

SENATE MEETING AGENDA

TUESDAY, JANUARY 28, 2020



SENATE MEETING AGENDA

Tuesday, January 28, 2020

POD250 - 2nd Floor

4:30 p.m. Light dinner is available

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."

3. Approval of the Agenda
Motion: *That Senate approve the agenda for the January 28, 2020 meeting*

4. Announcements

- Pages 1-9
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the December 3, 2019 meeting*

6. Matters Arising from the Minutes

7. Correspondence

- Pages 10-16
8. Reports
 - 8.1 Report of the President
 - 8.1.1 President's Update

- Pages 17-18
- 8.2 Communications Report

-
- 8.3 Report of the Secretary
8.3.1 Senate Elections
February 3, 2020 – Call for Nominations
March 2 to 5, 2020 – Online voting for students, faculty-at-large and CE
faculty
March 9 to 12, 2020 – Online voting for faculty
-

- Pages 19-34 8.4 Committee Reports
8.4.1 Report #W2020-1 of the Academic Standards Committee
(ASC): K. MacKay
-

- Pages 19-20 8.4.1.1. Changes to the Field Placement hours in the School of
Social Work

Motion: *That Senate approve the changes to the Field
Placement hours in the School of Social Work*

- Pages 20-21 8.4.1.3. Assignment of the Honours Bachelor Degree designation for
Double Majors

Motion: *That Senate approve the assignment of the
Honours Bachelor Degree designation for Double
Majors*

- Pages 22-33 8.4.1.2. Periodic Program Review for the Department of English
Bachelor of Arts (Honours) Degree Program – Faculty of Arts

Motion: *That Senate approve the Periodic Program Review
for the Department of English Bachelor of Arts
(Honours) Degree Program – Faculty of Arts*

- Pages 35-82 8.4.2 Report #W2020-1 of the Academic Governance and Policy
Committee (AGPC): M. Benarroch

- 8.4.2.1. Provost's Update

Pages 36-43

8.4.2.2. YSGS Council Bylaws

Motion: *That Senate approve the proposed YSGS Council Bylaws*

Pages 44-82

8.4.2.3. The Academic Plan 2020-2025

Motion: *That Senate approve the Academic Plan 2020-2025*

Pages 83-109

8.4.3 Report #W2020-1 of the Yeates School of Graduate Studies Council (YSGS) – C. Searcy

Pages 85-92

8.4.3.1. Periodic Program Review for Math Graduate Programs

Motion: *That Senate approve the Periodic Program Review for Math Graduate Programs*

Pages 93-100

8.4.3.2. Periodic Program Review for Economics Graduate Programs

Motion: *That Senate approve the Periodic Program Review for Economics Graduate Programs*

Pages 101-109

8.4.3.3. Periodic Program Review for the Philosophy Graduate Program

Motion: *That Senate approve the Periodic Program Review for the Philosophy Graduate Program*

9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

Pages 110-115

12.1 Academic Integrity Office Senate Report 2018-2019

https://www.ryerson.ca/senate/senate-meetings/agenda/2020/Course_Change_Forms_January2020.pdf

12.2 Course Changes Forms From:

Faculty of Arts: Criminology/History Double Major; Criminology/Politics & Governance Double Major; Criminology/Sociology Double Major; English; History; History/Politics & Governance; Interdisciplinary Studies; Languages, Literatures & Cultures; Politics & Governance; Politics & Governance/Sociology Double Major; Sociology.

Faculty of Communication and Design: Creative Industries; Fashion; Graphics Communications Management; Image Arts; Interior Design; Journalism; Performance; Professional Communication; RTA School of Media.

Faculty of Community Services: Child & Youth Care; Disability Studies; Midwifery; Nursing; Nutrition; Occupational & Public Health.

Faculty of Science: Chemistry & Biology; Computer Science; Mathematics; Physics.

Faculty of Engineering & Architectural Science: Architectural Science; Mechanical & Industrial Engineering.

Ted Rogers School of Management: Health Services Management; Hospitality and Tourism Management; Retail Management; Real Estate Management;

13. Adjournment

SENATE MINUTES OF MEETING			
Tuesday, December 3, 2019			
POD-250			
MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
F. Anger	R. Adams	J. Neil	S. Donato-Woodger
L. Barnoff	R. Babin	R. Noble	H. Elsayed
M. Benarroch	S. Benvie	S. Rakhmayil	K. Nguyen
D. Cramb	T. Burke	H. Rollwagen	K. Park
G. Craney	D. Checkland	S. Sabatinos	V. Prevost
L. Fang	K. Dermody	J. Tiessen	D. Salman
C. Hack	M. Dionne	M. Tiessen	J. Spagnuolo
M. Lachemi	A. El-Rabbany	N. Walton	
S. Liss	A. Ferworn		
K. MacKay	N. George		
J. McMillen	M. Green		
D. O'Neil Green	R. Hudyma		
C. Searcy	C. Kular		
C. Shepstone	A. McWilliams		
D. Taras	R. Meldrum		
S. Zolfaghari	A. Miransky		
			EX-OFFICIO STUDENTS:
			N. Brayannis
SENATE ASSOCIATES:			ALUMNI:
A. M. Brinsmead			N. Di Cuia
R. Kucheran			S. Rattan
REGRETS:		ABSENT:	
D. Androutsos		K. Agyemang	
M. Arif		A. Bailey	
C. Bradish		D. Bitondo	
D. Brown		Z. Bokhari	
J. Dallaire		E. Ignagni	
C. Falzon		O. Karp	
L. Lavallée		J. Kewal	
I. Mishkel		K. Kumar	
M. Moghaddas		M. Vahabi	
P. Moore			
A. Saloojee			
H. Shahid			
P. Sugiman			
A. Yazdani			
M. Zouri			

Committee of the Whole Discussion: The Academic Plan

A. McWilliams chaired this segment of the meeting and M. Benarroch led the discussion.

The Academic Plan is based on a series of consultations and is building on Our Time to Lead. What we heard from the community is that the priorities within that plan still remain very relevant for the Ryerson Community, so those are reflected in the plan with some changes. We also heard that we need to remain focused - whether it was fewer values to focus on or whether it was redefinition within priorities.

We had 28 town hall presentations and over 1700 community members engaged in the consultation process. Those of you who attended know that we used a software (metametre) which allowed us to collect input from everybody who participated.

The Academic Plan Advisory Group was put together in July, 2019 and it has been meeting regularly.

This is what we heard in the town halls:

The university would present seven values in this new Academic Plan. They are based in general on the themes of the values in our previous Academic Plan with some adjustments.

- **Excellence**
- **Equity and Diversity**
- **Respect and Shared Success**
- **Sustainability**
- **Boldness**
- **Wellbeing**
- **Access**

Overarching the values and the plan is academic freedom which has been articulated as a principle fundamental to the work of the university rather as a stand-alone value. We articulated that upfront in the document – we don't define academic freedom in the document, as it's defined elsewhere in the university under academic freedom.

We also heard about priorities and have settled on five priorities. We presented six priorities, one of which was International Global Leadership. We heard back from the community about that one, and in the end settled on five.

- **The Student Experience**
- **Scholarly, Research, and Creative Activity and Graduate Studies**
- **Advancing Indigenous Initiatives**
- **Innovation**
- **Community and Urban Partnerships**

Global Leadership and Internationalization has been imbedded rather than appear as a stand-alone priority.

Strategies.

We will develop a second document which will include strategies under each one of the priorities. What we see is that the Academic Plan will have Priorities and Values then we will have a

secondary document which will have many strategies under each one which we will provide to the community.

The draft Academic Plan is posted on the Provost and Vice President Academic's website and we will continue updating that document as we go along. We would like to hear from Senators their views on the Academic Plan. Comments can be sent to the Provost and Vice President Academic at provost@ryerson.ca

Questions/Answers & Comments:

Q: Is there any order or structure to the priorities?

A: They were not intended to be ranked. It doesn't mean we will allocate the same amount of resources to each and every one. They do not need the same amount of resources.

Q: Regarding student experience section to trying to improve, is there any mention made of gainful employment at the end of their experience here?

A: In terms of jobs, not directly, but it does talk about that the fact that we have a large suite of career-oriented programs that those who come to study here are looking for that link to the labour market in a clear and concise way, that's one of our strengths and that's what we want to support.

C: Experiential learning and connection to job market; when we ask for strategies and strengths of the university that began to come out, so there are many of those in the strategies. It's not just student experience but graduate students also. It appears over and over again. People see experiential as a very important part of what we do at Ryerson. Investments in co-ops, internships and career counselling, all of that were what we heard and those will be included in the strategies.

Q: On the wellness issue about the students, I didn't see anything about Food Security and the rising food and security on campus. Surely that should be in that Wellness issue with regards to students.

A: We didn't hear much about that. The word "Wellbeing" is now become known as a complicated way of looking at everybody's life from the University. We'll take that back.

C: I think this is a very serious issue that the university should address.

Q: 1) The need to focus on collaboration and interdisciplinary approaches. There was a major report on Interdisciplinary in roughly 2012, almost none of the recommendations were acted on. Obviously strategies and operationalizing what matters when it comes to interdisciplinary approaches is complicated - wonder what you saw as meaning in terms of commitment?

2) Puzzled by entrenching civility as a value governing how we work and collaborate. More in favour of mutual respect. Do we have a major civility problem at Ryerson? I want to know how we entrench civility.

A: 1) We heard over and over again from our academic about interdisciplinary work and desire to be more interdisciplinary within the university. We heard from staff the desire to not work in silos across the institution. It is happening already where we see a number of programs which are working across disciplines. I think within the framework of Ryerson University, there is a desire to continue to do interdisciplinary work and a recognition that we are hiring more and more faculty whose work is interdisciplinary.

2) In terms of civility, this was one of the most important values. There are many people at Ryerson who feel they are not working in a civil environment. Civility does not mean that you can't make strong arguments or you can't use certain words. We still have rights to freedom of expression and freedom of speech. It's to stay that we should work in an environment that has mutual respect for one another.

Q: In your data, who were the recipients of the uncivil behavior? Is it staff, and from whom? Or is it students, and from whom? It might make a big difference how we approach this as an issue.

A: We heard it in the crowds of staff, faculty and students. It could have different meaning for each one. We do not want to implement a really narrow, rigid perspective on civility. For some people, civility would mean there is no disagreements. They want to allow for flexibility. It's about respect for and sharing success.

Q: Increasing Boldness. Can you give us some notion as to what a strategy for Boldness might be? We have a lot of administrative processes, would this be a strategy reducing the amount of unnecessary financial things, e.g. that one must do as a formula for increasing boldness?

A: People are trying to say that we should continue to push boundaries at Ryerson University. We should not be afraid to break down barriers when they need to be broken down. So if there is something that is legitimate and we should change it then we should go ahead and do it and have those discussions. What we had up there was Enterprising and what we heard from the community was that Enterprising reminded them too much of Entrepreneurial and they were uncomfortable with that word even if the definition didn't say that. We have settled on Boldness for now but we are open to hearing comments on it.

Q: Oftentimes, Freedom of Speech is used as an excuse for hate speech. I was wondering what preventative measures the university has to protect students when these conversations are being had to ensure that Freedom of speech is not being used as an excuse for that.

A: We have to be careful how we define hate speech. Hate speech in Canada is defined in a sense very narrowly. We talk about certain kinds of talk that incites violence. So we have to be careful around that. Academic Freedom is not an excuse for hate speech. However, there are times when faculty members and students may say things in classes that make people feel very uncomfortable, but this may fall under Academic Freedom. I think that there is a protection under Academic Freedom, which is a fundamental principle of the University. I think hate speech falls outside of all of those. Academic Freedom allows the faculty the rights to express the views that they want as long as they fall within Canadian law.

Q: Access – I know there are all kinds of barriers to education, but one of the main ones I hear from undergraduate and graduate students, is money. We have excellent graduate students and we probably turn away graduate students because they can't afford to be here. How do we prioritize our priorities to keep graduate students?

A: We have already done that in terms of Graduate Studies this year. We have added an additional 1.5 million into graduate studies to create 150 \$10,000 awards, plus YSGS put \$1m and will continue to do so for the next two years. The \$1.5 million is in base. What we heard from student experience, graduate studies and International is that unless we put money towards those to support our students coming here, graduate studies, and travel opportunities and exchanges, then we will be leaving out many students who cannot afford it. The reason Access appears in the values is that we kept hearing it over and over and we didn't want to become a university where we ruled out people who couldn't afford coming here. Yes, it will require that we have continued investments in those areas and we are looking at ways of increasing our investments in these areas so that we can become more competitive.

Q: What is the process? In the past there were all these levels of reports and we had to make comments and send the reports in. What is the process for the next five years?

A: We are working on making things simpler – the next five years will be more difficult than the last five years. We have to be more focused as an institution. The plan should become the focus of how we allocate our resources to work on the five priorities and to implement the values that we set out there. For example, Food Security is excellent. If we truly believe in the

wellbeing of our students then we do have a responsibility for the whole wellbeing. We heard right from the beginning that the reporting process was way too cumbersome for everyone. I think the responsibility is for the Provost's office to report back (on an annual basis) to say, here are the priorities; things we've invested in; allocation of resources.

Q: It would be nice to keep track and maybe publish statistics on students getting jobs.

A: That data is available and it will be published. It will be one of our metrics that the government is imposing on us. (Graduation rates, earnings data, employment in a related field).

C: Employment rates and graduate salaries by program are available on the University Planning Office website. One can see program by program how our students are doing two years after graduation.

Q: Regarding wellbeing supporting the whole person. Because it is so broad, does it overlook mental health and disabilities?

A: It includes a lot about mental health and access, which refers to making sure the university is accessible to persons with disabilities.

Q: Under Access, it states that "creating an environment where it removes barriers for participation". What kind of barriers? And what is being done around Ryerson to try to remove those barriers?

A: This is reflecting what we want to do in the next five years. We want to improve access. There are many layers of access. For some people, it was making sure that those from under-represented groups had opportunities to get into Ryerson University. The barriers that they face, whether it's financial or academic barriers – that we work to help them overcome those. This commits us to try to raise scholarship money and other forms of financial aid. The Chang School has a number of programs that help bridge people from under-represented communities or who have had difficulties at some point in their lives and don't have the grade points to get in.

Senators are encouraged to contact M. Benarroch or G. Craney, via email, or place comments on the Provost's website at:

<https://www.ryerson.ca/provost/strategic-plans/academic-plan/2020-2025/>

Senate Meeting:

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 December 3, 2019 meeting*

L. Fang moved; A. McWilliams seconded

Motion Approved.

4. Announcements - None

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the November 5, 2019 meeting*

A. McWilliams moved; L. Fang seconded

Motion Approved.

6. Matters Arising from the Minutes -

Two questions pending from the last Senate meeting:

Q1) Regarding the one-year follow-up, when would minors be available for Urban and Regional Planning students?

Answer: It is being worked on for the future but will not be available for the 2020-2021 Academic year

Q2) Regarding the GCM one year follow-up and concerns raised from a faculty senator: It was recommended that a meeting occur with the faculty senator and the Chair of the Program and Dean.

Update: The meeting has occurred and we are awaiting on any follow up from this meeting.

7. Correspondence – None

8. Reports

8.1 Report of the President

8.1.1 President's Update

The President Reported:

1) M. Benarroch has been appointed as President, University of Manitoba, starting July, 1, 2020. The Search process has started. The Search Committee deadline to vote for nominations is Friday, December 6, 2019 at 3:00pm.

Q: Should we wait until the next Provost is appointed to continue with the Academic Plan?

A: The work on the plan will not be put on hold.

2) Ryerson Alumni reception in New York City: The President attended as well as Mayor John Tory. The message was very clear that Ryerson is a city builder and the Toronto is a very vibrant city so we must keep the municipality and provincial governments engaged in what we are doing.

3) Ontario Economic Summit: The President attended a 3-day summit where leaders from government, academia and industry came together to discuss how to position Ontario as a leader in a new global economy.

4) On November 25, the Daphne Cockwell Health Sciences Complex was officially opened. The Minister of Colleges and Universities Ross Romano attended the ribbon-cutting event.

8.2 Communications Report – as presented in the agenda

8.3 Report of the Secretary

8.3.1 Annual Nominating Committee Constituted

Members are:

Lisa Barnoff

Richard Meldrum

Anne-Marie Brinsmead

Katey Park
Julio Spagnuolo
Donna Bell (non-voting)

8.4 Committee Reports

8.4.1 Report #F2019-3 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Honours degree designation for the Sociology program

Motion: *That Senate approve the Honours degree designation for the Sociology program*

K. MacKay moved; Denise O'Neil Green seconded

Motion Approved.

8.4.2 Report #F2019-3 of the Academic Governance and Policy Committee (AGPC):

M. Benarroch

8.4.2.1. Provost's Update

Student Choice Initiative – regarding the court's decision, we have shut down the Student Choice Initiative. Monies will be returned to the groups if the government does not go forward with an appeal.

Q: When will we be sure that the government won't go ahead with this?

A: We will know by December 20, 2019.

8.4.2.2. Revised School Council Bylaws for the School of Professional Communication

Motion: *That Senate approve the revised School Council Bylaws for the School of Professional Communication*

M. Benarroch moved; A McWilliams seconded

Motion Approved.

8.4.3 Report #F2019-1 of the Awards and Ceremonials Committee (AWCC): M. Benarroch

8.4.3.1. Option for undergraduate and graduate degree recipients to be awarded gender-neutral degrees

Motion: *That Senate approve the option for undergraduate and graduate degree recipients to be awarded gender-neutral degrees*

C. Hack moved; S. Rattan seconded

C. Hack stated that students will receive communication as to whether they need to opt out and receive gender-neutral designations.

Comment: Wondered if there was a problem with the status quo. Reading from the Webster Dictionary, the definition of the word Master did not appear to identify as a gendered word.

C. Hack responded that this is only for the students who wish for this to be done.

Motion Approved.

8.4.4 Report #F2019-2 of the Scholarly, Research and Creative Activity Committee (SRCAC) – S. Liss presented this item.

8.4.4.1. 2020-2025 Strategic Research Plan

Motion: *That Senate approve the 2020-2025 Strategic Research Plan*

S. Liss moved; D. Taras seconded

Motion Approved.

8.4.5 Report #F2019-2 of the Yeates School of Graduate Studies Council (YSGS) – C. Searcy

8.4.5.1. For Information: One year follow up: Nutrition Communication (MHSc), Communication and Culture (MA/PhD) and Literatures of Modernity (MA)

C. Searcy was congratulated on his new role as Dean of YSGS.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business -

Ryerson Food Council presentation to Senators on food insecurity on campus and the university food system.

12. Consent Agenda -

https://www.ryerson.ca/senate/senate-meetings/agenda/2019/Course_Change_Forms_December_2019.pdf

12.1 Faculty of Arts:

Arts & Contemporary Studies; Criminology; English; History; Languages, Literatures and Cultures; Philosophy; Psychology; Politics & Governance; Politics & Public Administration; Sociology

Faculty of Community Services:

Child and Youth Care; Social Work; Urban & Regional Planning

Faculty of Engineering & Architectural Science:

Architectural Science; Civil Engineering; Electrical, Computer & Biomedical Engineering; Computer Science; Mechanical & Industrial Engineering

Faculty of Science:

Chemistry & Biology; Physics

Ted Rogers School of Management:

Business Management (Marketing); Entrepreneurship & Strategy; Finance; Health Services Management; Information Technology Management; Law & Business

M. Lachemi wished everyone Happy Holidays.

13. Adjournment

The meeting adjourned at 6:35 p.m.

Ryerson University
President's Update to Senate
January 28, 2020



APPOINTMENTS

Donna E. Young has been appointed the founding dean of Ryerson University's Faculty of Law, effective January 1, 2020. Donna joins us from the Albany Law School, where she was President William McKinley Distinguished Professor of Law and Public Policy. Her teaching focused on criminal law, employment and labor law, and feminist and critical race theory. She was concurrently a faculty member in the Department of Women's, Gender, and Sexuality Studies at SUNY Albany, and she helped forge a strategic partnership between the two institutions. Previously, in Rome, Italy, she was a consultant at the International Development Law Organization and a visiting scholar at the Faculty of Law at the University Roma Tre. Before joining academia, Donna worked in the legal department of the City of New York Mayor's Office of Labor Relations, in litigation at Toronto's Cornish Roland Barristers & Solicitors, and at the Ontario Human Rights Commission. Raised in North York, Donna holds a bachelor of science (honours) in psychology from the University of Toronto, an LL.B. from Osgoode Hall Law School, York University, and an LL.M. from Columbia University School of Law.

John Papadopoulos has been appointed the Ryerson Library's inaugural head law librarian effective February 10, 2020. John holds a JD and a Master of Information Studies, both from the University of Toronto, where he has been director of the John W. Graham Library and Trinity College Archives as well as chief law librarian at the Bora Laskin Law Library. Previously, he worked at a succession of Toronto law firms as reference librarian and information coordinator. At Ryerson, he will be responsible for building an innovative library whose resources and student services complement and support the new Faculty of Law's unique curriculum and programming. He will work closely with Dean of Law Donna E. Young to welcome the faculty's first cohort of students in 2020–21.

Cory Searcy has been appointed to a permanent position as vice-provost and dean of the Yeates School of Graduate Studies (YSGS). Having taken up the role on an interim basis in April 2019, Cory has overseen various forward-thinking initiatives, including the creation of Ryerson's Graduate Scholarship (RGS) Awards, the progress of YSGS's Indigenous framework, and the development of new programs—as well as the occupancy of new space for interdisciplinary graduate students in the Daphne Cockwell Health Sciences Complex. Along with his responsibilities at YSGS, Cory will continue his work as a professor of industrial engineering.

