical Manuals.

- Institutions have differing grant 'mixes' as well as differing proportions of Core Operating Grants delivered on the basis of WGU/WFUs. As such, the notional performance/outcomes-based funding grant allocations for each institution will vary proportionally.

- As performance/outcomes-based funding grows incrementally, each year institutions will be 'capped' at the annual performance/outcomes-based funding proportion (e.g., 60%). Any funds above the cap will not be tied to performance outcomes and will flow through regular payment processes as part of the Differentiation Envelope.

The following is the resulting conceptual postsecondary education system funding model at its mature state in 2024-25.

Enrolment Envelope (33% Universities) (20% Colleges)	Differentiation Envelope (60% Universities) (60% Colleges)	Special Purpose Grants / Other Institutional Grants (7% Universities) (20% Colleges)
• Core Operating Grant, allocated based on enrolment through a corridor mechanism	• Peformance/Outcomes-Based Funding grant* distributed on the basis of outcomes on targets against metrics, through SMAs *Capped at the annual proportion; any above cap impact funding is flowed to institutions	• Includes purpose-specific grants such as mental health, French-language supports, and insitutional sustainability / extraordinary grants • In the college system, includes health-related enrolment funding, such as collaborative nursing and clinical education

Figure 1. Conceptual College and University Funding Models: 2024-25
*Proportions are system averages of total provincial operating funding. Special Purpose Grants include institutional differentiation grants. The college system proportion of Special Purpose Grants/Other Institutional Grants includes health-related funding not modified in per-student funding reduction exercise to create the expanded Differentiation Envelope(s).

3.0   NOTIONAL PERFORMANCE/OUTCOMES-BASED FUNDING ALLOCATIONS

As described above, up to 60% of total provincial operating funding will be delivered on the basis of performance outcomes by 2024-25. As such, the Differentiation Envelope will increase incrementally as per Table 1 on page 5.

However, institutions will have differing proportions of their overall provincial operating grants delivered on the basis of performance outcomes, which will be capped at the annual proportion. The ministry will calculate these new Differentiation Envelope funding amounts and provide them to institutions at the beginning of the SMA process.

As described in Section 2.1, funding will be transferred from the Enrolment Envelope, through a reduction in WGU/WFU rates, to each institution's Differentiation Envelope to create an institution-specific notional performance/outcomes-based funding allocation. Differences in proportions are a function of historical factors and program, grant mix and overall revenue derived from enrolment funding.

As the system-wide average grows, institution-specific notional allocations will also grow in accordance with the timeline described in Table 1 on page 5.

The five-year notional allocations will not be impacted by an institution's previous year performance. While there is a risk that an institution may fail to earn all of its notional allocation in a given year, any funding loss will apply to that year only, next year's allocation will be unaffected and will 'reset'.

3.1.   Allocation Methodology

To create the system-wide Differentiation Envelope proportion of 60% provincial operating funding for colleges, Weighted Funding Units (WFUs), and for universities, Weighted Grant Units (WGUs) funding rates have been reduced.

Year	2020-25 Strategic Mandate Agreements (SMA3)					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
System-wide Proportion: Performance/Outcomes-Based Funding	1.2% (C) 1.4% (U)	25%	35%	45%	55%	60%
Projected WFU Value*	$4,150	$2,990	$2,447	$1,904	$1,360	$1,089
Projected WGU Value*	$2,903	$2,343	$2,000	$1,657	$1,314	$1,143

Table 2. WFU/WGU Modifications
*Modification will be impacted by overall grant levels, as well as proportionality of grant types at the time, therefore the above are estimates based on 2017-18 allocations.

As performance/outcomes-based funding proportions are increased incrementally over a five-year period, per-WGU and WFU values will be modified annually in order to create the desired proportion of overall provincial operating grants delivered on the basis of performance outcomes.

The differences in required modification can be attributed to the higher volume of WGUs in the university system (more than 1 million WGUs to more than 250,000 WFUs). Therefore, the different funding rate changes in the sectors are a result of a number of factors, including relative starting proportions of the funding envelopes, and the number of total funding units in the system overall.

The approach on how corridor midpoints will be established for the duration of the SMA3 2020-25 period has been confirmed through a ministry communication to the sectors on July 25, 2019. Confirmation of each institution's corridor midpoint will be communicated as part of the bilateral discussions.

As described in section 2.1, one-time-only funding, ISR, and grants to other organizations have been netted out of system and institution-level funding prior to moving funding from the per-WGU/WFU value to the Differentiation Envelope.

Therefore, the desired overall proportion of performance/outcomes-based funding, and the associated value, will be calculated against this net provincial operating grant total.

One-time-only funding and grants to other organizations have been included for totalling purposes to determine that year's institution-specific notional allocation but will be reconciled through the usual accounting practices for this funding.

The prior year's ISR will be deducted, at an institution by institution level, from the Core Operating Grant at each institution prior to the calculation of that year's 'move-over' and WGU/WFU funding rate adjustment to create the desired proportion of performance-related funding. Using a net-of-ISR (as well as one-time-only funding and other organization grants) provincial operating total will ultimately reduce the gross amount of funding to be reallocated, avoiding a greater impact than necessary to enrolment funding in order to achieve the desired proportions.

Prior year ISR will be used as a proxy for anticipated ISR in the 'move over' calculation in order to avoid the potentially impactful in-year adjustment to funding proportions that would be required to incorporate current-year ISR figures. Any reconciliation to total funding that normally follows the finalizing of a given year's ISR will continue as currently in place, but it will not require any additional 'move-over' considerations.

It is important to note that initial notional allocations remain grant neutral for institutions.

3.2.   Funding Distribution

Funding delivered on the basis of SMA-related outcomes will flow in-year, with an institution's performance/outcomes-based funding grant allocation delivered using the existing semi-monthly disbursement approach. Any residual funding in the Differentiation Envelope resulting from the annual performance/outcomes-based funding cap will also be delivered through this process.

As such, institutions will begin the fiscal year by receiving their Differentiation Envelope, including their notional performance/outcomes-based funding grant allocation disbursed through semi-monthly payments as per the ministry's regular payment schedule. Performance will be assessed through a 3rd Quarter (Q3) Annual Evaluation Report. Should an institution's performance fail to earn it 100% of its notional performance/outcomes-based funding allocation, the remainder of its semi-monthly payments in Q3 and Q4 will be adjusted based on performance results.

4.0   IMPLEMENTATION OF PEFORMANCE/OUTCOMES-BASED FUNDING

As described above, key objectives for performance/outcomes-based funding include supporting an increased institutional focus on postsecondary education alignment with labour market and economic outcomes, while demonstrating accountability and transparency through improved performance outcomes tied to government priorities.

Performance/outcomes-based funding will be operationalized through SMAs, using funding in the Differentiation Envelope (e.g., institution's notional performance/outcomes-based funding grant allocations), and distributed through the mechanism that is later described in this manual.

4.1   Strategic Mandate Agreements

SMAs are a key accountability tool for the ministry. As SMAs are iterative in nature, each cycle presents an opportunity to focus on targeted government priorities.

As such, the beginning of each SMA cycle will establish the following operational considerations:
- Confirmation of government priority areas, as well as associated system-wide and/or institutional-specific performance metrics and reporting metrics;
- Institution notional funding allocations;
- Confirmation of enrolment corridors;
- Establishment of targets;
- Metric bands of tolerance and other evaluation parameters;
- Metric weighting parameters;
- Annual performance evaluation processes; and,
- Other items as necessary.

Details on the SMA3 cycle can be found in section 6.0.

4.2   Performance/Outcomes-Based Funding Mechanism

A mechanism to implement performance/outcomes-based funding has been designed that best supports differentiated and continuous improvement and aligns with the principles and objectives for performance/outcomes-based funding.

The mechanism's key design features balance increasing the effectiveness and efficiency of institutions, while supporting institutional strengths in the postsecondary education system. Below is a visual representation of the performance/outcomes-based funding mechanism.
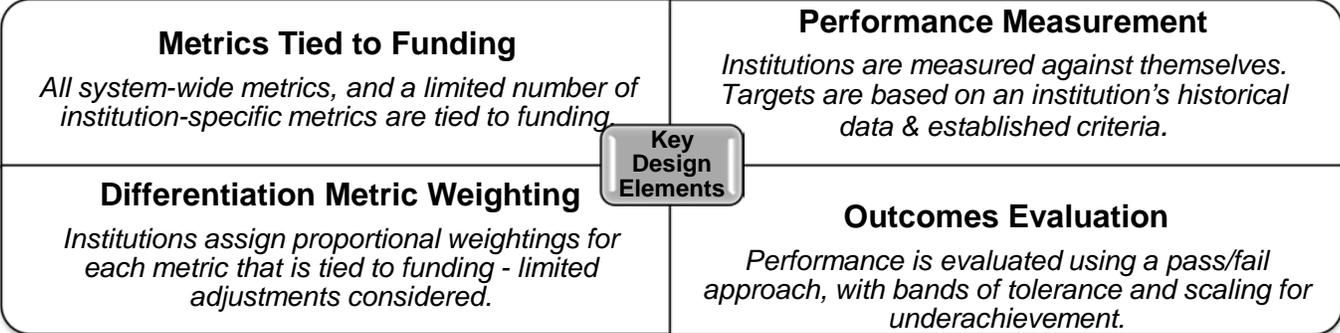
Metrics Tied to Funding	**Performance Measurement**
All system-wide metrics, and a limited number of institution-specific metrics are tied to funding.	*Institutions are measured against themselves. Targets are based on an institution's historical data & established criteria.*
Differentiation Metric Weighting	**Outcomes Evaluation**
Institutions assign proportional weightings for each metric that is tied to funding - limited adjustments considered.	*Performance is evaluated using a pass/fail approach, with bands of tolerance and scaling for underachievement.*

Key Design Elements

Figure 2. Conceptual Performance/Outcomes-based Funding Mechanism

Metrics Tied to Funding

Performance metrics tied to funding are selected from sources that allow for improvements in data quality and follow predictable and regular reporting schedules that can be validated, replicated and verified. Metrics are balanced and broad enough to recognize the individual strengths and mandates of Ontario's postsecondary institutions in serving local communities and economies.

For more details on SMA3 performance metrics and reporting schedule please see section 6.1.

Differentiation Metric Weighting

To support institutional strengths and recognition of contributions to their communities and postsecondary education system, institutions will assign metric weightings to the performance metrics.

Metric weightings will impact the share of an institution's notional funding that can be received for successful performance related to a particular metric. The ministry will set parameters around metric weightings.

Metric weightings must total 100% and must be established for the duration of the SMA period. Institutions may be eligible to adjust weightings once during the SMA period.

For more details on SMA3 metric weighting parameters please see section 6.2.

Performance Measurement

Institutions will be measured against individualised targets based on historical performance. During the target-setting process, the ministry will establish targets using an institution's historical data and ministry established criteria.

The ministry will prepopulate measurable and quantifiable targets which support continuous improvement consistent with the institutional performance history for finalization during the SMA bilateral discussion period. Targets will be established using consistent principles.

For more details on target-setting, please see section 5.0.

Outcomes Evaluation

Institutions will be assessed annually by the ministry on performance against institutional-specific targets on performance metrics.

The ministry will also set reasonable bands of tolerance around targets to help mitigate against small year-to-year variances in performance. Bands of tolerance will be included

in assessing achieved targets and will be informed by typical year-to-year variance experienced by institutions in that metric.

Institutions will receive their funding allocation for each metric by achieving or exceeding their allowable performance target (target - (target*band of tolerance)). Scaling for underachievement of allowable performance targets will be applied in cases where targets (and associated bands of tolerance) were not achieved.

Performance results will be communicated to institutions through the SMA Annual Evaluation Report. Evaluation will apply the following principles:

- Performance will be assessed on a metric-by-metric basis, and all performance will be expressed as a percentage of the target achieved so as to be comparable between metrics.

- An institution will receive 100% of the funding for a metric by meeting or exceeding its allowable performance target (target - (target*band of tolerance)). If the target is not met, partial funding, commensurate with actual performance, will be received. For example, if an institution achieves 90% of its allowable performance target on a metric, it will receive 90% of the notional funding associated with that metric.

5.0   TARGET-SETTING & BANDS OF TOLERANCE

Institutions will be measured against their own targets based on historical performance. Targets will be established using an institution's historical data and include a continuous improvement factor.

The ministry will assign metrics a 'band of tolerance', or an allowable range around a target where institutional achievement will be considered successful for the purposes of earning 100% of the institution's weighted notional allocation for that metric.

The target-setting process and associated bands of tolerance will support continuous improvement and be aligned with institutional performance history. In select cases, and with supporting data or context, targets that reflect the maintenance, or in rare cases, decline of performance in an area will be considered.

Principles informing the approach to target-setting and metric bands of tolerance are as follows:

- Targets and bands of tolerance will be set for each year of the SMA period;
- Targets will be numeric and objectively verifiable;
- Methodology is defensible, and based on a formulaic approach that can be consistently applied;
- Methodology passes standard of being reasonably simple and understandable by non-technical experts;

- Informed by institutional historical performance; institutions will be asked to supply historical data for metrics where they are the 'keepers' of the data;
- Includes element of continuous improvement and disincentivizes 'continuous decline';
- Recognizes the most recent historic performance in setting annual targets;
- Methodology allows for targets and bands of tolerance to be set on a metric-by-metric and institution-by-institution basis; and,
- Supports institutional strengths, including considerations for 'best-in-class' institutions.

5.1   Target-Setting Approach

Targets will be updated annually and set using the smallest percentage point variation over historical average.

The three most recent data points are averaged, and the smaller of the variations between Year 1 & Year 2 and Year 2 & Year 3 is added to the average. The direction of the variations (positive or negative) is not considered – the absolute size of the change from one year to the next will be used to determine the annual variations and to identify the smaller variation over the three-year period.

Example for Illustrative Purposes Only:

Institution A's Graduation Rate for the three most recent years are 76%, 79%, and 77%.

- The average is 77.3%.
- The smallest annual variation is 2%-points (79% - 77% = 2%-points).
- Resulting in a target of 79.3% (77.3% + 2%-points = 79.3%).

Annualizing Targets & Bands of Tolerance

Consistent with the approach described above, the ministry will refresh performance targets and associated bands of tolerance annually as part of the regular SMA3 Annual Evaluation process.

The methodology will be applied to the most recent year of data which will also be used to inform annual performance outcomes. For specific metrics that use funding amounts[2], targets and performance outcomes will be calculated using a rolling three-year average.

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[2] Universities: Research Funding & Capacity; Research Revenue Attracted from Private Sector Sources
Colleges: Revenue Attracted from Private Sector Sources

During the SMA cycle, in cases where an institution demonstrates consecutive declines in actual performance for a given metric in the three most recent years, the ministry may choose to recognize only the results from the first two years for the purposes of target-setting.

5.2   Bands of Tolerance Approach

The ministry will establish metric-by-metric and institution-specific bands of tolerance, using a consistently applied formula as described below.

The ministry will assign a band of tolerance, or an allowable range around a target, where institutional achievement will be considered successful for the purposes of evaluation. This recognizes that year-to-year results may fluctuate slightly around a target and will help to mitigate against the funding impact for such small variances.

Bands of tolerance will be set using the average annual percent change (i.e., relative change) from the three most recent years of data. This is to capture relative variance and can be appropriately applied across a variety of measurement units found in the metrics (e.g., percentage and dollar values). The direction of the change (positive or negative) is not considered – only the relative size of the change in percentage terms will be considered.

> **Example for Illustrative Purposes Only:**
>
> Institution A's historical Graduation Rate data shows 74%, 80%, and 78% performance over the last three years.
>
> - The percent change between 74% and 80% is 8.1%.
> - The percent change between 80% and 78% is 2.5%.
> - The average percent change over the past three years results in a band of tolerance of 5.3% ((8.1% + 2.5%)/2 = 5.3%).
> - The 5.3% band of tolerance would be applied to the target to create a 'target floor' or 'allowable performance target' (target – (target*band of tolerance) = allowable performance target).

Anomalies

The ministry recognizes that the formulaic approach to bands of tolerance could result in certain anomalies not aligned with the general principles for target-setting and bands of tolerance, therefore the following mitigation strategies have been identified should an institution's calculated band of tolerance result in:

1. A fraction of a percentage under 1% (e.g., 0.5%)
   - Mitigation: a minimum of 1% will be applied.

2. An allowable performance target that is lower than an institution's historical performance
    - Mitigation: this value would be replaced by an allowable performance target equivalent to the lowest annual value in any of the three most recent years of data available.
    - It should be noted that this mitigation would also supersede the 1% minimum, if applicable.

5.3   Target-setting & Band of Tolerance Example

Institution	Most Recent Years of Data			Target*	Band of Tolerance**	Allowable Performance Target
	2015-16 (Year 1)	2016-17 (Year 2)	2017-18 (Year 3)	2020-21	2020-21	2020-21
A	62.2%	67.4%	76.5%	73.9%	10.9%	65.8%

Table 3. Target-Setting & Band of Tolerance Example
*Average of previous three years, plus smallest year-over-year percentage point variation
**Year-over-year percent change, average over the three most recent years

Target

In the example above, the average of the three most recent years of data is 68.7% ((62.2% + 67.4% + 76.5%) / 3 = 68.7%).

The smallest of the variations between years is 5.2%-points between Year 1 and Year 2 (67.4% - 62.2% = 5.2%-points). The larger variation is 9.1%-points between Year 2 and Year 3 (76.5%-67.3% = 9.1%-points).

The smaller variation is added to the three-year average to establish a target of 73.9% (68.7% + 5.2%-points = 73.9%).

Band of Tolerance

In the example above, the institution's historical performance increases from 62.2% in Year 1 to 67.4% in Year 2. This represents 8.4% of the Year 1 value (62.2%).

In Year 2 performance increases from 67.4% to 76.5% in Year 3. This represents 13.5% of the Year 2 value.

The average of the percent changes ((8.4% + 13.5%) / 2) is 10.9%, which results in the band of tolerance[3].

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[3] Note: The band of tolerance is not impacted whether the variation is positive or negative.

Allowable Performance Target

The resulting target is 73.9%. The band of tolerance is 10.9% of that amount, which is 8.1% (73.9% x 10.9% = 8.1%).

This results in an allowable performance target of 65.8% (73.9% - 8.1% = 65.8%).

5.4   Outcomes Evaluation

The ministry will assess each institution on its performance against targets associated with the SMA metrics. Evaluation for the purposes of funding will be conducted on an annual basis and results will be communicated through the SMA Annual Evaluation Report process.

Performance will be assessed on metric-by-metric basis, and all performance will be expressed as a percentage of the target achieved, so as to be comparable between metrics.

Data used for evaluation purposes will be the most currently available data available and verifiable from the sources underlying each metric at the time of the SMA Annual Evaluation Report process.

All performance will be assessed based on a pass/fail approach with scaling for underachievement. Metric-specific bands of tolerance around targets will be a consideration in assessing achieved targets and evaluated performance will result in two potential outcomes:

- The first is a 'pass/fail' assessment, wherein an institution will receive 100% of its weighted notional allocation for the metric with an achievement score that meets or exceeds its target in the metric, or the band of tolerance associated with the metric.

> **Example for Illustrative Purposes Only:**
>
> An institution has a target of 85% in Graduate Employment Rate, with a 2% band of tolerance (83.3% allowable performance target). The institution achieves 84% Graduate Employment Rate, exceeding its allowable performance target. As a result, the institution will receive 100% of its notional funding for this metric.

- The second 'tier' of evaluation occurs when an institution fails to meet its allowable performance target (target – (target*band of tolerance)). In this situation the institution will receive a portion of the metric's notional funding commensurate with its level of achievement on the metric.

> **Example for Illustrative Purposes Only:**
>
> An institution has a target of 85% in Graduate Employment Rate, with a 2% band of tolerance. The institution achieves 77% or 92.4% of its allowable performance target. This is below the 2% band of tolerance for this metric, and so excludes the institution from receiving 100% of the notional allocation associated with this metric. Instead, it will receive a scaled amount of 92.4% of its notional funding for this metric.

6.0   2020-25 STRATEGIC MANDATE AGREEMENTS (SMA3)

SMA3 will be a five-year cycle and will be significantly streamlined to support reporting burden reduction, while implementing performance/outcomes-based funding. SMA3 will deliver bilateral agreements from April 1, 2020 – March 31, 2025, executed between the ministry and Ontario's publicly-assisted colleges and universities, with the following key focuses:

- Performance Funding: the ministry will calculate and provide each institution with its annual notional performance/outcomes-based funding allocation.

- Metric Weighting: Institutions will assign weightings to each metric in accordance with the ministry established parameters and graduated implementation plan for weighting.

- Performance Targets: the ministry will operationalize the target-setting process described in section 5.0, through the prepopulation of institution-specific historical data sets (where applicable) and finalized through discussions.

- Bands of Tolerance: the ministry will calculate metric and institution-specific bands of tolerance.

- Enrolment Funding: the ministry will confirm the enrolment corridor midpoints for the 2020-25 period. Institutions will provide five-year enrolment projections for domestic and international students.

Broad policy and system design issues will not be considered as part of SMA3 bilateral discussions and will be referred as appropriate within the ministry.

6.1   SMA3 Priority Areas and Metrics

SMA3 will link 10 metrics (nine system-wide and one institution-specific (universities) and eight system-wide and two institution-specific (colleges)) to performance/outcomes-based funding through two priority areas identified to best support the priorities of government, related to:

- Skills & Job Outcomes
- Economic & Community Impact

A third priority area has been identified related to Productivity, Accountability & Transparency, and will include two reporting metrics related to faculty compensation and faculty workload; however, these metrics will not be tied to performance funding.

Metrics will be phased in over a three-year period from 2020-21 to 2022-23, enabling data refinement and/or in some cases data development to support their use in a performance system, as well as to coincide with a phased-in approach to the system-level proportion of funding.

