

# **SENATE MEETING AGENDA**

**TUESDAY, March 3, 2020**

**SENATE MEETING AGENDA**

**Tuesday, March 3, 2020**

**POD250 - 2<sup>nd</sup> Floor**

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- 4:30 p.m.** Light dinner is available
- 5:00 p.m.** Committee of the Whole – International Recruitment Opportunities
- 5:50 p.m.** Senate Meeting starts
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1. Call to Order/Establishment of Quorum
2. Land Acknowledgement  
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda  
**Motion:** *That Senate approve the agenda for the March 3<sup>rd</sup>, 2020 meeting.*
4. Announcements
5. Minutes of the Previous Meeting  
**Motion:** *That Senate approve the minutes of the January 28<sup>th</sup>, 2020 meeting.*
6. Matters Arising from the Minutes
7. Correspondence
8. **Reports**
  - 8.1 **Report of the President**
    - 8.1.1 President's Update

Pages 1-11

Pages 12-16

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Pages 17-18

8.2 **Communications Report**

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8.3 **Report of the Secretary**

8.3.1 Senate Elections Update

February 18, 2020 – Candidates announced for Student Senator Elections and Acclaimed Faculty and Acclaimed Faculty At-Large Informed

March 2 to 5, 2020 – Online voting for students

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8.4 **Ombudsperson Report:** K. Addo

[https://www.ryerson.ca/senate/senate-meetings/agenda/2020/Ombuds\\_Report\\_2018\\_2019.pdf](https://www.ryerson.ca/senate/senate-meetings/agenda/2020/Ombuds_Report_2018_2019.pdf)

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8.5 **DSID 2018 Report:** D. O’Neil Green

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Pages 19-31

8.6 **Committee Reports**

8.6.1 **Report #W2020-2 of the Academic Standards Committee (ASC):** K. MacKay

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Pages 19-27

8.6.1.1. Periodic Program Review for the Department of Chemical Engineering Bachelor of Engineering Degree Program – Faculty of Engineering and Architectural Science

**Motion:** *That Senate approve the Periodic Program Review for the Department of Chemical Engineering Bachelor of Engineering Degree Program - Faculty of Engineering and Architectural Science.*

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Pages 27-30

8.6.1.2. Curriculum modifications for the Juris Doctor program – Faculty of Law

**Motion:** *That Senate approve the curriculum modifications for the Juris Doctor program – Faculty of Law.*

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

- i. Certificate in Advanced Safety Management: Course Deletions and Additions (Required courses)
- ii. Certificate in Business Decision Analysis: Revision to graduation requirements (from six to five courses)
- iii. Certificate in Business Management: Course Deletion (CQMS 102) and Course Addition (CQMS 110) (Required courses)
- iv. Certificate in Computer Security and Digital Forensics: Certificate Name Change
- v. Certificate in Financial Planning: Revision of Admission Criteria
- vi. Certificate in Foundations of International Management: Course Deletion (CQMS 102) and Course Addition (CQMS 110) (Required courses)
- vii. Certificate in Occupational Health and Safety: Course Deletions, Revisions and Additions
- viii. Certificate in Occupational Health and Safety Leadership: Course Addition and Repositioning
- ix. Certificate in Strategic Marketing: Certificate Name Change
- x. Certificate in Accounting-Finance: Course Deletion (CQMS 102) and Course Addition (CQMS 210) (Elective)
- xi. Certificate in Architecture: Course Deletions (Electives)
- xii. Certificate in Community Engagement, Leadership and Development: Course additions and deletions (Electives)
- xiii. Certificate in Computer Programming Applications: Course Deletions and Course Addition (Electives)
- xiv. Certificate in Economics and Finance: Course Deletion (CQMS 102) (Elective)
- xv. Certificate in Ethics: Course deletion (Elective)
- xvi. Certificate in Information Systems Management: Course Addition (CITM 550) (Elective)
- xvii. Certificate in Landscape Design: Course Deletion (Elective)
- xviii. Certificate in Retail Management: Course Deletion (CQMS 102) (Elective)
- xix. Certificate in Sustainability Management and Enterprise Process Excellence: Course Deletions (Electives)

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Pages 32-37

**8.6.2 Report #W2020-2 of the Academic Governance and Policy Committee (AGPC): M. Benarroch**

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8.6.2.1. Provost's Update

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Pages 33-37

8.6.2.2. School Council Bylaws for Disability Studies

**Motion:** *That Senate approve the proposed School Council Bylaws for Disability Studies.*

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8.6.2.3. Provide additional independent advocates to support students through Senate policies until such time that a recognized student government can fill that role