CONGRATULATIONS

Among 39 recipients of the Order of Canada invested by Governor General Julie Payette on November 21, 2019 were six with Ryerson connections. Filmmaker *James Cameron* (Honorary Doctor of Laws, 1998) became a companion of the order; *Heather Reisman* (Honorary Doctor of Commerce, 2006) became an officer of the order; and *Ronald Besse* (Business Management – Business Administration,

1960), *Mitchell Cohen* (Honorary Doctor of Laws, 2013), *Ken Greenberg* (vice-chair and co-founder of the Ryerson City Building Institute), and *Nadir Mohamed* (Board member) became members of the order.

Cheri Bradish, director of the Future of Sport Lab and Ted Rogers Director of Sport Business Initiatives at TRSM, received the Academic Achievement in Sport and Entertainment Award at the Sport, Entertainment, and Venues Tomorrow (SEVT) conference, held in Columbia, South Carolina. She is the first Canadian recipient of the award, which recognizes the impact of Cheri's research, teaching, and fostering of meaningful dialogue between academics and industry professionals.

Wendy Cukier, professor of entrepreneurship and strategy at TRSM and founder of Ryerson's Diversity Institute, was named one of the "2019 Top 100" by the Women's Executive Network, as a Public Sector Leader. The citation called Wendy a "transformational leader, social innovator and change-maker."

Joanne McKee, Ryerson's chief financial officer, has won the 2019 Council of Finance Officers – Universities of Ontario (COFO-OU) Distinguished Leadership Award for the second time. The award, voted on by her peers, marks Joanne's outstanding contributions both to COFO-OU and to the management of higher education.

Julia Simioni, fourth-year journalism student at Ryerson, has won the Barbara Turnbull Award, given annually to a student from Ryerson's Faculty of Communication and Design (FCAD) with a physical disability who, according to a writeup in the Toronto Star, "best embodies former Star journalist Turnbull's characteristics: tenacity, perseverance and a positive attitude in the face of significant challenges." Simioni, who lives with a benign tremor, is the newsletter editor at the Ryerson Review of Journalism and aspires to be a magazine feature writer.

The Ted Rogers MBA Program was ranked #5 in Canada in *Bloomberg Businessweek Best Business Schools 2019-20*, based on interviews and surveys of faculty, administrators, and students at MBA programs worldwide. In the categories "Learning" and "Entrepreneurship," Ryerson placed #2 and #3, respectively, in Canada.

PARTNERSHIP

BRAMPTON INNOVATION ZONE – On January 7, Ryerson and the City of Brampton announced an agreement to establish the Brampton Innovation Zone. Set to open in early 2020 in the downtown Innovation District, the Zone builds on a 2019 memorandum of understanding that reaffirmed Ryerson's commitment to Brampton. The Zone will be modelled on Ryerson's existing zone network, offering mentorship and access to valuable resources for Brampton-based entrepreneurs, with the aim of training and retaining local talent and creating an innovation ecosystem in the city. Startups in a range of industries will be connected to local partnering organizations and enabled to scale up and access national and international markets.

EVENTS

FALL OPEN HOUSE – On November 9, a record 12,661 guests attended Ryerson’s Fall Open House. Visitors arrived from as far afield as Afghanistan, Azerbaijan, Bangladesh, Brazil, China, Columbia, India, Iran, Jamaica, Mexico, Morocco, Nigeria, Pakistan, Peru, Poland, Qatar, Slovakia, Trinidad and Tobago, Turkey, the United Kingdom, and the U.S.A. Faculty, students, and staff hosted faculty fairs, program and admissions sessions, workshops, and tours—including of the new Daphne Cockwell Health Sciences Complex.

CREATIVE INNOVATION STUDIO – On November 19, FCAD launched the Creation Innovation Studio at 110 Bond Street, a multidisciplinary space fostering innovative research, collaboration, and fabrication across the creative arts. It houses four incubators—the Design Fabrication Zone, the Fashion Zone, the Music Den, and the Transmedia Zone—as well as studio space and HQ, a new venue and convening space. The Global Learning Centre in the nearby Image Arts Building also falls under the Studio’s umbrella. At the launch, FCAD community members showcased their cutting-edge work in areas such as virtual and augmented reality, digital audio, and 3D-printed clothing.

CYBERSECURITY CONFERENCE – On November 19, Rogers Cybersecure Catalyst co-hosted the one-day conference “Cybersecurity, Cross-Border Trade, and the Digital Economy” with the United States Consulate General in Toronto. Bringing together speakers from politics, industry, academia, and law enforcement from the United States and Canada, the event focused on the urgent need for cross-border logistics and cooperation in order to address cyber threats. Among the participants were U.S. Consul General Greg Stanford (who argued for alignment between Canada and the U.S. on 5G), U.S. Chargé d’Affaires Richard M. Mills, Jr., Ontario Solicitor General Sylvia Jones, and Prabmeet Sarkaria, MPP for Brampton South and associate minister of small business and red tape reduction.

CREATORS GRANT SHOWCASE – On November 19, the Ryerson Library hosted a showcase for the exciting work of the four recipients of the inaugural Library Creators Grant. Offered through the Isaac Olowolafe Jr. Digital Media Experience Lab (DME), the grants offered funding and resources in February to students for projects addressing systemic issues. [Kelly Bang](#), a second-year architectural science student, presented her art installation *Kaleidoscope*, designed to help women feel safer walking at night on campus. [Paul Benson](#), a first-year disability studies student who lives with MS, presented his documentary on people with disabilities who create positive social change. [Alannah Fricker](#), a third-year social work student and founder of Canadian Students for Sensible Drug Policy (CSSDP) at Ryerson, presented her website HarmReductionTO (at www.harmreductionto.ca), aimed at addressing the overdose crisis and reducing social stigma towards those who use drugs. [Hansel Igbavoa](#), a third-year entrepreneurship and strategy student, presented a video aimed at demystifying Black hair and normalizing its beauty.

DAPHNE COCKWELL HEALTH SCIENCES COMPLEX – On November 25, Ryerson celebrated the opening of the Daphne Cockwell Health Sciences Complex. A major addition to the campus, with 175,000 square-feet of new space for teaching, research, and study and a 332-bed residence tower, the building embodies Ryerson’s holistic, collaborative approach. It houses the Daphne Cockwell School of Nursing, the School of Nutrition, the School of Occupational and Public Health, and the Midwifery Education

Program—as well as the Creative Technology Lab. The Honourable Ross Romano, Ontario’s minister of colleges and universities, delivered remarks praising Ryerson for providing “students with the learning environment and opportunities to be ready for the jobs of today and tomorrow,” and members of the Ryerson community were invited to tour the complex, with its innovative teaching spaces, including simulated hospital wards and demonstration kitchens.

ACCESSIBLE FASHION SHOW – On December 3, students in two courses co-facilitated by Fashion at FCAD and the British Council—the MA in Diversity in Fashion and the undergraduate course Fashion Promotions—produced *Beauty to be Recognized*, which they billed as the world’s “first-ever crip fashion show based on relaxed performance.” Audience members were encouraged to be themselves—including moving around and vocalizing—as were the show’s 25 models, all of whom identified as either disabled or allies, and who selected their own clothes. The student organizers’ aim was to foster accessibility and inclusion in the world of fashion, which is often viewed as being intimidating and exclusionary.

GLOBAL LEGAL INNOVATION – On December 4, the Legal Innovation Zone launched an online service to support legal tech entrepreneurs around the world. Each of its four interactive programs is relevant to a different stage of a startup’s development. Joining two existing programs—Innovator’s Canvas, which offers entrepreneurs feedback on their ideas, and Incubate, which helps market-ready companies grow sustainably—are Concept Framework and Sprint Studio, which respectively help entrepreneurs develop their ideas into proofs of concept and turn these into market-ready products. All programs but Incubate are free, and together, they are designed to meet a global demand for legal innovation, from entrepreneurs and consumers alike.

DAY OF REMEMBRANCE – On December 6, Ryerson participated in the National Day of Remembrance and Action on Violence Against Women. Community members gathered at the Tree of Hope in the Kerr Hall Quad for a vigil, and then in the Podium building for speakers and discussion focusing on the theme “mourning to action.” The keynote speaker was Sarain Fox—an Indigenous activist, choreographer, dancer, and television host—and there was a performance by the Queer Songbook Orchestra. The event was co-presented by eight campus organizations.

ATHLETICS – Across varsity sports, the Rams finished the first half of 2019–20 with an impressive cumulative record of 61 wins, 30 losses, and 5 draws. Women’s Soccer advanced to the OUA quarter-finals for the first time in the program’s history. Women’s Volleyball and Women’s Basketball finished 2019 ranked #2 and #5 in Canada respectively, and the men’s hockey, soccer, and wrestling teams were ranked in the national Top 10. Men’s Hockey forward Mathew Santos, a third-year geographic analysis student, was selected to represent U SPORTS in a two-game exhibition series against Canada’s World Junior team. With key student athletes returning to the roster after injuries in the fall, the Rams are looking forward to a strong 2020, which will include hosting the OUA Figure Skating Championship at the Mattamy Athletic Centre in February.

from the President's Calendar

November 19, 2019: I met with Ralph Lean, counsel at Gowling WLG, and Brian Cooper, CEO of lifestyle marketing agency MKTG, to discuss sports programs at Ryerson.

November 19, 2019: I was delighted to host an event to welcome incoming Indigenous faculty at Ryerson. I delivered remarks affirming Ryerson's commitment to reconciliation and celebrating the faculty members as changemakers and role models for Indigenous and non-Indigenous students.

November 19, 2019: I met with The Honourable Ross Romano, Ontario's minister of colleges and universities, to discuss the ongoing collaboration between Ryerson and the ministry.

November 19, 2019: I led a town hall at which students, faculty, and staff were consulted about Ryerson's new strategic vision. Community members provided thoughtful ideas and responses to questions about attracting and retaining talented people, meeting the needs of our increasingly diverse community, and what Ryerson should look like in 2030.

November 20, 2019: I hosted a lunch for Ryerson leaders to encourage them to take part in United Way giving.

November 20, 2019: In Mississauga, Vice-President, University Advancement and Alumni Relations Ian Mishkel and I met former Mississauga mayor Hazel McCallion and members of the De Gasperis family to discuss Ryerson's Faculty of Law.

November 21, 2019: Along with Provost and Vice-President, Academic Michael Benarroch, Vice-President, Equity and Community Inclusion Denise O'Neil Green, and Vice-President, Administration and Operations Deborah Brown, I participated in a Ryerson Leadership Community of Practice panel moderated by Vice-Provost, Students Jen McMillen. We spoke to leaders from across Ryerson about the role of leadership at all levels in supporting the university's vision, academic plan, and culture.

November 21, 2019: I attended a United Nations Association in Canada dinner honouring Walied Soliman, global chair of Norton Rose Fulbright Canada and the association's 2019 Global Citizen Laureate.

November 22, 2019: I attended *Sociology Meets Social Innovation*, the Sociology capstone student fair, where I learned about the exciting work being done by Ryerson sociology students in their final year of undergraduate study.

November 25, 2019: I was proud to attend the official opening of the Daphne Cockwell Health Sciences Complex, and to deliver remarks celebrating this important new building, in which Ryerson and community partners will work together to make our city healthier, more resilient, and more humane.

November 25, 2019: I attended a ceremony in Brampton where former Ontario premier Bill Davis was given the Key to the City.

November 26, 2019: I was pleased to attend an event celebrating the 2019–20 recipients of the Savitri & Anju Virmani Scholarships for Women in STEM, at which Ryerson recognized the generosity of Anju Virmani, who created the award, and of her mother, Savitri.

November 26, 2019: At The FCAD Catalyst, I delivered remarks introducing a live recording of a Foundations for Opportunity podcast featuring Toronto Raptors "superfan" Nav Bhatia.

November 27, 2019: I welcomed Kirill S. Mikhaylov, the consul general of Russia, to campus, where he was the special guest of the International Issues Discussion series event, "Russian-Canadian Relations: History and Potential."

November 28, 2019: Ian Mishkel and I met with Edward Rogers, chair of Rogers Communications, to continue our discussion of Ryerson's Master Plan and Vision 2030.

November 28, 2019: At the Daphne Cockwell Health Sciences Complex, I hosted a recognition event for Ryerson Board member, honorary doctor of commerce (2004), and supporter Jack Cockwell to thank him for his generosity and vision, and to unveil a plaque in honour of his mother, after whom the building is named.

November 29, 2019: I led a second town hall to consult students, faculty, and staff about Ryerson's new strategic vision.

November 29, 2019: I hosted a Community Holiday Celebration, at which members of the Ryerson community shared memories, enjoyed refreshments, and partook in festivities.

December 2, 2019: Ian Mishkel and I met with former Ontario premier Bob Rae to update him on the progress of Ryerson's Faculty of Law.

December 2, 2019: I welcomed Ryerson alumnus Majid Jowhari, MP for Richmond Hill, to campus and gave him a tour of the DMZ.

December 2, 2019: Along with Deborah Brown and Assistant Vice-President, University Relations Jennifer Grass, I had a lunch meeting with Kristyn Wong-Tam, city councillor for Toronto Centre, to discuss Ryerson's role in city-building and community engagement.

December 3, 2019: I met with The Honourable Navdeep Bains, Canada's minister of Innovation, Science and Industry, to discuss Ryerson's ongoing collaboration with the federal government.

December 3, 2019: I attended a Canadian Club lunch at which RBC senior vice-president John Stackhouse, George Brown College president Anne Sado, and Minister Romano addressed the question, "How Will We Prepare Learners for the Workforce of 2020 and Beyond?"

December 3, 2019: I participated in a conference call with Brampton mayor Patrick Brown and Algoma University president Asima Vezina, as part of an ongoing discussion about collaboration between Ryerson, Algoma, and the city of Brampton.

December 4, 2019: I welcomed Toronto mayor John Tory to campus, where he attended the Canadian Media Innovation Showcase at the DMZ.

December 4, 2019: At the inaugural Cybersecurity Research Lab showcase, I delivered remarks congratulating Director Atefeh Mashatan and her team on their stellar work in developing cybersecurity solutions that make good business sense.

December 5, 2019: I participated in a joint meeting of the executive heads and chairs of the Council of Ontario Universities (COU).

December 5, 2019: I participated in a COU executive heads round table.

December 5, 2019: I was pleased to attend the Ryerson Faculty Association holiday party.

December 6, 2019: Along with Jennifer Grass, I met with Peter Bethlenfalvy, president of the Treasury Board Secretariat of Ontario, to discuss the post-secondary education sector.

December 6, 2019: At Ryerson's ceremony marking the National Day of Remembrance and Action on Violence Against Women, I delivered opening remarks calling on men to prioritize addressing gender-based violence.

December 9, 2019: Along with Ian Mishkel, Assistant Vice-President International Anver Saloojee, and Deputy Provost and Vice-Provost, University Planning Glenn Craney, I visited Rowan University in Glassboro, New Jersey, to develop our relationship with an institution that shares our values of innovation, entrepreneurship, and city-building.

December 10, 2019: I met with James Meddings, president of the Federal Economic Development Agency for Southern Ontario, to discuss collaboration with FedDev in the area of innovation.

December 10, 2019: I had an introductory meeting with Aliza Lakhani, regional CEO and Dean, Northeastern University–Toronto, to discuss Northeastern’s work in Toronto.

December 10, 2019: Along with Ian Mishkel, I met with Ronald Besse, Ryerson alumnus (Business Administration ’60) and member of the Order of Canada, to discuss Ryerson’s Master Plan.

December 10, 2019: I delivered remarks at a recognition event for entrepreneur, social activist, and philanthropist Aditya Jha (Honorary Doctor of Laws, 2009), thanking him for his engagement and generosity as a donor and advisor who has developed relationships across various faculties at Ryerson.

December 11-12, 2019: In Ottawa, I attended a reception and dinner for a regular meeting of the National Research Council, followed by the meeting itself the next day.

December 13, 2019: I attended an Empire Club lunch at which Toronto Raptors president Masai Ujiri accepted the inaugural Nation Builder of the Year Award on behalf of the Raptors.

December 13, 2019: I had an introductory meeting with Apoorva Srivastava, India’s new consul general in Toronto, to discuss Ryerson’s partnership with India.

December 13, 2019: I stopped by CUPE 233’s annual holiday party to thank the custodians, groundskeepers, and maintenance workers the union represents for their essential contributions to Ryerson.

December 19, 2019: I greeted Bill Morneau, Canada’s minister of finance, to Ryerson, where he held a holiday reception.

December 20, 2019: Jennifer Grass and I met with Kamal Khera, MP for Brampton West and parliamentary secretary to the Minister of International Development, to discuss Ryerson’s ongoing work in Brampton and our commitment to the city.

December 20, 2019: Jennifer Grass and I met with Ruby Sahota, MP for Brampton North, to discuss Ryerson’s ongoing work in Brampton and our commitment to the city.

December 20, 2019: Jennifer Grass and I met with Maninder Sidhu, MP for Brampton East, to discuss Ryerson’s ongoing work in Brampton and our commitment to the city.

December 20, 2019: Jennifer Grass and I met with Sonia Sidhu, MP for Brampton South, to discuss Ryerson’s ongoing work in Brampton and our commitment to the city.

January 7, 2020: Along with Deborah Brown, I met with Dan Casey, president of Cresford, to discuss Ryerson’s ongoing partnership with the developer.



University Relations

Monthly Metrics & Reach

November 2019

Media Relations

- Pitched local media on partnership with Ryerson grad's company Sock Footage, which placed their first sock vending machine in the Hub Cafe. The story was covered by CBC, Global News, AM640, BlogTO and the DailyHive.
- APTN covered FCAD's Creative Native Youth project with Buffy Ste. Marie
- Conducted media outreach on the official opening of the Daphne Cockwell Health Sciences Complex.
- Conducted media outreach for Rogers Cybersecure Catalyst event, Cybersecurity, Cross-Border Trade, and the Digital Economy: Enabling Smart, Secure Systems
- Compiled and distributed a collection of faculty experts available for comment on various breaking news topics including China-Canada relations, Black Friday, Trump Impeachment, federal politics (various topics) and Don Cherry firing.

Publications

- Ryerson Today (RT) produced 13 editions in November 2019
- 64,868 subscribers
- Highest open rate was the edition with the story titled Michael Benarroch named president and vice-chancellor of University of Manitoba (39 %)); second-highest open rate was the issue with subject line: Ryerson-led program inspires the next generation of Indigenous creatives (36.9%). (Note: industry average is 16.1 %)

- Featured a number of stories on entrepreneurship, to focus on Global Entrepreneurship Week
- Special RT edition on World Access to Higher Education Day on Nov. 25.

Marketing

- Kicked off phase one and two of the 2019-20 Graduate Studies Recruitment Campaign (full campaign runs through to June). In-house creative featured in Google search, display and social ads as well as videos on TTC platform screens. The new Union Station large-format platform screen features two videos profiling alumni.
- Developed a comprehensive print insert for Alumni Weekend 2020, to be placed in the centre of the January issue of the Alumni Magazine (nearly 150,000 copies to be distributed in total).
- Finalized reporting for the Law Recruitment Campaign (ran August 22 through November 2). The campaign was very successful and led to strong application numbers. The report will be presented in the new year.
- Led a social campaign for Global Entrepreneurship Week featuring a video created in-house promoting entrepreneurship at Ryerson (Nov. 18-24).

Website

- Comparing November 2019 to November 2018, ryerson.ca saw a 12.8% increase in visits, 16.0% increase in visitors, and 13.3% increase in pages viewed.
- Increase in mobile visits was 32.6%



Social Media

- **Instagram:** Gained 903 followers to reach 28.9K.
- **Facebook:** Gained 212 fans to reach 75K.
- **Twitter:** Gained 227 followers to reach 56.7K.
- **LinkedIn:** Gained 2.1K followers to reach 231K. Social engagements totalled 3.1K.
- **Giphy:** 2.5M views of gifs and stickers

Digital Marketing

- Planned and managed digital campaigns to support Global Entrepreneurship Week and MEIE online info session.
- Working with agency partners on digital campaigns for domestic recruitment for TRSM, MBA and Grad Studies.

REPORT OF ACADEMIC STANDARDS COMMITTEE**Report #W2020-1; January 28 2020**

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

- **FACULTY OF COMMUNITY SERVICES – Changes to Field Placement hours in the School of Social Work**
- **DOUBLE MAJORS – Assignment of the Honours Bachelor degree designation**
- **PERIODIC PROGRAM REVIEW – B.A. English (Hons) Program, Faculty of Arts**

A. FACULTY OF COMMUNITY SERVICES – Changes to Field Placement hours in the School of Social Work

The School of Social Work is proposing a reduction in the number of field placement hours for the 4th year SWP50A/B course from 504 hours to 364 hours, effective Fall 2021.

The social work program is professionally accredited with the Canadian Association of Social Work Educators (CASWE). The accreditation standards require a minimum of 700 hours in placement for the Bachelor of Social Work (BSW) degree. Currently, BSW students complete a total of 840 placement hours, 336 hours in third year (SWP36) and 504 hours in fourth year (SWP51).

The Commission on Accreditation (COA) granted re-accreditation for a full-eight year period to the School of Social Work from January 1, 2017 to December 31, 2024. In the letter dated February 8, 2017, recommendations included that the school revisit the number of required field placement hours and bring the hours into alignment with the standards of accreditation.