Priority Area	Colleges	Universities
Skills & Job Outcomes	Graduate Employment Earnings	
	Experiential Learning	
	Skills & Competencies	
	Graduate Employment	
	Institutional Strength / Focus	
	Graduation Rate	
Economic & Community Impact	Institution-specific (Apprenticeship-related)	Research Funding & Capacity: Tri-Agency Funding
	Innovation: Funding from Private Sector Sources	Innovation: Research Funding from Private Sector Sources
	Community / Local Impact	
	Institution-Specific (Economic Impact)	
Productivity, Accountability & Transparency	Faculty Compensation	
	Faculty Workload	

Table 3. SMA3 Priority Areas and Metrics
See section 9.0 (Appendices, 9.1) for detailed metric operational definitions and activation for metrics phase-in.

6.2   Metric Weighting Parameters

As described in section 4.2, the performance/outcomes-based funding mechanism has been designed to enable institutions to assign funding weights to the SMA metrics. Metric weightings will impact the share of an institution's notional funding that can be received for successful performance related to a particular metric.

Ministry parameters around metric weightings will be set, which for SMA3 will be a minimum of 5% and a maximum of 25% at steady-state in 2024-25.

As metrics will be phased in over a three-year period from 2020-21 to 2022-23, and associated funding over the full five-year period, the metric weightings and ministry parameters will also be phased-in using the following minima and maxima parameters:

- 2020-21: Maximum 35%, minimum 10%
- 2021-22: Maximum 30%, minimum 5%
- 2022-23: Maximum 25%, minimum 5%

Institutions will be required to set metric weightings for each metric, consistent with the weighting parameters, for each year of the SMA3 period. Metrics must total 100% in any given year and weightings will be quantified by the ministry and confirmed through the SMA3 bilateral discussions.

For all institutions, the Skills & Competencies metric will be weighted at 5% starting in year 2022-23 for participation and posting of results online.

At the government's discretion, institutions will have an opportunity to adjust metric weightings once during the SMA3 cycle.

See section 9.0 (Appendices, 9.2) for metric weighting examples.

6.3 SMA3 Instrument & Institutional Data Workbooks

To begin SMA3 bilateral discussions with institutions, the ministry will prepopulate and issue an institution-specific SMA3 instrument/agreement and data workbook to each institution, which will include metric definitions and sources, historical data, targets for finalization, and the associated bands of tolerance.

For metrics where institutions will provide the data (e.g., Institutional Strength / Focus, Institution-Specific Economic Impact and Institution-Specific Apprenticeship-related (colleges)) institutions will complete the relevant sections of the data workbook for validation / analysis by the ministry for alignment with ministry criteria and data quality.

6.4   SMA3 Annual Evaluation Process

An SMA Annual Evaluation Report will be produced annually. For the 2020-25 SMA period this report will be called the 'SMA3 Annual Evaluation Report'.

In the Fall of each fiscal year for which performance is being evaluated to determine performance/outcomes-based funding, this report will be produced, prepopulated and coordinated by the ministry and distributed to institutions for review and validation, as well as completion of data inputs, where necessary.

7.0   Reallocation of Unallocated Funding

The performance/outcomes-based funding mechanism has been designed to enable the reallocation of unallocated funding, in any given year. When this happens, reallocation would only impact that year, and would not impact future notional allocations.

7.1   Metric-by-Metric Reallocation

Unallocated funding will be reallocated on a metric-by-metric basis, with redistribution proportional to notional allocations by metric.

Therefore, each year, during the SMA3 Annual Evaluation process, any funding made available through underachievement by institutions in a particular metric will be redistributed to all institutions who have earned 100% of their notional allocation in that metric (e.g., have met or exceeded its allowable performance target).

The reallocation of available funding will be based on the relative proportion of institutional notional funding impacted by an institution's performance/outcomes-based grant size and chosen weightings by metric in that year. This process will be repeated for each metric using any funds available in that metric.

The amount of funding available to a successful institution is determined by an institution's share of the total notional funding of all institutions receiving reallocated funds for the individual metric and the relative notional allocations recognizes both the level of risk an institution has in a metric through the assigned metric weighting, as well as the size of the institution.

	Weighting (Min- 10%, Max- 35%)	**Allowable Performance Target**	**Actual**	**% of Allowable Performance Target** *(Actual ÷ Allowable Performance Target)*	**Notional Allocation**	**Actual Allocation** *(% of Allowable Performance Target Achieved x Notional Allocation, max 100%)*	**Difference (funds available for redistribution)** *(Notional Allocation – Actual Allocation)*	**Share of Notional Allocation for Institutions Achieving Targets** *(Notional Allocation ÷ ∑ Notional Allocations for Successful Institutions)*	**Reallocation** *(Share of Notional Allocation for Institutions Achieving Targets x ∑ Funds available for redistribution)*
Example for Illustrative Purposes Only									
1	20%	64%	65%	101.6%	$4,501,974	$4,501,974	$0	11.0%	$156,691
2	15%	74%	76%	102.7%	$3,195,364	$3,195,364	$0	7.8%	$111,214
3	15%	73%	73%	100.0%	$4,805,068	$4,805,068	$0	11.8%	$167,240
4	15%	72%	70%	97.2%	$2,456,396	$2,388,162	$68,233	0.0%	$0
5	20%	72%	73%	101.4%	$1,383,363	$1,383,363	$0	3.4%	$48,148
6	15%	70%	68%	97.1%	$5,409,453	$5,254,897	$154,556	0.0%	$0
7	20%	74%	63%	85.1%	$4,475,317	$3,810,067	$665,250	0.0%	$0
8	15%	77%	78%	101.3%	$2,088,275	$2,088,275	$0	5.1%	$72,682
9	15%	68%	65%	95.6%	$3,225,564	$3,083,260	$142,304	0.0%	$0
10	15%	73%	75%	102.7%	$5,105,304	$5,105,304	$0	12.5%	$177,690
11	10%	66%	67%	101.5%	$806,897	$806,897	$0	2.0%	$28,084
12	15%	74%	71%	95.9%	$1,889,656	$1,813,049	$76,608	0.0%	$0
13	10%	65%	66%	101.5%	$879,627	$879,627	$0	2.2%	$30,615
14	10%	73%	75%	102.7%	$2,938,114	$2,938,114	$0	7.2%	$102,261
15	15%	65%	70%	107.7%	$1,260,163	$1,260,163	$0	3.1%	$43,860
16	20%	77%	81%	105.2%	$4,246,733	$4,246,733	$0	10.4%	$147,807
17	30%	73%	69%	94.5%	$2,438,436	$2,304,823	$133,613	0.0%	$0
18	20%	71%	71%	100.0%	$6,993,045	$6,993,045	$0	17.1%	$243,393
19	10%	75%	76%	101.3%	$788,202	$788,202	$0	1.9%	$27,433
20	20%	72%	69%	95.8%	$3,111,684	$2,982,031	$129,654	0.0%	$0
21	10%	70%	70%	100.0%	$276,749	$276,749	$0	0.7%	$9,632
22	20%	73%	68%	93.2%	$731,300	$681,211	$50,089	0.0%	$0
23	15%	65%	66%	101.5%	$1,097,227	$1,097,227	$0	2.7%	$38,189
24	10%	66%	68%	103.0%	$441,499	$441,499	$0	1.1%	$15,366
Total					**$64,545,408**	**$63,125,102**	**$1,420,306**	**100.0%**	**$1,420,306**
Total Notional Allocation of Institutions Achieving Targets									**$40,807,602**

Table 4. Metric-by-metric reallocation example

8.0   Adjustments & Continuous Improvement

As described, the SMA cycle will allow for a limited opportunity to make changes to institutional metric weightings once during the cycle. Any requested changes would need to be supported with context on why a weighting may no longer be appropriate, such as a demonstrated change in direction or demonstrated risk arising from current weightings. The ministry maintains the ability to establish principles or limits for these changes.

The ministry will continue to monitor the implementation of performance/outcomes-based funding on an ongoing basis.

For further information on the performance/outcomes-based funding portion of the postsecondary education funding models, contact:

Strategic Mandate Agreement Secretariat, Ministry of Training, Colleges and Universities

Email: StrategicMandateAgreements@Ontario.ca

9.0   APPENDICES

9.1   SMA3 Metric Operational Definitions and Activation Schedule

University Performance Metrics			
Skills & Jobs Outcomes			
Metric Name	**Operational Definition**	**Data Source**	**Activation**
Graduate Employment Rate in a related field	Proportion of graduates of bachelor or first professional degree programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their university program, two years after graduation	MTCU Ontario University Graduate Survey (OUGS)	Year 1 (2020-21)
Institutional Strength/Focus	Proportion of enrolment (FTEs, domestic and international) in an institution's program area(s) of strength	University Statistical Enrolment Report (USER)	Year 1 (2020-21)
Graduation Rate	Proportion of all new, full-time, year one undergraduate university students (domestic and international) of bachelors (first-entry), or first professional (second entry) degree programs who commenced their study in a given fall term and graduated from the same institution within 7 years	University Statistical Enrolment Report (USER) - Enrolment and Degrees Awarded data collections	Year 1 (2020-21)
Graduate Employment Earnings	Median employment earnings of university graduates, two years after graduation	Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada	Year 2 (2021-22)
Experiential Learning	Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s)	Institutions	Year 2 (2021-22)
Skills & Competencies	Random sample of undergraduate students (domestic and international)	Education and Skills Online Tool, Organisation for Economic Co-operation and Development (OECD)	Year 3 (2022-23)
Economic & Community Impact			
Metric Name	**Operational Definition**	**Data Source**	**Activation**
Community/Local Impact	Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located	University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)	Year 1 (2020-21)
Institution-Specific (Economic Impact)	Definition to be provided/confirmed with institutions during SMA3 bilateral discussions, dependent on metric proposals	Institutions	Year 1 (2020-21)

Research Funding & Capacity: Federal Tri-Agency Funding Secured	Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities	Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)	Year 1 (2020-21)
Innovation: Research Revenue Attracted from Private Sector Sources	Research revenue attracted from private sector sources	Canadian Association of University Business Officers (CAUBO)	Year 2 (2021-22)

University Reporting Metrics

Productivity, Accountability & Transparency			
Metric Name	**Operational Definition**	**Data Source**	**Posting**
Faculty Compensation	TBD	Institutions	Year 1 (2020-21)
Faculty Workload	TBD	Institutions	Year 1 (2020-21)

College Performance Metrics

Skills & Jobs Outcomes			
Metric Name	**Operational Definition**	**Data Source**	**Activation**
Graduate Employment Rate in a related field	Proportion of graduates employed full-time in a field related or partially related to their program six months after graduation	College Graduate Outcomes Survey (CGOS) and Employer Satisfaction Survey	Year 1 (2020-21)
Institutional Strength/Focus	Proportion of enrolment (full-time headcount, domestic and international) in an institution's program area(s) of strength	College System Enrolment Report (CSER), Enrolment data collection	Year 1 (2021-22)
Graduation Rate	Percentage of full-time students (domestic and international), who entered a program of instruction in a particular enrolment reporting period and graduated within a specific period of time (200% program completion timeframe for diploma and certificate programs and 175% for degrees)	Graduation Rate Submission Process, College Graduation Rate Tool (CGRT)	Year 1 (2020-21)
Graduate Employment Earnings	Median employment earnings of college graduates in a given calendar year, two years after graduation	Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada	Year 2 (2021-22)
Experiential Learning	Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning component(s)	MTCU Graduate Record File Data; File attached to College Graduate Outcomes Survey (CGOS) and Employer Satisfaction Survey	Year 2 (2021-22)
Skills & Competencies	Random sample of diploma students (domestic and international)	Education and Skills Online Tool, Organisation for Economic Co-operation and Development (OECD)	Year 3 (2022-23)

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Economic & Community Impact			
Metric Name	**Operational Definition**	**Data Source**	**Activation**
Community/Local Impact	Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located	College Statistical Enrolment Report (CSER), Enrolment data collection; Census Data (Statistics Canada)	Year 1 (2020-21)
Institution-Specific (Economic Impact)	Definition to be provided/confirmed with institutions during SMA3 bilateral discussions, dependent on metric proposals	Institutions	Year 1 (2020-21)
Innovation: Revenue Attracted from Private Sector Sources	Total revenues generated from providing instructional and non-instructional services to non-Government Ontario-based, Canadian and foreign firms, agencies, or associations, where the activity is paid for by the firm, agency, or association and not by students through student tuition or fees	College Financial Information System (CFIS)	Year 2 (2021-22)
Institution-Specific (Apprenticeship-related)	Definition to be provided/confirmed with institutions during SMA3 bilateral discussions, dependent on metric proposals	Data provided by institutions	Year 3 (2022-23)
College Reporting Metrics			
Productivity, Accountability & Transparency			
Metric Name	**Operational Definition**	**Data Source**	**Posting**
Faculty Compensation	TBD	Institutions	Year 1 (2020-21)
Faculty Workload	TBD	Institutions	Year 1 (2020-21)

9.2 Metric Weightings Example

University example for illustrative purposes only - a research-focused university with a high local impact may weight its notional allocation against the metrics as follows:

Metric	2020-21 (Year 1 – 25%)		2021-22 (Year 2 – 35%)		2022-23 (Year 3 – 45%)		2023-24 (Year 4 – 55%)		2024-25 (Year 5 – 60%)	
	Weighting (min: 10%; max: 35%)	Notional Allocation	Weighting (min: 5%; max: 30%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation
1. Graduate Employment in a related field	10%	$5.41M	5%	$3.71M	5%	$4.81M	5%	$5.86M	5%	$6.38M
2. Institutional Strength/Focus	15%	$8.12M	10%	$7.51M	10%	$9.61M	10%	$11.72M	10%	$12.76M
3. Graduation Rate	10%	$5.41M	10%	$7.51M	10%	$9.61M	10%	$11.72M	10%	$12.76M
4. Community/Local Impact	15%	$8.12M	10%	$7.51M	10%	$9.61M	10%	$11.72M	10%	$12.76M
5. Institution-Specific (Economic Impact)	15%	$8.12M	10%	$7.51M	10%	$9.61M	10%	$11.72M	10%	$12.76M
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	35%	$18.94M	30%	$22.53M	25%	$24.03M	25%	$29.30M	25%	$31.9M
7. Experiential Learning			5%	$3.71M	5%	$4.81M	5%	$5.86M	5%	$6.38M
8. Innovation: Research Revenue Attracted from Private Sector Sources			15%	$11.27M	15%	$14.42M	15%	$17.58M	15%	$19.14M
9. Graduate Employment Earnings			5%	$3.71M	5%	$4.81M	5%	$5.86M	5%	$6.38M
10. Skills & Competencies					5%	$4.81M	5%	$5.86M	5%	$6.38M
Total	100%	$54.1M	100%	$75.1M	100%	$96.1M	100%	$117.2M	100%	$127.6M

College example for illustrative purposes only – a college whose priorities include shifts in program mix and community / local impact may weight its notional allocation against the metrics as follows:

Metric	2020-21 (Year 1 – 25%)		2021-22 (Year 2 – 35%)		2022-23 (Year 3 – 45%)		2023-24 (Year 4 – 55%)		2024-25 (Year 5 – 60%)	
	Weighting (min: 10%; max: 35%)	Notional Allocation	Weighting (min: 5%; max: 30%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation
1. Graduate Employment Rate in a related field	15%	$3.96M	5%	$1.85M	5%	$2.38M	5%	$2.92M	5%	$3.18M
2. Institutional Strength/Focus	30%	$7.91M	25%	$9.25M	20%	$9.53M	20%	$11.66M	20%	$12.73M
3. Graduation Rate	20%	$5.27M	15%	$5.55M	15%	$7.15M	15%	$8.75M	15%	$9.55M
4. Community / Local Impact	20%	$5.27M	15%	$5.55M	10%	$4.77M	10%	$5.83M	10%	$6.36M
5. Institution-Specific (Economic Impact)	15%	$3.96M	10%	$3.70M	10%	$4.77M	10%	$5.83M	10%	$6.36M
6. Graduate Employment Earnings			5%	$1.85M	5%	$2.38M	5%	$2.92M	5%	$3.18M
7. Experiential Learning			20%	$7.40M	15%	$7.15M	15%	$8.75M	15%	$9.55M
8. Innovation			5%	$1.85M	5%	$2.38M	5%	$2.92M	5%	$3.18M
9. Institution-Specific (Apprenticeship-related)					10%	$4.77M	10%	$5.83M	10%	$6.36M
10. Skills & Competencies					5%	$2.38M	5%	$2.92M	5%	$3.18M
Total	100%	$26.37M	100%	$37.00M	100%	$47.66M	100%	$58.31M	100%	$63.63M

9.3   Glossary of Key Terms

Strategic Mandate Agreements (SMAs)	Bilateral agreements established between the Ministry of Training, Colleges and Universities and the Province's 45 publicly-assisted colleges and universities.
Performance/outcomes-based funding metrics	Ten system-wide and institution-specific metrics under two priority areas of Skills and Job Outcomes, and Economic and Community Impact, tied to performance outcomes.
Reporting metrics	Two metrics on faculty workload and faculty compensation as part of the Productivity, Accountability and Transparency priority area, for reporting and data collection purposes only and not linked to performance/outcomes-based funding.
System-wide metrics	Metrics with standardized definitions applicable to all colleges or universities. These include nine metrics for universities and eight metrics for colleges.
Institution-specific metrics	Metrics identified by individual colleges and universities; includes an institution-specific metric that measures the unique economic impact of colleges and universities, and an apprenticeship-related metric for colleges only.
Metric Weightings	Assigned by each institution to each metric for the duration of the SMA3 cycle to reflect institutional strengths. The chosen weighting will impact the share of an institution's notional funding that is associated with performance related to a particular metric. Parameters for weightings are set by the ministry at a minimum of 5% and a maximum of 25% at steady-state in 2022-23.
Target	The performance value an institution aims to achieve on a given metric in a given year. Targets are calculated by using the average of three most recent years of the respective performance metric values plus the smallest annual percentage point variation over this period.
Band of Tolerance (BoT)	An allowable range around a target, where institutional achievement will be considered successful for the purposes of annual evaluation. Bands of Tolerance will be calculated using the average annual percent change from the three most recent years of data.
Allowable performance target	The minimum performance required for an institution to receive its full notional funding allocation on a given metric and be eligible for reallocated funding. The allowable performance target is calculated by combining the band of tolerance with the target.

Scaling	Calculation to provide partial funding to an institution that fails to achieve its allowable performance target. An institution's percentage of its allowable performance target determines the amount of the institution's funding allocation it receives for each metric on an annual basis.
Rolling Average	A rolling average of the last three available years of data in a metric in any given year (combined values divided by three). A one-year slip after a rolling average is used when data is not available for the most recent year or requires updates changes/updates.
SMA Evaluation Reports	Annual reporting tools used to evaluate institutional performance on targets and determine actual allocations of performance/outcomes-based funding.

SMA3 University Metric and Data Workbook
Tab 1 - Instructions

Purpose - The Metrics and Data Workbook will be used to inform SMA3 bilateral discussions on metric data, targets and bands of tolerance, and performance/outcome-based funding allocations, and serve as a data collection tool for historical data, and as an annual performance evaluation tool to be updated throughout SMA3.

Tab 2 - Metrics and Targets - This tab is used to identify SMA3 metric targets, bands of tolerance and achieved metric values for each institution each year of the SMA3 cycle.
See the Ontario's Postsecondary Education System Performance/Outcomes-based Funding Technical Manual for definitions.
Please note: Institutions are not required to complete this tab. The tab is locked for ministry use only, will be updated annually as part of the annual evaluation process, and relevant information will be posted publicly.

Tab 3 - Performance/Outcomes-Based Funding Notional Allocation - This tab is used to identify notional allocations for each metric for each year, and to calculate resulting funding allocations when performance is assessed.
Notional metric allocations are calculated by multiplying the institution's total performance/outcomes-based funding allocation by its metric weighting.
Target achievement is calculated by dividing actual performance results by allowable performance.
Actual allocation is calculated by multiplying the notional allocation by target achievement, up to a maximum of 100% - a target achievement of 100% or greater results in an actual allocation equivalent to the notional allocation on the metric.
Please note: Institutions are required to complete the metric weightings only. The rest of the tab is locked for ministry use and will be updated during the Annual Evaluation process.

Tab 4 - Data and Calculations - This tab is used to show how metrics are calculated based on data inputs where available.
Institutions should review prepopulated data and contact the ministry to identify any discrepancies or clarify potentially erroneous data values. Institutions will need to provide historical data for the institution-specific metric and the Experiential Learning metric.

Tab 5 - Community/Local Impact Data - Detailed data on Community/Local Impact metric.

Tab 6 - Graduate Employment Earnings Data - Detailed data on Graduate Employment Earnings metric.

Tab 7 - Metric Dictionary - Definitions, formulas and sources for metrics.

Colour coding: Green cells to be populated by the ministry and locked; orange cells to be populated by the institution; grey cells do not need to be populated and will be locked.

Tab 2 - Metrics and Targets

Institution Name

Metric ID	Metric Name	SMA3 Values								Notes
		2020-21				2021-22				
		Target	Band of Tolerance	Allowable Performance Target*	Actual	Target	Band of Tolerance	Allowable Performance Target	Actual	
A	Example Metric 1	79.0%	3.2%	76.5%	78.2%					Data lag: 2020-21 data is for 2019-20 academic year
B	Example Metric 2	80.0%	5.6%	75.5%	75.1%					
1	Graduate Employment Rate in a related field									
2	Institutional Strength/Focus									
3	Graduation Rate									
4	Community/Local Impact									
5	Institution-Specific (Economic Impact)									
6	Research Funding and Capacity: Federal Tri-Agency Funding Secured									Calculated using three-year rolling average, one-year slip
7	Experiential Learning									
8	Innovation: Research Revenue from Private Sector Sources									Calculated using three-year rolling average
9	Graduate Employment Earnings									Two-year data lag (data for 2014 graduates listed in 2016-17)
10	Skills and Competencies									

Note: Orange cells to be populated by institutions; green cells to be populated by ministry for SMA3 bilateral discussions and updated as part of the SMA3 Annual Evaluations process; grey cells do not need to be populated and represent years before metric funding activation.

Note: Future years are hidden and will be unhidden during each year's performance evaluation.

* See Ontario's Postsecondary Education System Peformance/Outcomes-based Funding Technical Manual for details on 'Allowable Performance Target' calculation.

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Tab 3 - Performance/Outcomes-Based Funding Notional Allocation

Institution Name

Metric ID	Metric Name	2020-21				2021-22		2022-23		2023-24		2024-25	
		Metric Weighting	Notional Allocation	Target Achievement	Actual Allocation	Metric Weighting	Notional Allocation	Metric Weighting	Notional Allocation	Metric Weighting	Notional Allocation	Metric Weighting	Notional Allocation
A	Example Metric 1	10%	11,234,200.10	102.3%	11,234,200.10								
B	Example Metric 2	5%	5,617,100.05	99.4%	5,585,860.88								
1	Graduate Employment Rate in a related field												
2	Institutional Strength/Focus												
3	Graduation Rate												
4	Community/Local Impact												
5	Institution-Specific (Economic Impact)												
6	Research Funding and Capacity: Federal Tri-Agency Funding Secured												
7	Experiential Learning												
8	Innovation: Research Revenue from Private Sector Sources												
9	Graduate Employment Earnings												
10	Skills and Competencies												
	Total*		112,342,001.00										

Note: Orange cells to be populated by institutions; green cells to be populated by ministry for SMA3 bilateral discussions and updated as part of the SMA3 Annual Evaluations process; grey cells do not need to be populated and represent years before metric funding activation.

Note: Target Achievement and Actual Allocation columns for future years are hidden and will be unhidden during each year's annual performance evaluation. Target achievement is calculated by dividing actual performance results by allowable performance.

*Total Notional Allocation for the institution represents the total amount of the institution's Differentiation Envelope as per the SMA3 agreement. Total Actual Allocation represents the total Differentiation Envelope funding received.

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**Tab 4 -
Data & Calculations**

Institution Name

Metric ID	Metric Name	Historical Data								
		2015-16			2016-17			2017-18		
		Numerator	Denominator	Value	Numerator	Denominator	Value	Numerator	Denominator	Value
A	Example Metric 1	77	100	77.0%	79	100	79.0%	77	100	77.0%
B	Example Metric 2	74	100	74.0%	73	100	73.0%	75	100	75.0%
1	Graduate Employment Rate in a related field									
2	Institutional Strength/Focus**									
3	Graduation Rate									
4	Community/Local Impact*									
5	Institution-Specific (Economic Impact)									
6	Research Funding & Capacity: Federal Tri-Agency Funding Secured									
7	Experiential Learning									
8	Innovation: Research Revenue from Private Sector Sources									
9	Graduate Employment Earnings*									
10	Skills and Competencies									

Note: Orange cells to be populated by institutions; green cells to be populated by ministry for SMA3 bilateral discussions; white cells to be populated by the ministry in the future as data becaomes available; grey cells do not need to be populated.

Note: Future years are hidden and will be unhidden during each year's performance evaluation.

*Metrics may have weighted values - detailed data in tab 5 (Community/Local Impact) and tab 6 (Graduate Employment Earnings).

** Will be populated by ministry after discussions with institutions to identify areas of strength.

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Tab 4 - Data & Calculations

Institution Name

Metric ID	Metric Name	2018-19			2019-20			2020-21			Notes
		Numerator	Denominator	Value	Numerator	Denominator	Value	Numerator	Denominator	Value	
A	Example Metric 1	79	100	79.0%							
B	Example Metric 2	80	100	80.0%							
1	Graduate Employment Rate in a related field										
2	Institutional Strength/Focus**										
3	Graduation Rate										
4	Community/Local Impact*										
5	Institution-Specific (Economic Impact)										
6	Research Funding & Capacity: Federal Tri-Agency Funding Secured										Calculated using three-year rolling average, one-year slip
7	Experiential Learning										
8	Innovation: Research Revenue from Private Sector Sources										Calculated using three-year rolling average
9	Graduate Employment Earnings*										Two-year data lag (data for 2014 graduates listed in 2016-17)
10	Skills and Competencies										

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Tab 5 - Community/Local Impact Data

Institution Name

Metric 4	Community/Local Impact Metric					
Campus	Total HC	Share of Institution Total	Town/City	Local Age 15-64 Pop'n	Campus Enrolment as Share of Local Pop'n	Weighted Share of Institutional Enrolment
Year 1 Weighted Total						
A						
B						
C						
D						
Year 2 Weighted Total						
A						
B						
C						
D						
Year 3 Weighted Total						
A						
B						
C						
D						
Year 4 Weighted Total						
A						
B						
C						
D						

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Tab 6 - Graduate Employment Earnings Data

Institution Name

Metric 9	Graduate Employment Earnings		
Credential Level	**Median Earnings**	**Percentage of Graduates Included in Earnings Calculation**	**Weighted Earnings**
Year 1 Total			
Bachelor's Degree			
Master's Degree			
Doctoral Degree			
Professional Degree			
Year 2 Total			
Bachelor's Degree			
Master's Degree			
Doctoral Degree			
Professional Programs			
Year 3 Total			
Bachelor's Degree			
Master's Degree			
Doctoral Degree			
Professional Programs			

Note: Data values below 20, in any given year, are suppressed by Statistics Canada for privacy reasons and are not included in the calculation.

Tab 7 - Universities Metric Dictionary					
Metric ID	Metric Name	Definition	Data Source	Calculation Methodology	Reporting Period	Notes
1	**Graduate Employment Rate in a related field**	Proportion of graduates of bachelor or first professional degree programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their university program, two years after graduation.	MTCU Ontario University Graduate Survey (OUGS)	**Numerator** - Number of graduates who are both a) employed/self-employed full time and b) answered that their job is "closely related" or "somewhat related" to skills developed at university - **divided by Denominator** - Number of OUGS respondents employed/self-employed full time (Denominator). **Inclusions:** Domestic, International, Full-Time, Part-Time, Undergraduate, Online, Self-Employed Graduates, Collaborative Nursing. **Exclusions:** Graduate.	Two years after graduation (i.e. 2017-18 data represents employment rate of 2015 graduates after two years) Data is collected and tabulated between November and May of an academic year, and available for use/release at the beginning of the next academic year. Most recent year with available data is 2017-18 (as of July 2019). 2018-19 data expected in September. Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	"Employed graduates" in this case refers to those who are in a paid job, or self employed, working 30+ hours a week. It does not include respondents who, at the time of survey, had been offered a job starting at a later date.
2	**Institutional Strength/Focus**	Proportion of enrolment in an institution's program area(s) of strength.	University Statistical and Enrolment Report (USER), Enrolment data collection	**Numerator** - Total Enrolment (FTEs, domestic and international) in Program Area of Strength - **divided by Denominator** - Total Institutional Enrolment (FTEs, domestic and international). **Inclusions/Exclusions:** Pending on the chosen metric; to be finalized through bilateral discussions.	Fall term enrolment (data available in June). Most recent year with available data is 2018-19 (as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	Institutional proposals of program area(s) of strength should focus on academic disciplines, not a delivery method (co-operative education; online) or a particular category of students (e.g. based on funding eligibility, immigration status, study level, etc.). The program or group of programs should be identified by using a commonly reported classification nomenclature: (e.g., Classification of Instructional Programs (CIP)) allowing for the ministry to track associated enrolment. The ministry will provide additional information on the guidelines for this metric as part of bilateral discussions.

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Tab 7 - Universities Metric Dictionary						
Metric ID	Metric Name	Definition	Data Source	Calculation Methodology	Reporting Period	Notes
3	Graduation Rate	Proportion of all new, full-time, year one undergraduate university students of bachelors (first-entry), or first professional (second entry) degree programs who commenced their study in a given fall term and graduated from the same institution within 7 years.	University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections	Using the ministry Key Performance Indicator graduation rate the methodology involves the selection of new, full-time, year one undergraduate students on the Fall enrolment file, with a valid and unique student ID, and seeking a bachelor/first professional degree **(Denominator)**. The subset is matched against students who received a degree (in any program) from the same institution during the most current 7 years **(Numerator)**. Note that the ministry will use this methodology until the metric can be adjusted for OEN-based student mobility data (expected 2022-23). **Inclusions:** Domestic, International, Full-Time, Undergraduate, Online, Collaborative Nursing; **Exclusions:** Part-Time, Graduate.	Year of graduation (e.g., 2011 entering cohort graduated as of 2018 calendar year). Most recent year (as of July 2019) with available data is for 2018-19 (Fall 2011 enrolment and 2012 to 2018 graduation years - validated as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	OEN-based: 2015-16 is the first year when ministry compliance rules on OEN reporting were implemented.
4	Community/Local Impact	Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.	University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)	**Numerator** - Institution's total headcount enrolment (full and part time, domestic and international) - **divided by Denominator** - Population (15 to 64 year-old) of the city(cities)/town(s): Population Centres as per geographic classification used by Statistics Canada in which the institutional campuses are located, using 2016 Census data. Note that 2016 Census population will be used as the denominator for the duration of SMA3. **Inclusions:** Domestic, International, Full-Time, Part-Time, Undergraduate, Graduate.	Fall term enrolment (data available by February). Most recent year with available enrolment data is 2018-19 (as of July 2019) and population data is Census 2016. Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	To account for institutions with campuses in multiple communities, weighting will be applied. First, shares of city/town population are calculated separately for each campus, and then multiplied by the campus's weighting score based on its share of institutional enrolment. Weighted total for an institution is then calculated by adding each campus's weighted share of city/town population. Statistics Canada defines a Population Centre as having a population of at least 1,000 and a population density of 400 persons or more per square kilometre. Population centres are classified into three groups, depending on the size of their population: small (1,000 to 29,999); medium (30,000 to 99,999); and large urban population centres (100,000 or more).
5	Institution-Specific (Economic Impact)	Institutions to include definition of their institutional metric. The metric should demonstrate the economic impact of their institution, using ministry established principles.	Data provided by institutions	Methodology to be provided/confirmed with institutions.	Metric to be activated in Year 1 (2020-21).	Ministry principles for metric selection include: • Metric is a measure of economic impact • Data is derived from high-quality, objective data • Metric data is verifiable and auditable • Metric data is available annually

		Tab 7 - Universities Metric Dictionary				
Metric ID	**Metric Name**	**Definition**	**Data Source**	**Calculation Methodology**	**Reporting Period**	**Notes**
6	**Research Funding & Capacity: Federal Tri-Agency Funding Secured**	Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities.	Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)	**Amount**: Tri-Agency funding **Proportion: Numerator** - Tri-Agency funding per university - **divided by Denominator** - Total Tri-Agency funding, Ontario universities, 3-year rolling average, one-year slip. **Inclusions:** Research grants from the three federal research granting agencies and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities received by universities and their affiliates such as research institutes, hospitals and other affiliates as confirmed by the university in the annual validation of affiliated institutions conducted by TIPS. **Exclusions:** Funding for research chairs, fellowships, scholarships, awards and prizes.	Fiscal Year (data available in July). Most recent year is 2018-19 averaging 2015-16, 2016-17 and 2017-18 (as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx#excluded. Please note that for performance/outcomes-based funding calculation, only proportions will be used.
7	**Experiential Learning**	Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).	Institutional data	**Count:** Graduates of undergraduate programs who participated in at least one course with required experiential learning component(s). **Proportion: Numerator** - Number of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s) - **divided by Denominator** - Total number of graduates. **Inclusions:** Domestic, International, Full-Time, Part-Time, Undergraduate, Collaborative Nursing; **Exclusions:** Graduate, Online.	Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.	For inclusion in this metric, EL components have to be structured and meaningful experiences (e.g. capstone projects). The ministry will start with the definition noted here in the SMA3 bilateral discussions and will work to improve metric definition based on the ministry's 2017 "Guiding Principles for Experiential Learning". Institutions are currently working on tagging EL courses. Please note that for performance/outcomes-based funding calculation, only proportions will be used.

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Tab 7 - Universities Metric Dictionary					
Metric ID	Metric Name	Definition	Data Source	Calculation Methodology	Reporting Period	Notes
8	**Innovation: Research Revenue Attracted from Private Sector Sources**	Research revenue attracted from private sector sources.	Canadian Association of University Business Officers (CAUBO)	**Inclusions:** Sponsored Research Revenue received from business enterprises and/or individuals by both consolidated and not-consolidated entities. **Exclusions:** Research revenue attracted from not-for-profits. This metric is calculated based on the rolling average of three most recent years.	Fiscal Year (data available in July-August). Most recent year with available data is 2017-18 (as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.	
9	**Graduate Employment Earnings**	Median employment earnings of university graduates, two years after graduation.	Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada	The metric methodology includes graduates who submitted tax information two years after graduation and were employed or self-employed, based on the cross-sectional data set. Institutional aggregate includes graduates of bachelor, master's, doctoral and professional programs, weighted by the number of graduates with the respective credential. **Inclusions:** Domestic, International, Full-time, Part-time, Online, Collaborative Nursing. **Exclusions:** Graduates enrolled in full-time studies when tax files are submitted two year after graduation.	Two years after graduation (i.e. 2016-17 data represents earnings of 2014 graduates after two years). Academic Year (data available in January-March). Most recent year with available data is 2016-17 (as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.	Statistics Canada links enrolment and graduation data (based on Postsecondary Student Information System) and the T1 Family File tax data, and shares institutional tables with MTCU. Earnings and number of graduates are available by credential, field of study, gender, age for cohorts 2010-2014.
10	**Skills & Competencies**	Random sample of undergraduate students.	Education and Skills Online Tool, Organisation for Economic Co-operation and Development (OECD)	N/A	Metric will be activated for performance/outcomes-based funding in Year 3 of SMA3, 2022-23.	This metric will be weighted at 5% starting in year 2022-23 for participation and posting of results online.

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SENATE MINUTES OF MEETING
Tuesday, June 11, 2019

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
L. Barnoff	C. Antonescu	A. Miransky	N. Allou
M. Benarroch	R. Babin	P. Moore	N. Chen
D. Cramb	A. Bailey	S. Rakhmayil	J. Circo
G. Craney	D. Checkland	R. Ravindran	A. Jagayat
T. Duever	Y. Derbal	S. Sabatinos	F. Khan
C. Falzon	S. Dolgoy	N. Thomlinson	S. Rattan
C. Hack	A. El-Rabbany	J. Tiessen	
M. Lachemi	M. Green	M. Tiessen	
S. Liss	R. Hudyma	N. Walton	
K. MacKay	E. Ignagni		
J. McMillen	C. Kular		
D. O'Neil Green	K. Kumar		
A. Saloojee	V. Magness		
C. Searcy	D. Mason		**EX-OFFICIO STUDENTS:**
D. Taras	A. McWilliams		

SENATE ASSOCIATES:		ALUMNI:
A. M. Brinsmead		
M. Zouri		

REGRETS:	ABSENT:
K. Agyemang	D. Androutsos
F. Anger	R. Meldrum
B. Baum	J. Makuch
N. Brayiannis	M. Vahabi
D. Brown	J. Marriott
T. Burke	A. Rahunathan
K. Dermody	A. Sharma
M. Dionne	
R. Kucheran	
S. Mehmood	
I. Mishkel	
C. Shepstone	
P. Sugiman	
C. Tam	
A. Yazdani	
S. Zolfaghari	

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*
     V. Magness moved; A. McWilliams seconded.
     Motion approved.

4.   Announcements   - None

5   Minutes of the Previous Meeting
     Motion: *That Senate approve the minutes of the May 7, 2019 meeting*
     D. Mason moved; R. Ravindran seconded
     Motion approved

6.   Matters Arising from the Minutes -
     Follow Up from last Senate meeting: 2 new titles for the Economics Certificates
          1.   Formerly Level 1 – Now called: Certificate in Economics Fundamentals
          2.   Formerly Level 2 - Now called: Certificate In Economics : Theory and Applications

7.   Correspondence - None

8.   Reports
     8.1   Report of the President
     8.1.1 President's Update

     The President reported:
     1)   Thanks to all members of Senate for their contributions in the 2018-2019 academic year, and stated that we've accomplished a lot together. A list of members whose terms had expired or who would not be returning to Senate for 2019-2020 was displayed.

     2)   The following interim executive appointments announced and welcomed to Senate:
          • Fred Anger, Interim Dean of the G. Raymond Chang School of Continuing Education
          • Cory Searcy, Interim VP and Dean of the Yeates School of Graduate Studies

     3)   The following changes in the Office of the President:
          • Amy Casey, Executive Director, Office of the President, will be retiring on

August 31, 2019.
- Michael Forbes will be the Chief of Staff in the Office of the President while continuing in his role as Executive Director of Communications. Transitioning will start on July 1 and responsibilities assumed on September 1.
- Jennifer Grass will continue in her current role as Assistant Vice President University Relations, where she has established strong relationships with the new government at Queen's Park and will continue to develop our federal government relations strategy.

4) On May 9, the Minister of Training, Colleges and Universities spent three hours on campus and was given a tour of the DMZ. She was invited to learn about Ryerson's partnership with St. Michael's Hospital.

5) We have secured funding/scholarship monies for our Law School from four major Law Firms in the GTA, namely, Torys LLP; McCarthy Tétrault LLP; Blake, Cassels & Graydon LLP and Hicks Morley Hamilton Stewart Storie LLP.

6) One of our alumni, a recent graduate of FCAD (Performance), Mena Massoud, garnered the role of Aladdin in the Disney movie of the same name.

7) On May 28, we hosted Prince Andrew, Duke of York. He spoke with entrepreneurs in the Sandbox.

8) Convocation starts tomorrow. Faculty senators are encouraged to make an effort to attend. There will be 12 convocation ceremonies at which approximately 8,000 students will be graduating.

8.2   Communications Report – as presented in the agenda.

8.3   Report of the Secretary
      8.3.1 Senate membership Update
      - Senate Membership vacancies for 2019-2020 have been filled, except for one position in the Ted Rogers School of Management
      - Lynn Lavallée has been selected to fill the new position of Indigenous faculty representative.
      - The Senate website upgrade is now complete and features more user-friendly options.

8.4   Committee Reports
      8.4.1 Report #S2019-1 of the Academic Standards Committee (ASC): K. MacKay presented this report.

      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*

K. MacKay moved; A. McWiliams seconded
Motion approved.

8.4.1.2. Chang School Certificate in Crime Analytics – New

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

K. MacKay moved; A**.** *McWilliams seconded*
Motion approved

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.*

K. MacKay moved; V. Magness seconded
Motion approved.

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*

K. MacKay moved; D. Checkland seconded
Motion approved

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*

K. MacKay moved; D. Taras seconded
Motion approved.

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*

K. MacKay moved; D. Cramb seconded
Motion approved

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*

K. MacKay moved; Charles Falzon seconded

Comments/Questions:
Q. Inquired as to where the two new faculty for this program would be hired from?
A: Normal track, strategically, they will be part of a school, while they are in an
interdisciplinary program.
C: There are other examples of this e.g. in the Biomedical program.

C: Congratulations to all those who were involved in working on this new program.
Musician's salary noted on pg.74 and the creative admissions process on pg.58. It is
important that students can be adequately compensated in this field.

Q: What kind of students are you looking for, those with experience in music or new
to music?
A: Looking for students with an indisciplinary set of skills.

Q: What if students wish to learn how to improve their music skills?
A: If they want to segment in Performance, students would have to take more
courses in performance.

C: Intake of approximately 50 students, and this program is one of the hot-topic
areas of interests.

C: Congratulated the Dean and FCAD. High desire for students who want to get into
this field. A recommendation would be to make this a concentration in later years.

C: Request that we get an update in the future on admission numbers.

Motion approved.

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*

K. MacKay moved; S. Rakhmayil seconded

Comments/Questions:
Q: Process question that is problematic. Page 82 says it will be effective on

September, 2019. The 2019/2020 calendar is already online. How can we be deleting a program that is already published? The timeline should be effective Fall 2021. Motion is problematic as there is no timeline for implementation indicated.
A: The Registrar explained the reasoning behind this a one-time only as a non-precedent setting request. We will be formulating an addendum to notify students. There is also communication plans for new students. This was deemed as an exception.

Q: Why is this being done so quickly - sets a bad precedent?
A: The course costs $480,000 a year. It was championed by a Professor who is retiring, and there was no one else in TRSM able to continue to champion. 70% of students are on Ontario assistance, and we're asking them to complete 6 courses in the first year. No evidence this course leads to greater success. Putting alignment with other Business programs at 40 courses. Why is the focus not on why we are not being more nimble in recognizing a need for change?

C: A similar situation of a change in Science did not get the approval. Endorse that we should become more nimble in being able to do just-in-time curriculum changes.

C: Provost Benarroch believes that this is what is best for the students, An exceptional circumstance and feels this is an opportunity that will help the program. This course is redundant and taught elsewhere in the program. We should be cognizant of the fact that this is an exception and step back and ask how we make changes when necessary rather than waiting 2 years.

C: Only concern is with the precedent-setting issue. We need to know how we are going to deal with this in the future. Maybe a committee on how to do this – when and how.

C: President Lachemi mentioned that budget cuts were announced very late. The dean and her team have discussed the feasibility with the Registrar's office. Final decision is by Senate. We have a motion and we have process. Make sure it is clear of process in the future.

<u>Amendment:</u>
N. Thomlinson moved an amendment:
Add a Part 2 to the motion:
Implementation of this curriculum modification effective September 2019 be explicitly recognized as a one-time only to Ryerson policy in regards to timelines regarding the consideration of curriculum modifications.

There could be a part 3 for the Provost and Registrar to strike a committee for process of curriculum modifications.

A. McWilliams seconded.

C: Part 2 should include that this is a one-time only until a committee is established.

Dean D. Taras agreed to the amendment By Neil.

C: Suggested that part 3 should not be included in part 2.

Amendment: Part 2 approved.
Amended original motion approved.

President Lachemi said we will revisit part 3 and the work done on this process.