In addition to the recommendation from the COA, the School has considered other important factors in decreasing the number of hours:

1. The advanced standing program admissions process is highly competitive, and most students in the program far exceed the minimum 2 years of related experience.
2. Many of the students with the FNTI program live and work in their home communities. Asking those communities to create opportunities for 504 hours of placement can be a significant burden on community resources.
3. Aside from the advanced standing program, many students in the BSW program have prior or current experience in the social services field.
4. Faculty have not observed any preference for hiring Ryerson BSW graduates over graduates from other BSW programs with 700 hours in placement.
5. Student placements, for the most part, are unpaid and students are required to pay for two course credits for third year placement and two course credits for fourth year placement. Requiring more hours puts financial hardship on students as it limits the time they have available each week outside of school, to be working for income. This is particularly a concern for those students who are less privileged.
6. The School initiated having more placement hours than other schools decades ago, at a time when not as many students were working significant weekly hours during the school year to support themselves. Today, many BSW students work part-time or even full-time (e.g., doing overnight shifts) to earn income to cover their education costs. This makes completing the high number of placement hours very difficult for many students.

Comparably, other schools of social work require the total number of placement hours as follow:

- York University BSW direct entry students complete a 4th year placement of 700 hours
- Laurier BSW students complete 2 practicums - one in 3rd year and the other in 4th year. Both practicums are 360 hours each, for a total of 720 hours.

Comparison of current and proposed new calendar copy for SWP50A/B:

Current:	Proposed:
<p>COURSE DESCRIPTION The second practicum emphasizes students learning in the field about themselves and social work practice through: developing critical self-reflexivity in working with people and transformative activities; engaging in anti-oppressive support and change processes; understanding links between policy, research and practice and how these are influenced by social, economic, political and organizational contexts; understanding professional roles and values and ethics of social work. Students are in field placement three days a week for two semesters.</p> <p>Weekly Contact: Lab 21 hrs GPA Weight: 2.00 Course Count: 2.0</p> <p>Billing Units: 2/2</p> <p><i>Co-requisite: SWP 50A/B, Pre-requisites: All 5th and 6th semester required courses.</i></p>	<p>COURSE DESCRIPTION The second practicum emphasizes students learning in the field about themselves and social work practice through: developing critical self-reflexivity in working with people and transformative activities; engaging in anti-oppressive support and change processes; understanding links between policy, research and practice and how these are influenced by social, economic, political and organizational contexts; understanding professional roles and values and ethics of social work. Students are in field placement two days a week for two semesters.</p> <p>Weekly Contact: Lab 15.17 hrs GPA Weight: 2.00 Course Count: 2.0</p> <p>Billing Units: 2/2</p> <p><i>Co-requisite: SWP 50A/B, Pre-requisites: All 5th and 6th semester required courses.</i></p>

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the changes to the Field Placement hours in the School of Social work.*

B. DOUBLE MAJORS – Assignment of the Honours Bachelor degree designation

This proposal seeks to grant the Honours Bachelor degree designation to all existing and future Ryerson Double Majors, commencing in Fall 2020, that meet the following criteria:

1. Each individual major within the proposed double major has met the Quality Assurance standards for a Bachelor Degree: Honours.
2. The existing/proposed double major has been reviewed and approved by the required governance bodies, including Department/School/Faculty council, Academic Standards Committee, and Senate.

Currently, Ryerson offers three Double Majors within the Faculty of Arts (Senate approved November 3, 2015), as follows:

- Double Major in English and History
- Double Major in English and Philosophy
- Double Major in History and Philosophy

Moreover, on November 5, 2019, Senate approved an additional 6 Double Majors to be implemented in Fall 2020:

- Double Major in History and Sociology
- Double Major in History and Politics & Governance
- Double Major in History and Criminology
- Double Major in Sociology and Politics & Governance
- Double Major in Sociology and Criminology
- Double Major in Criminology and Politics & Governance

Double Majors are highly valued by many students who wish to broaden their scope of study, and are found in many university institutions. A review of Ontario universities shows that, while terminology varies slightly (Double Major, Combined Honours, Joint Major, Joint Honours), a number of institutions offer the option of a double major for Honours Bachelor degrees. Most institutions list popular combinations, but allow students to “design” their own Honours Bachelor degrees by choosing majors within and across faculties and departments. The pairings usually require approval from both programs. The table below provides examples of the models used by several Ontario institutions for double majors in Honours Bachelor degrees.

Table 1: Honours Double Majors offered by Ontario Institutions

Carleton University, Combined Honours (Double Major)	A combined honours (or double major) is simply two majors completed in one degree. Due to the nature of program requirements, some programs are not available for combined honours. Examples of combined honours include: <ul style="list-style-type: none"> • Combined Honours in Economics and Journalism • Combined Honours in Economics and Global Politics
Lakehead University, Combined Honours (Double Major)	Students are able to take a double major for both a baccalaureate and honours baccalaureate degree. When the double major is a part of an honours baccalaureate degree, it is referred to as a combined honours program. Combined honours programs are available across a range of departments, but must be determined in consultation with the respective departments. Examples include: <ul style="list-style-type: none"> • Honours Bachelor of Arts (Philosophy and English) • Honours Bachelor of Arts (Gerontology and Psychology) • Honours Bachelor of Arts (Political Science and Women’s Studies)
Nipissing University, Double-Major	A double major option is available within a Bachelor (Honours) degree. Students complete 39 credits in each major, plus a required number of electives. Examples include: <ul style="list-style-type: none"> • Honours BA, Art History and Visual Studies • Honours BA, History and Geography • Honours BSc, Biology and Chemistry
Western University, Double Major	An Honors Bachelor Degree (Four-Year) must include at least an honors specialization or a double major. Western refers to these options as “modules”. Examples of possible double majors include: <ul style="list-style-type: none"> • Honors Bachelor of Science, Biology and Chemistry • Honors Bachelor of Arts, Sociology and Criminology • Honors Bachelor of Arts, History and Jewish Studies • Honors Bachelor of Arts, Democratic Governance and Global Justice
York University, Double Major	An Honours BA program may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. Examples include: <ul style="list-style-type: none"> • Honours Bachelor of Science, Chemistry and Kinesiology and Health Sciences • Honours BA, History and European Studies • Bachelor of Disaster & Emergency Management Honours Double Major

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the assignment of the Honours Bachelor degree designation for Double Majors.*

C. PERIODIC PROGRAM REVIEW – B.A. English (Hons) Program, Faculty of Arts

FINAL ASSESSMENT REPORT (FAR)

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **English** program. The report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

A) SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE ENGLISH PROGRAM

The English program submitted a self-study report to the Vice-Provost Academic on November 8, 2019. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from student and alumni surveys along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the department.

Two arm's-length external reviewers (Dr. Kathryn Carter, Associate Vice-President, Teaching and Learning, Wilfrid Laurier University, and Dr. Linda Warley, Associate Dean, Graduate Studies, Faculty of Arts and Associate Professor, Department of English Language & Literature, University of Waterloo) were appointed by the Dean of the Faculty of Arts from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on March 14-15, 2019.

The visit included meetings with the Provost and Vice-President Academic; the Vice-Provost Academic; the Dean and the Associate Dean, Faculty of Arts; the Undergraduate Program Director and the Chair, Department of English; and the Chief Librarian. The PRT also met with several faculty and staff members of the department, as well as students and alumni. A general tour of the campus was provided, including the new Student Learning Centre, various classrooms where English courses are typically held, the Library, the Centre for Digital Humanities, the *White Wall Review* office, and the Provost's office.

In their report, dated April 8, 2019, the Peer Review Team (PRT) provided feedback that describes how the English program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The Peer Review Team (PRT) indicated the current program is innovative and thriving but that there are several opportunities for development and enhancement. There are particular opportunities for the English BA (Hons) program to become the most experiential English program in the country. The intake of students has exceeded initial forecasts and continues to grow whereas enrolments in English BA programs at many other Ontario universities have either slipped or plateaued. The program is rigorous and intellectually challenging while also offering plenty of opportunities for creative and practical experience. Students both present and past expressed a high level of satisfaction with the program and were palpably aware of the mentorship provided by both faculty and staff. The department is notably collegial and members are passionate about what they offer to students.

The main areas of strength identified by the PRT include:

- Career ready skills are embedded in the curriculum and explicitly taught inside and outside of the classroom;
- Undergraduate student research opportunities;
- A transnational approach to English.

The PRT also identified areas for enhancement, specifically:

- there seem to be institutional barriers to taking double majors or a major in English with a minor in a non-Arts Faculty program;
- more streams or concentrations in areas such as creative writing, professional writing, digital media, publishing, etc.;
- course work develops students' writing skills, and in some cases digital literacies, but not necessarily their oral communication or team-building skills;
- more experiential learning opportunities could be developed through a systematic approach to integrating study and work, either paid, as in co op, or volunteer, as in internships;
- a more strategic use of the Professional Advisory Council.
- a more centralized approach to community-engaged opportunities.

The Undergraduate Program Director and Chair of the English program submitted a response to the PRT Report on May 7, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of Arts on November 7, 2019.

The Academic Standards Committee completed its assessment of the English Program Review on December 5, 2019. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

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

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

1. A report on the status of the initiatives outlined in the Developmental Plan;
2. A report on number and programs of students completing English minors, as well as, number and program of minors completed by English majors.

Presented to Senate for Approval: **January 28, 2020**

Start date of next Periodic Program Review: **2023-24**

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

RECOMMENDATION 1.

Align first year offerings with student expectations (more hands on opportunities in first year).

Department Response: The English BA (Hons) program agrees with the PRT's directive. The core areas of instruction in the first-year are composed in part by Faculty of Arts Common Platform courses, including SSH 205 (Academic Writing and Research), a course taught by contract instructors and housed in the English Department, which introduces students to academic writing, citation, and argumentation, and SSH 105 (Critical Thinking I), a course taught by faculty from the Philosophy Department, which is designed to introduce students to forms of thinking relevant to the Humanities and Social Sciences in the Faculty of Arts. Both courses are conceived as foundational for students entering any program in the Faculty of Arts. By making the Common Platform available in the first year, students develop transferable skills that enable them to explore various disciplines and to flexibly change majors within Arts programs. Undeclared majors, likewise, are readily able to apply to any program in Arts in the second year with this preparation in the basic practices essential to the Humanities and Social Sciences.

One course, however, that does not fit well for English majors in the Arts Common Platform is SSH 301 (Research Design and Qualitative Methods), a required second-year offering taught by faculty in Sociology. The perception

of the course by students is that it is confusing and not a necessary component of their education since there are no other opportunities in their major to apply such qualitative methodologies. While students in our program who wish to take other courses in Sociology may benefit from SSH 301, the majority of those in the English major have no need of the course and have no opportunities to apply any of the skills they may learn in it. We feel that students should be able to self-select. If they are thinking about moving from English to the social sciences, they can take SSH 301 in the second-year slot. If not, there's no reason not to take it later in their program, or not at all. Therefore, we would like to take away the requirement for SSH 301 and see it designated, for our students, as a professionally-related elective. Moving SSH 301 to a Table IV elective would increase student choice and give them options to decide whether or not the course is something they need.

In response to the PRT's concern that first-year students in English do not have many opportunities to connect with courses that excited them about the degree in the first place, we would like to see Table 1 allow students the option for another English course. ENG 222 (Fairytale and Fantasies) and ENG 224 (Children's Literature) would be good options. Additionally, a proposed course, ENG 230 (Creativity, Writing, and Everyday Life), could be offered beginning in fall 2020. While this course is taught as a traditional, large-format lecture, experiential opportunities can be easily woven into the assignment structure. Similarly, experiential assignments can be developed for ENG 110 (Literatures Across Borders) as a way to introduce English students to the experiential possibilities they will encounter going forward with their degree. The issue of opening up Table 1 will require conversations with the Associate Dean, and will require discussion with other departments in the Faculty of Arts.

The intent of the Common Platform could be enhanced, finally, by more faculty oversight and coordination to define and shape the goals and agenda for first-year students in English and in other Faculty of Arts programs. One way to do this would be to hire faculty trained in Writing Program Administration to oversee and coordinate contract faculty and to develop a curriculum in line with current research in Composition methodologies. Such a role would effectively define a culture of writing and critical thinking for students in the Faculty of Arts and help students prepare for the diversity of writing situations they encounter in programs throughout Arts. A writing specialist would also provide rationale and curriculum oversight that could excite English students in the first year with writing as a part of their academic trajectory through the English BA (Hons) program.

Dean's Response: The role of SSH 301 in the Common Platform merits more consideration in the context of the PRT/Departmental response. As a qualitative methods course, SSH 301 should ideally provide students with core competencies in critically examining research claims, an antidote to the common argument: "Studies show...", often used to support spurious theories. Students learn here to read statistics and develop their critical numeracy skills, but the course is not a quantitative methods course per se. SSH 301 is not just intended to teach students methods in social science research; it also teaches students to read research critically, to consider the implications of ethics reviews, to analyze statistics effectively, to reflect on what conclusions can logically be drawn from such studies. The ethical implications of working with human subjects, with carrying out surveys and interviews, are also taught in this course, which recently, in some sections, has taken on an Indigenous focus. Greater clarity could result if the instructors themselves outlined the importance of the core competencies. If the learning objectives of the course are unclear, then this issue must be addressed.

The Common Platform was developed to allow students in first year to explore their options while maximizing transferability, given that a significant number of students in first year often change their major once they have entered university. All but two of the programs in the Faculty of Arts are part of the Common Platform and even they contain most elements of it. The Common Platform is under the purview of the Dean of Arts and can be changed only with the agreement of the Dean's Council, composed of the Faculty of Arts Program Chairs. Adding courses to Table I is generally uncontroversial. The SSH courses, intended to teach core competencies of value to all students, are taught by different departments, but any changes made to their role in the Common Platform must be reviewed by Dean's Council as well. Since other students in the Humanities also take SSH 301, removing that course from the English curriculum would also affect transferability to other Humanities programs, not just Social Science programs, although this is somewhat mitigated by its placement in second year. Changes to the curricular role of any of the SSH courses would have resource implications for the teaching department, which would have to be consulted.

RECOMMENDATION 2.

Reconsider how and when students can fulfil Common Arts Platform requirements, particularly the SSH courses. Cohort building is crucial and breadth requirements can be met in different and more relevant ways.

Department Response: Please see response to Recommendation 1 above.

Dean's Response: In speaking to Recommendation 2, the comment regarding "breadth requirements" does not reflect a clear understanding of the Common Platform. At Ryerson University, students apply directly to their major rather than declaring a major in the second half of the first year, as is the case at the University of Toronto and Waterloo University. (This is somewhat mitigated in the Faculty of Arts at Ryerson by the existence of the Undeclared Arts major, which allows students to explore options in first year.) Yet, we know that students often change their undergraduate majors. In the Arts Common Platform, the range of Social Sciences and Humanities electives and the grounding offered by the required SSH courses ensure that students have maximal opportunities to transfer from one major to another and that they have the tools they need to succeed in their studies. The SSH courses are not offered to provide "breadth" but rather to teach core competencies that will assist students in their university studies and beyond.

RECOMMENDATION 3.

Develop the profile of the department as the most experiential learning of any English program in Canada in collaboration with the Co-op office and in alignment with Social Venture Zone and the Ashoka accreditation. Capitalize on Ryerson's location in Toronto, which is arguably the centre of Canada's cultural industries.

Department Response: The English BA (Hons) program acknowledges experiential learning as a priority for the Department, and strongly recommends the appointment of one full- or half-time administrative position to facilitate the Department's experiential learning opportunities.

The initial Proposal for the BA English of May 2010 requested three administrative roles, to be held by faculty: an Undergraduate Program Director, an Academic Advisor, and an Experiential Learning Coordinator. The Experiential Learning Coordinator role has never been filled. While a faculty position in this administrative area would fulfill the task of industry liaison and initiate opportunities for students to connect to industry beyond the university, we believe that a part-time staff member could best coordinate with the Co-op office, the Social Venture Zone, and other programs and institutes to ensure students are connected to experiential opportunities throughout Ryerson and the greater GTA. We currently have a part-time administrative position appointed to the Literatures of Modernity MA Program. An additional half-time appointment of an Experiential Learning Coordinator would help students interface with greater experiential opportunities in the business sector while also keeping data on student opportunities and skills connections. We will prepare a plan based on discussions and share creative opportunities already extant in the program.

Dean's Response: Experiential learning has been part of Ryerson University's mandate since its inception and has always been an integral part of the Faculty of Arts curriculum and teaching practice. As part of our Student Experience Team, we have an expert in community-engaged learning and teaching (CELT), Dr. Reena Tandon, who works with individual faculty members, including those in the English Department, to incorporate experiential learning into their classes. The Faculty of Arts also works closely with the Career and Co-operative Education Centre, particularly the Arts representative, Nikki Waheed. Although the Faculty of Arts is no longer aligned with the Social Ventures zone, students are encouraged to participate in zone learning at any one of the ten zones at Ryerson, according to their interests. The Faculty of Arts is currently working with the Career and Co-operative Education centre to create co-ops in the Faculty of Arts. We anticipate launching a certain number of co-operative programs by Fall 2021.

The request for a part-time staff member to act as Experiential Learning Coordinator has significant resource implications and as such will require the Dean of Art's full consideration. It must be remembered that while some staff members in the Faculty of Arts do have responsibility for internships at the graduate or undergraduate level, this is generally for programs that have mandatory internships with significant enrolment numbers. It is clear that the Faculty of Arts will need to reflect on the best way to support experiential learning, including job-shadowing, internships, placements and co-operative education, while collaborating with the appropriate units on campus such as the Career Centre. The Faculty of Arts is determined to offer robust opportunities for students to participate in

experiential learning of all kinds, despite the financial constraints we currently face. Nonetheless, these measures do have resource implications and require a careful cost-benefit analysis.

RECOMMENDATION 4.

Preserve small class sizes for writing intensive and practicum courses (cap at 25).

Department Response: Each year, the Department Chair successfully preserves current caps (25 students) in our second-year experiential courses. We are concerned that the University's move to Open Electives for students may put pressure on our ability to serve our BA in popular courses like ENG 306 (Writing Poetry) and ENG 307 (Writing Fiction). If students from other departments are allowed to compete for our experiential courses, we may find difficulties ensuring English BA students are able to access required experiential courses in the second year. There is also the threat of those courses losing their relatively small caps of 25 if students across the university are allowed to register. Core experiential courses should continue to be protected for our students. Those courses include: ENG 304, ENG 306, ENG 307, ENG 302, ENG 340, ENG 390, and ENG 910.

Dean's Response: The PRT and the Department both agree on the importance of small class sizes for writing intensive courses and for practicum courses. As mentioned above, the Faculty of Arts has traditionally defended the use of small classes where they are pedagogically appropriate; for example, for seminars, creative writing and language courses. It should, however, be noted that small class sizes should be compensated by larger class sizes, where this is appropriate (particularly in Liberal Studies), to offset the extra cost.

The Faculty of Arts departments have all participated in the first phase of the transition to Open Electives. It is possible for Departments to exclude certain courses from the Open Elective category by restricting those courses to their own students. The English department has chosen to do this for its practicum courses, which are only available to students in English, BACS English Option and the English double majors. It is important to maintain a balance between student demand and available resources but this critical issue is always part of the discussion between the Departments and the Dean of Arts Office when course offerings are determined each year.

RECOMMENDATION 5.

Engage in assessment mapping with the support of the Learning and Teaching Office.

Department Response: Faculty recognize the need for diverse assessment methods to help students achieve the goals and outcomes outlined in our Course Information Documents (CIDs) and mapped according to Ontario's Undergraduate Degree Level Expectations (UDLEs). We acknowledge the PRT's suggestion to adjust assignment structures to fit currently mapped courses while also responding to increasingly large class sizes. In order to respond effectively to this suggestion, the Department will discuss assessment methods to share ideas and to increase perspectives among faculty. Since many Department members currently use diverse assessment methods, we will be able to enhance the current assessment ladder across the four-year curriculum leading students through elements of critical thinking and research (years 1 and 2), experiential applications of learning (year 2 and 3), and academic writing and critical analysis (years 3 and 4). The Undergraduate Program Committee (UPC), in alignment with advice from the Learning and Teaching Office, will review CIDs in fall 2019 to determine how assessment scaffolding might enhance student learning while increasing faculty flexibility for evaluation and student feedback in large lectures courses.

Dean's Response: The PRT, the Department and the Dean of Arts Office are all in agreement regarding this recommendation. Assessment mapping should be carried out regularly by all programs. This is an excellent idea and the timeline is perfectly feasible.

RECOMMENDATION 6.

Keep metrics about community-engaged learning and other experiential opportunities for students.

Department Response: The duties of an Experiential Learning Coordinator will include tracking community-engaged learning and other experiential learning opportunities for students. See recommendation 4 above.

Dean's Response: The Dean of Arts Office supports the principle of recording metrics for community-engaged learning throughout the Faculty of Arts departments. The CELT coordinator does keep records and produces a regular newsletter on CELT activities. Recently, as part of the university-wide Career-Ready MAESD initiative, the Faculty of Arts produced an Experiential Learning Inventory, which has been reviewed by the Dean of Arts and

the Experiential Learning Director Anita Abraham. The Faculty of Arts Experiential Learning Working Group, which includes members from all departments, will follow up on this in Fall 2019 but we intend to maintain a faculty-wide inventory in future to support all departments and allow us to share ideas.

RECOMMENDATION 7.

Get better data on retention rates and why students leave the program.

Department Response: We will coordinate with UPO analysts to obtain more detailed information. While we track students who leave the program, the Department has not coordinated directly with UPO analysts to analyze long-term trends. Current data from the UPO indicates that our retention rates are on par with other Arts programs, though retention is low when compared to the University as a whole. Our sense is that current attrition is not a major concern. Unlike career-specific degrees like Engineering or Business, Arts attracts students with diverse interests and curiosities in Humanities and Social Sciences, and Arts makes it easy for students to explore diverse department pedagogies. Arts, moreover, encourages student choice within the Faculty, which means students can easily change majors. Annual discussions with UPO analysts will provide us with more exact information regarding retention rates, allowing us to better understand student movements between departments and across the university.

Dean's Response: The Department agrees with the PRT that it should obtain and maintain better data on retention rates, in collaboration with the UPO. Although the retention rate for the Department is on par with other programs in the Faculty of Arts, it is not as strong as in other programs across campus, especially those with a well-defined career focus such as Engineering. The Department is no doubt correct in attributing this to the wide-ranging interests of students in the Humanities and Social Sciences. It is a useful exercise to study why students choose to leave or stay in their programs, since without it we have only speculation to draw on. If there are factors that affect retention, this would be useful information to improve the program.

RECOMMENDATION 8.

If the double-major programs are a priority, make sure that advising processes are streamlined for the students.

Department Response: Double Majors in the Faculty of Arts are relatively new. We anticipate a growing number of applicants in coming years. At the moment, it is up to the home program to act as the administrative liaison for students in the Double Majors, but there is no central Double Major administrator to coordinate with students or to track trends between programs affected by the Double Major. We encourage the development of a Faculty of Arts Double Majors Director to oversee Double Majors and to give direction regarding the administration of these programs. The current system is not built to track the Double Major, so current Department Administrators in the home programs do so manually. As the number of students in the Double Majors increase, their experience will become increasingly difficult to track.

Dean's Response: The Dean of Arts Office supports the development of double majors as part of student choice. However, it is not clear that a Double Majors Director position is the most effective way to manage the students' navigation of majors. Furthermore, the Department does not indicate if this position would receive compensation of any kind. Given the collaborative nature of double majors, it might be more effective to have a multi-department curriculum committee to address such concerns. Ideally, the UPDs would be involved since they are primarily responsible for student advising. This is a matter that merits examination by the Dean's Council and the programs involved in double majors. Whether or not a Double Majors Director position is needed may also depend on the size of the double major cohort. So far, the English double majors with Philosophy and History have fewer than 20 students each but we recognize that this should grow over time.

RECOMMENDATION 9.

Connect with and engage alumni. The department could build stronger relationships with its alumni, who are the program's best ambassadors. Alumni could be brought back to campus to speak to current students about their career pathways after graduation.

Department Response: The Department acknowledges the importance of Alumni connections for the enhancement of student life in the program. To that end, we have supported this year an initiative by current and former students to form an Alumni Association. While Ryerson's Alumni Office establishes strict guidelines to manage how departments contact former students, we look forward to coordinating future events that feature Alumni. Hearing

about the experiences of Alumni would be valuable for current students, helping them understand the value of the hands-on preparation of the degree and showing them how Ryerson prepares and supports students beyond the BA. An Alumni event for current students could be planned for the fall, combining guest alumni speakers with more informal opportunities for students to interact.

The Department also acknowledges the importance of coordinating events with alumni and our Program Advisory Council. As a volunteer group of professionals in the community, the PAC advises the program on matters of curriculum, program review, and trends in the workplace. Alumni inclusion on the PAC would synthesize first-hand experience and knowledge of the Program with an understanding of diverse professional skills and opportunities required to succeed in the workplace. To that end, the SLC will meet in fall 2019 to discuss ways of better aligning former students within the PAC.

Dean's Response: The Department and the PRT agree on the importance of engaging alumni in various ways. The Dean of Arts Office applauds this initiative. The inclusion of alumni on the Program Advisory Council will be especially effective. Encouraging the alumni to provide mentorship to students and advice on the program's development is a worthwhile enterprise.

RECOMMENDATION 10.

Fund an Arts specific Digital Media Lab where faculty can teach digital competencies.

Department Response: While the Ryerson Library Digital Media Experience Lab provides equipment and support to students university-wide on an as-needed basis, designated equipment and space would enhance our ability to serve students' needs. Digital literacy requires a dynamic, mobile, interactive environment that includes movable tables, chairs, and devices, spaces for critical making, and white boards for project modeling. The space should be inspirational and spacious in its layout and design, encouraging collaboration in creative and critical work. Ideally, it would be situated in the library, facilitating students' interaction between experiential, print, and online ways of knowing, discovering, creating, and sharing. At a Digital Media Lab, students learn experientially how to navigate and contribute ethically, responsibly, and critically to a media economy.

A digital media lab, specific to Arts/English, would require the following:

1. Movable tables for group work and movable chairs;
2. Multiple outlets, on floors and walls to accommodate tables/groups;
3. A collection of fully loaded laptops and tablets for use at each table;
4. Whiteboards, supported with post-it notes and markers for project modeling;
5. A large screen for demonstrations and displays;
6. A ceiling-mounted digital projector;
7. A movable (not fixed) computer podium;
8. A "maker space" bench on one wall with multiple outlets, scanner, and printer;
9. High-speed internet connections;
10. Card access system;
11. Some storage.

Dean's Response: While the Dean of Arts office recognizes the limits of the Digital Media Experience Lab, which serves a very large number of students across campus and may well be at capacity or beyond, we note the considerable expense involved in the requirements specified in the Department's response to the PRT report. In addition, if this were to be a lab available to all programs in the Humanities, discussions with the Dean's Council would be necessary so that the lab would meet the various program needs. As the lab would also presumably be used as a classroom, scheduling would have to be discussed. These considerations, however, do not rule out the possibility of creating such a Digital Media Lab, which could be of great benefit to our students and faculty. There may even be possibilities of fundraising and naming opportunities.

RECOMMENDATION 11.

Fund a year-end showcase of student work.

Department Response: The Student Life Committee will coordinate with instructors who have appropriate final projects for the creation of a showcase. The committee will look into the feasibility of formalizing an event with the Dean of Arts in conjunction with the year-end Arts party.

The SLC also will increase attention to ARTeries, an annual liberal arts undergraduate research conference sponsored by the Faculty of Arts. While English students this year and in the past have participated in the conference, we could do more to promote it to students and faculty as a way to highlight BA research and writing in English.

Other opportunities for student showcases will continue via student participation in the publishing and editing of the White Wall Review, the Department's literary journal. Besides opportunities to participate in the publishing of the journal, the annual launch of WWR provides a showcase for student literary contributions and creates a space for larger public displays of work shared between our students and the larger literary community of Toronto.

Dean's Response: The PRT, the Department and the Dean of Arts Office are all in agreement regarding the benefits of a year-end showcase of undergraduate student work. Such a showcase would bring more attention to the annual ARTeries conference and the White Wall Review. Obviously, this is not a revenue neutral proposal and, if extended to the entire Faculty of Arts, would require discussion and a detailed budget.

RECOMMENDATION 12.

Make more strategic use of the Professional Advisory Council. Currently the PAC operates in a consultative capacity but there are no regularly scheduled meetings, clear agenda items for discussion, or process for membership renewal. The PAC could be deployed in developing experiential learning opportunities. Alumni from the English BA (Hons) could serve on the PAC.

Department Response: The Department acknowledges the importance of the Professional Advisory Council for the benefit of students and for the enhancement of the English BA as the "most experiential English program in the country." In addition to inviting Alumni to participate on the Council (see response to recommendation 9), the 2019-2020 Undergraduate Program Committee will organize an annual event with PAC members, faculty, and students. Such an event could take place as an annual luncheon, or some other informal opportunity for students and professionals to interact.

One way to increase the effectiveness of the PAC is to limit terms to three years, thereby ensuring that new members are able to bring diverse career expertise to the Council. Effective development and management of the PAC ideally would be facilitated by the Experiential Learning Coordinator (see recommendation 3 above).

Dean's Response: The PRT, the Department and the Dean of Arts Office are all in agreement regarding the potential to engage the PAC more fully, to have it meet on a regular basis, to renew membership, to include more alumni. The Department's decision to limit terms to three years makes perfect sense. The Department's suggestion that the proposed Experiential Learning Coordinator could direct its engagement with the PAC needs careful consideration. It is not clear that the Department needs extra staff to develop and manage the PAC, given limited resources and financial constraints.

C) IMPLEMENTATION PLAN

<p>Recommendation #1: Provide innovative and academically challenging experiences for our students – develop Internship program (Priority – High)</p>
<p>Rationale: It is vital for the Department to establish a feasible Internship (or Co-op) Program. Having an Internship Program is in line with the University's mandate to provide students with career-ready skills and responds directly to overwhelming student support for such a program. Additionally, an Internship Program will help the BA English (Hons) maintain its distinct identity as a leader in innovative literary studies and help the Program to participate in city-building and community collaboration. Internships will also help students better understand the link between the skills that they develop in the Program and possible career-fields.</p>
<p>Implementation Actions and Timeline: The Curriculum Committee will begin investigations into the feasibility of an Internship Program in the 2018 – 2019 academic year. These investigations will take into consideration student preference for an internship model in which both students and the Department find Internship opportunities. The Curriculum Committee will bring a progress report, as well as plans for next steps, to the Year End Faculty Retreat at the end of term 2019. The Department aims to have an Internship program in place by the 2020-2021 academic year.</p>

Responsibility for

a) **leading initiative:** Curriculum Committee, UPD, Chair

b) **approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #2: Provide innovative and academically challenging experiences for our students - Better integrate career-ready skills across the curriculum (Priority – High)

Rationale: The results of both the NSSE and Exit Survey show a disconnect between the skills that the Program aims to develop and students' understanding of how these skills translate to the job market. Students' consistent request for more career-related instruction reveals that the Program cannot rely only on the Practicum suite of electives, the Advanced English Research Methodologies, and the Independent Project courses as a means of highlighting connections between literary study and career skills. The Program must make these links explicit for students on an ongoing basis throughout their time in the Program.

Implementation Actions:

a.) Encourage instructors to include an assignment, such as a reflection piece, that encourages students to make connections between course material and career-ready skills;

b.) Make better use of the services offered by the Career Centre to help train students in how to make these connections within our courses; and

c.) Explore the possibility of introducing more explicit industry-related courses in the curriculum.

Timeline: Instructors will be encouraged to include career-ready assignments and work with the Career Centre in the 2018 – 2019 academic year. The Curriculum Committee will consider the possibility of introducing more explicit industry-related courses as part of its ongoing work in curriculum development. The Curriculum Committee will report on its progress in this area, and establish next steps, at the Year-End Faculty Retreat, 2019.

Responsibility for

a) **leading initiative:** Curriculum Committee, UPD, Chair

b) **approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #3: Provide innovative and academically challenging experiences for our students - Develop Concentrations (Priority – Medium)

Rationale: Developing Concentrations for the BA English (Hons) provides opportunities to build on current strengths in the Program and areas of student interest.

Implementation Actions: The Department (whenever possible, in conjunction with other faculties and programs across the University) will prioritize developing Concentrations in areas such as: Creative Writing and Publishing; Literature and Social Justice; Digital Humanities and New Media; and, Drama and Performance Studies.

Timeline: The Curriculum Committee will begin the process of exploring the feasibility of, and models for, the concentrations listed above in the 2018 – 2019 academic year. The Department will aim to offer at least one new concentration in the 2021-2022 calendar.

Responsibility for

a) **leading initiative:** Curriculum Committee, UPD, Chair

b) **approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #4: Provide innovative and academically challenging experiences for our students - Expand creative writing offerings (Priority – High)

Rationale: As of Fall 2017, ENG 306: Practicum: Forms of Creative Writing, has only been delivered as a poetry course.

Implementation Actions: The Department will create two Creative Writing Practicum courses, one for fiction and one for poetry. The Department will also explore the possibility of adding scriptwriting and playwriting to its course offerings.

Timeline: The Curriculum Committee will bring a motion to create the two Creative Writing Practicum courses, one in poetry and one in fiction, at a Department Council in the 2018 – 2019 academic year with an aim to have

the courses included in the 2019 – 2020 Undergraduate Calendar. The Curriculum Committee will explore the possibility of adding scriptwriting and playwriting to its offerings beginning in the 2018 – 2019 academic year as part of its ongoing work in curriculum development. The Curriculum Committee will update the Department on progress in this matter and next steps at the 2019 Year End Faculty Retreat.

Responsibility for

a) **leading initiative:** Curriculum Committee, UPD, Chair

b) **approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #5: Strengthen SRC excellence in the Department - Review Research Courses in Curriculum (Priority – High)

Rationale: The Department will re-evaluate the research-focussed courses in the curriculum to determine whether they provide an effective and logical progression of research skills.

Implementation Actions: This evaluation will consider whether ENG 810 should be returned to Year 3 of the Program and whether ENG 810 should be preceded by an Introductory Research Course. The Department will change the mode of delivery for ENG 810 from a “lecture” to a “lab” to better describe the work that is conducted in that course. As more than half the students found that they used the skills in SSH 301 “very little” or “not at all” during their time in the Program, and 25% of respondents who gave suggestions of a course that could be removed from the curriculum identified SSH 301 as such a course, the Department will support any efforts to make SSH 301 an elective course in the curriculum.

Timeline: In the 2018 – 2019 academic year, the Department will review Intended Learning Objectives for ENG 810 against Intended Learning Objectives in ENG 110 and ENG 208 to identify gaps in the graduated learning structure and propose means to address these gaps. The Curriculum Committee will report on its findings and plans for next steps at the Faculty Year End Retreat in 2019. The Curriculum Committee will make a motion to change ENG 810 from a “lecture” to a “lab” at a Department Council in the 2018 – 2019 academic year, with an aim to have the change noted in the 2020 Undergraduate Calendar.

Responsibility for

a) **leading initiative:** Curriculum Committee, UPD, Chair

b) **approving recommendation, providing resources, and overall monitoring:** Faculty Dean

Recommendation #6: Strengthen SRC excellence in the Department – Request for hires (Priority – High)

Rationale: The BA English (Hons) Program has not received the full faculty staffing as costed for by the University in the original BA Proposal that was passed by Senate in 2010. A full and diversified faculty complement is integral to the Department’s ability to deliver the Program in a cost-effective manner, maintain SRC excellence, and meet the equity, diversity, and inclusion priorities set out in the University and Faculty’s Academic Plans. Increasing the Faculty complement will also help reduce the student-to-Faculty ratio in the Department.

Implementation Actions: The Department will prioritize requesting hires in the following fields in the next three hiring cycles: *Indigenous Literatures*; *Gender Studies*; and *Victorian Literature*.

Timeline: The DHC will request three hires, one in Indigenous Literatures, one in Gender Studies, and the other in Victorian in the 2018 -2019 academic year with an aim to have at least one new faculty member in place for the 2019-2020 academic year. The DHC will continue to request hires in these areas each academic year until the positions are filled.

Responsibility for

a) **leading initiative:** Chair, DHC

b) **approving recommendation, providing resources, and overall monitoring:** Faculty Dean, VPFA, UPO

Recommendation #7: Better prepare students for future graduate and career opportunities - Integrate the Program Advisory Council more Directly into Student Life and Learning (Priority – High)

<p>Rationale: The Department will refresh membership in the PAC, particularly with an aim to include alumni, as alumni may be highly invested in the development of our students. The Department will foster more connections with the PAC and more directly integrate them into the life of the Department.</p>
<p>Implementation Actions: The Student Life Committee will identify appropriate alumni and invite them to become members of the PAC beginning in the summer of 2020 with an aim to have a new PAC on board by the 2020 – 2021 academic year. Student Life will host a “brainstorming” session in August or September 2018 with the PAC to determine the direction of the PAC for the year. The Student Life Committee will report on progress in this area at the 2019 Year End Faculty Retreat.</p>
<p>Timeline: 2020-2021</p>
<p>Responsibility for a) leading initiative: SLC, UPD b) approving recommendation, providing resources, and overall monitoring: Faculty Dean</p>
<p>Recommendation #8: Better prepare students for future graduate and career opportunities - Integrate Career Consultant Services into Coursework (Priority – High)</p>
<p>Rationale: The Faculty of Arts Career Consultant has offered to provide classroom sessions that show students in English how to make links between the skills that they develop in their studies and industry needs. The Department will explore the best means of providing these sessions to students and integrate them into student life and/or course instruction.</p>
<p>Implementation Actions: The Department will invite Nikki Waheed, Career Consultant to a Department Meeting to describe the services that she provides in Fall 2018. Individual instructors, along with the Student Life Committee and the Curriculum Committee, will work with Nikki Waheed to develop and deliver appropriate training to students throughout the academic year. Instructors and the Student Life and Curriculum Committees will report on their progress in these areas and develop next steps at the End of Year Faculty retreat 2019.</p>
<p>Timeline: 2019-2020</p>
<p>Responsibility for a) leading initiative: UPD and Chair b) approving recommendation, providing resources, and overall monitoring: Faculty Dean</p>
<p>Priority Recommendation #9: Attract and retain high-quality students (national and international) - Work with Admissions and Recruitment to Develop High-Quality Marketing Materials and Events and Social Media Connections (Priority – Medium)</p>
<p>Rationale: The Department will continue to work with Admissions and Recruitment to develop new and innovative ways of attracting high-quality students to the Program. The Department will utilize social media to draw greater attention to the Program. The Department will seek to maximize its outreach in new and innovative ways.</p>
<p>Implementation Actions and Timeline: The Department will hire a Social Media Coordinator to maintain and expand its social media outreach. The Social Media Coordinator will review the Department’s social media use and make recommendations for improvement in the summer of 2019 to the Web Committee. The Student Life Committee will explore and work on opportunities for marketing with Admissions and Recruitment on an ongoing basis. The Student Life Committee will develop a new pamphlet for the Program to be available by for Winter 2019.</p>
<p>Responsibility for a) leading initiative: UPD and Student Life Committee (SLC) b) approving recommendation, providing resources, and overall monitoring: Faculty Dean</p>
<p>Priority Recommendation #10: Attract and retain high-quality students (national and international) - Rebuild the Department Website (Priority – Medium)</p>
<p>Rationale: The Department will update/rebuild its website to make it more attractive, to showcase the unique aspects of the Program, and to make it easier to navigate.</p>

Implementation Actions: Conduct review. Submit required changes to web developer.
Timeline: The Website Committee will conduct a review of the website and identify areas of improvement during the summer 2018. The Department will submit required changes to the website builder or hire a new website creator in Fall 2019. A new Department website will be ready by winter 2020.
Responsibility for a) leading initiative: UPD, Chair b) approving recommendation, providing resources, and overall monitoring: Faculty Dean

Priority Recommendation #11: Attract and retain high-quality students (national and international) - Create an English (or Humanities) Annual End-of-Year Student Showcase (Priority – High)
Rationale: The Department will, on its own or in conjunction with other Humanities programs in the Faculty of Arts, develop an end-of-year student showcase. The showcase will be marketed to high school students and guidance counsellors, the PAC, alumni, and members of industry. Students will participate in organizing and delivering the showcase, in addition to presenting work, as a means of providing an opportunity for students to develop Leadership and Teamwork skills. To maximize interest in the showcase, a keynote speaker from industry will be invited to speak.
Implementation Actions and Timeline: The Student Life Committee will work with the Career Centre and, if possible, other programs in the Arts, to deliver the first annual showcase in spring 2020. The annual showcase will be an ongoing event.
Responsibility for a) leading initiative: UPD and SLC b) approving recommendation, providing resources, and overall monitoring: Faculty Dean

Priority Recommendation #12: Contribute to Ryerson's priority of city-building and community contributor - Support the Development of an Alumni Association (Priority – High)
Rationale: The Department will support the development of an Alumni Association and help foster the development of an alumni community.
Implementation Actions and Timeline: The Student Life Committee will identify and contact alumni who may be good leaders of an alumni association, gauge their interest in establishing an alumni association, and host their initial meeting (with representatives from University Advancement) in Summer/Fall 2019. The Student Life Committee will plan an alumni event for Homecoming weekend, October 2019. The Department will utilize new alumni pages on the revitalized website to promote events that will be of interest to the alumni and to foster an online alumni community. The Student Life Committee will support University Advancements efforts to encourage the creation of an Alumni Association on an ongoing basis.
Responsibility for a) leading initiative: SLC and UPD b) approving recommendation, providing resources, and overall monitoring: Faculty Dean

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the Bachelor of Arts (Honours) English Program - Faculty of Arts.*

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 Tenkate, 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 #W2020-1 to Senate**

1. Academic Governance and Policy Report - M. Benarroch
 - 1.1 Provost's Update
 - 1.2 Proposed YSGS Council Bylaws
Motion: *That Senate approve the proposed YSGS Council Bylaws*
 - 1.3 The Academic Plan 2020-2025
Motion: *That Senate approve the Academic Plan 2020-2025*

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. McWilliams, 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

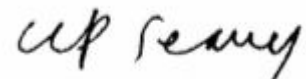
YSGS report to AGPC

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

YSGS Council Bylaws

These bylaws align with Policy 45 as well as the Senate Bylaws and were approved by YSGS Council on November 20, 2019.

Motion for Senate: That Senate approves the proposed YSGS Council Bylaws.

A handwritten signature in black ink that reads "Cory Searcy". The signature is written in a cursive, slightly slanted style.