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

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*

K. MacKay moved; V. Magness seconded
Motion approved

8.4.2.2. Policy 60: Academic Integrity – K. MacKay

Motion: *That Senate approve Policy 60: Academic Integrity*

K. MacKay moved; A. McWilliams seconded
Motion approved.

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*

K. MacKay moved; V. Magness seconded
Motion approved.

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*

S. Liss moved; R. Ravindran seconded
Motion approved.

8.4.4. Report #S2019-1 of the Yeates School of Graduate Studies Council – C. Searcy

8.4.4.1. Periodic Program Review – Final Assessment Report for Civil Engineering

Motion: *That Senate approve the Periodic Program Review – Final Assessment Report for Civil Engineering*

C. Searcy moved; Ahmed El-Rabbany seconded
Motion approved.

8.4.4.2. Major Curriculum Modifications in Master of Science in Computer Science

Motion: *That Senate approve the Major Curriculum Modifications in Master of Science in Computer Science*

C. Searcy moved; D. Mason seconded
Motion approved.

8.4.4.3. Major Curriculum Modifications in Master of Science in Management

Motion: *That Senate approve the Major Curriculum Modifications in Master of Science in Management*

C. Searcy moved; V. Magness seconded
Motion approved.

8.4.4.4. Graduate Program Council Bylaws – Master of Arts in Public Policy and Administration

Motion: *That Senate approve the Graduate Program Council Bylaws – Master of Arts in Public Policy and Administration*

C. Searcy moved; N. Thomlinson seconded
Motion approved.

 8.4.4.5. For information:
- One (1) Year Follow-Up for Documentary Media
- One (1) Year Follow-Up for Journalism

- One (1) Year Follow-Up for Aerospace Engineering

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business
     Comments:
     1) Senate's advice was sought on an AGPC meeting that occurred to consider changes by the Registrar regarding exam process changes. Concern is that the motion will be sent to SPC, who will act on Senate's behalf during the summer. No case was made that they needed this to start in Fall 2019 and therefore making a decision without Senate having seen it. Concern is also about precedent. If not approved by SPC, it would be delayed until the Senate meeting in October and will be implemented next Fall 2020.

         C: President Lachemi said that this request came from students and faculty (giving them an extra day for marking, etc.).

         C: Provost Benarroch explained the process and that it can wait until next 2020 for implementation.

         C: There will be problems with programming, etc., and do not agree that SPC only should be approving this.

         C: Suggested authorizing that SPC approve it for one year as a trial, then Senate can discuss it in October.

         C: President Lachemi recommended that it be discussed further and brought back to Senate.

         Amendment:
         D. Mason moved that Senate request the Provost and the Registrar to revisit the timing of curriculum changes and get back to Senate at the January meeting
         V. Magness seconded.
         Motion approved.

     2) F. Khan spoke presented a video on the Career Builder Program and also thanked D. Bell for her support to Student Senators this past year.

12. Consent Agenda
     12.1 2018-2019 OVPRI Annual Report to Senate

13. Adjournment - The meeting adjourned at 6:47 p.m.

Ryerson University
President's Update to Senate
October 1, 2019

SENATE GREETINGS – I am pleased to welcome new and returning members of the University Senate to the 2019-20 academic session, and to bring best wishes for a great year ahead.

APPOINTMENTS

Kwame Addo has been appointed Ombudsperson effective June 3, 2019. He joins Ryerson from the Office of the Ombudsman for the City of Toronto, where for ten years, he was director of investigations. Prior to this, he was the city's interim ombudsman, an investigator for Ombudsman Ontario, a senior claims officer for the Ministry of Transportation, and a claims adjuster in the private sector. Kwame holds a BSc from the University of Guelph and a human resources management certificate from the University of Toronto. In his new role at Ryerson, he will work to address students' conflicts and resolve their concerns both independently and in collaboration with the Office of the Vice-Provost, Students.

Pedro Barata has been appointed executive director of the Future Skills Centre effective September 1, 2019. He joins Ryerson from the United Way, where he was senior vice-president of community impact and strategy for Greater Toronto. There, he led the communications and engagement strategy and oversaw a new research and policy agenda that addressed a growing skills gap. Pedro holds a BA from York University and an MSc from the University of Toronto. At Ryerson, he will report to Vice-President, Research and Innovation Steven Liss, and he will work with project partners The Conference Board of Canada and Blueprint to help Canadian workers thrive in a rapidly changing economy.

Louise Cowin has been appointed executive director, Athletics & Recreation effective August 12, 2019. Previously, Louise was the vice-president, students at the University of British Columbia from 2011 to 2018, during which time she spent two years as the acting director of the Athletics and Recreation Department. She has also held a number of administrative and academic roles in the post-secondary sector, including as warden of Hart House at the University of Toronto and director, student services and school-university partnerships at the Ontario Institute for Studies in Education (OISE). Louise holds a PhD in educational studies from McGill University and an MSc in physical education from Dalhousie University.

Thomas Duever has been reappointed dean of the Faculty of Engineering and Architectural Science (FEAS) for a five-year term. Thomas joined Ryerson in 2014 from the University of Waterloo, where he was chair of the Department of Chemical Engineering. Since then, he has overseen the development of FEAS' blueprint "Striving for Excellence" as well as its "All-In-Approach to Education" (which stresses wellbeing), the fostering of external partnerships, and the expansion of outreach activities to women in engineering and, as part of a new and broader mandate, Indigenous engineers.

John MacRitchie has been appointed Ryerson's inaugural assistant vice-president zone learning and strategic initiatives effective June 1, 2019. His new role will involve strengthening links between

Ryerson's ten zones and its core education and research missions, as well as integrating zone learning into the classroom. John joined Ryerson from the Ontario Centres of Excellence in 2014. As senior director, business development and strategic planning with the Office of the Vice-President, Research & Innovation (OVPRI), he has managed federal funding for the zones and steered the expansion of the Incubate Innovate Network of Canada (I-INC), which now includes 12 universities across Canada.

HONORARY DOCTORATES

Sincere thanks to everyone involved in honorary doctorate nominations, and to the Awards and Ceremonials Committee for its work. This fall, we will be honouring:

Maryka Omatsu – former lawyer practicing human rights, environmental, and criminal law; lecturer at Ryerson and in China and Japan; activist and author of *Bittersweet Passage: Redress and the Japanese Canadian Experience*; appointed to the Ontario Court of Justice in 1993 as the first woman judge of East Asian descent in Canada; Doctor of Laws

Sajjad Ebrahim – entrepreneur in plastics with Par-Pak in Toronto; chairman and CEO of Lark Investments; president of the Canadian Jaffari Muslim Foundation (CJMF); philanthropist who has made multi-million dollar investments in health care, education, and child welfare; Doctor of Laws

PRESIDENT'S ENTRANCE SCHOLARSHIPS

Ryerson applicants with demonstrated exceptional academic accomplishments, leadership qualities, creativity, and independent thought are eligible for renewable scholarships valued at $10,000 per year. Both national and international (*) scholarships are awarded. We are proud to welcome the 2019-20 recipients:

Faculty of Arts – Aziza Agasee, Arts undeclared; Hameem Khan, Politics and Governance*
Faculty of Communications & Design – Daniela Fava, RTA – Media Production; Thao Ha – Professional Communication*
Faculty of Community Services – Janine Lee, Nursing; Maria Cristina Namuche Moya, Nursing
Faculty of Engineering and Architectural Science – Zahra Saeed, Biomedical Engineering; Vanessa Van Decker, Mechanical Engineering
Faculty of Science – Alyssa Krogh, Chemistry; Thao Nguyen Pham, Biomedical Science
Ted Rogers School of Management – Sylvia Gehring, Accounting and Finance; Ikbal Zeynep Eren, Business Management*

CONGRATULATIONS

Kamal Al-Solaylee, Kyle Edwards, and *Ryerson University Magazine* all captured gold medals at the National Magazine Awards. Al-Solaylee, a professor at the Ryerson School of Journalism (RSJ) was recognized for his column *Points of Departure* in Sharp magazine, while Edwards (Journalism '17), along with his Maclean's colleagues Michael Friscolanti and Jason Markusoff, won gold for One of a Kind Storytelling for the feature "It was the last time we saw him: An oral history of the Humboldt Broncos bus crash." Ryerson University Magazine, published by University Relations and Alumni Relations, won gold for Art Direction of a Single Article for "Keeping Memories Alive" from its 70/25 anniversary issue.

Natalie Alvarez, professor of Theatre and Performance Studies in Ryerson's School of Performance, has won the Canadian Association for Theatre Research's Ann Saddlemyer Award for Best Book, for *Immersions in Cultural Difference: Tourism, War, Performance*, which was published by University of Michigan Press in 2018.

In Lima, Peru, *AJ Assadian*, a third-year Ryerson student in Urban & Regional Planning, won Canada's first-ever Pan American Games medal in taekwondo's poomsae discipline, with a bronze. He was also part of the Canadian team that won silver in Mixed Team Poomsae Freestyle.

Ryerson students *Kartik Balasundaram* (founder of Scuto), *Annie Chen* (founder of Menuless), and *Omar Said* (founder of Smart Eyes) were the three winners of the DMZ Sandbox Basecamp's university cohort competition, which also included students from the University of Toronto and Western University. Each student won $5000 and the opportunity to become a DMZ Fellow. Fellows are provided with resources and coaching for up-and-coming entrepreneurs and prepared for the DMZ's incubator, validator, and accelerator programs.

Wendy Cukier, director and founder of the Ted Rogers School of Management (TRSM)'s Diversity Institute, has received the 2019 Sara Kirke Award for Entrepreneurship and Innovation from the Canadian Advanced Technology Alliance (CATA). The award recognizes corporate leadership and innovation in Canada's advanced technology industry among women leaders, and Wendy's citation praised her as a "champion of inclusion."

Kyle Edwards (Journalism '17), staff writer at Maclean's, received the Emerging Indigenous Journalist Award at the Canadian Association of Journalists (CAJ) awards gala in Winnipeg. The award, co-sponsored by Journalists for Human Rights and CAJ, recognizes Edwards' portfolio of work throughout 2018, during which he focused on First Nations issues.

Nataleah Hunter-Young and *Riley Kucheran*, both PhD students in the Communications and Culture program, have been named 2019 Pierre Elliott Trudeau Foundation scholars. Their prestigious scholarships, awarded annually to doctoral students in the social sciences and humanities as a result of a nationwide competition, will give them each a $40,000 stipend per year for three years, along with a research and travel allowance of up to $20,000. Nataleah (whose thesis in progress is entitled *The Cultural Impact of Public Executions: e-Lynching and Artistic Interventions*) and Riley (*Decolonizing Fashion and Mobilizing Indigenous Resurgence*) will participate in the foundation's new leadership program, which includes leadership training, a conference organized by the scholars, and an opportunity to share what they have learned with a public audience.

Miranda Kirby, assistant professor of Physics, has been announced as a Tier 2 Canada Research Chair (CRC) in Quantitative Imaging. Professor *Roberto Botelho*, Department of Chemistry and Biology, has been renewed as a Tier 2 CRC in Biomedical Sciences, and *Julia Spaniol*, professor of Psychology, has been renewed as a Tier 2 CRC in Cognitive Aging.

LUCID*,* the music therapy app founded by Ryerson grad *Aaron Labbé* (RTA New Media '18), has won NextCanada's NextAI Top Startup award at Startupfest in Montreal, and it has been named Best Startup by the Belgian music and technology festival Wallifornia Music Tech.

Lynn Lavallée (School of Social Work) and *Pamela Palmater* (Department of Politics and Public Administration), both leaders in advancing Indigenous education, have become respectively the first Métis woman and the first First Nations woman to receive full professorship at Ryerson.

R3, the Ryerson Rams Robotics team, placed second out of 34 teams in the 2019 University Rover Challenge, held at the Mars Desert Research Station (MDRS). The challenge asks teams to design rovers that could work on the surface of Mars; led by team captain Feroz Balsara, R3 performed well in all four stages of the competition, with the highest score in the Extreme Retrieval and Delivery Mission.

Roy Rana, head coach of the Rams' men's basketball team since 2009, has been named chief of staff and assistant coach of the Sacramento Kings in the National Basketball Association. He joins a staff led by former Los Angeles Laker Luke Walton. Roy leaves Ryerson after having led the Rams to five consecutive medals at the National Championships.

Kathryn Underwood, professor of Early Childhood Studies, has received federal funding for her Inclusive Early Childhood Service System Action Research Project. Designed to identify strategies for delivering services to children with disabilities, it is one of seven early learning and child-care innovation projects in the GTA to share nearly $1.8 million.

Fengfeng (Jeff) Xi, professor of Aerospace Engineering, has been awarded the NSERC/Bombardier Industrial Research Chair (IRC) in Advanced Interiors and Systems. The IRC's objective is to lead a research program into innovative ways of achieving passenger comfort in aircraft cabin interiors at the Toronto Downsview Aerospace Innovation and Research hub.

AccessNow*,* the accessibility app founded by *Maayan Ziv* (RTA '12, MDM '15) has received $2.7 million in funding from the federal Accessible Technology Program. In announcing the funding, The Honourable Carla Qualtrough, minister of Public Services and Procurement and Accessibility, declared an intention to "enable AccessNow to directly address systemic barriers to engaging in the digital economy."

PARTNERSHIPS

DEMOCRATIC DISCOURSE – The Democratic Engagement Exchange in the Faculty of Arts has secured a $290,250 agreement with Heritage Canada for its initiative Democratic Discourse – Meeting the Challenge of Online Disinformation and Fostering Civic Literacy. Initially geared towards the upcoming federal election, the project will develop material in print and online to help community-based organizations promote digital and civic literacy, promoting effective engagement in democracy and the ability to critically assess online news and media in order to be avoid being manipulated. The material will be available in English and French as well as the next top five languages spoken at home in Canada (Chinese, Punjabi, Spanish, Tagalog, and Arabic).

Return to Agenda

TEXTILE COMPUTING – Ryerson's Faculty of Communication and Design (FCAD) is teaming up with Toronto Textile Computing company Myant to create the Textile Computing lab. Based at FCAD, the lab will foster research into design and fabrication of clothing and other textile-based products with integrated biometric sensors and actuators. Wearers will be able to interact with computers in innovative ways, with clear applications in health and wellness as well as work and performance apparel. Myant will also partner with FCAD on the interdisciplinary Design Solutions Supercourse.

EVENTS

WATCHTIME CANADA – In May, the Audience Lab at FCAD published the report *Watchtime Canada: How YouTube Connects Creators and Consumers*, commissioned by Google to assess the impact of its platform YouTube. Researchers Irene S. Berkowitz, Charles H. Davis, and Hanako Smith surveyed thousands of Canadian creators and YouTube users to study the platform's role in learning and encouraging diversity in Canada—including its efforts to remove harmful content. The report's findings were picked up by media outlets including the Canadian Press.

CYBERSECURITY CONFERENCE – On May 8, Cybersecure Catalyst co-hosted its first-ever conference, along with the Canadian Centre for Cybersecurity, in Brampton. Make IT Secure focused on cybersecurity in the manufacturing industry. Among the participants were Brampton mayor Patrick Brown; MPs Sonia Sidhu, Ruby Sahota, and Karen McCrimmon; MPP Prabmeet Singh Sarkaria; and industry executives. Speakers and panels considered the evolution of cybersecurity threats and the attendant risks involved, as well as the need for preparedness and the value of collaboration.

LAW SCHOOL SCHOLARSHIPS – On May 16, Ryerson's law school announced it has received support for scholarships from four Toronto law firms, strengthening its drive to be able to support at least half of the 150 students it plans to take in each year. Blake Cassels & Graydon LLP scholarships will be awarded to students starting their programs who may identify as members of equity-seeking groups; Hicks Morley Hamilton Stewart Storie LLP scholarships will be awarded to students from historically underrepresented communities; McCarthy Tétrault LLP scholarships will be awarded to students in the first generation of their families to attend post-secondary education; and Torys LLP scholarships will be renewable awards for Indigenous students. Together with funding from Indspire and the President's Awards to Champion Excellence (PACE), this funding will help realize the law school's vision of increasing access to justice.

RADIO CONFERENCE – From June 3 to 6, Ryerson radio CJRU 1280AM hosted the 38th annual National Campus & Community Radio conference—a first for Ryerson, and the first time the conference has been held in Toronto since 1997. Keynote speakers included RTA School of Media professor (and Canadian hip-hop archivist) Mark Campbell on The Future of Radio, BBC Outside Source and BBC Minute editor Simon Peeks on BBC Breaking News and Reaching New Audiences, and local journalist Carly Lewis and Dandelion Initiative founder and executive director Viktoria Belle on Addressing Sexual Harassment in the Music & Media Industry. Sessions highlighted inclusion and covered topics such as Promoting Indigenous Languages on Community Radio, The Importance of Decent Work in Community Radio, and Queer Silence in New Music.

PRIDE MONTH – Pride month celebrations, organized by Positive Space at Ryerson, engaged community members in the annual global celebration of diversity of sexual orientations and genders. It kicked off on June 3 at The Sheldon & Tracy Levy Student Learning Centre (SLC), with a gathering in the Amphitheatre and the installation of the Pride flag. Other events included the seventh annual #DisplayYourPride Contest, whose theme was "sustainable, systemic impact," and which highlighted elements such as environmental sustainability, queer contributions, and systemic change; the child-friendly Fay and Fluffy's Drag Queen Storytime; a screening of the documentary *Track Two*, about the growth of, and challenges faced by, Toronto's gay community over the years; and the DIY crafts gathering Pride Crafternoon.

CONVOCATION – From June 12 to 19, Ryerson held 12 convocation ceremonies at the Mattamy Athletic Centre (our second year in a row at the venue). A total of 7,408 graduates crossed the stage, having earned, between them, 486 graduate degrees, 6,165 undergraduate degrees, and 757 continuing education certificates. Thanks and appreciation are extended to members of the Board of Governors and Senate—in particular the Senate Awards and Ceremonials Committee, deans, speakers, nominators, all 275 volunteers and 300 faculty members who participated, and everyone who contributed to making convocation very special for students and families.

PARODOS FESTIVAL – From June 13 to 19, Ryerson's School of Performance hosted the multidisciplinary, multicultural Parodos Festival, which pairs established performers with emerging artists. Among the performances were Dasein Dance's *Four Seasons Project*, which brought together four companies of youth dancers (ages 11-18) and a youth string ensemble from four cities to interpret Vivaldi's famous work; Velina Hasu-Houston's play *So Speaks the Land,* jointly funded by initiatives from Ryerson and from Australia; *I Have a Voice Too,* a selection of original work performed by Toronto and area youth aged 12-17; and a performance by Ryenamics, billed as Ryerson's "premier a cappella group."

iBEST SYMPOSIUM – On June 14, St. Michael's Hospital and Ryerson University jointly hosted the 9th annual iBest Symposium. It featured a design competition for biomedical innovation and the iBest Expo and research theme presentations, at which scientists, staff, and investigators from both institutions presented and discussed their research. Keynote speakers were Marzyeh Ghassemi, chair of artificial intelligence at the Canadian Institute for Advanced Research (CIFAR), who spoke about machine learning and health; and Michelle Khine, director of faculty innovation at the University of California, Irvine's Henry Samueli School of Engineering, whose talk was titled *Play Science!*.

CYBERSECURE CATALYST FUNDING – On June 14, the Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development, announced $30 million in funding for Ryerson's Cybersecure Catalyst. The funding includes $10 million from FedDev Ontario for training and certification, R&D support, and the establishment of a small business accelerator; $5 million from Royal Bank of Canada to support diversity, inclusion, and knowledge sharing among leaders and experts as well as upskilling RBC employees; $5 million from the City of Brampton to support all elements of the Catalyst's programming; and $10 million from Rogers Communications for educating small businesses and training young Canadians as well as the Rogers cybersecurity team. Henceforth, the Catalyst will be known as Rogers Cybersecure Catalyst. On behalf of the naming donor, Rogers president and CEO Joe

Natale, has stressed the importance of training "the next generation of young people so Canadians can thrive and grow in our increasingly connected world." Over the next five years, the Catalyst aims to create 790 skilled jobs, focusing on demographic groups that are underrepresented in cybersecurity.

NATIONAL INDIGENOUS PEOPLES DAY – On June 21, the Ryerson community marked National Indigenous Peoples Day, celebrating the cultures and contributions of First Nations, Inuit, and Métis peoples. Ryerson Aboriginal Student Services partnered with Aboriginal Initiatives, the Learning and Teaching Office, and Student Affairs to host and organize events including a panel discussion about treaties; screenings of short films by Indigenous women; a pop-up gallery of Indigenous designs, paintings, and books; and an interactive "makerspace" art college project.

HISTORICAL PHOTOGRAPHS – On June 21, the Ryerson Image Centre announced a significant donation by art dealer Christopher Varley of 542 historical photographs. Varley, formerly a curator at the Vancouver Art Gallery, the Edmonton Art Gallery, and Gallery Stratford, has called the donation "a building block for a historical Canadian collection." Ranging from the late 19th century to the 21st, the photographs were taken across the country from British Columbia to the Maritimes. They depict urban and rural scenes, encompass a variety of media (such as postcards and mug shots), and include the work of photographers important to the development of Canadian photography. The collection will be made available to students and researchers.

CHANG SCHOOL VOLUNTEER AWARDS – On Jun 25, the 2019 G. Raymond Chang Outstanding Volunteer Awards were given out to 48 volunteers who have served Ryerson in roles such as mentors, advisors, coaches, guest teachers and lecturers, ambassadors, and alumni representatives. Recipients were recognized for their significant contributions to specific academic units, non-academic units, or the university at large. The awards were named after Ryerson's third chancellor, the late Raymond Chang; in attendance at the ceremony were his wife, Donette Chin-Loy Chang, and his son, Andrew.

INDIGENOUS STUDIES CONFERENCE – From June 26 to 29, six Indigenous Ryerson students attended the NAISA (Native American and Indigenous Studies Association) conference at the University of Waikato in Hamilton, New Zealand. They were funded by the Global Indigenous Solidarity Grant, developed and led by the Yellowhead Institute, and supported by Ryerson International and the Faculty of Arts. The students joined some 2000 scholars, community-based educators, and elders from around the world, attending sessions that cut across disciplines and pertained to myriad communities and diasporas. The conference explored such topics as Indigenous sovereignty, self-determination, politics, policy development, resistance, resurgence, and reconciliation.