Cory Searcy, Vice-Provost & Dean, YSGS

YEATES SCHOOL OF GRADUATE STUDIES COUNCIL BYLAWS

Approved by YSGS PPC: 13/11/2019

Approved by YSGS Council: 20/11/2019

Approved by Senate: dd/mm/yyyy

Definitions and Acronyms

Associate Dean: Associate Deans with graduate responsibilities including Associate Deans, YSGS

Council Chair: Vice-Provost and Dean, YSGS

Dean: Dean of a Faculty (including the Vice Provost & Dean of YSGS) as specified in the text

Faculty Member: Member or associate member of the Ryerson Faculty Association

Graduate Program Council (GPC): the Graduate Program Council of a specific graduate program as defined by Senate Policy 45

Graduate Program Director (GPD): The Graduate Program Director or Associate Chair, Graduate Program of a specific graduate program

Graduate Student: individual currently taking one or more graduate courses or conducting graduate research under the supervision of a YSGS member

Member: Voting Member of YSGS Council

Senate Policy: Ryerson University Senate Policy

YSGS Council: Formal YSGS Council, as defined by Senate Policy

YSGS Member: Full, Associate or Emeritus member of YSGS as specified in the YSGS Membership Policy

1. Mandate

- 1.1. The Yeates School of Graduate Studies Council (YSGS Council), with approval of the Vice Provost and Dean, YSGS, reports to Senate on matters pertaining to graduate education including, but not restricted to:
 - 1.1.1. New graduate program development (fields, areas of emphasis);
 - 1.1.2. Major graduate curriculum changes;
 - 1.1.3. Graduate certificates and/or diplomas;
 - 1.1.4. Graduate program reviews; and
 - 1.1.5. YSGS policies that have university-wide effect.

2. Authority

- 2.1. The YSGS Council will operate in the spirit of policy adopted by Senate, in particular, Policy #45: Constitutional Provisions for Department/School Councils.
- 2.2. The YSGS Council, with approval of the Vice Provost and Dean, YSGS reports directly to Senate.
- 2.3. The YSGS Council will make recommendations to the Vice Provost and Dean, YSGS on GPC bylaws, which will then be submitted to Senate for approval. Recommendations regarding policy changes or changes to the Council's bylaws will be directed to Senate's Academic Governance and Policy Committee.
- 2.4. The YSGS Council receives reports on policy and procedures approved by GPCs that only have significance and effect at that level.
- 2.5. The YSGS Council receives reports and recommendations from YSGS Council sub-committees, and makes recommendations on policy and procedures that are specific to YSGS functions. Consultation with, and approval of, the Vice Provost and Dean, YSGS or designate is required before enacting these recommendations.
- 2.6. The YSGS Council recommends policies and procedures with university-wide implications to Senate. Consultation with, and endorsement by, the Vice Provost and Dean, YSGS and/or designate is required before submission to Senate.
- 2.7. In keeping with the scope and authority of Councils, the YSGS Council may make recommendations to the Vice Provost and Dean, YSGS on any matter pertaining to graduate education.
- 2.8. The YSGS Council will collaborate, communicate, and consult with Faculty Deans, GPCs, GPDs, D/SCs and others as necessary to ensure effective and proactive leadership and development of graduate education
- 2.9. Without prejudice to any policy of the Ryerson Senate, the authority of the YSGS Council will embrace these additional principles:

- 2.9.1. The YSGS Council will not enter into debate or take action on any matter that would violate the Ryerson University Act, or any policy of Senate.
- 2.9.2. The YSGS Council will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty or staff, or on matters of a contractual nature.
- 2.9.3. The YSGS Council does not have the authority to override decisions made by other governance bodies that do not report to it. The YSGS Council does, however, have the authority to discuss such decisions.

3. Membership

- 3.1. The YSGS Council will be composed of no more than 20 members, consisting of:
 - The Vice Provost and Dean, YSGS, ex-officio and non-voting, unless in the event of a tie (when necessary the Vice Provost and Dean, YSGS may designate the Associate Dean, Students Affairs or the Associate Dean, Programs as Chair in their stead)
 - The YSGS Associate Dean, Programs
 - The YSGS Associate Dean, Student Affairs
 - Seven (7) Graduate Program Directors (GPDs) selected by and from GPDs
 - One (1) representative, who must be an active YSGS member from each Faculty, appointed by the Associate Dean of the Faculty in consultation with the Vice Provost and Dean, YSGS
 - Two (2) graduate students, one masters and one doctoral, elected by and from masters and doctoral students respectively
 - Staff may serve on the YSGS Council or its committees but are non-voting

4. Chair's Terms of Reference

- 4.1. The Vice Provost and Dean, YSGS will serve as Chair of the YSGS Council.
- 4.2. The YSGS Council Chair is responsible for ensuring the following are conducted:
 - 4.2.1. Calling and conducting meetings, and confirming quorum.
 - 4.2.2. Setting agendas.
 - 4.2.3. Ensuring that the following actions are taken:
 - Distributing the agenda and associated materials in advance of the Council meeting; and
 - Monitoring follow up to YSGS Council actions.

5. Procedures

- 5.1. The YSGS Council will meet at least twice per year, normally once during the fall term and once during the winter term.
- 5.2. A quorum is 50% of the YSGS Council's full membership.
- 5.3. The Chair may only vote in the event of a tie.
- 5.4. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 5.5. Decisions may be taken outside meetings through ballots distributed electronically to all members.
- 5.6. A decision to amend YSGS Council bylaws requires a two-thirds majority of voting members present at the meeting, and can be taken only after written notice has been provided to all members at least 5 days in advance of the meeting. There is no proxy voting, and YSGS Council members must be in attendance at a YSGS Council meeting to vote.
- 5.7. Notices of meetings will normally be distributed at least 5 days in advance.
- 5.8. The nomination process – and elections, if there are more candidates than positions for GPD representatives or Student representatives – will take place at the beginning of each academic year according to the following schedule:
 - 5.8.1. A call for nominations will be circulated to all faculty or students for the respective positions;
 - 5.8.2. Individuals will have a minimum of two business days to self-nominate;
 - 5.8.3. Electronic voting amongst the relevant bodies will be open for a minimum of two business days following the announcements of candidates;
 - 5.8.4. Candidates who receive the greatest number of valid votes for the position they are running for will become the elected representative.

6. Committees of YSGS Council

- 6.1. YSGS Council sub-committees (which may be Committees of the Whole) may be established, with mandate and authority specified at the time of the creation.
- 6.2. Where decision-making power is delegated to such a committee, their responsibilities and composition must be specified in these bylaws.
- 6.3. Membership of all standing committees and ad-hoc committees is on a volunteer basis and should be approved by the YSGS Council.

- 6.4. The term of office of members of any YSGS Council standing committee is generally 1 year, from September 1 to August 31.
- 6.5. There is no limit to the number of terms committee members may serve, provided that the member is re-elected or appointed each year.

6.6. Standing Committees of the YSGS Council

6.6.1. Program and Policy Committee

- Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
 - Policy reviews and revision;
 - Procedures, practices and standards;
 - Program development;
 - Program review;
 - Admission and graduate requirements;
 - Curriculum Changes; and
 - Graduation requirements and practices and convocation practices.
- Committee Composition:
 - Vice Provost and Dean, YSGS, who shall serve as Chair;
 - Associate Dean, Student Affairs;
 - Associate Dean, Programs;
 - Associate Deans from each Faculty or Delegates; and
 - Additional up to two members may be appointed by the chair.

6.6.2. Scholarships and Awards Committee

- Mandate: To recommend policies and practices for graduate student funding, recommend sources for graduate student funding, recommend selection procedures.
- Committee Composition:
 - Associate Dean, Programs, who shall serve as co-chair;
 - Associate Dean, Student Affairs, who shall serve as co-chair;
 - Associate Deans from each Faculty;
 - Financial Awards Representative – ex-officio; and
 - Director, Business Administration – YSGS – ex-officio.

6.7. Ad-hoc Committees of the YSGS Council

- 6.7.1. YSGS Council may constitute additional committees to address a particular area of consideration within graduate education.
- 6.7.2. Ad-hoc committees and working groups can be established at any time with the approval of the YSGS Council.
- 6.7.3. A motion to establish an ad-hoc committee must include:
 - the proposed number of members on the committee;
 - quorum of the committee;
 - the chair;
 - names of proposed members of the committee;
 - reporting relationship; and
 - the committee report timeline.
- 6.7.4. Members of ad-hoc committees need not be members of YSGS Council.
- 6.7.5. The committee will serve until their final report has been received by YSGS Council, or until such time as the ad hoc committee has been dissolved by the Chair, YSGS Council.

Academic Plan, 2020-25

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Provost's Forward

Ryerson University's 2020-2025 Academic Plan aims to advance the ambitious vision and significant successes of its predecessor, *Our Time to Lead*. By building on this foundation and ensuring alignment with our *Strategic Research Plan*, *Internationalization Strategy* and *Campus Master Plan*, Ryerson will continue to deliver innovative, career-oriented education that disrupts the status quo on local, national and international stages.

Incorporating extensive feedback from students, faculty and staff, this plan articulates our community's commitment to Ryerson's evolution. With a focus on steady improvement, it will serve as the blueprint for informed and focused decision making so that, together, we can chart the new path towards our aspirational goals.

This is a pivotal moment in Ryerson's development. Sustaining the momentum that has brought us this far, we must continue to take the kind of calculated risks that allow us to confront Canada's most pressing challenges with our scholarly, research and creative (SRC) activities. Similarly, we will embrace new approaches to experiential education and continue providing exceptional student experiences. Throughout, we must remain true to our values and to how we engage with the world.

To this end, it is equally important that we stay mindful of the special place we hold within the city of Toronto, and of our obligations to the communities that we serve.

I would like to thank everyone at Ryerson for your enthusiastic participation in the development of this plan. Your thoughtful contributions are what led us to this exciting point and your genuine belief in our capabilities is what will ensure our collective success.

Michael Benarroch,

Provost and Vice-President, Academic

Setting the Stage

Urban, culturally diverse and inclusive, Ryerson is Canada's leader in innovative, career-oriented education. Home to almost 46,000 students with more than 120 graduate and undergraduate programs and a vibrant school of continuing education, the Ryerson community also includes almost 4,000 faculty and staff and nearly 200,000 alumni worldwide.

Ryerson's Academic Plan for 2014 to 2019, *Our Time to Lead*, has guided the university since 2014. It articulated a shared vision that has empowered our diverse community of students, faculty and staff to continue pushing boundaries across disciplines, and defined how we see ourselves as an academic institution.

The success of *Our Time to Lead* is demonstrated through major achievements across critical areas including teaching and experiential learning; graduate studies; scholarly, research, and creative (SRC) activity; and vital partnerships with community, government and industry. The establishment of our law school sets a new precedent by challenging the status quo to ensure the lawyers of the future are equipped with the range of skills required to meet the needs of all Canadians.

It is through these achievements that we live out Ryerson's motto, "With Mind and Skill." As we move into Ryerson's next decade, our university continues to evolve conventional approaches in many areas of postsecondary education – especially career-focused learning and teaching, innovative research and sustainable city-building.

Celebrating Success

Over the past five years, *Our Time to Lead* has provided the guidance required to strengthen Ryerson's position as a leading Canadian comprehensive innovation university. The Plan's many successes include:

Relevant programming

Since 2014, undergraduate enrolment increased by 16 per cent and graduate enrollment increased by 21 per cent. Program offerings also expanded, with two new bachelor's programs, seven new master's programs and three new doctoral programs.

Students choose Ryerson because we provide opportunities for them to apply their learning in real-world situations. Over the past five years, experiential learning at Ryerson has grown significantly and the number of co-op programs has doubled to almost 25.

Strength in research

Achievements in scholarly, research and creative (SRC) activity include a significant increase in external research funding along with new chairs such as the Jarislowsky Chair in Democracy and Ryerson's first Canada Excellence Research Chair, as well as several Canada Research Chairs. Our SRC development has also been enriched through the creation of the Yellowhead Institute, a First Nation-led research centre, the opening of the Centre for Urban Innovation, and the establishment of the Faculty of Science research space in the MaRS complex. In addition, Ryerson has been recognized as a leader in advancing equity, diversity and inclusion to foster inclusive excellence in SRC.

Innovation

Between 2014 and 2019, Ryerson has also made significant progress in fostering an innovation ecosystem. We celebrate many highlights, including:

- obtaining approval for a new law school that will feature innovative approaches to teaching and learning;
- expanding our Zone Learning network to 10 zones across a wide range of disciplines;
- seeing our Digital Media Zone (DMZ) ranked as the world's top university incubator;
- establishing applied research centres such as the Institute for Biomedical Engineering, Science and Technology (iBEST) and Centre for Urban Energy (CUE);

- launching the Office of Social Innovation;
- being named lead institution of the Future Skills consortium, a national group focused on finding solutions to the Canadian economy's future needs and enhancing access to in-demand skills and training; and
- establishing global connections with Ryerson Futures Inc. in India and Vietnam.

Collectively, these and other initiatives illustrate how Ryerson is not only embracing the innovation landscape but playing a pivotal role in charting the way forward.

Focus on communities and cities

Since 2014, Ryerson has made significant contributions in community engagement and city-building. This includes appointing the first vice-president of equity and community inclusion, being named Canada's first Ashoka Changemaker Campus and seeing Ryerson join the WC2 group of universities working to address cultural, environmental and social issues affecting global cities. We also established the Ryerson Urban Water Institute, a multi-disciplinary collective involving more than 40 experts across six faculties and 13 departments working to reshape urban water management and innovate new technologies.

SciXchange is another example of how Ryerson actively contributes to the broader community. Its mission involves making science engaging, comprehensible and accessible to the general public, with the goal of increasing science literacy and fostering critical thinking about scientific issues. An important factor in SciXchange's success is that it provides opportunities for community members to engage in science through hands-on work and discussion.

Ryerson has amplified conversations and research in the areas of social justice and sustainability in the Greater Toronto Area (GTA) and beyond, including 2019 Social Justice Week programming that included discussions sharing Indigenous perspectives on our responsibility to the Earth, and the challenges and opportunities associated with feeding cities as urban populations grow.

By adding new physical infrastructure to the Toronto landscape, Ryerson has modernized the university's urban footprint. This includes the Daphne Cockwell Complex, the Centre for Urban Innovation, and the Sheldon and Tracy Levy Student Learning Centre. Beyond providing spaces for learning and working, these buildings have created welcoming spaces that encourage collaboration and innovation.

Looking back, moving forward

In developing this Academic Plan, we consulted extensively across the Ryerson community. The overarching consensus was that *Our Time to Lead* offered a solid foundation upon which to continue building. Using that plan as our springboard, we will leverage our collective achievements as we continue striving for excellence.

An Academic Plan is both aspirational and operational. It involves finding a balance between articulating our goals and bringing them to realization in practical and achievable ways.

By working together, we can continue advancing Ryerson's vision, mission and mandate while engaging and inspiring students and the broader community.

A Summary of Consultation Findings

In defining and shaping the next Academic Plan, members of the Ryerson community were invited to consider two key questions:

- *How do the values and priorities in Our Time to Lead intersect and how might they be refined or focused in the next plan?*
- *How does work in respective local units relate to the Academic Plan, and how might those units work with other groups across the university to advance Ryerson's priorities?*

Overview

Consulting with the Ryerson community on this 2020-25 Academic Plan began in late spring and summer 2019. Consultations continued in the fall of 2019 in a second phase.

Early in the process, there was general consensus about critical cornerstones that helped structure this document:

- The Ryerson community was enthusiastic about the university's overall direction;
- The community was comfortable with refreshing and refining the deliverables established in *Our Time to Lead*;
- The community expressed interest in seeing greater focus in the new plan in the form of more clearly defined priorities, with tangible markers that could be readily assessed, as well as specific implementation strategies.

Beyond these foundations, the consultations and town halls yielded other key learnings that have informed this document. That included a desire to see Ryerson reaffirm its commitment to:

- furthering our focus on Indigenous perspectives
- broadening the university's national and global reputation through increased research, graduate studies and post-doctoral researchers
- continuing Ryerson's commitment to preparing students for the complex society in which they will live and work, in addition to focusing on the overall student experience
- expanding international initiatives
- advancing sustainability, including fiscal, community, and environmental sustainability

- enhancing classrooms and other learning spaces
- embedding civility as a value governing how we work, collaborate and engage as members of a shared community
- renewing our focus on collaboration and interdisciplinary approaches to learning
- reinforcing our recognition of the importance of overall wellbeing, including mental health
- strengthening our external connections beyond Ryerson in the form of partnerships, collaborations, work-integrated learning, and co-op opportunities
- placing a new emphasis on city-building, with a focus on urban realities, a greater stewardship role and enhanced community engagement.

BY THE NUMBERS

Consultations on the 2020–25 Academic Plan

28 town halls/presentations

16 spring/summer town halls

12 fall town halls

More than **1,750** participants

To build a plan reflecting the widest possible perspective and the greatest number of voices within the Ryerson community, discussions also took place with the Senate; Chairs, Directors and Deans; participants in the distinguished visitors program; students and staff.

Our Values

In *Our Time to Lead*, 14 values were established as being critical to propelling that plan and Ryerson forward. These values remain fundamental to the work of the Ryerson community, and are now expressed as seven core values in the 2020-25 Academic Plan.

Underpinning all seven values is academic freedom. At the heart of what it means to be a university, academic freedom provides us with the liberty to think critically, explore and exchange new ideas, and evaluate and challenge norms and preconceptions. It is a cornerstone of knowledge creation. We unequivocally embrace freedom of thought and expression in support of teaching, learning and SRC. Building a community where we can speak, write, critique and otherwise articulate ideas and perspectives provides a foundation for all that we do at Ryerson.

Woven throughout these values is a commitment to examine and challenge the status quo and identify where and how we can do things differently. Going forward, we remain committed to being bold in our thinking, actions and decisions as an academic institution, and in how we live our values every day.

Excellence

We aspire to excellence in all our work, both inside and outside the classroom. Whether that is in the research lab, at a co-op placement, in the office or maintaining campus infrastructure, it means we strive for excellence in a way that is positive and authentic. Inclusive excellence means that a commitment to inclusion is infused throughout the university, from recruiting and admissions to curriculum development, faculty and staff hiring, administrative structures and leadership. At the same time, a focus on inclusion informs the ways in which we measure or assess excellence. Overall, Ryerson's commitment to providing an exceptional postsecondary experience depends on the actions and accomplishments of the entire university community.

Equity, Diversity and Inclusion

Equity and diversity are essential components of a modern, accessible post-secondary institution. Teaching, learning and SRC at Ryerson are influenced by the diversity of ideas and experiences that members of our community bring. A major strength of our university comes from the diversity in our Ryerson family, which reflects the very essence of Toronto, the diverse, multicultural community we call home. Additionally, we recognize the relationship between the social and physical environment and disability, focussing on solutions to remove barriers. All

students, staff and faculty are respected and appreciated as valuable members of the Ryerson community, and a commitment to equity is embedded in our everyday thinking and actions.

Mutual Respect and Shared Success

Respect and a commitment to shared success underpin how we work together and how we treat one another. Collaboration for mutual success shapes our work and the ways in which we measure achievement. While our daily activities might be largely independent, there is value in working toward common goals. Mutual respect must be evident in the way we communicate our ideas, how we debate and listen to each other, how we lead and make decisions, how we conduct ourselves, and how we articulate and comprehend our identities in all their diverse forms. Learning can be transformative but can also, naturally, generate discomfort – it is important, therefore, to create safe spaces for difficult conversations. Healthy discussion, where differing viewpoints are expressed, is a cornerstone of higher education. That discussion is most effective when it occurs with integrity, responsibility and respect.

Sustainability

Sustainability involves behaving in ways that reflect our responsibility to future generations. Sustainability also means taking meaningful action to protect the environment and being fiscally responsible while ensuring a high-quality, student-centred experience. Ryerson is committed to pursuing environmental, social and economic sustainability through our academic programs, SRC activities, built environment, operations and policies. We recognize our individual and collective responsibility for our campus, our community and our planet.

Boldness

The university champions creativity, innovation and ingenuity, encouraging students, faculty and staff to think boldly, take initiative and demonstrate resourcefulness. This includes civic, cultural and social advancements that enrich society's fabric, improve quality of life and drive responsible change. This is how we approach all our work, from how curriculum is developed and taught, to how services and systems are delivered to support the operation of the university.

Wellbeing

Ryerson is committed to the success of its community by creating a safe, secure, collegial, healthy, and inclusive environment that puts people first, is supportive of the whole person and enhances the development of physical, mental, emotional, and spiritual wellbeing. Wellbeing is fundamental to positive social

and academic outcomes and healthy communities. It focuses on the strengths individuals bring to our community, honouring and learning from each person's lived experiences. It involves creating welcoming, accessible and accommodating work, learning, and social environments.

Access

Access to education can transform lives and communities. Ryerson is committed to providing access to education and employment opportunities for students, faculty and staff, particularly those from marginalized, under-represented and equity-seeking groups. Access includes lifelong learning, expanding our individual and collective horizons through professional development and learning opportunities that meet students' needs. Building on a principle of shared responsibilities, Ryerson continues to create an environment where barriers to participation can be removed. We foster partnerships across the institution that make education more accessible to all students.

Our values are not simply aspirational statements captured in a document; they are to be lived across all aspects of university life. Collectively, these values give shape to Ryerson's identity and provide the foundation for scholarship that equips our students to succeed.

Our Priorities

Over the next five years, our work will be guided by the priorities outlined here — an extension of the thinking and approach previously taken in *Our Time to Lead*.

As we are at a new place in Ryerson's history, the general consensus of the many voices we heard in building this 2020-25 Academic Plan is that there is a strong desire to see Ryerson stay the course while taking a more international lens.