DISABILITY STUDIES ANNIVERSARY – On July 8, the School of Disability Studies celebrated its 20th anniversary with a commemorative event including the school's annual activist lecture (by American disability rights activist Lydia X.Z. Brown, on Organizing for Terrible Times: Reworking and Resisting), a student awards ceremony, a reception with former students, and the announcement of a $500,000 gift from the P. and L. Odette Foundation to create the Tanis Doe Post-Doctoral Fellowship in Gender Disability and Social Justice.

FAMILY LAW PORTAL – In July, Ryerson's Legal Innovation Zone launched a new Family Law Portal—a free online service to help people going through separation or divorce to navigate family law issues. The service was supported by private and public donors and built by practitioners experienced in family law and financial matters. Offering a detailed questionnaire and links to relevant resources, the portal is designed to help users understand their rights and responsibilities, gather necessary documents, and prepare for upcoming discussion and decisions regarding property, parenting, child support, and spousal support.

ORIENTATION – Congratulations and thanks to everyone involved in organizing a wonderful experience for new and returning students. With the help of Ryerson Rams and student leaders, 917 students moved into residence in August. Of these, 229 have become the first group to live in Ryerson's newest residence, the Daphne Cockwell Complex (DCC). On August 29, SLC Live!, hosted by 14 Ryerson organizations, drew 2465 students to the Student Learning Centre for games, prizes, food, and music. There were 94 large-scale events out of over 350 events over the five days of orientation, including campus tours, cuddling with therapy dogs, concerts, and the Kick-Off at Lake Devo on August 26, during which 1700 Ryerson students, faculty, and staff unofficially broke the Guinness World Record for the greatest number of people controlling paddle balls.

from the **President's Calendar**

May 15, 2019: I was pleased to lead members of the media on a tour of the Centre for Urban Innovation (CUI), where they learned about Ryerson's dedication to city-building and our groundbreaking research.

May 15, 2019: At the Sears Atrium, where Ryerson inducted 13 employees into the 25-Year Club, I was delighted to give remarks celebrating their lasting commitment to the university.

May 16, 2019: I delivered remarks to an international group of university administrators from the Council for Advancement and Support of Education (CASE), who were visiting Ryerson as part of their Canada Fundraising for Leadership Study Tour.

May 16, 2019: At the Learning and Teaching Conference, I delivered remarks thanking the assembled faculty members for ensuring our students benefit from the best possible practices in teaching and learning.

May 16, 2019: Ryerson was pleased to welcome the Honourable Bill Morneau, Canada's Minister of Finance, to the CUI, where he announced the Canada Training Benefit, which will enable Canadians to take "crash courses" in order to retrain or keep their skills relevant. I delivered remarks to the assembled media confirming Ryerson's support for the benefit, which will be applicable at the Chang School and at Rogers Cybersecure Catalyst.

May 17, 2019: Along with assistant vice-president international Anver Saloojee, I met with Deborah MacLellan, President of the University of Canada, Egypt, to discuss potential collaboration.

May 17, 2019: Along with Charles Finlay, and David Cramb, dean of the Faculty of Science, I met with representatives from KPMG—president and managing partner, digital Armughan Ahmad and national leader, risk consulting Doron Telem—to discuss potential collaboration with Rogers Cybersecure Catalyst.

May 22, 2019: Along with vice-president, university advancement and alumni engagement Ian Mishkel and vice-president, administration and operations Deborah Brown, I met with Larry and Ken Tanenbaum to discuss Ryerson's Master Plan for 2030.

May 22, 2019: I attended the Collision Conference on technology to watch the Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development, participate in a panel on automation and speak about data and trust.

May 23, 2019: I met with Jean-Paul Boudreau, formerly dean of Ryerson's Faculty of Arts, to discuss the possibility of collaborating with his new university, Mount Allison, where he serves as president and vice-chancellor.

May 23, 2019: I met with Stephen Holyday, Toronto deputy mayor on modernization and governance, to discuss the university's plans for its downtown infrastructure.

May 24, 2019: Along with Ian Mishkel, I met with Silvio De Gasperis, owner of TACC Construction, and his daughter Alana De Gasperis (both Ryerson alumni) to update them on Ryerson's recent plans.

May 24, 2019: Along with Anver Saloojee, I met with representatives of the Turkish education foundation Maarif to discuss the potential for Ryerson to bring in more international students from Turkey.

May 27, 2019: Ian Mishkel and I met with Edward Rogers to continue our discussion about the new Master Plan.

May 30, 2019: I attended a meeting of the Executive Heads of the Council of Ontario Universities, which was attended by the Honourable Merrilee Fullerton, then Ontario Minister of Training, Colleges, and Universities.

June 3, 2019: At the bittersweet tribute event for Roy Rana, who is leaving Ryerson to become assistant coach and chief of staff of the Sacramento Kings, I delivered remarks celebrating his transformative effect as head coach of our men's basketball team.

June 3, 2019: As an invited guest, I attended the announcement of the Peter Gilgan Foundation's $100 million gift to the Sick Kids vs. Limits fundraising campaign at Sick Kids Hospital.

June 3, 2019: I was pleased to attend the kick-off event of Pride Month at the Student Learning Centre.

June 3, 2019: It was a privilege for me to host Ryerson Faculty Award winners for coffee and conversation.

June 6, 2019: Over breakfast, I met with the Honourable Mr. Justice Michael Tulloch (Honorary Doctor of Laws, '18) of the Ontario Court of Appeal to update him on the latest developments with Ryerson's law school.

June 7, 2019: I met with Mitzie Hunter, MPP for Scarborough—Guildwood, and her brother, Andrew Hunter, Senior Commercial Account Manager, Real Estate and Construction for RBC.

June 10, 2019: I delivered remarks at the third anniversary of the Brookfield Institute for Innovation + Entrepreneurship, at which we celebrated the completion of a generous gift from the Brookfield Partners Foundation.

June 11, 2019: I met for the first time with Ryerson's new ombudsperson, Kwame Addo, who previously served as director of investigations for the City of Toronto Ombudsman.

June 11, 2019: Together with vice-president, research and innovation Steven Liss, I spoke with Sidewalk Labs founder and CEO Dan Doctoroff about the potential for partnership.

June 12, 2019: I participated in the convocation ceremony for the Faculty of Arts, at which Richard Atleo, Hereditary Chief of the Ahousaht First Nation, was awarded an honorary doctorate.

June 12, 2019: I participated in the convocation ceremony for the Faculty of Arts and the Faculty of Science, at which Samantha Nutt, founder of War Child Canada and War Child USA, received an honorary doctorate.

June 13, 2019: I participated in two convocation ceremonies for the Faculty of Communication and Design (FCAD). Canadian actor Eric McCormack (Theatre '85) received an honorary doctorate.

June 14, 2019: I was thrilled to attend the announcement by the Honourable Navdeep Bains that Ryerson's Cybersecure Catalyst is receiving $30 million in funding—from FedDev Ontario, Royal Bank of Canada, the City of Brampton, and Rogers Communications, which has secured naming rights.

June 14, 2019: I participated in the second convocation ceremony for the Faculty of Engineering and Architectural Science (FEAS).

June 17, 2019: I participated in the convocation ceremony for the Faculty of Community Services (FCS) and the G. Raymond Chang School of Continuing Education.

June 17-18, 2019: I participated in two convocation ceremonies for the FCS. Jean Augustine, social activist and former Canadian politician, was awarded an honorary doctorate.

June 18-19, 2019: I participated in three convocation ceremonies for the Ted Rogers School of Management. Former mayor of Mississauga Hazel McCallion and Victor G. Dodig, president and CEO of CIBC, received honorary doctorates.

Jun 20, 2019: I updated Rachel Wernick, senior assistant deputy minister to the Honourable Patricia Hajdu, minister of Employment, Workforce Development and Labour, on the progress of the Future Skills Centre. On June 25, we held a follow-up meeting.

Jun 20, 2019: Along with Anver Saloojee, I met with Ebad Rahman, lawyer at Torys LLP, as well as leaders of the Rohingya community in Ontario, to discuss educational materials and programming that Ryerson can offer the community.

Jun 20, 2019: Along with Deborah Brown and Ian Mishkel, I met with Robert Hiscox, managing director of the real estate fund Constantine Enterprises, to update him on Ryerson's Master Plan.

Jun 21, 2019: I attended the Canadian-Muslim Vote organization's Eid dinner in North York, at which remarks were given by Prime Minister Justin Trudeau, NDP leader Jasmeet Singh, Conservative Party deputy leader Lisa Raitt, and Toronto Mayor John Tory.

Jun 24, 2019: Along with Board Chair Mitch Frazer, General Counsel and Secretary to the Board Julia Shin Doi, and Anver Saloojee, I met with members of the Law Society, including CEO Diana Miles, to discuss how Ryerson can work with the Society on fostering innovation in the law profession.

Jun 24, 2019: I met with Mohamad Fakih (Honorary Doctor of Laws '18), CEO and president of Paramount Fine Foods, to discuss recent developments at Ryerson.

Jun 24, 2019: Along with Anver Saloojee, I met with two representatives of IC-IMPACTS (the India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability): CEO and Scientific Director Nemy Banthia and board member Arvind Gupta. We discussed the possibility of Ryerson's playing a role in the IC-IMPACTS network.

Jun 25, 2019: I met with Iain Stewart, president of the National Research Centre (NRC), who updated me on progress being made by the NRC.

Jun 25, 2019: I was pleased to present the Chang School's Outstanding Volunteer Awards and to deliver remarks thanking recipients for their exceptional contributions to Ryerson.

Jun 26, 2019: I met with Ori Rotstein, vice-president of research and innovation at St. Michael's Hospital, to discuss strengthening the collaboration between our institutions.

Jun 27, 2019: I delivered welcoming remarks to student service professionals, advisors, and faculty members at the third annual Ontario First-Year Engineering Experience (OFYEE) symposium, which Ryerson hosted.

Jun 27, 2019: Along with Deborah Brown and Ian Mishkel, I met with LEA Consulting's HR director, Annie Kee, and their president, Ryerson alumnus Terry Wallace, to discuss alumni engagement.

Jun 28, 2019: I met with Dany Assaf (partner, Torys LLP) and Blake Hutcheson (president and chief pension officer, Ontario Municipal Employees Retirement System) to discuss potential partnership with Ryerson on infrastructure finance.

Jul 9, 2019: As chair of the government and community relations committee at the Council of Ontario Universities (COU), I met with David Lindsay, president and CEO of the COU, to discuss advocacy for universities.

Jul 9, 2019: Along with Ian Mishkel, I met with Tony Staffieri, Ryerson Board vice-chair and Rogers vice-chair and CFO, as well as Ryerson Board member Jack Cockwell, to discuss Ryerson's Master Plan.

Jul 10, 2019: At a breakfast meeting with Brampton stakeholders, including Mayor Patrick Brown and members of city council, I gave remarks updating them on Ryerson's ongoing collaboration with the city of Brampton.

Jul 10, 2019: I met with Paul Davidson, president of Universities Canada, for an update on the organization's strategies and Ryerson's ongoing contribution.

Jul 11, 2019: In my role as chair of the education division within the United Way cabinet, I visited Humber College to meet with its president, Chris Whitaker, and discuss this year's campaign.

Jul 12, 2019: I met with Bradley Fedosoff, Ryerson alumnus and senior vice-president of enterprise architecture & data management governance at CIBC, to discuss alumni engagement.

Jul 12, 2019: I made an introductory visit to textile innovators Myant Inc., who are partnering with the Faculty of Communication and Design on the Textile Computing Lab, to discuss opportunities for further collaboration.

Jul 15, 2019: I hosted a breakfast meeting of GTA university presidents, which was attended by my colleagues from OCAD University (Sara Diamond), the University of Toronto (Meric Gertler), and York University (Rhonda Lenton). Together, we spoke with two representatives of the City of Toronto—City Manager Chris Murray and Director of the Partnership Office Manjit Jheeta—about collaboration with the post-secondary sector.

Jul 16, 2019: I met with Amer Hashmi, president of Global Think Tank Network (GTTN) at the National University of Sciences & Technology (NUST) in Islamabad, Pakistan, to discuss recruiting students from Pakistan.

Jul 17, 2019: I had an introductory phone conversation with the new minister of Training, Colleges and Universities, Ross Romano.

Jul 17, 2019: I hosted the Honourable Michael A. Tibollo, associate minister for Mental Health & Addictions for the Province of Ontario, to discuss Ryerson's contributions to mental health support.

Jul 17, 2019: At York University, I met with President and Vice-Chancellor Rhonda Lenton to discuss the United Way campaign.

Jul 18, 2019: I met with Tariq Fancy, founder of the non-profit digital learning startup The Rumie Initiative, which was incubated by the DMZ, to discuss new initiatives in the innovation ecosystem.

Jul 22, 2019: I met with Anne Sado, president of George Brown College, to discuss the United Way campaign.

Jul 22, 2019: I met with the Economic Club of Canada's president, Darius Sookram, and CEO, Rhiannon Rosalind, to discuss the ongoing collaboration between Ryerson and the club.

Jul 22, 2019: Over dinner, I met with the Honourable Mr. Justice Michael Tulloch (Honorary Doctor of Laws, '18) of the Ontario Court of Appeal to discuss recent developments with Ryerson's law school.

Jul 23, 2019: I met with David Agnew, president of Seneca College, to discuss the United Way Campaign.

Jul 24, 2019: I was happy to give remarks welcoming this year's cohort of students participating in Ryerson's Shad summer program and encouraging them as future innovators and leaders.

Jul 25, 2019: I visited Algoma University's campus in Sault Ste Marie to discuss potential collaboration between our universities.

Jul 26, 2019: At the University of Toronto, I attended A National Mini-Conference – The Government of the Northwest Territories, about the future of the Arctic. The moderator was former premier of Quebec, Jean Charest, and the keynote speech was given by the Honourable Robert R. McLeod, premier of the Northwest Territories.

Jul 29, 2019: I met with Lucy Ho (founder and executive director) and Matoula Mitropoulos (director, partnerships) of Hackergal, of which I am a board member, to discuss the potential for the DMZ to host some Hackergal events.

Jul 29, 2019: Over dinner, I met with Rod Jones, group CEO for Navitas worldwide; Scott Jones, non-executive chair of the board for Navitas worldwide; and Brian Stevenson, president and CEO, university partnerships, Navitas North America. We discussed the potential for Ryerson to bring in international students through the pathways to university education that Navitas offers.

Jul 30, 2019: Along with Deborah Brown and Ian Mishkel, I met with Cadillac Fairview's president and CEO, John Sullivan, to discuss Ryerson's new Master Plan.

Jul 31, 2019: Along with Chancellor Janice Fukakusa, FCAD dean Charles Falzon, and Ian Mishkel, I met with representatives of Massey Hall including Interim CEO Tom MacMillan to discuss potential collaboration with the venue on programming.

Jul 31, 2019: I delivered welcoming remarks at a public roundtable hosted by Ryerson for the province of Ontario's digital and data strategy consultations. Avner Levin, director of Ryerson's Privacy & Cyber Crime Institute, was in attendance as a sitting member of the Minister of Government and Consumer Services' Digital and Data Task Force.

Aug 1, 2019: At the DMZ Sandbox, I was proud to deliver remarks closing an event at which the Honourable Carla Qualtrough, Canada's minister of Public Services and Procurement and Accessibility, announced federal funding for the app AccessNow, which was founded by Ryerson alumna Maayan Ziv.

Aug 1, 2019: Over lunch, I met with Mohamad Fakih and former Mississauga mayor Hazel McCallion (Honorary Doctor of Laws '19) to discuss Ryerson's plans for the future.

Aug 1, 2019: I met with Mahrez Ben Belfadhel, vice-president of site selection at the Nuclear Waste Management Organization of Canada, to discuss potential collaboration with Ryerson.

Aug 2, 2019: Along with Glenn Craney, deputy provost and vice-provost, university planning and Jennifer Grass, vice-president, University Relations, I had an introductory meeting with Minister Romano.

Aug 12, 2019: Along with Deborah Brown, I participated in a teleconference with Chris Murray, city manager at the City of Toronto, to update him on the completion of the Daphne Cockwell Complex.

Aug 13, 2019: I attended a university and college presidents' introductory roundtable dinner with Minister Romano. Joining me were OCADU president and vice-chancellor Sara Diamond, Sheridan

College president and vice-chancellor Janet Morrison, University of Toronto vice-president and provost Cheryl Regehr, and Georgian College president MaryLynn West-Moynes.

Aug 14, 2019: I met with photographer, filmmaker, entrepreneur, and Ryerson alumnus Edward Burtynsky, his partner Julia Johnston, and his Toronto gallerist, Nicholas Metivier, to discuss an upcoming Ryerson Image Centre initiative.

Aug 14, 2019: I met with Phil Verster, Metrolinx CEO and president, to discuss collaboration between the Crown agency and Ryerson.

Aug 15, 2019: I was pleased to host an announcement by the Honourable Kirsty Duncan, Minister of Science and Sport, and the Honourable Bill Morneau, Minister of Finance, of the institutions that will make up the pilot cohort for the Dimensions program. Dimensions aims to increase equity, diversity, and inclusion in research communities, and Ryerson is proud to be part of the cohort.

Aug 15, 2019: Ian Mishkel, Tony Staffieri, Jack Cockwell, and I met to continue our discussion of Ryerson's Master Plan and Vision 2030; we were joined by Edward Rogers, chair of Rogers Communications.

Aug 15, 2019: Along with Steven Liss, vice-president, research and innovation, I met with Raphael Hofstein, president and CEO of MaRS Innovation—now known as Toronto Innovation Acceleration Partners (TIAP)—for an update about the not-for-profit health science innovation organization, of which Ryerson is a member institution.

Aug 16, 2019: Steven Liss and I met with Susan Black, president and CEO of the Conference Board of Canada, and Karen Myers, president and CEO of Blueprint, for an update on the work being done by the Future Skills Centre.

Aug 16, 2019: Along with Jennifer Grass and Jen McMillen, vice-provost, students, I met with the student orientation team, who updated me on their preparations for the new academic year.

Aug 16, 2019: Minister Romano and I spoke about developments regarding Ryerson's law school.

Aug 27, 2019: As a member of the COU's working group on strategy and planning, I participated in a conference call with the group to discuss the council's next steps.

Aug 28, 2019: I was happy to represent Ryerson at former premier of Ontario Bill Davis's 90th birthday celebration.

Aug 29-30, 2019: In Montreal, I attended the International Conference for Sustainable Entrepreneurship (ICSE), where I spoke about entrepreneurship and innovation at Ryerson on the President Panel. Joining me was Ali Houshmand, president of Rowan University in New Jersey.

Sep 3, 2019: At Niagara College, I attended the federal government's announcement of a $3 million grant from FedDev Ontario to establish the Niagara Falls-Ryerson Innovation Hub (NFRIH). Ryerson will partner with the City of Niagara Falls and Spark Niagara on the hub, for which the DMZ will supply a model and provide resources for designing programming and services.

University Relations
Monthly Metrics & Reach

June/July 2019

Media Relations

- Conducted media outreach on all six Honorary Doctorate recipients honored at Spring Convocation. Hello! Canada published feature on recipient Eric McCormack
- New graduate Nick Wapachee was a guest on Metro Morning, to discuss his Cree language podcast.
- Collaborated with Rogers, RBC and The City of Brampton on the Rogers Cybersecure Catalyst $30 million funding announcement, which was covered by more than 15 outlets, including BetaKit, Academica, Mobilesyrup and local Brampton outlets.
- Provided media support for a Housing Mobility Report released by the Centre for Urban Research and Land Development which was covered by 11 outlets, including The Toronto Star, Globe and Mail, BNN and CTV.
- A claustrophobia study from the Department of Psychology was featured by CTV Health reporter Pauline Chan.
- Ryerson faculty experts compiled and distributed by Public Affairs were quoted widely on potential handgun ban in Toronto, provincial cabinet shuffle, new UK Prime Minister Boris Johnson and Raptors' NBA Championship.

Publications

- Produced 12 editions of Ryerson Today (RT) in June
- 55,349 subscribers

- Top 4 viewed most viewed web stories were: 10 questions for the photography grad, Mark Blinch, who shot the famous Raptors buzzer beater (7,434 opens); Meet Ryerson's 2019 honorary doctorates (4,340 opens); Everything you need to know about convocation (3,953 opens); Ryerson awards full professorship to first Anishinaabe Metis and First Nations faculty members (3,030 opens)
- Ryerson Today published a Special Edition on National Day for Indigenous Peoples, June 21
- Ryerson University Magazine summer edition was delivered to more than 120,000 alumni and distributed to staff and faculty on campus. Stories also were posted online and shared through Ryerson Today.

Marketing

- Recognized the achievements of Ryerson's Honorary Doctorates with a Globe and Mail takeover in the print edition of the Globe (June 19), featuring a spread of six ads on three pages.
- Led the design and production of the new International Admissions Handbook (more than 30,000 produced), in collaboration with the undergraduate student recruitment team. This is the first in a set of three recruitment publications.
- Provided marketing support for the Rogers Cybersecure Catalyst funding announcement (June 14), including redesign of the RCC logo to reflect the new name, managed event photography, video production, etc.

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- Phase 1 of the Law campaign (targeted at influencers) wrapped at the end of June. Planning is underway for Phase 2 of the Faculty of Law campaign (targeted at prospective students) which kicks off in August.