Adopting a broader, ever-more global view lends itself to big-picture thinking, ideas and, subsequently, action. Ryerson's *Internationalization Strategy* provides a road map for our university's increased global engagement.

Over more than seven decades, members of the Ryerson community have made important contributions to society and the world around them. Going forward, the following priorities will continue this trend and will further position Ryerson as a trailblazer as we enter the next decade.

THE STUDENT EXPERIENCE

Ryerson aims to cultivate a student experience that equips all students with the knowledge, skills and competencies they need to flourish and contribute to our ever-changing world.

Excellence in learning and teaching, outstanding programs and services that support students, dedicated faculty and staff, and an unwavering commitment to holistic student well-being both inside and outside the classroom – these are the ways Ryerson strives to provide a high-quality experience to every student. Delivering on this priority involves all members of the Ryerson community, anyone who, in any way, influences the Ryerson student experience.

Ryerson will strengthen its commitment to providing interdisciplinary and experiential learning opportunities that bring students and faculty together to address real-world problems. In this, students will become more fully engaged with communities, service providers and industries as partners in their learning experiences. Additionally, we will provide opportunities for students to participate in zone learning, shaping initiatives from the ground up and gaining real-world experience.

Another important part of cultivating the student experience involves ensuring students can apply a global lens to their learning and develop global competencies as tomorrow's leaders. Global learning opportunities, both on and off campus, need to be accessible to students and must speak to their goals and interests.

Quality teaching is vital to the overall student experience. Ryerson will continue supporting our faculty by nurturing a culture of teaching excellence that encourages experimentation with bold approaches, innovative and inclusive pedagogies, creative outlets and technology-enhanced learning that is informed by research.

Also critical to the student experience is the creation of accessible, inclusive and engaging learning environments for a diverse student population. This involves examining how learning occurs and using a range of teaching practices and spaces that engage all students. Ryerson will continue fostering the use of open educational practices, flexible and active learning strategies, inclusive curriculum design, and technology-enhanced learning. This will ensure that we provide accommodating, modern environments that are suitable for the multi-faceted and innovative teaching and learning approaches used at the university.

Recognizing the importance of the student experience outside the classroom, Ryerson will continue providing exceptional academic, social and cultural programs and services that support our diverse student communities. These will be offered within a framework that supports students' overall wellbeing and recognizes the value of the whole person. We will ensure a positive experience for international students attending Ryerson, with international enrolment enriching the learning environment for both domestic students and those attending from abroad.

Ryerson embraces lifelong learning through undergraduate programming, continuing education courses and certificates, and a growing complement of graduate and post-graduate offerings. Lifelong learning also occurs in externally focused ways such as volunteering and mentoring, and through a vibrant alumni system that connects students and graduates to Ryerson over their lifetimes.

As a city builder, Ryerson has a responsibility to help maintain a people-friendly, safe and inclusive environment for students and all community members. Key to this is ensuring the safety and security of our campus.

The conditions we create for students, inspirational teaching, an empowered faculty and staff, diverse learning environments and global experiences are components of the very best student-centred experience, an experience that is uniquely Ryerson, and that prepares graduates to thrive in the world beyond the university.

SCHOLARLY, RESEARCH, AND CREATIVE ACTIVITY AND GRADUATE STUDIES

Ryerson attracts talented and diverse faculty, graduate students and post-doctoral researchers who develop and apply new ideas that matter in the world.

Excellence in scholarly, research and creative (SRC) activity is a cornerstone of Ryerson's identity. Focusing on local, national, and international engagement and cooperation, Ryerson's SRC activities respond to societal needs and advance transformative knowledge. Faculty, post-doctoral researchers, and graduate students make tangible contributions to communities and industry.

We are strengthening our strategic and multidisciplinary collaborations, expanding international partnerships, and promoting greater alignment between the innovation ecosystem and research. Ryerson is committed to enhancing the impact of its research with knowledge mobilization and open access initiatives.

As Ryerson aspires to a more prominent national and global profile, new partnerships and endeavours, based on our talent and research expertise, promise to deepen our research intensity and overall influence. Ryerson's Strategic Research Plan (2020-2025) outlines the ways in which the university is supporting and building SRC excellence, intensity, and impact through bold ideas in areas of national and global leadership, as well as in emerging areas of strength.

Ryerson faculty and students are increasingly participating in international research collaborations and connecting with global research networks. As we look to engage globally, we are welcoming the world, including visiting scholars, collaborators and students, to our campus. Our commitment extends to attracting graduate students and post-doctoral researchers, and increasing the number of international students who choose Ryerson. This includes ensuring that graduate programs are accessible to under-represented groups, and that appropriate services and supports are available for all students.

Graduate students play a critical role in SRC activity, and involvement in research is a key part of the graduate experience. Across our graduate programs, in those that are research-oriented as well as those with a professional focus, we will expand learning opportunities and maintain our focus on addressing labour market and societal needs.

Ryerson's commitment to SRC and graduate studies, and to broadening our connections across Canada and the world, affirms our intent to strengthen our

reputation for world-class excellence.

ADVANCING INDIGENOUS INITIATIVES

Ryerson aspires to social change by embedding Indigenous thinking, ideas, experiences and expertise in our work.

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.

–Ryerson University Land Acknowledgement

The Truth and Reconciliation Commission of Canada (TRC) has emphasized the special role of educational institutions, both in terms of the state of relations between Indigenous and non-Indigenous peoples and the role education can play in supporting Indigenous knowledge and reconciliation more broadly.

Ryerson is steadfastly committed to truth and reconciliation.

Situated in Toronto, home to one of the largest and most diverse Indigenous populations in Canada, Ryerson is well placed to serve as a leader in this area. Building on existing foundations, entrenching an Indigenous focus in our university affairs and across our community is critical.

This includes:

- growing and retaining Indigenous faculty and staff;
- integrating Indigenous pedagogies and experiential learning opportunities;
- expanding curriculum with Indigenous content and perspectives, led by Indigenous peoples;
- recruiting and supporting Indigenous students in all academic programs;
- promoting community-grounded research and Indigenous research practices;
- transforming university space to reflect and expand the Indigenous community's presence; and
- ensuring ongoing education and training for the campus community about Indigenous histories.

Realizing these objectives involves thoughtful cross-campus collaboration led by Indigenous voices, and the broader Indigenous community, to ensure the steps we are taking are meaningful and result in a positive impact in whatever areas they touch.

In recent years, groups and individuals across the university have begun this important work. Going forward, those initiatives, as well as new ones, will be supported. Initiatives related to this priority will also remain informed by the contributions of the university's Truth and Reconciliation Commission Strategic Working Group, which is guiding the implementation of recommendations from the *2018 TRC Community Consultation Report*.

This priority is about embedding and sustaining Indigenous thinking, ideas, ideals, cultures and worldviews in our work. Fundamentally, it is about ending the marginalization of Indigenous peoples and knowledges while ensuring Indigenous communities can continue to grow and thrive at the university. Ryerson aspires to lead the way in transforming Canadian social institutions and norms, and moving toward a future defined by mutual respect and collaboration.

INNOVATION: CONTINUING TO CHALLENGE THE STATUS QUO

Ryerson's vision is to be Canada's leading comprehensive innovation university.

Throughout our history, innovation has meant evaluating and challenging conventional approaches to post-secondary education inside and outside the classroom. That approach has enriched our society and the Toronto community that Ryerson calls home, resulting in an improved overall quality of life.

An innovation ecosystem is characterized by risk-taking, examining subjects critically and creatively, and thinking broadly to derive fresh ideas and solutions to problems. Ryerson's innovation ecosystem is showcased in many ways, including our labs, SRC partnerships, teaching, international collaborations and Zone Learning network. Focused on various sectors ranging from biomedical engineering, to fashion, energy and social justice, our 10 innovation zones are providing students with access to resources that help bring ideas to life as viable ventures in private, public and non-profit sectors.

In practice, innovation occurs every day across our campus. It can be seen in the ways we support students, our approaches to teaching and learning, and how our faculty and staff approach their work. A culture of innovation helps students to think creatively, take initiative and demonstrate resourcefulness. For well beyond half a century at Ryerson, innovation has:

- stimulated creative thinking and know-how;
- enhanced learning experiences offered to students;
- strengthened interdisciplinary connections;
- enhanced curriculum development;
- increased partnerships with complementary organizations; and,
- reinforced our university's strong commitment to a robust teaching and SRC culture.

Innovation requires an exchange of ideas across diverse communities, bringing new perspectives together to consider important questions and solutions. Whether the members of our university are engaging in social or civic ventures, driving responsible change in existing organizations, or creating new companies, products or jobs, they are tapping into the spirit of innovation that is the very essence of Ryerson. This spirit transcends our local and domestic borders, allowing us to exchange knowledge and share our perspectives with others, and opening us to alternative ways of thinking and to different cultural approaches.

Being innovative is true to who we are, a community that embraces unconventional, creative thinking and approaches to learning, teaching, SRC, and day-to-day operations. Innovation allows us to stand apart. We will build on our roots, continuing to develop and foster an innovation ecosystem throughout Ryerson.

We will do this by continuing to nurture an environment that instills creativity, critical thinking and useful skills across disciplines. We will support more students, faculty and staff in becoming innovators, entrepreneurs, activists and socially responsible citizens who can make a positive difference.

COMMUNITY AND URBAN PARTNERSHIPS

Ryerson is committed to advancing conversations on culture, economics, technology, social justice and the environment that lead to policies and actions that contribute to building inclusive, resilient, sustainable and dynamic cities.

As a university located at the centre of Canada's largest city, Ryerson has deep connections with those who share our surrounding space and landscape. We share many of the same challenges and benefits of our urban location.

Closely linked to our surrounding communities, we continually seek ways to engage collaboratively in partnership with these communities and their residents. These relationships offer reciprocal benefits for our neighbours and provide real opportunities for Ryerson students, faculty and staff to make a difference. For everyone in the partnership, they put knowledge-sharing and learning exchange into everyday practice.

With more than 80 per cent of Canada's population living in urban environments, cities are our future. Given our downtown location, Ryerson is especially well positioned to play a significant role as communities in Toronto and beyond navigate the social, economic, political, environmental, cultural, physical and technological aspects of growth and change.

Going forward, we will continue to advance both conversation and action around safe, diverse, resilient, inclusive and sustainable cities. Equally, we will continue harnessing and sharing our expertise, keeping Ryerson at the forefront of discussions on key urban issues such as sustainable housing, renewable energy, health, water policy, future land use, smart infrastructure, urban design, migration and settlement, democratic governance, and wellbeing.

Ryerson will broaden its societal impact by developing even stronger regional and global ties. One way we'll achieve this is through our focus on city-building. This calls for enhancing our expertise as a leader in urban scholarship and research, and sharing what we've learned. We will take a more global lens as we further engage with an international community of city builders.

Being viewed as an urban thought leader calls for incorporating ideas and thinking from beyond our campus. That means collaborating with experts from other cities and institutions to share learning, ideas and solutions on critical urban issues.

These and other efforts will place Ryerson at the forefront of city-building discussions and initiatives, and will enhance our position as a city-building university.

What's Next?

To better align resources and allow flexibility in responding to a changing environment, implementation strategies for the 2020-25 Academic Plan will be outlined in a separate document. This supporting Strategy Guide will provide examples of short, medium and long-term strategies that we heard throughout the consultation process for this Plan.

This Strategy Guide will be updated periodically and tied to the annual budget process. Faculties and divisions will be able to adapt or develop strategies locally in alignment with this Plan.

Progress will be monitored regularly, with annual reports to the community on the ways in which we are furthering the priorities articulated in the Plan.

Academic Plan Advisory Group

As an integral part of the consultation process, the Provost formed an advisory group of faculty members and staff with a range of experience and knowledge to provide insight. Members are recognized for their thoughtful deliberations and their outstanding contributions to the development of the plan.

Ron Babin	President, Ryerson Faculty Association; Associate Professor, Ted Rogers School of Business Technology Management
Darrell Bowden	Executive Director, Office of the Vice-President, Equity and Community Inclusion
Louis-Etienne Dubois	Assistant Professor, School of Creative Industries
Catherine Ellis	Interim Chair, Department of History
Bilal Farooq	Canada Research Chair - Transportation, Assistant Professor, Department of Civil Engineering
Wendy Freeman	Director, E-Learning Office; Interim Director, Learning and Teaching Office; Associate Professor, Professional Communication
Kiaras Gharabaghi	Director and Associate Professor, School of Child and Youth Care
Mark Gorgolewski	Professor, Chair, Department of Architectural Science Department
Linda Koechli	Teaching Chair, Chang School; Program Director, Business, Chang School
Bryan Koivisto	Associate Professor, Department of Chemistry and Biology
Richard Lachman	Director, Zone Learning; Director, Research Development and Zone Learning, Faculty of Communication and Design; Assistant Professor, RTA School of Media
Elaine Lam	Executive Director, Business Development and Strategic Planning, Continuing Education
Seung Hwan (Mark) Lee	Director, Associate Professor, Ted Rogers School of Retail Management

Monica McKay	Director, Aboriginal Initiatives, Office of the Vice-President, Equity and Community Inclusion
Jen McMillen	Vice Provost, Students
Stephanie Melles	Associate Professor, Department of Chemistry and Biology
Pamela Robinson	Associate Professor, School of Urban and Regional Planning
Christina Sass-Kortsak	Assistant Vice-President, Human Resources
Nazia Sheikh	Librarian, Library and Archives
Neil Thomlinson	Associate Professor and CE Coordinator, Department of Politics and Public Administration
James Tiessen	Director, School of Health Services Management; Associate Professor, Ted Rogers School of Business Management
Nancy Walton	Director, School of Nursing
Fangmin Wang	Librarian, Library and Archives



Office of the Provost and Vice-President, Academic

TO: Senate

FROM: Michael Benarroch, Provost and Vice-President, Academic

DATE: January 21, 2020

SUBJECT: Academic Plan, 2020-25: Draft Implementation Strategy Guide

The Ryerson 2020-25 Academic Plan is being presented to Senate at its January meeting for approval. Accompanying the Plan is a draft version of the Strategy Guide that is currently in development.

Once in its final form, the Strategy Guide is intended to serve as an implementation resource to Facilities, Divisions and local units as they seek to align their activities and budget planning with the priorities in the Academic Plan. It will be a “living” document that can evolve over time as units across the university establish their own approaches to advancing the priorities articulated in the Academic Plan.

The strategies included here came from the community at town halls and various other meetings. This draft is being shared with Senate in order to provide an initial look at its development, and to attain feedback as we continue to refine and to give it structure.

We look forward to hearing your initial thoughts, and welcome any comments or ideas that will aid in the continued development of this planning resource.

ACADEMIC PLAN, 2020-25
IMPLEMENTATION STRATEGY GUIDE

PRELIMINARY DRAFT: 18 January 2020

Preface

Ryerson's Academic Plan, 2020-25 sets a blueprint that will guide our activities and budget planning for the next five years. Based on extensive consultation, the plan outlines five priorities for the university:

- The Student Experience
- Scholarly, Research, and Creative Activity and Graduate Studies
- Advancing Indigenous Initiatives
- Innovation
- Community and Urban Partnerships

This Strategy Guide is intended to serve as a resource to Faculties, Divisions and local units in their annual planning. The Academic Plan sets out guiding values and priorities for Ryerson over the next five years. However, our planning needs to remain flexible to respond to changes in our day-to-day environment and adapt to potential opportunities and challenges in the external environment. The Strategy Guide is designed to provide this flexibility – it will be a “living” document that can evolve over time as units across the university establish their own plans to advance the priorities articulated in the Academic Plan. The strategies included here came from the community at town halls and various other meetings.

As Faculties, Divisions, Departments and other units seek to align their activities and budget planning with the priorities in the Academic Plan, they may identify strategies within this document that they wish to implement, and possibly adapt, within the context of their own local units.

Each priority within the Academic Plan is listed along with a number of supporting strategies. In reality, these groupings are not mutually exclusive – a given strategy may support more than one Academic Plan priority. The intent in a later version of this document is to demonstrate the integration of priorities, linking strategies that may have relevance across several priorities.

ACADEMIC PLAN PRIORITIES, 2020-25

The Student Experience

Ryerson aims to cultivate a student experience that equips students with the knowledge, skills and competencies they need to flourish and contribute to our ever-changing world.

Sample Strategies Grouped by Theme

Student Wellbeing

- Create and provide innovative academic skill-building programs
- Offer health-promotion programming and education for students that is relevant, respectful and accessible
- Provide timely and appropriate mental health supports that are not limited to counselling, but include proactive programming and education for students
- Offer professional development to faculty and staff on mental health issues
- Increase support for faculty to work with students who have academic accommodations
- Increase support for faculty to create accessible, inclusive learning environments using a universal design framework
- Ensure that existing support services are more visible and easily accessible to students, and evaluate their relevance from a student perspective
- Ensure that students can ask for accommodations when interviewing for employment positions, internships and placements on or off campus
- Enhance financial support for students

International Initiatives

- Celebrate student achievements on the global stage (e.g. awards and recognition for students who undertake internationally-focussed activities on or off campus)
- Create more opportunities for interaction between international and domestic students
- Provide opportunities for international students to bring their experiences into the classroom
- Pursue increased international exchange and coursework opportunities for students
- Increase the number of international students attending Ryerson

Community Engagement and Partnerships

- Increase opportunities for students to engage with, and learn from, external organizations in the community
- Continue to build partnerships with other universities
- Develop additional engagements and relationships with industry and community partners in a coordinated manner

Teaching and Learning

- Provide targeted support to enhance teaching skills and techniques
- Develop more flexible, alternative forms of program and academic delivery such as online and blended learning opportunities
- Expand the depth, breadth and volume of experiential learning opportunities
- Increase student access to educational materials through the development and adoption of Open Educational Resources
- Attract and retain high quality faculty and staff with diverse backgrounds
- Develop more cross-Faculty, interdisciplinary minors
- Support the integration of active learning methods
- Create opportunities for faculty to enhance their teaching through engagement in the scholarship of teaching and learning

Equity, Diversity and Inclusion

- Ensure faculty and staff are equipped to support a diverse student population
- Seek to ensure that advisory groups and external groups (e.g., mentors) reflect the diversity of our student population
- Undertake curriculum development about critical global engagement, colonization, equity, and anti-racism
- Create more flexible pathways, including laddering of credentials
- Undertake access, outreach and student support initiatives for underrepresented groups, including those targeted to specific program areas

Space and Infrastructure

- Refresh and enhance classrooms, studios, teaching labs and other learning spaces
- Provide flexible learning spaces and support for faculty to adapt teaching methods to realize the potential of new spaces
- Create more spaces on campus for events and social interaction among students
- Continue to improve Library space and resources

Scholarly, Research, and Creative Activity and Graduate Studies

Ryerson attracts talented and diverse faculty, graduate students and post-doctoral researchers who develop and apply new ideas that matter in the world.

Sample Strategies Grouped by Theme

International Initiatives

- Ensure support of international and newcomer graduate students
- Increased focus on international graduate student recruitment
- Create more opportunities for international experiences for graduate students
- Seek and expand international research partnerships with other institutions
- Attract and retain nationally and internationally funded postdoctoral fellows

Equity, Diversity and Inclusion

- Ensure graduate students are better prepared to lead diverse teams
- Encourage research in areas that have not been traditionally examined
- Develop initiatives aimed at recruiting graduate students from underrepresented groups
- Increase support for faculty and students with accommodations related to non-course requirements (e.g., thesis, MRP, dissertation).

Space and SRC Supports

- Ensure appropriate technical and administrative support for researchers
- Expand research lab and studio space
- Align policies, procedures and practices to support the entire research lifestyle
- Create workspace for graduate students and post-doctoral researchers
- Provide greater support for faculty members for grant writing
- Encourage research in areas that have not been traditionally examined
- Target hiring in key areas of research
- Provide support for open access publishing

Student Programming and Post-Doctoral Research

- Continue to develop new master's and doctoral programs, with launch subject to availability of funding

- Increase flexibility within both masters and doctoral programs, e.g., to allow degrees that can be undertaken while working
- Expand the engagement of graduate student alumni
- Create more research opportunities for undergraduate students
- Offer enhanced support for graduate students and post-doctoral researchers to secure external scholarships and funding
- Increase the number of post-doctoral researchers
- Ensure development of skills for non-academic careers, including through experiential learning opportunities
- Help graduate students and post-doctoral researchers to translate research into application and impact (e.g., through commercialization, liaison with community organizations, links with creative industries)

Partnerships and Interdisciplinary Collaboration

- Create more partnerships with other universities for graduate research
- Partner with community organizations on research that meets societal need
- Support knowledge mobilization of research findings to enhance their positive impacts on communities
- Support cluster building and multidisciplinary faculty hires
- Facilitate and encourage interdisciplinary research and course experiences for graduate students
- Increase number of major industrial research collaborations
- Ensure greater dissemination of research findings both externally and within the Ryerson community
- Strengthen internal partnerships to facilitate scholarly, research and creative activity

Advancing Indigenous Initiatives

Ryerson aspires to foster social changes by embedding Indigenous thinking, ideas, experiences and expertise in our work.

Truth and Reconciliation at Ryerson University: Building a New Foundation for Generations to Come, a report on community consultations, was released to the Ryerson community in January 2018. The report includes recommendations for a number of activities, many of which are underway. The initiatives listed below, while smaller in number, are consistent with the recommendations made in that report.