Website
- Saw an 11.9% increase in visitors, and a 6.5% increase in visits from June/July 2018 to June/July 2019.
- Mobile traffic continues to increase dramatically, experiencing a 32.5% increase in visitors, and 30.6% increase in visits year over year.
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Social Media
- **Instagram:** Gained 574 followers to reach 23.5K. Engagements have increased by 450 over previous month. The two most engaging posts in the history of our Instagram feed were posted in June—the Raptors' intra-squad game at Ryerson brought 3.5K engagements and Eggy celebrating the Raptors' win garnered 3.1K engagements.
- **Facebook:** Gained 377 fans to reach 73,169. Saw a 125% increase in engagement, with convocation and Raptors posts bringing in the highest engagement.
- **Twitter:** Gained 327 followers to reach 55.4K. Engagements increased by 712 over previous month.
- **LinkedIn:** Gained 1.4K followers to reach 221K; 2.5K social engagements (reactions, comments, shares); our content had 366K impressions
- **Giphy:** 2.1 million views of gifs and stickers

Digital Marketing
- Led in-house digital campaign for FEAS - MEIE (domestic recruitment, multi-channel).

- Worked with agency partners to support campaigns for the Faculty of Law (influencer campaign), MBA (domestic, international and out-of-province recruitment) and Science (domestic grad recruitment).

Video Production
- Produced 9 videos, including a video about funding for the Rogers Cybersecure Catalyst and celebrating Toronto Raptors' NBA championship. In addition, produced a story about fashion grad and indigenous designer Warren Steven Scott's journey to become a jewelry maker. Video coverage of 2019 convocation yielded the highest engagement level.
- Video of actor and Ryerson alum Eric McCormack hon doc speech reached total 15K views and 1.1K engagements (reactions, comments, shares).
- Convocation highlights video reached 12.2K views with 1.3K engagements.
- Pre – convocation video gained 10.6K views and a total of 1.1K engagements across all social media platforms.

Awards
- Won awards for all three marketing publications submitted to the Association of Registered Graphic Designers (RGD) In-House Awards
    - Award of Distinction: Ryerson at a Glance Book
    - Award of Merit: 2019 Reputation Campaign 2019
    - Award of Merit: Undergraduate Admissions Handbook 2019

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August 2019

Media Relations

- Essay by President Lachemi was included in Toronto Life feature "18 Big Thinkers take a critical look at the Sidewalk Labs plan"
- Annual Back to School campaign included media outreach on events, experts and back to school tips. More than 15 outlets covered Back to School at Ryerson, including Guinness Challenge, Wheelchair Basketball and Therapy Dogs program.
- Move in Day at Pitman Hall was pitched as media event and was attended and covered by Global News, CTV, CityNews and CP24.
- Comms and crisis planning and support for possible delayed opening of DCC. Provided media training and support for Vice-Provost, Students and Director, Student Housing and Community Care for related interviews.
- Comms planning and support for Niagara Falls Innovation Hub announcement.
- Ryerson faculty experts compiled and distributed by Public Affairs were quoted widely on recession warning signs, People's Party of Canada's anti-immigration billboards, Amazon rainforest fires, the rise of Bianca Andreescu, and the Kashmir conflict.

Publications

- 66,120 subscribers
- Highest open rate was "Welcome to Ryerson, new students!" edition (42.9 percent); second-highest open rate was the issue featuring "Going to Orientation? Find out what we have in store for you" (39.6 per cent). Note: industry average is 16.1 per cent
- An Aug. 21 RT story about a resilience app built by a psychology graduate student Jenny Liu, based on her research, generated a ton of engagement (boosted by a linkedin post). The app was downloaded more than 400 times the week the story ran; the student heard from multiple institutions that intend to use the app; and she was invited to speak at U of T and to participate in a federal health and wellness event.

Marketing

- Launched Faculty of Law student recruitment campaign featuring in-house creative. Digital campaign includes social ads (Facebook, Instagram, Twitter), digital ads (programmatic display), and search (Google Adwords). Also refreshed website with recruitment focused content and started rolling out marketing materials for more than 19 law fairs and events (application deadline November 1).
- Worked with Registrar's Office to produce Undergraduate Admissions Handbook (76,000 copies) for the recruitment team to use in school visits across Canada.

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- Led fall marketing campaign (digital) for Ryerson's Library to target new and current Ryerson students. Channels included: social (Instagram), web, video, and digital signage. Also developed new exterior signage to highlight Library location and help with wayfinding.
- Created new visual identity for Science Discovery Zone which was launched across their social channels (Facebook, Instagram, and Twitter).
- Developed refreshed brand positioning and updated marketing templates for Career and Co-op Centre. Updated website with new landing page.
- Planning for Ryerson's sponsorship of the Toronto Region Board of Trade's Smart Cities Summit is underway (event takes place September 25). Activation includes bus tour stop at CUI and event moderators/panellists at select sessions.

Website
- Comparing this month to August 2016, when the responsive web templates were implemented, there has been a 21.5% increase in visits, a 22.8% increase in visitors and a 33.1% increase in pages viewed.
- By the same three year comparison, mobile traffic saw an 89.1% increase in visits, 82.2% increase in visitors and an increase of 112.4% in pages viewed.
- August 2019 garnered 1.2 million visits, from 527 thousand visitors, who viewed 1.3 million pages.
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Social Media
- **Instagram:** Gained 2K followers to reach 26K and saw a **217% rise** in engagement due to orientation/back to school.
- **Facebook:** Gained 873 fans to reach 74K and saw a **118% rise** in engagement.

- **Twitter:** Gained 383 followers to reach 56.1K.
- **LinkedIn:** Gained 1.9K followers to reach 225K, had 2.1K social engagements (likes, comments, shares) and saw a 15% rise in engagement. Our content had 372K impressions.
- **Giphy:** 1.1 million views of gifs and stickers

Digital Marketing
- Prepared final campaign reports for Reputation campaign and Law - Phase I influencer campaign.
- Worked with agency partners to launch a campaign for Law - Phase II student recruitment and to continue campaigns for MBA (domestic recruitment) and Science (domestic grad recruitment).

Video Production
- Marketing & Creative Services' launched their first "commercial" style video with **FCAD & The Chang School**'s new course series in Toy Invention.

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REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #F2019–1; October 2019

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

- **TED ROGERS SCHOOL OF MANAGEMENT – Discontinuation of the Health Information Management program and modifications to the Health Services Management program**
- **DEPARTMENT OF HISTORY – New Minor in Middle East and North Africa Studies**
- **SCHOOL OF HOSPITALITY AND TOURISM MANAGEMENT AND SCHOOL OF CREATIVE INDUSTRIES – New Minor in Events and Live Entertainment Management**
- **FACULTY OF LAW – Grading variation for the Juris Doctor program**
- **For Information: Addendum to the Medical Physics 2-year follow-up report for Periodic Program Review**

A. TED ROGERS SCHOOL OF MANAGEMENT – Discontinuation of the Health Information Management program and modifications to the Health Services Management program
The School of Health Services Management (SHSM) proposes delivery of a single Bachelor of Health Administration (BHA) degree-completion program, which involves: (1) discontinuation of the Health Information Management (HIM) program and (2) revising the Health Services Management (HSM) program. SHSM will refer to the revised HSM program simply as a "BHA", the SHSM's only undergraduate degree program. The main reasons are to rationalize the offerings of a small School, reflect the actual similarity in the programs and facilitate consistent branding, in light of the newly introduced Master of Health Administration (Community Care).

Background and Rationale - The SHSM comprises five RFA faculty and a Department Administrator. Part of TRSM, but admitting its own students, the SHSM delivers two undergraduate, part-time, 22 course degree completion programs, HSM and HIM, both leading to a BHA. In recent years, the BHA has admitted about 15 HIM and 35 HSM students per academic year. The HSM program is certified by the Association of University Programs in Health Administration (AUPHA). The HIM program is not certified.

The School also oversees three CE Certificates (Health Services Management, Health Informatics, and Health Studies) which are quite healthy, ladder into the UG programs, and serve to help sustain the core courses shared with the degree programs. The School implemented a Master of Health Administration (Community Care) degree in 2018, administered centrally by TRSM. The SHSM therefore offers a full range of health services management education options, online and in-class, and delivers on Ryerson's Mission.

Changes made in 2016, and implemented in 2017, rationalized offerings and made the HIM and HSM programs very similar. Both programs comprise 22 courses, including 16 Core/required (72% of program), 3 Professionally Related electives (14%) and 3 Upper Level Liberal Studies (14%). While the bulk of the curricula are the same, HIM requires *Managing Health Information Services* (HIM 300), *Health Information Systems Management* (HIM 302), *Practicum Seminar* (HIM 406) and *Practicum* (HIM 407). HSM requires *The Management Cycle* (HSM 305), *Management Leadership and Decision-Making* (HSM 306), *Practicum Seminar* (HSM 418) and *Practicum* (HSM 419). The *Practicum Seminar* and *Practicum* courses in both programs are run concurrently, and the seminar is a joint class. In addition, the HIM 300 and HSM 305 course descriptions indicate their main content is similar, as they focus on the functions of management. Given a limited ability to offer multiple sections by distance and in-class due to the small student base, these courses are used as substitutes for students in both programs. Therefore, the only substantial difference between the programs is that HIM requires *Health Information Systems Management* (HIM 302) and HSM requires *Management, Leadership and Decision-making* (HSM 306).

Learning Outcomes

Undergraduate Degree Level Expectations	Health Services Management Learning Outcomes (LOs)
1. Depth & breadth of knowledge	LO1a. Define, describe, and apply relevant policy concepts and theories to support decision making in the Canadian healthcare services environment.
	LO1b. Identify and describe management skills associated with core functions (human resources, governance and strategy) within organizations across the health services sector.
2. Knowledge of methodologies	LO2a. Assemble, interpret, and evaluate extant research to support evidence-based management in healthcare.
	L02b. Read and interpret financial reports.
3. Application of knowledge	LO3. Collect, analyze and interpret quantitative and qualitative data to develop and effectively communicate evidence informed solutions to health service delivery problems
4. Communication skills	LO4a. Communicate in written form clearly effectively for health service management audiences.
	LO4b. Communicate in verbal form (presentations) effectively for health services management audiences.
5. Awareness of limits of knowledge	L05a. Discuss and acknowledge knowledge gaps with respect to decision-making in healthcare services. LO5b. Recognize, describe and analyze the roles of ethics, diversity and equity in health services management.
6. Autonomy and professional capacity	LO6. Exercise initiative and demonstrate personal responsibility and accountability.

Current vs. Proposed Curriculum - The new 22-course curriculum will comprise 16 (72%) Core, 3 (14%) Upper Level Liberal Studies and 3 (14%) Open Electives.

Health Information Management (Current)	Health Services Management (Current)	Bachelor of Health Administration (Proposed)
Level 1 - REQUIRED: ACC 100 Introductory Financial Accounting HIM 300 Managing Health Information Services HIM 301 Healthcare Information Analysis HIM 302 Health Information Systems Management HIM 408 Statistics for Health Services Managers HSM 301 The Healthcare Systems HSM 330 Managerial Epidemiology for Healthcare LAW 326 Law for Health Managers	**Level 1 - REQUIRED:** ACC 100 Introductory Financial Accounting HIM 301 Healthcare Information Analysis HIM 408 Statistics for Health Services Managers HSM 301 The Healthcare Systems HSM 305 The Management Cycle HSM 306 Management Leadership and Decision-Making HSM 330 Managerial Epidemiology for Healthcare LAW 326 Law for Health Managers	**Level 1 - REQUIRED:** ACC 100 Introductory Financial Accounting HIM 301 Healthcare Information Analysis HIM 305 Introduction to Health Informatics HIM 408 Statistics for Health Services Managers HSM 301 The Healthcare Systems HSM 305 The Management Cycle HSM 330 Managerial Epidemiology for Healthcare LAW 326 Law for Health Managers
LIBERAL STUDIES: Two courses from Table B - Upper Level Liberal Studies.	**LIBERAL STUDIES:** Two courses from Table B - Upper Level Liberal Studies.	**LIBERAL STUDIES:** Two courses from Table B - Upper Level Liberal Studies.

PROFESSIONALLY-RELATED: Two courses from Table I.	PROFESSIONALLY-RELATED: Two courses from Table I.	OPEN ELECTIVE: Two courses from Open Elective Table.
Level 2 - REQUIRED: HIM 404 Introduction to Health Economics HIM 406 Practicum Seminar HIM 407*Practicum HSM 407 Healthcare Financial Management HSM 408 Program Planning and Evaluation HSM 417 Research Methodology HSM 437 Human Resources Management in Healthcare	**Level 2 - REQUIRED:** HIM 404 Introduction to Health Economics HSM 407 Healthcare Financial Management HSM 408 Program Planning and Evaluation HSM 417 Research Methodology HSM 418 Practicum Seminar HSM 419*Practicum HSM 437 Human Resources Management in Healthcare	**Level 2** - REQUIRED: HIM 404 Introduction to Health Economics HSM 407 Healthcare Financial Management HSM 408 Program Planning and Evaluation HSM 417 Research Methodology HSM 418 Practicum Seminar HSM 419*Practicum HSM 437 Human Resources Management in Healthcare
REQUIRED GROUP 1: One of the following: PHL 302 Ethics and Health Care PHL 444 Ethics in Health Services Management	**REQUIRED GROUP 1:** One of the following: PHL 302 Ethics and Health Care PHL 444 Ethics in Health Services Management	**REQUIRED GROUP 1:** One of the following: PHL 302 Ethics and Health Care PHL 444 Ethics in Health Services Management
LIBERAL STUDIES: One course from Table B - Upper Level Liberal Studies.	**LIBERAL STUDIES:** One course from Table B - Upper Level Liberal Studies.	**LIBERAL STUDIES:** One course from Table B - Upper Level Liberal Studies.
PROFESSIONALLY-RELATED: One course from Table I.	**PROFESSIONALLY-RELATED:** One course from Table I.	**OPEN ELECTIVE:** One course from Open Elective Table.
* This course is graded on a pass/fail basis.	* This course is graded on a pass/fail basis.	* This course is graded on a pass/fail basis.

Note: Highlighted courses differ between the HSM and HIM curricula.

Implementation - The intent is for implementation to begin in Fall 2020. Students will be informed by email and on the program website following Senate approval.   Communication with UPO confirmed that the most sensible approach to achieving efficiencies is to close the smaller program (HIM) and retain the HSM program as revised. It is acceptable to label the program as a BHA.

For students currently in HSM and HIM, the default policy will be that students follow the program in place when they first enrolled. Due to the need to rationalize course offerings, core courses in what will be the "old" curricula may not be offered as frequently, or at all during the transition. In both cases SHSM will address this by providing course substitutions.

HSM students - *Management Leadership and Decision-making* (HSM 306) will no longer be in the core. Given the need for rationalization, it is unlikely we will continue to offer this course after the changes. Therefore, SHSM have gained approval from the Chair, Human Resources, to allow SHSM students to access their course, *Leadership* (MHR 604) which will serve as a substitute. MHR 604 has a prerequisite, *Organizational Behaviour* (MHR 405), which is not in the HSM curriculum. However the Chair Human Resources has provided assurance

that they will allow HSM students who have taken HSM 305 or HIM 300 (core courses in the BHA) to access MHR 604 during the transition period. MHR is offered regularly, in class and by distance, through CE.

HIM Students - SHSM will stop offering CHIM 302 due to its low enrolment. Current HIM students will be allowed to substitute HIM 305, which is in the new curriculum, for HIM 302. HIM 305 will be offered at least twice a year so will be more accessible than HIM 302 is only offered once a year.

Most of the program courses are already on Open Electives Tables. SHSM will separately act to place additional courses on the Open Elective table so students can take these electives if they are interested.

Program Advisory Council - SHSM discussed this plan with its Program Advisory Council on January 16, 2019. One concern raised was brand inconsistency, since the School of Health Services Management would offer a Bachelor of Health Administration program. However, members did agree that a BHA is more universally recognized by the industry and employers.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: (1) *that Senate approve the discontinuation of the Health Information Management program, and, (2) that Senate approve the modifications to the Health Services Management program.*

B. DEPARTMENT OF HISTORY – New Minor in Middle East and North Africa Studies
The Department of History proposes a Minor in Middle East and North Africa Studies, to be implemented in the 2020-2021 Undergraduate Calendar. The Minor will offer students knowledge about an area of critical importance internationally while recognizing that area's interconnections with diaspora communities within our country.

1. Overview
The the MENA Studies Minor fulfills a growing student demand for a focus on the often-misunderstood and understudied MENA region. The Department of History has been offering courses in the field of MENA Studies with great success in the past years, both program courses (HIS 461, HIS 462, HIS 559, HIS 561, HIS 957) and Liberal Studies (HST 506, HST 522, HST 777, HST 786, HST 788), which have proven to be very popular with students not specializing in History. The first courses in Arabic were introduced in 2014 and enrolment is steadily increasing. The demand for courses on the MENA region continues to grow as does the expectation for a MENA Studies Minor.

The proposed minor will be supported by an enhanced culture of research and teaching through the Ryerson MENA Studies Centre, launched in 2015. This is a multi-disciplinary research centre based in the Faculty of Arts but with affiliated faculty members from across the University who are working on projects related to the MENA region or its Diasporas. The development of a MENA Studies Minor alongside the growth and expansion of the Ryerson MENA Studies Centre affords an exciting opportunity for collaborative teaching and research in multi-disciplinary MENA Studies at Ryerson.

2. Objectives of the MENA Minor
- To provide students with a well-rounded knowledge of a region central to an understanding of the contemporary world
- To provide students with an understanding of diasporic communities from the MENA region in Toronto and beyond and, ideally, to promote student and faculty engagement with those communities
- To build on and enhance existing courses with a MENA focus that are being offered throughout the university and to link these diverse courses thematically

- To provide a course of study that enhances the students' knowledge of cultural diversity and their awareness of globalization
- To provide a course of study that enhances the students' international knowledge and outlook
- To provide faculty and students with better opportunities for multi-disciplinary research in MENA Studies

3. Learning Outcomes
- Students will acquire a well-rounded knowledge of the MENA region, its peoples, its geography, its histories, its cultural activities, its politics, and its sociocultural diversity.
- Students will be able to demonstrate an understanding of the sociopolitical climate of the MENA region with reference to colonialism, neocolonialism, imperialism, orientalism, cultural and religious pluralism, racism, and systemic inequality.
- Students will develop an understanding of the complex relationships between the MENA region and its diasporic communities, including those in Canada.
- Students will be able to apply academic research methods to the study of the MENA region and its cultures from a multi-disciplinary perspective.

4. Curriculum
To achieve a Minor in Middle East and North Africa Studies, students must complete six (6) of the following courses:

Minimum of one (1) to a maximum of two (2) of the following language courses:
ARB 101   Introductory Arabic I
ARB 201   Introductory Arabic II
ARB 301   Intermediate Arabic I
ARB 401   Intermediate Arabic II
ARB 402   Arabic Conversation and Pronunciation
ARB 501   Advanced Arabic I
ARB 601   Advanced Arabic II
(Note: In Fall 2019, all Arabic courses will become available for students in Engineering. Speakers of vernacular Arabic are eligible to enroll in ARB 501 and 601.)

Minimum of one (1) to a maximum of two (2) of the following courses:
ACS 220   Ideas that Shape the World: Middle Ages
HIS 461   The Near East to 600 CE
HIS 462   Introduction to the Islamic World
REL 215   Introduction to Judaism
REL 225   Introduction to Islam

Minimum of two (2) to a maximum of four (4) of the following courses:
ENG 623   Film/Literature: Middle East, North Africa
FRS 606   Franco Literature: Middle East, North Africa (taught in English)
GEO 522   Geography of the Middle East
GMS 695   Middle Eastern Business Environment
HIS 559*   Ancient Egypt
HIS 561   The Ottoman Empire
HIS 957   Senior Seminar V: Middle East
HST 506*   The Ancient Egyptian World
HST 522   The Middle East: 1908 to the Present
HST 777   Medicine from Antiquity to 1500 CE

HST 786   Science and Technology in Islamic History
HST 788   Water Use in History
PHL 622   Classical Arabic Philosophy
PHL 639   Medieval Philosophy
SOC 885   Women and Islam
*HIS 559 and HST 506 are antirequisites. Only one of them may be used to fulfill the minor requirements.

5. Statement of Consistency with Minors Policy
The Minor in MENA Studies consists of six courses that provide a coherent and cohesive path of study focusing on the MENA region, its peoples, its cultures, its Diasporas, and its relationships with other countries, including Canada.

6. Description of Constraints
For the most part, the courses that make up the curriculum of the MENA Studies Minor have no prerequisites. The courses from English, Geography, Global Management Studies, History, Philosophy, Sociology, and Languages, Literatures and Cultures have been approved by the respective Department Chairs. Only Engineering students will have difficulty gaining access to the minor, largely because their program has limited access to electives due to accreditation requirements.

Because minors must provide breadth in relation to the student's program, it will be necessary to impose some restrictions. Students may use a maximum of two (2) courses in any given discipline (indicated by course code) as credits toward the Minor in Middle East and North Africa Studies. This means that students are limited to two (2) History courses (HIS and/or HST). There is precedent for this type of restriction in the Public Relations Minor that allows Journalism students and Professional Communication students to take no more than two courses coded JRN and CMN respectively. Furthermore, the MENA Studies Minor includes a strong selection of electives from areas other than History, which will make the minor easily accessible even to History majors despite this restriction.

7. Delivery Plan
The MENA Studies Minor would be readily available to students from almost all programs at Ryerson, given that eighteen of the courses, including six of the Arabic courses, are Liberal Studies courses. In addition, seven of the courses appear on the Open Elective table and are thus available to a large number of students from a range of programs. Many of the courses are also offered through the Chang School, including all the Arabic courses.

8. Resource Plan
We do not foresee an unreasonable increase in demand on current resources since the minor is built on pre-existing courses, most of which run regularly and with consistently healthy enrolments.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the new Minor in Middle East and North Africa Studies.*

C. SCHOOL OF HOSPITALITY AND TOURISM MANAGEMENT AND SCHOOL OF CREATIVE INDUSTRIES – New Minor in Events and Live Entertainment Management
The School of Hospitality & Tourism Management and the School of Creative Industries propose a Minor in Event and Live Entertainment Management, to be implemented in the 2020-2021 Undergraduate Calendar. The Minor provides the opportunity for students to enhance their professional knowledge and career marketability to pursue employment related to events and live entertainment within their given industry.