Sample Strategies Grouped by Theme

Learning and Teaching

- Undertake curriculum development to include an Indigenous lens within courses across the university, as well as to provide new courses on Indigenous topics
- Provide faculty development on Indigenous approaches to pedagogy
- Provide faculty development on inclusive classroom practices (e.g., how to facilitate class discussions)
- Create more opportunities for non-Indigenous students to learn about Indigenous experiences

Student Support

- Increase the total number of Indigenous students at the university
- Create new pathways for learners to enrol at Ryerson
- Ensure that Indigenous students feel comfortable self-identifying and accessing support services
- Enhance services to support the retention of Indigenous students
- Provide financial support for Indigenous students

Space

- Create space for Indigenous gatherings and learning
- Ensure spaces on campus incorporate Indigenous art and design concepts
- Provide visible signals that Indigenousization is a priority for Ryerson (e.g., public art, signage)

Community Engagement

- Consult with campus Elder in decision-making
- Promote sharing of best practices across campus
- Invite Indigenous members of the community from outside of Ryerson to attend and speak at Ryerson events
- Engage with Indigenous alumni
- Strengthen and establish partnerships that allow for experiential learning in an Indigenous context

Faculty and Staff

- Increase the number and retention of Indigenous faculty and staff
- Provide education and training (including e-learning and in-person sessions) for faculty and staff to learn about Indigenous histories and cultures as well as current Indigenous issues

Scholarly, Research and Creative Activity

- Increase research output on Indigenous topics through various forms of collaboration and professional development
- Support future academic leaders via supports to Indigenous graduate students and post-doctoral fellows
- Increase opportunities for Indigenous students to become involved in SRC and develop research-related skills
- Promote community-grounded research and Indigenous research practices

Innovation: Continuing to Challenge the Status Quo

Ryerson's vision is to be Canada's leading comprehensive innovation university.

Sample Strategies Grouped by Theme

International

- Expand programs like Ryerson Global Innovation Challenge
- Connect ideas/inventions/research to a broader market
- Expand opportunities for international scholars coming to Ryerson
- Explore opportunities for Ryerson researchers to visit international institutions
- Exchange and share experiences and expertise with a diverse group of international partners

Student Support

- Evolve and expand experiential learning and leadership opportunities for undergraduate and graduate students
- Develop ways to allow students to participate in zone education as part of their academic programs
- Expand opportunities for students to interact with external organizations through community interface points such as zones, studios and centres

Space and Infrastructure

- Create more space for collaborative innovation
- Redesign meeting rooms as well as classroom space to reflect multi-purpose use
- Provide opportunities for faculty and staff to learn about new technologies they can use in their work

Teaching and Learning

- Facilitate course innovation (e.g., curriculum development or new teaching methods) through pilot projects
- Build more links between zones and academic programs, and encourage active work between zones and faculty in multiple disciplines
- Strengthen links internally between the innovation ecosystem and offices involved in experiential learning

- Bring more external expertise and interaction into academic programs to enhance students' learning
- Explore ways to increase recognition of extra-curricular learning

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Community and Urban Partnerships

Ryerson is committed to advancing conversations on culture, economics, technology, social justice and the environment that lead to policies and actions that contribute to building inclusive, resilient, sustainable and dynamic cities.

Sample Strategies Grouped by Theme

Community Engagement

- Provide an inner- and outer-facing hub for community members to connect with people inside Ryerson and to support people within the university to connect with the community
- Foster more city-university projects on issues facing the city (e.g., transportation, safety, community wellbeing)
- Build space on campus that is inviting to our surrounding community and neighbourhood
- Provide and publicize lectures and other Ryerson sponsored/organized events that are open to the public

Scholarly, Research and Creative Activity

- Undertake knowledge transfer and sharing results of research with the community – both domestically and internationally
- Collaborate with experts from other cities and institutions to share learning, ideas and solutions on critical urban issues

International Initiatives

- Align Ryerson with partners that can expand global reach and reputation
- Create more international partnerships, including those focussed on city building and urban issues

Student Opportunities

- Connect students and staff with community engagement opportunities (e.g., volunteering, design competitions)
- Increased outreach with local secondary schools
- Provide opportunities for students to develop and practice skills for knowledge transfer and sharing their work with the community

Sustainability

- Seek opportunities to source ethical and sustainable food and apparel on campus
- Use environmentally sustainable materials wherever possible and take sustainability into account during campus renovation and maintenance activities
- Create opportunities to work in the community to foster sustainable growth
- Devise programming that includes elements of local, national, and global environmental focus
- Examine opportunities for waste reduction and greater efficiencies in water and energy usage
- Work toward a goal of being a “net-zero” emission campus
- Use our space and infrastructure to develop and showcase practices that can be adopted by others

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YSGS report to Senate

January report for February 2020 meeting of Senate

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

Periodic Program Review Final Assessment Report

Math (MSc)

The Math self-study report was reviewed thoroughly by the Program and Planning Committee on May 1, 2018. Following this review, the Peer Review Team completed a site-visit and provided their report.

On November 13, 2019 the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On November 20, 2019 the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the Periodic Program Review for Math Graduate Programs.

International Economics and Finance (MA) and Economics (PhD)

The Economics self-study report was reviewed thoroughly by the Program and Planning Committee on November 19, 2018. Following this review, the Peer Review Team completed a site-visit and provided their report.

On November 13, 2019 the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On November 20, 2019 the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the Periodic Program Review for Economics Graduate Programs.

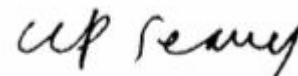
Philosophy (MA)

The Philosophy self-study report was reviewed thoroughly by the Program and Planning Committee on October 1, 2018. Following this review, the Peer Review Team completed a site-visit and provided their report.

On November 13, 2019 the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On November 20, 2019 the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the Periodic Program Review for the Philosophy Graduate Program.

A handwritten signature in black ink, appearing to read "Cory Searcy".

Cory Searcy, Vice-Provost & Dean, YSGS



**Graduate
Studies**

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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Applied Mathematics (MSc)

Last Updated: November 20, 2019

FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Applied Math**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

EXECUTIVE SUMMARY

The department has 19 tenured/tenure-track faculty members and one LTF. Together, along with 4 staff members the department delivers two undergraduate programs, a Master's program in Applied Mathematics and a PhD program in Mathematical Modelling and Methods. Furthermore, the department has one of the largest service teaching roles in the University, offering courses to thousands of students in its own and other faculties.

The MSc program in Applied Mathematics is relatively small. At steady state, it has about 20 students. With some exceptions, in the time frame of this report, it has met its enrollment targets. The goal of the MSc program is to provide excellent training in modern Applied Mathematics. This is the first Periodic Program Review for this program. The program has set out its Learning Outcomes and has measured these against the courses it offers and the Graduate Degree Level Expectations (GDLEs). The Learning Outcomes are met by the curriculum at all levels of accomplishment: Foundation and Proficiency. This Periodic Program Review allowed the program to evaluate, for the first time, the strengths, opportunities and weaknesses through a number of meetings and surveys. The faculty members constitute one of the strengths of the MSc program, along with the structure of the program. The breadth requirements provide the students with a solid foundation in Applied Mathematics, while the two options, the thesis and the major research paper option, offer students flexibility in meeting their academic goals and advancing their career. Among the weaknesses are the low number of elective courses in the students' research area and of opportunities of interacting with industry and participating in internships. The program should ensure that the targets are met and that competitive levels of student funding are maintained.

The department plans to focus on the following areas: curriculum and research intensity. One area in need of improvement is curriculum, specifically the program should increase the number of elective graduate courses supporting the three research areas (Biomathematics and Fluids, Discrete Mathematics and Networks, and Financial Mathematics). The department will ensure that faculty members are available to teach these graduate courses, while at the same time maintaining quality of teaching in under-graduate service courses offered. The program will make significant efforts to maintain, or even exceed, the set targets in graduate enrollments, will offer competitive funding levels to all graduate students and will aim for more industrial collaborations and internship opportunities for the students. A goal is to increase the quality of graduate students, which will enhance not only the quality of the graduate program, but also that of the undergraduate education in the Department of Mathematics, given that the majority of teaching assistants in the mathematics undergraduate courses are MSc students in the Applied Mathematics program.

Periodic Program Review and Peer Review Team Applied Mathematics (MSc)

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

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the Master of Science Program in Applied Mathematics consisted of Dr. Gail Wolkowicz (McMaster University), Dr. Ruodu Wang (University of Waterloo), and Dr. Ali Miri (Ryerson University).

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

The PRT site visit was conducted on July 4 and 5, 2018. The PRT report was communicated to the Associate Dean, YSGS on August 2, 2018, and the response to the report from Applied Math was communicated on November 26, 2018.

Program Strengths and Observations

The PRT has an overall positive impression of the Applied Mathematics MSc program and made the following observations:

- The MSc Applied Mathematics program currently has two options: The Thesis option and the Major Research Paper (MRP) option. Over the past three years all of the students were enrolled in the Thesis option. Our assessment is mainly based on the Thesis option. For additional comments and suggestions specific to the MRP option, please see the Recommendations section below.
- Overall, the program meets the learning goals well. The program structure is consistent with other similar programs offered in Ontario.
- The department is small, but distinguishes itself by focusing on three research areas: Biomathematics and Fluids, Discrete Mathematics and Networks, and Financial Mathematics. The program reflects the strengths of the department very well.
- The program has met their enrollment targets over the past several years.
- The students are very satisfied by the interactions with their faculty members and the supporting staff. They specifically mentioned that they appreciate the approachability and helpfulness of all those involved in the delivery of the program.
- The PRT is very impressed with the diversity and the gender balance of the graduate students.
- The program has a successful track-record of students moving on into academic and industrial positions after graduation.
- Most past students have successfully finished their program in the prescribed timeframe.
- A significant number of students' work has appeared in external scholarly publications. This suggests a high quality of research activities.
- The students are receiving an amount of funding support that is comparable to similar programs.

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

Academic Recommendations

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
1. Restructure the MRP Option to the MSc degree to reduce from 5-term, 9-courses to 4-term, 7-courses.	The program agrees with the recommendation. The Graduate Program in Applied Math (GPAM) analyzed the restructuring of the MRP Option. The program engaged with faculty, current students, and YSGS to understand benefits and drawbacks and make an informed decision for the benefit of the program. The GPAM will recommend restructuring the MRP Option. The program will begin work on this during the Fall 2018 term. Further details are available on pages 3 and 4 of the program's response to the PRT report.	YSGS supports the program response. YSGS notes that any curriculum modification needs to be undertaken in accordance with Ryerson University Policy 127. This proposed change appears to be a Category 2 minor revision under the policy, though YSGS encourages the program to consult with the Associate Dean, Programs of YSGS as needed.	GPAM analyzed the restructuring of the MRP Option. Engaged with faculty, current students, and YSGS to understand benefits and drawbacks and make an informed decision for the benefit of the program. The GPAM will recommend the restructuring on the MRP Option. GPAM has already modified the MSc Seminar course to replace the requirement to attend weekly two-hour seminar to attend a certain	GPAM, Faculty of Science (FOS), Yeates School of Graduate Studies (YSGS).	(2018) Fall
2. Restructure the MSc Seminar AM8000.	The program agrees with the recommendation. GPAM has already modified the MSc Seminar course to replace the requirement to attend a weekly two-hour seminar with a requirement to attend a certain number of seminars/colloquia and deliver one presentation. Further details are available on page 4 of the program's response to the PRT report.	YSGS supports the program response. YSGS notes that revisions to the course description in the graduate calendar is a Category 1 minor revision under Policy 127. If any changes to the course description have been made, the approvals designated in Policy 127 will need to be obtained.	GPAM has already modified the MSc Seminar course to replace the requirement to attend weekly two-hour seminar to attend a certain number of seminars/colloquia and deliver one presentation.	GPAM	(2018) Fall

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
3. More elective courses offerings in each of the Fall and Winter. Offer Applied Statistics course each year.	The program agrees with the recommendations. GPAM will work on restructuring the elective course offerings, including the possibility of cross-listed courses with other departments, in both the Fall and Winter terms in 2018-2019 to create new electives. Further details are available on pages 4 and 5 of the program's response to the PRT report.	YSGS supports the program response. YSGS notes that the addition of any new courses to the curriculum are considered a Category 2 minor revision under Policy 127. As above, the program is encouraged to consult with the Associate Dean, Programs of YSGS as needed.	GPAM works on restructuring the elective course offerings in both the Fall and Winter terms and to create new electives.	GPAM, FOS, YSGS.	(2018-2019)
4. Increase the size of the program.	The program agrees with the recommendation. GPAM will work with FOS and YSGS to expand the MSc program from a target of 10 MSc students/year to at least 12 MSc students/year. Further details are available on page 5 of the program's response to the PRT report.	YSGS is open to discussing the target for the MSc program with the program and the Faculty of Science. It notes, however, that any adjustment to the program's target needs to take into account slot allocations within both the Faculty of Science and the university as a whole.	GPAM works with FOS and YSGS to expand the MSc program from a target of 10 MSc students/year to at least 12 MSc students/year	GPAM, FOS, YSGS.	2019

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
<p>5. Recruit more outstanding international students, with substantial resources and funding from the University.</p>	<p>The program agrees with the recommendation. The GPAM will work with Faculty and YSGS to provide additional funding to attract very strong international students. Further details are available on pages 5 and 6 of the program’s response to the PRT report.</p>	<p>YSGS supports the program response. YSGS notes, however, that the university already provides substantial funding to the program. YSGS also notes that it will continue to advocate for international graduate scholarships as a part of a broader university strategy for international graduate student recruitment and retention.</p> <p>YSGS encourages the program’s faculty to continue to pursue external funding to continue to provide strong funding packages for international students. YSGS further encourages faculty members interested in supporting specific international students to contact the Associate Dean, Research and Graduate Studies in the Faculty of Science.</p>	<p>The GPAM works with Faculty and YSGS to provide additional funding to attract very strong international students</p>	<p>GPAM, FOS, YSGS.</p>	<p>2019</p>

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
6. Change the requirement that students must take both core courses, to requiring one of them and counting the other as elective.	The program will study this recommendation and investigate the implications. The current structure of the program, including the core courses, ensures training in modern Applied Mathematics (AM). The GPAM will investigate if such a change is appropriate for a degree in AM, since other Applied Mathematics graduate programs in Ontario have similar requirements. Further details are available on page 6 of the program's response to the PRT report.	YSGS supports the program response. As previously noted, any curriculum modifications will need to be completed in accordance with Policy 127.	The current structure of the program, including the core courses, ensures training in modern Applied Mathematics (AM). The GPAM will investigate if such a change is appropriate for a degree in AM, since other Applied Mathematics graduate programs in Ontario have similar requirements.	GPAM, FOS, YSGS.	2020

Administrative and Financial Recommendations

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline
1. Reduce the TA portion of the student funding support (currently at 50%) and replace it by additional student scholarships.	The program agrees with the recommendations. The program notes that there are ongoing efforts to support the MSc students financially at competitive levels, while exploring funding opportunities other than teaching assistantships. Further details are available on page 5 of the program's response to the PRT report.	YSGS supports the program's efforts to provide strong funding packages for its graduate students. In addition to providing support through TA positions and Ryerson Graduate Fellowships, YSGS encourages the program to provide funding through stipends wherever possible.	Ongoing efforts to support the MSc students financially at competitive levels, while exploring funding opportunities other than teaching assistantships.	GPAM, FOS, YSGS.	2019-2020

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



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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Programs:

International Economics and Finance (MA) | Economics (PhD)

Last Updated: November 21, 2019

FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate programs in **Economics (MA in International Economics and Finance; PhD in Economics)**. This report identifies the peer review identified strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

EXECUTIVE SUMMARY

Since 2000, the Department of Economics has undergone major changes. Previously, Economics was a service department and responsible for the Bachelor of Commerce (Business Management) - Economics and Management Science Major curriculum, which is currently offered by the Ted Rogers School of Management (TRSM). However, in 2000, the Bachelor of Arts (International Economics and Finance) was launched. In 2005, the Master of Arts (International Economics and Finance) was launched. And in 2010, the Doctor of Philosophy (Economics) program was launched. In September 2017, there were 1,111 students on the system registered in the undergraduate programs, 40 students in the Master's program and 20 students in the PhD program. Total "regular or day" enrollments have increased by over 6,500 in the last decade. This shows the huge societal demand for economics. Our programs are successful with most gaining employment soon after graduating.

Over the years, many changes to the curriculum to both the Master of Arts (International Economics and Finance) and Doctor of Philosophy (Economics) programs have been made. These were mainly to improve the choice and quality of the course offerings for students. There are also plans for future curriculum and program development. A new 16-month full-time professional graduate program, a Master of Applied Economics and Policy Analysis, has been proposed and the expectation is that the program will do very well considering the University of Windsor has successfully launched a similar program without the co-op work placement option.

All of the tenure stream faculty have PhDs. The research output has grown in terms of quantity and quality. While the size of the faculty has grown, it has not come close to keeping pace with enrollment growth. Since 2009, there has been a net growth of three tenure stream faculty to teach an extra 6,500 students once teaching requirements of the PhD in Economics program is taken into account. The lack of tenure stream faculty is the biggest impediment to the department in achieving priorities one and two of their academic plan. This has also led to added pressure on staff.

The future looks bright for the Department of Economics in Ryerson University: Courses and programs are in high demand and the faculty's research output has significantly increased in quantity and quality. With continued support from the University the program will continue to offer both Canadian and international students an increasing range of high quality programs that prepare them for today's fast changing globalized economy.

Periodic Program Review and Peer Review Team

Economics (MA in International Economics and Finance | PhD in Economics)

The graduate programs in **Economics**, Faculty of Arts, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the programs, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate programs in Economics consisted of Dr. Miquel Faig (University of Toronto Mississauga), Dr. Alok Johri (McMaster University), and Dr. Yuanshun Li (Ryerson University).

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

The PRT site visit was conducted on April 8 and 9, 2019. The PRT report was communicated to the Associate Dean, YSGS on May 26, 2019, and the graduate program and Faculty responses to the report were communicated on October 30, 2019.

Program Strengths, Weaknesses, and Opportunities

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

Strengths

A major strength of the programs reviewed is the enthusiasm and collegiality of its faculty, staff, and students. The thriving research culture in the Department, demonstrated by the rising number of publications and research grants, provides a strong foundation for the quality of its graduate programs. The MA has by now gained a good reputation and has proved that can attract good students and place them well. For this endeavour, the linkages between the Department and the potential private and public employers are very useful. Another asset is the attractive location in

downtown Toronto. The PhD is still very young. However, its recent placements are encouraging and are a harbinger for a strong future.

Weaknesses

The resources available to the Department represent a serious constraint in the development of its graduate programs. We would like to stress the relatively small size of the tenure stream faculty, the relatively weak salary offers to new hires, the lack of financial support to fourth-year PhD students, and the space limitations. We understand the competing demands for the scarce resources that universities manage. However, for the graduate programs of the Department to fulfill their potential, the Department needs to hire additional faculty with competitive offers. Likewise, it needs to give competitive support to attract talented PhD students. Finally, it will need more offices for the new faculty.

Opportunities

The successes of the current programs may be carried over to a new Master of Applied Economics and Policy Analysis. Potentially, this may generate resources that strengthen all the programs offered by the Department. However, even without this additional program, the Department is at the limit of what it can handle. Therefore, we advise caution and careful planning to avoid exacerbating the current difficulties in terms of resources.