1. Overview and Rationale

Event and Live Entertainment Management is a profession that is experiencing a surge in body of knowledge, professionalization and employment opportunities. The surge in interest and interdisciplinary nature of events make the field a highly relevant to a University that prides itself on relevance and inventiveness across a spectrum of industries.

The School of Hospitality and Tourism Management (HTM) has been a leader in event education since 1996 with the introduction of event-related courses. The School now offers three courses and all are available on the open elective table. The event courses are the most popular elective courses offered by HTM with 300+ enrollment over three different courses in the 2017-18 year.

Table 1. *HTM Event Course Enrollments*

Course	2016-17		2017-18	
	Enrolled	**Non-HTM**	**Enrolled**	**Non-HTM**
HTT 605 Business Aspects of Incentive Travel	67	9%	59	20%
HTL 503 Meeting and Convention Management	115	18%	88	20%
HTT 607 Event Management	219	52%	202	55%

A Minor in Events and Live Entertainment Management will introduce students to the knowledge and skills essential to creating, developing and delivering an event. While the modern process of Event and Live Entertainment Management is established as a form of project management, it also encompasses different domains of knowledge and skill making a rather unique set of interdisciplinary skills. Such skills include the administration, design, marketing, operations and risk related to the planning and execution of an event.

The popularity of events and entertainment management is supported by the number of colleges offering programs. Presently 19 Ontario colleges offer event planning programs. However, no institute of higher education in Canada offers event planning as a bachelor's degree and, furthermore no universities offer it as a minor in conjunction with a business program. Yet, in the United States based on a search of www.bachelorsportal.com, more than 30 universities offer a bachelor's degree in event management (e.g. Auburn University, University of Nevada, Ohio University, & University of Central Florida).

The proposed Minor would be the first inter-faculty (TRSM + FCAD) minor within the university. The collaboration related to the creation of the minor will also be a catalyst for increased SRC activity between the faculties. The launch of the Creative Industries program at Ryerson in 2013 has exceeded expectations. Recognizing such a program has limited space for enrollment and is exclusively available within the FCAD program, the minor will provide students from outside FCAD with concentrated exposure to both the creative and business side of events and live entertainment.

2. Curriculum
The minor will consist of 6 one-semester courses. All courses except for HTT610, RMG922 and SOC202 are listed on the open elective table. To receive this Minor, students must complete six (6) courses from the following curriculum:

Required courses (2)				
Course Code	Course Title	Semester	Enrolled	Prerequisites
CRI 500	Project Management [CI Prof Table1]	W18	23	None
HTT 610	Business of Events and Entertainment [HTM T1 - *1]	W19	60	None

Plus four (4) of the following:				
Course Code	Course Title	Semester	Enrolled	Prerequisites
CMN 288	Promotional Comm and Social Media ^{on 23 tables}	F17/W18	196/119	None
CMN 305	Strategic Public Relations in Prof Comm ^{Open Elective}	F17/W18	125/121	Multiple[3]
CMN313	Organization Report Writing	F17/W18		None
CRI 430	Canadian Media Entertainment Industries ^{Open Elective}	F17	41	None
CRI 530	Talent Management ^{CI Prof Table I&II}	F17/W18	58/41	None
CRI540	Marketing the Creative Industries			
CRI 620	Concert and Festival Management ^{CI Prof Table I&II}	F17/W18	53/35	None
CRI 840	Management of Soft Innovation	F19	-	None
HTL 503	Meeting and Convention Management ^{Open Elective}	F17	88	None
HTT501	Casinos: the Good, the Bad and the Ugly ^{Open Elective}	F17/W18	42/38	None
HTT605	Business Aspects of Incentive Travel ^{Open Elective}	F17	50	None
HTT607	Event Management ^{Open Elective}	W18	202	None
MKT100	Principles of Marketing ^{Open Elective}	F17/W18	1033/1754	None
RMG922	RMG 922 Retailing 2.0: Social Media Marketing	?		RMG 200
SOC202	Popular Culture			None
SOC932	The Entertainment Industry			Multiple ^{*4}

[*1] HTT610 starting with the 2019/20 year will be an open elective and offered online in the fall, winter and spring.

[*2] CRI500 starting in 2019/20 year will be an open elective and offered in both the fall and winter semesters.

[*3] CMN305 prerequisites: CMN100 or CMN114 or CMN124 or CMN200 or CMN201 or CMN207 or CMN279 or CMN300 or CMN373 or THM200 or Direct Entry.

[*4] SOC932 prerequisites: SOC 103 or SOC104 or SOC105 or SOC107 or SOC202.

Rationale for required courses

HTT610 - Business of Events and Entertainment is positioned as a required course for several reasons. (1) As an introductory events course it provides students with a broad spectrum of different types of events ranging from business and sports to non-profit and festivals. (2) It introduces students to the domains of knowledge and skills required. (3) It provides students with a number of communication based projects whereby they learn about different types of events and profile organizational factors. (4) From a practical perspective the course will be an online course taught by CUPE faculty during the fall, winter and spring/summer semesters allowing for easy access by students. The course was taught for the first time in W2019.

CRI 500 - Project Management is positioned as a required course because the most important and common skill across all spectrums of events and live entertainment management is project management. Event and live entertainment are typically organized into discrete projects or shows that have a defined start and finish that require the coordination of multiple different stakeholders. At present this course is only taught one semester per year, but with the increased demand based on the minor, it will be taught in both the fall and winter semesters.

Elective Courses. As the demand for courses grow, we will approach other faculties to consider adding specialty courses to the fit the curriculum. As an example, courses related to Entertainment Law or Stage and Production would be a good fit.

3. Description of Constraints
The only students that will not be able to take the minor are the students from the School of Hospitality and Tourism Management and School of Creative Industries.

4. Delivery Plan
Only 3 of the proposed elective courses for the minor have prerequisites. This makes the minor widely available to students from different programs across the university.

Resource Issues. The most important resource issue related to a minor is the availability of the courses for the school. Our plan to share the development of the minor between two schools plus work with other schools for relevant electives, makes for a lot of accessibility for students.

Accessibility Issues. At this time, the Group A required courses for the minor are only taught once per year. Both programs plan to have the two required courses taught two times per year starting in the 2020/21 academic year. With regards to the four courses from Group B, we expect that we will have anywhere from 9-16 courses for students to choose from per semester.

Governance and Administration. The Minor in Events and Live Entertainment is an interdisciplinary minor, and would be administered solely by the School of Hospitality and Tourism Management. The School of Creative Industries would be consulted with respect to any proposed curricular changes.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the new Minor in Events and Live Entertainment Management.*

D. FACULTY OF LAW – Grading variation for the Juris Doctor program
In the proposal for the Juris Doctor program submitted to the Academic Standards Committee in 2016, it was recommended that the initial policies and practices related to grades, GPA and academic standing follow general Ryerson policies and practices.

This document presents a limited set of recommended variations that would apply to this program in time for its launch in September 2020. These recommendations are based on an analysis of policies at 10 selected comparator law schools across the country, including: Dalhousie, Osgoode, Western, UBC, Windsor, Toronto, Ottawa, Lakehead, McGill and Queen's.

Each of the six recommendations below is accompanied by a brief rationale based on an analysis of the policies at the other schools. At this juncture, it is recommended that variations from general Ryerson policies be kept at a minimum. As the new Faculty of Law hires faculty and staff, and as the teaching of the program's first cohorts is undertaken, added variations may be introduced on the basis of the Faculty's own experience.

Polices at comparator schools may differ from the relevant university's general policies in the following ways:
1) unique letter grade scale (linking percentage ranges to each letter grade)
2) unique GPA calculation parameters (a possible exact percentage associated with each letter grade)
3) Formal grade distribution parameters (possible mandated distribution of final letter grades)
4) formal late policy (mandated percentage reductions for late submission without reasonable explanation)

5) parameters for graduating with distinction (whether this category will be used, and if so what specific requirements)
6) conditions for passing individual courses/entire years in the program

Below are the recommendations, each with an associated rationale.

1) Unique Letter Grade Scale
Recommendation: That the Juris Doctor program employ Ryerson's existing grade point scale.
Rationale: The scales used by comparator schools differ significantly from one another, with two schools (Western and Windsor) utilizing a system identical to Ryerson's.

2) Unique GPA Calculation Parameters
Recommendation: That the Juris Doctor program employ Ryerson's current GPA calculation parameters.
Rationale: Only a few comparator schools (Osgoode and Windsor) present specific calculation parameters. Most follow the parameters utilized by their university.

3) Formal Grade Distribution Parameters
Recommendation: That the Juris Doctor program NOT include formal grade distribution parameters within its initial set of grading policy variations.
Rationale: Only two comparator schools (Osgoode and UBC) present formal grade distribution parameters.

4) Formal Late Policy
Recommendation: That the Juris Doctor program NOT include any formal late policy in its initial set of grading policy variations.
Rationale: Only three comparator schools (Dalhousie, UBC and Toronto) incorporate a formal late policy.

5) Graduating with Distinction
Recommendation: That the Juris Doctor program NOT include any option for graduating with distinction in its initial set of grading policy variations.
Rationale: Only three comparator schools (Ottawa, Toronto, and Western) have such a category. McGill used to, but ceased doing so. This relates to the culture of community-building the program hopes to build within each cohort as they go through the program, and so there is not undue emphasis on academic grades, especially during the last year of the program when students are selected for their professional placement.

6) Conditions for Passing Individual Courses/Entire Years
Recommendation: That the Juris Doctor program introduce the following conditions related to passing individual courses/entire years, which is adapted from the language used by Lakehead's law school:
To satisfy the requirements for the JD degree a student must maintain an overall average of 60% throughout the three years, have passed all required courses, including the professional placement, and passed five elective courses in the program.

Definition of Failed Course - Under the Faculty of Law regulations a failed course is any course (regardless of credit weight) where the student obtained a final grade of less than 50% before being given an opportunity to complete a special examination (if applicable) at the discretion of the Faculty Academic Standing Committee.

Definition of Failed Year - A student is deemed to have failed the year if: (1) the student has failed two or more courses in a given year; or (2) the student attained an overall average of less than 60% in all courses taken in the year; or (3) the student has failed a course after special examinations (if applicable) have been given.

Passing First Year - To progress to second year, a first year student must have: (1) an overall average of 60% in all twelve courses (including the two bootcamps) in the first year program and not have failed any course; or (2) if the student has one failed course, the student may complete a special examination (if applicable) at the discretion

of the Faculty Academic Standing Committee. The student must obtain a pass (50%) in order to clear the failed course. The special examination grade (if applicable) will then be used to calculate the student's overall average. The student must have an overall average of 60% to progress to second year.

Passing Second Year - To progress to third year a second year student must have: (1) have an overall average of 60% in all twelve courses (including the two bootcamps) in the second year program and not have failed any course; or (2) if the student has one failed course, the student may complete a special examination (if applicable) at the discretion of the Faculty Academic Standing Committee. The student must obtain a pass (50%) in order to clear the failed course. The special examination grade (if applicable) will then be used to calculate the student's overall average. The student must have an overall average of 60% to progress to third year.

Passing Third Year - To graduate, a third year student must have: (1) have an overall average of 60% in all six courses (including the bootcamp) in the classwork semester of the year and successfully completed the professional placement; or (2) if the student has one failed course among the six in the courses in the classwork semester, the student may complete a special examination (if applicable) at the discretion of the Faculty Academic Standing Committee.

Rules Governing Students Who Have Failed A Year - A student who has failed a year is eligible to apply for re-admission to the Faculty of Law. The student's application to be re-admitted will be recommended by the Academic Standings Committee of the Faculty based upon academic grounds. Any application for re-admission must be dealt with prior to the start of the year of studies. A student who is allowed to repeat a year and fails a second time in the law program will not be allowed to continue in the JD program.

A student who has failed the first year of the program must repeat all first year courses. A student who has failed the second year of the program must repeat all second year courses. A student who fails the coursework semester of the third year must repeat all courses except for elective courses in which a minimum mark of 60% was attained. A student who fails the professional placement must repeat it before graduating. No student may repeat more than one year of the program.

Students in the Juris Doctor program are excluded from all probationary entitlements held by other Ryerson students pursuing undergraduate or graduate studies.
Rationale: Most of the comparator schools have language similar to that employed above.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the grading variation for the Juris Doctor program.*

E. *For information:* **Addendum to the Medical Physics two-year follow-up report for Periodic Program Review**
This addendum addresses the requirement outlined in the Academic Standards Committee's assessment of the two-year follow-up report submitted by the Medical Physics undergraduate program in 2018, and provided for information to Senate in December 2018:

As a follow up to the Academic Standards Committee's review (November 2018), the program is required to provide to the ASC, by no later than June 30, 2019, a summary of the results of an employer survey.

Below is a summary of actions, with timelines, that were taken to this end:
February 2019:

- Contacted the Ryerson Alumni Office and obtained the list of 107 Medical Physics alumni with their contact information. Created an online Google inquiry form to request employer contact information from alumni.
- Contacted the Ryerson Co-op Office and obtained a list of our program's 4 current co-op placement supervisors.

March 2019:
- Received responses from 16 alumni with contact information of 4 employers.
- Created an employer survey questionnaire
- The survey was sent out to all 8 employers (4 employers and 4 co-op placement supervisors).

April 2019:
- Sent a reminder to all 8 employers and co-op placement supervisors.
- By the end of April 2019, we received only one completed survey form from one employer. The single survey result is, in overall, very good and demonstrates a very positive experience that the employer has had with our alumni as an employee.

The Academic Standards Committee noted the lack of response and recommends the program continue to work on making connections with its employer community - perhaps through the Program Advisory Council to build industry relationships, and also to consider different methods of data gathering (e.g., telephone calls rather than online surveys) in the future for employer feedback.

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
Anita Jack-Davies, Office of the Vice President, Equity and Community Inclusion
Bettina West, Director, Curriculum Quality Assurance
Ann Marie Singh, Faculty of Arts, Criminology
Dale Smith, Faculty of Arts, English
Gavin Adamson, Faculty of Communication and Design, Journalism
Robert Clapperton, Faculty of Communication and Design, Professional Communication
Thomas Tenakate, Faculty of Community Services, Occupational & Public Health
Ian Young, Faculty of Community Services, Occupational & Public Health
Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science
Donatus Oguamanam, Faculty of Engineering & Architectural Science, Mechanical & Industrial Engineering
Miranda Kirby, Faculty of Science, Physics
Foivos Xanthos, Faculty of Science, Mathematics
Horatio Morgan, Ted Rogers School of Management, Global Management
Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy
May Yan, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Jacob Circo, Student
Fahim Khan, Student

Academic Governance and Policy Committee (AGPC)
Report #F2019-1

1.   Academic Governance and Policy Committee (AGPC) - M. Benarroch

    1.1   Provost's Update

    1.2   Removal of Senate Policy 155: Approval of Collaborative Academic Program
            Agreements – K. MacKay

            Motion: *That Senate approve the removal of Senate Policy 155: Approval of
            Collaborative Academic Program Agreements*

Respectfully submitted,

M. Benarroch, 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
P. Moore, Faculty of Arts
R. Meldrum, Faculty of Community Services
N. Walton, 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. Mc.Williams, Senate Chairs' Representative
A.M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education
J. Spagnuolo, Undergraduate Student Senator
K. Nguyen, Undergraduate Student Senator
K. Park, Yeates School of Graduate Studies Student Senator

Policy 155/IQAP Comparison

Comparison for Approval/Funding/Establishment of International Experiential Learning Activities

Policy 155 APPROVAL OF COLLABORATIVE ACADEMIC PROGRAM AGREEMENTS	**IQAP and other Ryerson Policies Cross-Referenced**	**New Program Manual- Undergraduate** Guide to developing a new Program at the Undergraduate Level
The **signing authority** for all academic program agreements between Ryerson University and other institutions, as defined below, **rests solely with the Provost and Vice President Academic**. Individual units developing agreements must follow pertinent approval procedures. If the collaborative academic program involves an international partner, Ryerson International should be contacted early in the process.	**Policy 110**-INSTITUTIONAL QUALITY ASSURANCE PROCESS **Sect. 5.4. Provost and Vice President Academic** **Sect. 5.4.2**. Authorizes new program **Letters of Intent**, development of new program proposals, and the commencement, implementation and budget of new programs. **Policy 95** - THE DEVELOPMENT AND APPROVAL OF INTERNATIONAL PARTNERSHIPS AND INTERNATIONAL (AND NATIONAL) MOBILITY PROGRAMS[1] **Policy 127: Major Modifications** **Procedures** Sect. 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	Ryerson International included in Key Contacts under Other Resources (page 3)

The process for approval requires a Letter of Intent to the Provost and Vice President Academic addressing the academic quality, societal needs, and financial viability of the program, as well as the suitability of the other institution as a partner and the benefit of the collaboration to Ryerson.	**Policy 112** DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS
	Procedures -
	Sect. 1. Letter of Intent
	    1.1 Letter of Intent Content
	    1.2 Endorsements and Reviews of Letter of Intent
		Process for New Program Development, Review, Approval and Monitoring (See page 4)
		
		- **1. Preliminary Letter of Intent (LOI)**
		- 2. Development of New Program Proposal
		- 3. Endorsements/Review of new PP

[1] For the purpose of this document a comparison to Policy 95 is out of scope as it is currently under review

The Provost and Vice President Academic will determine the type of proposal and approval required for the implementation of the partnership. If the collaboration involves the development of a new undergraduate program, the originating unit must follow the procedures outlined in Senate Policies on the development of new programs, incorporating relevant elements pertaining to the partnership. **An original of all signed agreements must be filed with the Secretary of Senate.** Guidance for the development of the collaboration, with reference to appropriate policies, is appended under the following headings: ● Considerations for The Preparation of Academic Partnership Agreements for Undergraduate and Graduate Degree Programs ● Degree Completion Program ● Advanced Standing Admission	**1.3** Authorization to Proceed **Sect. 2** New Program Proposal *No Longer a requirement.* **Policy 110** 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 procedures outlined below, with the exception of Section 4 (External Peer Review), must be completed. A Field$_2$ can be declared as part of a graduate new program proposal. **Policy 110** **Sect. 5** Internal Authority and Responsibility **Sect. 5.4** - Provost and Vice President Academic **Sect. 5.6** - Vice Provost Academic **Policy 127** - CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS see: **Appendix A**	- 4. Peer review and site review - 5. Responses to Peer Review team report - 6. Assessment and recommendations by ASC - 7. Approval by Senate - 8. Approval by Quality Council - 9. Approval of financial viability - 10. Program Implementation - 11. Program Monitoring - 12. Periodic Program Review Also See: **Appendix G** - Additional Considerations for Partnership Agreements (Page 25)
CONSIDERATIONS FOR THE PREPARATION OF ACADEMIC PARTNERSHIP AGREEMENTS FOR UNDERGRADUATE AND GRADUATE DEGREE PROGRAMS Considerations outlined in this document may be useful in the development of any new partnership. There may be other policies and procedures which apply to agreements and some guidance may be found in the attached appendices. INTRODUCTION: The formation of academic partnerships is one vital means by which Ryerson creates new opportunities for students and grows as an institution. Those proposing such partnerships should know whether the enormous effort they will be putting into developing their proposal has the potential to succeed. It is essential that agreements with other institutions not be entered into unless they are in Ryerson's best interest.		**Process for New Program Development, Review, Approval and Monitoring (Page 4)** - **1. Preliminary Letter of Intent (LOI)** - **2. Development of New Program Proposal** - **3. Endorsements/Review of new PP** - **4. Peer review and site review** - 5. Responses to Peer Review team report - 6. Assessment and recommendations by ASC - 7. Approval by Senate - 8. Approval by Quality Council - 9. Approval of financial viability - 10. Program Implementation - 11. Program Monitoring - 12. Periodic Program Review

2 Refer to Senate Policy 110 for definition
* Includes reference to Policy 95 Development & Approval of Int'l. Partnerships and Int'l. (and National) Mobility Programs

I. AUTHORIZATION TO PROCEED
Whether or not a collaboration involves the development of a new program, a Letter of Intent (LOI) must first be submitted to the Provost and Vice President Academic, who must approve before any commitment is made to discuss program development. An Executive Summary should also be presented as the basis for information to the community. The LOI should provide the following information as specified in The Development, Review, and Approval of New Undergraduate Programs (Not all information will be relevant to all types of partnerships.):
	Policy 112 DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS
	
	Procedures
	Sect. 1. Letter of Intent
	    1.1 Letter of Intent Content
	    1.2 Endorsements and Reviews of Letter of Intent
	    1.3 Authorization to Proceed
	
	Policy 110 - Section 5 - Internal Authority and Responsibility
	Sect. 5.4. Provost and Vice-President Academic
	Sect. 5.4.1. Assumes overall responsibility for the IQAP policies and procedures, and policy reviews.
		Consultation: Early in the LOI stage, arrange for a group consultation with the Faculty Dean, the Vice-Provost Academic, the University Planning Office and the Registrar's Office. You may wish to include *additional parties (e.g. representatives from other Departments/Schools/Faculties/Institutions), depending on the nature of the proposed new program.*

Type of partnership which is being proposed. The following are some examples of partnership models, but terminology is not standard and may vary (e.g. various arrangements made through OCGS): ● **Collaborative Program**: A degree is offered by Ryerson in collaboration with another institution on curriculum and delivery. ● **Consecutive Program**: Both institutions collaborate on the curriculum with a student first enrolled at one institution than the other. One degree is granted. ● **Concurrent Program**: Some overlap between the two programs with the student graduating simultaneously from both with two credentials. ● **Joint Program:** Two fully integrated programs with one point of admission for the student, access to both institutions throughout the process, and graduation with one credential. Credential – Existing degree or certificate, or a proposal for a new degree or certificate. Indicators that show that there is a student demand and societal need for this partnership. Centrality to Ryerson University's mission. Benefit to Ryerson in terms of its academic reputation and enhancement of its current offerings. Benefit to Ryerson and students of offering the program as a collaborative rather than as a stand-alone program. Academic quality of proposed partner and credentials of involved faculty.	**Policy 112** - **Procedures section 1** **Policy 112** - **Sections:** **1.1.** Basic Information **1.1.1.** Name of Proposed Program **1.1.1.7.** Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations. **1.1.2.** Overlap **1.1.4.** Societal Need **1.1.3.** Alignment with University's plans **1.1.4.3.** Comparison of the proposed program with the most similar programs in Ontario **1.1.8.** Resources **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,** see **1.1.9.2** schedule for development of the program **Policy 2 -** UNDERGRADUATE CURRICULUM STRUCTURE **Sect. 4.1** Ryerson's Objectives **Sect. 4.2** Ryerson's Mission **Sect. 4.3** Undergrad Degree Level Expectations **Sect. 5.** Program Structure	Also See: **Appendix G** - Additional Considerations for Partnership Agreements (Page 25) See footnote (page 11) [1] Partnerships may take a variety of forms, including but not limited to: ● Collaborative program – Degree offered by Ryerson in collaboration with another institution on curriculum/delivery. ● Consecutive program – Both institutions collaborate on curriculum with students enrolled first at one institution and then the other. One degree is granted. ● Concurrent program – Some overlap between two programs with students graduating simultaneously from both with two credentials. ● Joint program – Two fully integrated programs with one point of admission, access to both institutions throughout the process, and graduation with one credential.