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

Academic Recommendations

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response
<p>1. Increase the number of shared courses between the MA and the PhD programs.</p>	<p>The program agrees that it needs to explore options to better utilize the scarce resources of the department. The Department of Economics graduate program committee will review existing master’s field courses and recommend which courses may be suitable to be listed as PhD Electives Category A field courses, or to be jointly taught with PhD Electives Category A field courses. As suggested in the PRT report “it would be natural to expect higher standards of preparation and learning from PhD students as well as some additional work from them such as a term paper and/or a paper presentation at the end of term” in these joint field courses. As suggested by the PRT “it is necessary that a careful consideration of pre-requisite or co-requisite courses be conducted by the department”.</p>	<p>We support the program’s willingness to consider this possibility and identify and discuss possible courses to be shared.</p>	<p>The department will review the list of elective courses in both programs and determine a potential list of courses that could be delivered jointly.</p>	<p>Implementation by Fall 2020. Lead: Economics Graduate Program Director.</p>	<p>YSGS supports the Program and Faculty responses. YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127. YSGS encourages the Program to contact the Associate Dean, Programs in YSGS to discuss the process.</p>
<p>2. Offer an optional internship program to MA students. Possibly as an alternative to a research paper.</p>	<p>The program agrees with the PRT’s recommendation. The department is already facilitating not-for-credit internship opportunities to MA students through existing employers’ contacts, and it understands the benefits to students of these employment opportunities. The program will propose to the university that we allow a capstone option for Master of Arts (International Economics and Finance) students between courses only, masters research paper, or internship.</p>	<p>We welcome and look forward to reviewing the program’s proposal related to this.</p>		<p>Implementation by Fall 2020. Lead: Economics Graduate Program Director.</p>	<p>YSGS supports the Program and Faculty responses. As above, YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127.</p>

Administrative and Financial Recommendations

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response
<p>3. Offer more competitive salaries to job market candidates.</p>	<p>The program agrees with the PRT’s argument that low starting salaries present an important challenge in hiring top candidates. The program will collaborate with the Dean of Arts, VP Faculty Affairs, VP Planning and Provost in order to find solutions that would allow the university to offer starting salaries to new Economics faculty on par with starting salaries offered at comparable institutions.</p>	<p>Given budgetary constraints a very careful review of this is essential.</p>	<p>The department will set up meetings with the Dean of Arts, VP Faculty Affairs, VP Planning and Provost.</p>	<p>Implementation by Fall 2020. Lead: Chair of Department.</p>	<p>YSGS notes that starting salaries for new faculty members are beyond its purview. YSGS encourages the Program to continue to discuss this issue with the Dean of Arts.</p>
<p>4. Allow the Department to make the best possible use of the faculty complement it has. Teaching graduate and upper-level undergraduate courses should be the first priority for scarce professors who are most prominent in research and most up to date in their knowledge.</p>	<p>The program will collaborate with the Dean of Arts, VP Academic and VP Faculty Affairs in finding ways to reduce the number of required and advanced program courses taught by non-tenure stream faculty (i.e. CUPE sessional/ Limited Term Faculty). The program would like to note that, with a faculty size of 30 (Program Recommendation 3), the program would be able to assign both large introductory courses and most required and advanced program courses to tenure stream faculty. In the meantime, the program will study alternative delivery methods for the large introductory courses that could release some of the faculty assigned to teach those courses without impacting the student experience.</p>	<p>We are grateful to the program for its efforts to review existing practices and consider a range of course delivery options that would not negatively affect the undergraduate learning experience.</p>	<p>The department will set up meetings with the Dean of Arts, VP Academic and VP Faculty Affairs.</p>	<p>Implementation by Fall 2020. Lead: Chair of Department.</p>	<p>YSGS supports the Program and Faculty responses.</p>
<p>5. Provide more financial support to PhD students after year 3.</p>	<p>The program agrees with the PRT’s that it needs to provide additional support to PhD students in order to be competitive. In particular, this additional support would help attract and retain better students to the PhD program, which</p>	<p>The Dean’s office is offering grant-writing workshops and is looking to providing other grant-writing support. We welcome the opportunity to</p>	<p>The department will set up meetings with the Dean of Arts, VP Planning and Provost to discuss revenue</p>	<p>Implementation by Fall 2020. Lead: Chair of Department.</p>	<p>YSGS supports and commends the Program’s and Faculty’s efforts to pursue options for improved funding packages for all students.</p>

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response
	<p>would reduce our dropout rates and increase completion rates, two concerns raised in the PRT response (page 7). Despite the recent reductions in funds available for graduate funding, the department will make an effort to secure PhD funding for students in their later years into their PhD degrees. In particular, besides encouraging grant applications, the department will explore initiatives to raise additional funding for the PhD program, such as: (i) revisiting the possibility of receiving funding from offering the engineering economics transition course, (ii) offering more courses in the Chang School of Continuing Education, (iii) running a profitable fully costed Master of Applied Economics and Policy Analysis program, (iv) Economics Summer Program for International Students. The department is strongly committed to strengthening and further developing the PhD program, as it is a strategic contributor to the department’s research activity and to its ability to attract high quality researcher-oriented faculty members.</p>	<p>work with the program to explore appropriate external funding options. We support a multi-pronged approach to addressing this issue.</p>	<p>generating opportunities.</p>		<p>YSGS notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students, including beyond the third year for PhD students.</p> <p>YSGS also notes that students completing their degree during their fourth year are eligible to receive a Doctoral Completion Award of up to \$10,000.</p> <p>YSGS further notes that it offers workshops for external scholarships and encourages the Program’s students to attend (where applicable).</p>

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response
<p>6. Design a system to reward and recognize the research and the successful PhD supervisions accomplished by tenured faculty.</p>	<p>The program will discuss with the Dean of Arts and the Dean of YSGS the possibility of designing such a system. The program would also like to note that the need of such a program would be less pressing in a department with a larger number of faculty members, as supervisory duties would be shared by a larger number of faculty, and teaching needs could be better accommodated to faculty's areas of expertise.</p>	<p>We will carefully review any proposal brought forward by the program. At the same time, we must be mindful of the RFA collective agreement.</p>	<p>The department will set up meetings with the Dean of Arts and the Dean of YSGS.</p>	<p>Implementation by Fall 2020. Lead: Chair of Department.</p>	<p>YSGS echoes the Faculty response that we must be mindful of the RFA collective agreement. The Vice-Provost and Dean of YSGS will meet with representatives of the Program and Faculty to discuss this issue.</p>

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



**Graduate
Studies**

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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Philosophy (MA)

Last Updated: November 21, 2019

FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Philosophy (MA)**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

EXECUTIVE SUMMARY

The Philosophy MA program is a full-time only, traditional delivery program leading to the degree of Master of Arts, one of five such MA programs offered within the Greater Toronto Area. The degree is typically completed in five semesters (two academic years), and requires completion of two required courses, either a thesis or major-research paper (MRP) and a number of elective courses (seven for MRP students, five for thesis students).

The program aims to offer instruction in the core areas of philosophy and the history of philosophy, and also to allow students to study a particular topic in depth in their thesis or MRP project. Other aims of the program include developing skills of logical analysis and argumentation, textual interpretation and oral and written communication. These aims align with the broader aims articulated in the strategic plans of the Faculty of Arts and Ryerson University, and meet Ontario's Graduate Degree Level Expectations for Masters programs.

The program is housed in the larger scholarly environment of the Department of Philosophy and Ryerson's Faculty of Arts. The department consists of eighteen full-time faculty, with a wide range of expertise and research interests. The department also brings graduate students into contact with the wider community of scholars beyond Ryerson. Visiting speakers typically participate in graduate seminars, engaging students directly in discussion of their work. MA students are also involved in the teaching life of the department, working as teaching assistants for SSH015: Critical Thinking, a required course for many undergraduate programs in the Faculty of Arts.

The program's annual intake target is thirteen students. Students are funded mainly through a combination of Ryerson scholarship funding, TA income and income from external scholarship awards (SSHRC Bombardier awards and Ontario Graduate Scholarship awards). Seventy students have graduated from the program since it came into

existence in the fall of 2010. 72% of graduates complete the program in the expected five semesters, and average time to completion is six semesters. Program retention is high, with about 90% of enrolled students completing the program. Roughly half of our students aim to pursue a career in academia and plan to enroll in a PhD program after completing their degree. About a third of graduates end up taking that path; other career paths include education and law.

Student success in the program is demonstrated by a high rate of completion and an average GPA upon graduation of 3.84 (A minus). Our students also frequently present their research at peer-reviewed conferences in Canada and abroad. Our program has produced three winners of the Faculty of Arts Gold Medal and has had graduates go on to PhD studies at institutions including Oxford, the University of Toronto, McGill, and the University of British Columbia. In general, student satisfaction with the program, as attested in survey responses, is high.

Despite its many strengths, and its successes thus far, the program faces a number of challenges for the near future. One is attracting a greater number of applications as well as applicants with a greater range of philosophical interests. Another is responding to the recent erosion of some traditional sources and levels of student funding.

Periodic Program Review and Peer Review Team

Philosophy (MA)

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

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Philosophy (MA) consisted of Dr. Andrew Botterell (Philosophy, Western), Dr. Lorraine Markotic (Philosophy, Calgary), and Dr. Chris MacDonald (TRSM, Ryerson).

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

The PRT site visit was conducted on March 5 and 6, 2019. The PRT report was communicated to the Associate Dean, YSGS on April 15, 2019, and the response to the report from Philosophy and the Faculty of Arts was communicated on October 29, 2019.

Program Strengths, Weaknesses, and Opportunities

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

Strengths

- The MA Program in Philosophy at Ryerson University is a unique and vibrant MA program located in the heart of downtown Toronto.
- The department within which the Program is situated is remarkably diverse intellectually—a fact that is clearly valued by students.
- Data collected by the Department suggests that current students are unanimous in agreeing that they would recommend the Program to other potential students, and are unanimous in their satisfaction with the quality of their faculty supervisors.
- The Program has a very low attrition rate.

Weaknesses

- Unfortunately, graduate student funding continues to be an issue. In particular, funding for the students' second year of the MA is not guaranteed, and this is a potential barrier to the recruitment and retention of excellent students.
- Several students expressed frustration with the fact that financial need forced them to take on substantial off-campus employment during the school year, employment that affected their ability to produce excellent work.
- As noted, the graduate students are generally satisfied with their program and with the department. They did, however, express some concerns that were important to them (pertaining to communication of expectations, space, and introduction to the professoriate). These are concerns that the PRT believes could be addressed by the Program with minimal difficulty.

Opportunities

- We see opportunities for increased recruitment, both nationally and internationally.
- Although Ryerson's Philosophy Department is now quite large, boasting 20 full-time faculty members, there is no question that the Program would benefit from an additional faculty member with expertise in history of philosophy.
- The program would benefit from the ability to attract more international students. This would expand the 'pool' of applicants and increase the average quality of applicants.

- Finding and affording housing in Toronto is a pervasive problem among students in the Program. This situation is exacerbated for students who come from other provinces or other countries. Access to stable and affordable student housing would be hugely beneficial for the overall growth of the Program. We recognize that this is to a large extent beyond the Department's power to address.

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

Academic Recommendations

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response
1. The Program increase the number of graduate courses offered in each of the Fall and Winter terms.	We will consider any written requests for new courses, yet are limited by budgetary constraints and faculty workload considerations.	The Program seeks to offer one more seminar in fall and in winter.	Chair will work with Dean of Arts to see if this is feasible. Chair has begun negotiations for additional seminars in 2020-2021. Lead: Chair	YSGS notes that decisions on the number of additional courses offered per year (if any) is at the discretion of the Faculty. YSGS further notes that if the program wishes to offer any new courses not currently listed in the calendar, those courses will need to be added in accordance with Ryerson University Policy 127.
2. The department hire a tenure-track faculty member in the History of Philosophy.	We have approved this hire and look forward to reviewing any future departmental hiring needs and plans.	The dept. has already passed a motion that its next hire will be an expert in history of philosophy.		YSGS supports the Program and Faculty response.

Administrative and Financial Recommendations

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response
3. To stabilize funding for students.	The Faculty of Arts, YSGS and the Provost have recently injected additional funds to support graduate students. We are also holding grant-writing workshops and will ensure that students in this program are informed/ invited.	The Program will: (a) use departmental funds for small scholarships; (b) work with students to make them more competitive in pursuit of OGS's and SSHRC's.	(a) GPD will consult with Chair during admissions cycles about dept.-funded scholarships; (b) (i) faculty will provide feedback on their students' applications; (ii) faculty will hire more students as RA's and (iii) students will be urged and mentored to give conference presentations. Lead: GPD	YSGS supports the Program and Faculty responses. YSGS notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students. YSGS also notes that it offers workshops for external scholarships and encourages the Program's students to attend (where applicable).

<p>4. Funding for the second year of the MA be guaranteed and, if possible, increased.</p>	<p>We support departmental commitments to 2nd year students and will do what we can to communicate with students any commitments to and opportunities for 2nd year funding.</p> <p>We have recently announced changes to how TA/GA allocations will be administered which we hope will help with this matter.</p>	<p>The Program will:</p> <p>(a) guarantee offers of employment as teaching assistants or graders to 2nd year students in admission offers and publicize it and</p> <p>(b) explore whether small departmental scholarships for 2nd years can be guaranteed to students when admission is offered.</p>	<p>(a) Guarantee of employment to 2nd years (who want to work and whose first year T.A. performance has been satisfactory) to be posted on website.</p> <p>GPD will communicate the posting to webmaster in September for next admissions cycle.</p> <p>Lead: GPD</p> <p>(b) GPD to meet with Chair. Meeting to take place by Feb. 2020 before admission decisions are made.</p> <p>Lead: GPD</p>	<p>YSGS supports and commends the Program's and Faculty's efforts to pursue options for improved funding packages for all students, including in their second year.</p>
<p>5. The student lounge be retained for use by graduate students in the Program.</p>	<p>Space is limited at Ryerson however we will consider the program's requests and needs.</p>	<p>The Program is committed to maintaining the grad student lounge.</p>		<p>YSGS notes that space issues are outside of its purview. It does, however, support the Faculty's consideration of the Program's request.</p>

<p>6. The Program take steps to increase its visibility as a place to pursue an MA in Philosophy.</p>	<p>The Faculty of Arts is assisting programs with the revising of their program brochures and is in the process of organizing a Faculty of Arts Graduate Fair to help showcase our programs to interested undergraduate students.</p>	<p>The Program will (a) hire a part-time communications officer to make effective use of social media, etc.; (b) will post on website more information about faculty members' research and areas of supervision competence; (c) will explore hosting an undergrad conference where MA can be promoted</p>	<p>(a) GPD will discuss with Chair the hiring of a communications officer with hopes of hiring him/her/them to begin work in fall 2019 to increase application numbers for the next admissions cycle. Lead: GPD (b) GPD will invite faculty members to write letters about their research and areas of supervision competence to prospective applicants. Will post letters on website in Fall 2019. Lead: GPD (c) GPD will meet with UPD to discuss an undergrad conference. Initial meetings in Fall 2019. Lead: GPD</p>	<p>YSGS supports the Program and Faculty responses. YSGS also notes that it has returned to graduate fairs in Southern Ontario this fall, has increased its marketing budget, is working with University Relations to update its marketing campaign, and will explore other opportunities to increase the visibility of graduate studies at Ryerson.</p>
<p>7. The Program increase the number of international applicants to the Program.</p>	<p>We will work with the program and YSGS to consider any options to increase the number of International students admitted to the program.</p>	<p>The Program will seek a commitment from YSGS for a small, annual intake of international students not contingent upon domestic intake.</p>	<p>GPD will make the case for international students to the YSGS Dean and/or YSGS Associate Dean, Programs. GPD will meet with YSGS Dean and/or Associate Dean in Fall 2019</p>	<p>The Vice-Provost and Dean of YSGS will meet with representatives of the Program and Faculty to discuss increasing the annual intake of international students.</p>
<p>8. Opportunities for academic work (both as TAGA's and RA's) across campus be better communicated to students in the Program.</p>	<p>We support this initiative. We also have revamped how the Faculty of Arts TA/GA allocations will happen in the future, which we hope will assist with this matter.</p>	<p>GPA will inform students before each term begins of their eligibility to apply for any jobs posted on T.A.G.A.; 2nd-year students will be encouraged to apply for marking jobs for BUS 221 Business Decision-Making in cases where they are a good fit.</p>	<p>GPD will liaise with instructors regarding BUS 221 marking contracts and the timing of the postings. GPD will inform students of G.A. postings for BUS 221. Lead: GPD</p>	<p>YSGS supports the Program and Faculty responses.</p>

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

Academic Integrity Office Annual Report to Senate



Designated Decision Makers' Council

Policy 60: Academic Integrity contains a provision that allows faculty to assign a case to another faculty member, who has been trained by the Academic Integrity Office (AIO), to act as the decision maker in the case. These trained decision makers are known as Designated Decision Makers (DDMs) and collectively they serve on the DDM Council (DDMC). As per Policy 60 Procedures Section 2.1 the current DDMs are listed below.

- Tara Burke - Chair
- Richard Meldrum – Chair Designate
- Rob Bajko
- Nicole Bennett
- David Checkland
- Eric Da Silva
- Louis-Etienne Dubois
- Jamal El Ali
- Mohamed Elmi
- Christopher Gore
- Chris MacDonald
- Margaret Moulson
- Maureen Reed
- Jane Schmidt
- Faith Sekercioglu
- Kim Snow

Academic Misconduct Data Summary – September 1, 2018 – August 31, 2019

Policy 60: Academic Integrity Section 22 states:

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

The statistics for the 2018-2019 academic year are reported below. Some points to note:

- The total number of suspicions of academic misconduct reported to the AIO in 2018-2019 was 587, versus 635 for the previous year.
- Once again, the majority of the reported suspicions 432 (73.59%) fell into the category of plagiarism.
- Of the total number of suspicions 71.55% resulted in a finding of academic misconduct while 28.45% resulted in no finding of misconduct.
- As a result of progressive discipline, 9 warning letters were sent to students with two Disciplinary Notations (DNs) in lieu of penalty hearings.
- The total number of reported suspicions involving graduate students decreased to 29 (4.94%) versus 54 (8.50%) in the previous year



Academic Integrity Office - Data Report: September 1, 2018 – August 31, 2019 (with comparative data provided in tables for September 1, 2017 – August 31, 2018)

I. Reporting Suspicions of Academic Misconduct

The total number of suspicions of academic misconduct reported to the Academic Integrity Office (AIO) between September 1, 2018 and August 31, 2019 was 587.

Suspicions of Academic Misconduct	
September 1, 2017 – August 31, 2018	635
September 1, 2018 – August 31, 2019	587

Of the total number of reported suspicions of academic misconduct (587), the majority, 432 (73.59%) fell into the category of plagiarism.

Largest Category of Suspicions of Academic Misconduct (Plagiarism)	
September 1, 2017 – August 31, 2018	480 (75.59%)
September 1, 2018 – August 31, 2019	432 (73.59%)

Of the total number of reported suspicions of academic misconduct (587), 541 (92.16%) involved undergraduate students, 17 (2.90%) involved continuing education students registered either in a Certificate or Non-Certificate program in The G. Raymond Chang School, and 29 (4.94%) involved graduate students.

	Undergraduate Students	Continuing Education Students	Graduate Students
Sept. 1, 2017 – Aug. 31, 2018	556 (87.56%)	25 (3.94%)	54 (8.50%)
Sept. 1, 2018 – Aug. 31, 2019	541 (92.16%)	17 (2.90%)	29 (4.94%)

Pursuant to Policy 60: Academic Integrity, instructors or Chairs/Directors requested a “Facilitated Discussion” with a representative from the Academic Integrity Office (AIO) in 491 (83.65%) of the total reported suspicions to provide the student(s) with an opportunity to respond. Instructors or Chairs/Directors opted for a “Non-Facilitated Discussion” with the student(s) in the remaining 96 (16.35%) of all reported suspicions.

	Facilitated Discussions (FD)	Non-Facilitated Discussions (NFD)
Sept. 1, 2017 – Aug. 31, 2018	544 (85.67%)	91 (14.33%)
Sept. 1, 2018 – Aug. 31, 2019	491 (83.65%)	96 (16.35%)



II. Findings of Academic Misconduct and Penalties

Of the total number of suspicions of academic misconduct (587), 420 (71.55%) resulted in a finding of academic misconduct, while 167 (28.45% of total cases) resulted in no finding.

	Findings of Academic Misconduct	No Finding of Academic Misconduct
Sept. 1, 2017 – Aug. 31, 2018	443 (69.76%)	192 (30.24%)
Sept. 1, 2018 – Aug. 31, 2019	420 (71.55%)	167 (28.45%)

Of the total number of findings of academic misconduct (420), in 241 (57.38%) cases the student received a “zero” (0) mark and in 143 (34.05%) cases the student received a grade reduction for the academic work at issue - the minimum penalty that can be assigned for a finding of academic misconduct within a course for undergraduate and continuing education students.

	Penalty of “Zero” (0) on the work	Penalty of Grade Reduction (other than “Zero” (0))
Sept. 1, 2017 – Aug. 31, 2018	224 (55.58%)	153 (37.97%)
Sept. 1, 2018 – Aug. 31, 2019	240 (57.38%)	143 (34.05%)



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

The Academic Integrity Council (AIC) heard a total of 47 hearings consisting of 19 (40.42%) penalty hearings and 28 (59.57%) academic misconduct appeal hearings. There are currently 2 cases still to be heard before the AIC. Of the total number (21) of progressive discipline cases (i.e. students with 2 DNs on their record) 9 (42.86%) warnings were sent in lieu of penalty hearings.

	Appeal Hearings	Penalty Hearings	Warnings
Sept. 1, 2017 – Aug. 31, 2018	29 (64.44%)	16 (35.55%)	17 (65.38%)
Sept. 1, 2018 – Aug. 31, 2019	28 (59.57%)	19 (40.42%)	9 (42.86%)

Of the 28 academic misconduct appeal hearings heard by the AIC, 19 (67.86%) appeals were denied, 8 (28.57%) appeals were granted and 1 (3.57%) decision is pending. It should be noted that in this time period, 7 (19.44%) appeals were withdrawn.

	Appeal Hearings		
	Granted	Denied	Withdrawn
Sept. 1, 2017 – Aug.31, 2018	7 (24.14%)	22 (75.86%)	7 (19.44%)
Sept. 1, 2018 – Aug.31, 2019	8 (28.57%)	19 (67.86%)	7 (19.44%)

Of the 19 penalty hearings, 16 (84.21%) of the penalty recommendations were upheld and 3 (15.79%) of the penalty recommendations were overturned by the AIC. There is currently 1 case still to be heard before the AIC.

	Penalty Hearings	
	Upheld	Overtured
Sept. 1, 2017 – Aug. 31, 2018	15 (93.75%)	1 (6.25%)
Sept. 1, 2018 – Aug. 31, 2019	16 (84.21%)	3 (15.79.00%)



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

	Appeal Hearings				Penalty Hearings	
	Granted	Denied	Withdraw	Dismissed	Upheld	Overtured
Sept. 1, 2017 – Aug. 31, 2018	0	2	0	1	4	0
Sept. 1, 2018 – Aug. 31, 2019	2	3	0	1	1	0

The Senate Appeals Committee (SAC) received 6 academic misconduct appeal applications and held 1 automatic¹ SAC hearing under Policy 60² between September 1, 2018 and August 31, 2019. Of those 6 appeal applications, 5/6 (83.33%) cases were heard and 1/6 (16.67%) was dismissed. Of the 5 cases that were heard, 3 (60.00%) were denied and 2 (40.00%) were granted. 1 automatic hearing was held, with the penalty recommendation being upheld.

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

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