Relevance to existing Ryerson programs Implications of offering as an **international program** (if applicable).3 Partnership Specifics: ● Type of partner institution – CAAT, University, private institution; within Ontario, outside Ontario, international. ● Profile of Partner Institution and relevant programs. ● Recruitment – Where students will come from and who will be recruited. ● Partner Institution's student preparedness. ● Admissions – What students will need to be admitted to Ryerson and the coordination of program requirements with partner institutions with Ryerson requirements? ● Logistics – Potential barriers to students including travel, scheduling, and location of program. ● Ability of students to obtain appropriate visas for international partnerships.4 Approximate timeline for the development and approval and implementation Approximate number of predicted students to be served		Also See: **Appendix G** - Additional Considerations for Partnership Agreements (Page 25)
	1.1.9.2 schedule for development of the program	

II. ACADEMIC PARTNERSHIP DEVELOPMENT -
Partnership development may proceed following the acceptance of the LOI by the Provost and Vice President Academic.
 	
Many departments and resource areas of the University may be affected by partnership initiatives. These areas are already considered in the development of a new program but additional consideration should be given to how or whether they will be impacted by a partnership with another institution.
 	
Areas Affected:
Program department
Other affected departments
Faculty (Dean)
Registrar
● Number of students needed to be accommodated in year one.
● Number of students needed to be accommodated in a stable state.
● Timetabling issues.
● Availability of classrooms and difference in size between
	Policy 2 - UNDERGRADUATE CURRICULUM STRUCTURE
	Section 8 – AUTHORITY AND RESPONSIBILITY
	Sect. 8.4 Registrar
	Sect. 8.5 Academic Standards Committee of Senate (ASC)
	Sect. 8.6 Liberal Studies Curriculum Committee (LSCC)
	Sect. 8.7 Department/Program/Faculty Councils
	
	Policy 112 - **Procedures Sections:**
	1.1. Basic Information
	 1.1.2. Overlap
	 1.1.1. Name of Proposed Program
	  1.1.1.7 Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.
	 1.1.3. Alignment with University's plans
	 1.1.4. Societal Need
	  1.1.4.3. Comparison of the proposed program with the most similar programs in Ontario
	 1.1.5 Admission Requirements
	 1.1.6 Structure
	 1.1.7 Mode of Delivery
		New degree programs are developed by "originating designated academic units", which may be comprised of faculty from a single school or department, from several schools and/or departments within a Faculty, from schools and departments from different Faculties, from other internal Ryerson units, *or from collaborative structures involving other institutions. (see pg. 6)*
		
		The Peer Review Team (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, one internal reviewer will be appointed from each participating institution.
		
		See Pg. 16 - Additional Appendices
		
		Also See: **Appendix G** - Additional Considerations for Partnership Agreements (Page 25)

3 **Policy 95 -** THE DEVELOPMENT AND APPROVAL OF INTERNATIONAL PARTNERSHIPS AND INTERNATIONAL (AND NATIONAL) MOBILITY PROGRAMS
4 **Policy 95 -** THE DEVELOPMENT AND APPROVAL OF INTERNATIONAL PARTNERSHIPS AND INTERNATIONAL (AND NATIONAL) MOBILITY PROGRAMS

Ryerson and partner classrooms;
- Maintenance of academic records.
- Ramifications for any Ryerson policies, such as GPA Policy.
- Full and/or part-time program options
- Admission requirements for entering students.
- Length of time for students to complete program (GPA Policy)
- Any extraordinary technical needs in terms of admission or record keeping.

Library
- Faculty and student access to library facilities.
- Space needs for additional collection from partner institution.
- Other resources required.

Computer Resources
- Faculty and student access to computer resources Communication requirements – need to connect with partners through the internet.
- Large data storage requirements – Data that Ryerson will need to retain.
- Computer laboratory facilities – Both hardware and specific software needed for the proposed program.
- Computer laboratory access – The availability of space for the amount of time needed.
- Videoconferencing – The need for video conferencing needs to be addressed.
- System modification requirements

Student Services
- Financial Aid (including accessibility of scholarships, bursaries or other forms of financial aid)
- Student Counseling
- Services for students with disabilities
- Services for international students
- Health and wellness services
- Recreation and athletic center
- On-Campus housing availability and eligibility
- Means of transportation between campuses, if any
- Tutorial services

Faculty Affairs
(Review staffing arrangements to assure consistency with applicable Collective Agreements, consult with relevant Unions, and work with Human Resources to ensure that proposals are consistent with University guidelines and that broader liabilities such as Occupational Health and Safety and Human Rights issues are addressed).

1.1.8. Resources
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;
1.1.8.3. For graduate programs: a statement of whether the program is a professional program and/or a full cost recovery program
1.1.9. Appendices
1.1.9.2 Schedule for development of the program

Sect. 1.1.8. Resources and
Procedures - Section 2 - New Program Proposal
Sect. 2.1.2. Program Content
Sect. 2.1.4. Resources (Developed in consultation with University Planning Office.)

Financial Services
  ● Tuition fees: Responsibility for billing and collecting tuition fees, implementing fees, issuing of tax receipts, resolution of differences in tuition rates or fee structure when full program is not taken at Ryerson.
  ● Non-Tuition related ancillary fees: Application of individual fees to students, ministry protocol implications, billing and collection responsibility, system and administration implications for fees different from Ryerson's.
  ● Responsibility and impact on additional financial monitoring and reporting requirements
  ● Responsibility and impact on the Purchasing Department for additional purchases, travel, advances, etc.
Physical Resources (Actual space needed for the partnership and space provided by partner institution.)
	Sect. 2.1.4. Resources (developed in consultation with the University Planning Office)	

Oversight Faculty**,** staff and administrators may all play a role in negotiations leading towards an agreement. Such negotiations should always be under the responsibility of an appropriate representative of the University, usually a Chair or Director, and a representative of the partner institution. **No commitments can be made without the approval of these individuals.**
 	
Partnership Specifics – In addition to information needed to develop a new program the following information should be considered in the development of a partnership:
 	
Partner Institution information
  ● Relevant prior partnership agreements
  ● Relevant aspects of governance structure
  ● Applicable financial resources
  ● Status within host country (for international agreements) 5
 	
Specific admissions requirements.
 	
Curriculum responsibilities of each partner institution:
  ● Courses delivered by each institution.
  ● If more than one partner institution, the variation in the delivery of the two partnerships.
  ● If there is more than one award, the specific criteria for each award and the ability to potentially receive one award without the other.
  ● The commitment of the partner institution(s) to Ryerson students.
 	
A detailed curriculum outline, incorporating Ryerson degree requirements in terms of program balance, etc.
	Policy 2 - UNDERGRADUATE CURRICULUM STRUCTURE
	Section 8 – AUTHORITY AND RESPONSIBILITY
	Sect. 8.1 Senate
	Sect. 8.2 Provost and Vice President Academic
	Sect. 8.3 Vice Provost Academic (VPA)
	Sect. 8.4 Registrar
	Sect. 8.5 Academic Standards Committee of Senate (ASC)
	Sect. 8.6 Liberal Studies Curriculum Committee (LSCC)
	Sect. 8.7 Department/Program/Faculty Councils
	
	Policy 110
	Section 5. INTERNAL AUTHORITY AND RESPONSIBILITY
	Sect. 5.1. Ryerson University Board of Governors
	Sect. 5.2. Senate
	Sect. 5.3. Standing Committees and Governance Council of Senate
	Sect. 5.4. Provost and Vice-President Academic
	Sect. 5.5. Deputy Provost and Vice-Provost University Planning
	Sect. 5.6 Vice-Provost Academic
	
	Policy 112
	Sect. 5. INTERNAL AUTHORITY AND RESPONSIBILITY
	Procedures - **Sect.** 2. - NEW PROGRAM PROPOSAL
		Process for New Program Development, Review, Approval and Monitoring (Page 4)
		  - 1. Preliminary Letter of Intent (LOI)
		  - **2. Development of New Program Proposal**
		  - **3. Endorsements/Review of new PP**
		  - **4. Peer review and site review**
		  - **5. Responses to Peer Review team report**
		  - 6. Assessment and recommendations by ASC
		  - 7. Approval by Senate
		  - 8. Approval by Quality Council
		  - 9. Approval of financial viability
		  - 10. Program Implementation
		  - 11. Program Monitoring
		  - 12. Periodic Program Review
		
		(*Additional oversight is provided through the peer review process*)
		Mandate of the 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 evaluate the new proposed program against the following criteria: (see pg 8)
		  ● consistency of the program with the institution's mission and academic plans, clarity and appropriateness of its requirements and associated learning outcomes in addressing degree level expectations, and appropriateness of the degree nomenclature;
		  ● appropriateness of the program's admission requirements for the learning outcomes established for completion of

5 **Policy 95 -** THE DEVELOPMENT AND APPROVAL OF INTERNATIONAL PARTNERSHIPS AND INTERNATIONAL (AND NATIONAL) MOBILITY PROGRAMS

Course requirements in other teaching departments:
  • An analysis by the teaching department/school of credits being requested as equivalent to those in that department/school. This includes Liberal Studies courses for which credit is being requested.
  • Consultation with the Dean of Arts to determine if Liberal Studies course offering requirements can be met.
  • Consultation with department/schools which have academic responsibility for professional and professionally related courses to ensure that these courses are readily available as prescribed in the proposed curriculum.
 	
Specific timeline for the development, approval and implementation of the partnership.
 	
An outline of recruitment activities and each partner's responsibility.
 	
Timeline and procedures for partnership **review and renewal**.
	Policy 112 - Procedures Sections:
	1.1.9.2 schedule for development of the program
	
	Policy 126, Periodic Program Review of Graduate and Undergraduate Programs
		the program, and sufficient explanation of any alternative admission requirements;
		• appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations;
		• ways in which the curriculum addresses the current state of the discipline or area of study, and identification of innovative or creative curriculum components;
		• appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations;
		• appropriateness of proposed methods to assess, document and demonstrate student achievement of the program's defined learning outcomes and Degree Level Expectations;
		• 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;
		• evidence of planning for adequate numbers and quality of faculty and staff to achieve the program goals, of plans and commitment to provide the necessary resources for implementation of the program, of planned/anticipated class sizes, of supervision for experiential learning opportunities (if required) and of adjunct and part-time faculty; and
		• indicators of quality including faculty, program structure and faculty research (scholarly, research and creative) that will ensure the intellectual quality of the student experience.

Financial Viability
Information in this category is to be generated and evaluated in collaboration with the University Planning Office and Financial Services.
Revenues
  • Program eligibility for government funding
  • On-going sources of revenues for the program (e.g., revenues from tuition fees only, tuition fees and grants, other revenues as specified)
  • Tuition fees that will apply; (Does the tuition fee set-aside apply?)
  • One-time-only (OTO) sources of revenue; (When are these funds available for use?)
  • Demonstrably sustainable student intake into the proposed
	Policy 110
	5. INTERNAL AUTHORITY AND RESPONSIBILITY
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program; (What percentage of this student intake is expected to be international (visa) students paying international fees?)[6]

- Percentage of the student intake which will progress to each subsequent year level of the curriculum;
- Proposed methodology and mechanism by which revenues are to be shared by the participating institutions to pay for each institution's costs of implementation and operation;
- Ancillary fees (i.e., non-tuition fees such as student services fees and Oakham house fees) to be charged; (How will the collection of ancillary fees be implemented?)
- Institution which will count the students as part of its enrolment reporting.
- Gifts in kind from partner institution.

Expenditures

- Number of courses (expressed as one-term course equivalents) in each academic term and year level of the curriculum (For each course: How many hours of classroom instruction are required and at what time of day (if known)? What terms are involved? How many sections? Which hours of instruction are held in laboratories or other specialized classroom facilities? Which group of instructors is expected to be assigned to teach the course (e.g., RFA Mode I, RFA Mode II, CUPE?);
- Number of courses taught by each institution; (Which courses?)
- Extent to which academic assistants (AAs) will be used;
- The direct costs of implementation and operation; (e.g., teaching resources required for each teaching department involved, costs of program director, administrative support, technical support, benefits, non-salary operating costs)
- Additional space needed (For instruction, faculty, staff, and students? Where is it to be located? Are renovations required?);
- On-going library costs are required; (e.g., library services, library staff, library equipment and facilities);
- Additional admissions costs required;
- Additional financial services and human resources costs required;
- The start-up costs (e.g., course development, legal costs, search costs, office set-up, space renovations, equipment, brochures/publications and other marketing, library acquisitions);
- The costs specific to implementing and operating the program as a collaboration/ partnership; (e.g., costs of travel between partner sites, ongoing allowance for legal fees, student admissions processing (Admissions/Liaison),

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6 **Policy 95 -** THE DEVELOPMENT AND APPROVAL OF INTERNATIONAL PARTNERSHIPS AND INTERNATIONAL (AND NATIONAL) MOBILITY PROGRAMS

additional administration and co-ordination between partner sites, distance education costs, processing of student and instructor immigration-related issues in international partnerships arrangements (Human Resources and Registrariat), student records data transfer and interfaces between partner sites (Registrariat), assessment of graduation eligibility and convocation costs (Registrariat), computing and communications costs (CCS), website development costs, administering revenue/cost sharing agreement, financial monitoring and reporting requirements); ● Hiring and related costs; ● Costs of program counseling and handling of inquiries from students, prospective students and graduates. ● Portion of revenues which will remain for indirect costs (overheads) once all direct costs and all costs of collaboration/coordination that will be required to implement and operate the proposed program are considered; ● Ryerson resources/student services students in the program will expect when they are at a partner institution (and vice versa). ● Costs (if any) incurred by the School of Graduate Studies. ● Effect on the Chang School of Continuing Education.	**Policy 110** 5.5. Deputy Provost and Vice-Provost University Planning	
Program Assessment ● Timeline and procedure for the periodic assessment of the program and its value to Ryerson. ● Mechanisms for the renewal and/or modification of the program as needed (e.g. curriculum committee It is the responsibility of the Provost and Vice President Academic, to determine the appropriate approvals for a partnership agreement. In cases where the partnership is straightforward, the Provost and Vice President Academic may recommend that it be brought directly to Senate for approval. When the considerations are more complex, and involve curriculum issues, the partnership proposal should be brought to the Standards Committee of Senate or the Graduate Studies Council for its recommendations prior to presentation to Senate. All new programs require the approval of the Board of Governors. Any partnership which involves major budgetary considerations will also require Board approval. International Exchange Agreements are approved directly by the Provost and Vice President Academic. **Agreement** – When the Provost and Vice President Academic is	**Policy 110** - INSTITUTIONAL QUALITY ASSURANCE PROCESS 5.4. **Provost and Vice President Academic** 5.4.2. Authorizes new program **Letters of Intent**, development of new program proposals, and the commencement, implementation and budget of new programs. **Policy 126**, PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS **Policy 127**, CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS *Redundant **Policy 110**-INSTITUTIONAL QUALITY ASSURANCE PROCESS	**STEPS 10-12: PROGRAM IMPLEMENTATION, MONITORING AND REVIEW (see pg. 10)** **Implementation:** 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. **Program 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 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. **Periodic Program Review:** All new undergraduate degree programs will be reviewed no more than eight

satisfied that all of the appropriate approvals have been obtained and issues addressed, he or she may sign a Letter of Agreement and/or determine appropriate signatories. APPENDIX I PROCEDURE FOR APPROVAL OF DEGREE COMPLETION ARRANGEMENTS FOR NEW RYERSON PROGRAMS Degree Completion Programs may be established in areas where Ryerson does not offer a four-year degree program which can be entered directly from secondary school. As with all new programs, the procedure for approval of new Ryerson programs must be followed. This will include approval by both Ryerson's Senate and Ryerson's Board of Governors. Academic units wishing to make proposals are required to specify the prior study required (e.g. a three-year Diploma from an Ontario College), and the credit to be awarded for such study, the curriculum which students will complete at Ryerson following admission to the program and the degree to be awarded. Information on societal need, program delivery, program finances and comparable programs offered elsewhere must also be included in such proposals. Such proposals may focus on individual feeder institutions or, more commonly, groups of institutions offering fundamentally equivalent programs. Ryerson residency policy normally requires that a student complete a minimum of 50% of the program curriculum while registered in the Ryerson program. Departures from such practices are permitted under some circumstances, but a full rationale will be required in the policy proposal. For detailed information on the approval of new programs see the Senate Policies entitled *"Procedures for the Preparation, Submission and Approval of Academic Proposals"* and *"Graduate Programs: Approval of New Programs and Program Modifications*	5.4. **Provost and Vice President Academic** 5.4.2. Authorizes new program **Letters of Intent**, development of new program proposals, and the commencement, implementation and budget of new programs. **Policy 2 -** UNDERGRADUATE CURRICULUM STRUCTURE **Sect. 4.3** Undergrad Degree Level Expectations **Sect. 5.** Program Structure **Registrars Policy**: You may use credits/advanced standing (transfer credits, challenge credits, or credits granted on a letter of permission) to fulfill up to 50% of your program graduation requirements. Most Direct Entry and degree completion programs do not allow further transfer credit.	years after implementation and in accordance with Ryerson University Senate **Policy 126: Periodic Program Review of Graduate and Undergraduate Programs**.
APPENDIX II PROCEDURE FOR APPROVAL OF DEGREE COMPLETION ARRANGEMENTS FOR **EXISTING RYERSON PROGRAMS** Degree Completion policies for Ryerson degree programs permit students with prescribed academic backgrounds to enter existing Ryerson programs with credits based on prior studies. **As such policies focus on arrangements for program admissions and requirements for program graduation, program proposals must be reviewed by Ryerson's Academic Standards Committee and approved by Ryerson's Senate.** Programs wishing to make proposals are required to specify the prior study required (e.g. a three-year Diploma from an Ontario College), the	**Policy 2 -** UNDERGRADUATE CURRICULUM STRUCTURE **Appendix 1** - Glossary **Policy 127** For partnership agreements relating to existing Ryerson degree programs (Curriculum Modifications)	

credit to be awarded for such study, and the curriculum which students will complete at Ryerson following admission to the program. In such cases, it is expected that students will be admitted to an upper semester of the program but will NOT complete the same curriculum in that semester (and subsequent semesters) as students entering the program directly from secondary school. In such cases, the curriculum for completion of the Ryerson degree may include courses normally offered in the early semesters of the Ryerson program **(reachbacks),** while in some cases the prior study may qualify the student for credit for courses normally taken in upper years of the program. Given the nature of such undertakings, proposals should include a clear statement of the curriculum for which the student will receive credit, together with the remaining curriculum required for the student to graduate. In addition, the proposal should outline those course offering strategies which will make it possible to support delivery of this different program curriculum. Such proposals may focus on individual feeder institutions or, more commonly, groups of institutions offering fundamentally equivalent programs. Ryerson residency policy normally requires that a student complete a minimum of 50% of the program curriculum while registered in the Ryerson program. Departures from such practices are permitted under some circumstances, but a full rationale will be required in the policy proposal.	**Registrars Policy**: You may use credits/advanced standing (transfer credits, challenge credits, or credits granted on a letter of permission) to fulfill up to 50% of your program graduation requirements. Most Direct Entry and degree completion programs do not allow further transfer credit.	
APPENDIX III PROCEDURE FOR APPROVAL OF ADVANCED STANDING POLICY Advanced Standing admission policies for Ryerson degree programs permit students with prescribed academic backgrounds to enter existing Ryerson programs at levels beyond semester one. As such policies focus on arrangements for program admissions and requirements for program graduation, policy proposals must be reviewed by Ryerson's Academic Standards Committee and approved Ryerson's Senate. Programs wishing to make proposals are required to specify the prior study required (e.g. a three-year Diploma from an Ontario College) as well as the curriculum which students will complete at Ryerson following admission to the program. In such cases, it is expected that students will be admitted to an upper semester of the program and **will complete the same curriculum** in that semester (and subsequent semesters) as students entering the program directly from secondary school. Such proposals may focus on individual feeder institutions or, more commonly, groups of institutions offering fundamentally equivalent programs. Ryerson residency policy normally requires that a student complete a minimum of 50% of the program curriculum while registered in the Ryerson program. Departures from such practice are permitted under some circumstances, but a full rationale will be required in the policy proposal.	**Policy 2 -** UNDERGRADUATE CURRICULUM STRUCTURE **Policy 127,** CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS **Policy 46, UNDERGRADUATE** GRADING, PROMOTION, AND ACADEMIC STANDING (THE "GPA POLICY") **Policy 164,** GRADUATE STATUS, ENROLMENT, AND EVALUATION **Registrars Policy -** TRANSFER CREDITS https://www.ryerson.ca/currentstudents/transfercredits/faqs/Definition/	