**Motion:** *That Senate grant permission to provide additional independent advocates to support students through Senate policies until such time that a recognized student government can fill that role.*

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Pages 38-128

**8.6.3 Report #W2020-2 of the Yeates School of Graduate Studies Council (YSGS): C. Searcy**

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Pages 40-84

8.6.3.1. New program proposal for the Media and Design Innovation Graduate Program

**Motion:** *That Senate approve the new program proposal for the Media and Design Innovation Graduate Program.*

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Pages 85-97

8.6.3.2. Periodic Program Review for the Public Policy and Administration Graduate Program

**Motion:** *That Senate approve the Periodic Program Review for the Public Policy and Administration Graduate Program.*

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Pages 98-109

8.6.3.3. Periodic Program Review for the Spatial Analysis Graduate Program

**Motion:** *That Senate approve the Periodic Program Review for the Spatial Analysis Graduate Program.*

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Pages 110-119

8.6.3.4. Periodic Program Review for the Urban Development Graduate Program

**Motion:** *That Senate approve the Periodic Program Review for the Urban Development Graduate Program.*

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Pages 120-128

8.6.3.5. For information: Periodic Program Review -1 year Follow Up: Building Science (MAsc, MBSc)

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9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

12.1 Course change forms from:

[https://www.rverson.ca/senate/senate-meetings/agenda/2020/Course\\_Change\\_Forms\\_February\\_2020.pdf](https://www.rverson.ca/senate/senate-meetings/agenda/2020/Course_Change_Forms_February_2020.pdf)

Faculty of Communication & Design – Journalism

Faculty of Engineering & Architectural Science – Electrical, Computer & Biomedical Engineering

Faculty of Science - Mathematics

13. Adjournment

<b>SENATE MINUTES OF MEETING</b>			
<b>Tuesday, January 28, 2020</b>			
<b>MEMBERS PRESENT:</b>			
<b>EX-OFFICIO:</b>	<b>FACULTY:</b>		<b>STUDENTS:</b>
L. Barnoff	R. Adams	S. Rakhmayil	Z. Bokhari
M. Benarroch	R. Babin	H. Rollwagen	H. Elsayed
D. Cramb	S. Benvie	S. Sabatinos	J. Kewal
G. Craney	T. Burke	M. Vahabi	M. Moghaddas
C. Falzon	D. Checkland		K. Nguyen
L. Fang	M. Dionne		K. Park
C. Hack	A. El-Rabbany		D. Salman
G. Hepburn	A. Ferworn		J. Spagnuolo
M. Lachemi	N. George		
K. MacKay	R. Hudyma		
J. McMillen	E. Ignagni		
D. O'Neil Green	C. Kular		
C. Searcy	L. Lavallée		
C. Shepstone	A. McWilliams		
P. Sugiman	A. Miransky		
D. Taras	P. Moore		
D. Young	J. Neil		
S. Zolfaghari	R. Noble		<b>EX-OFFICIO STUDENTS:</b>
			N. Brayannis
<b>SENATE ASSOCIATES:</b>			<b>ALUMNI:</b>
A. M. Brinsmead			N. Di Cuia
J. Dallaire			S. Rattan
M. Zouri			
<b>REGRETS:</b>		<b>ABSENT:</b>	
D. Androutsos		K. Agyemang	
A. Bailey		M. Arif	
C. Bradish		D. Bitondo	
D. Brown		K. Dermody	
R. Kucheran		S. Donato-Woodger	
S. Liss		M. Green	
I. Mishkel		O. Karp	
M. Tiessen		K. Kumar	
J. Tiessen		R. Meldrum	
N. Walton		V. Prevost	
A. Yazdani		H. Shahid	

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*  
  
L. Fang moved; R. Babin seconded  
**Motion Approved.**
4. Announcements - None
5. Minutes of the Previous Meeting  
**Motion:** *That Senate approve the minutes of the December 3, 2019 meeting*  
  
M. Dionne moved; M. Vahabi seconded  
**Motion Approved.**
6. Matters Arising from the Minutes  
D. Bell provided a final update on the GCM one-year follow-up to their PPR. Previously, a Senator raised some concerns. At the recommendation of President Lachemi, a meeting was held with the Senator, the Dean, Associate Dean and the Chair of that program. A written response letter was provided to the Senator on December 19, 2019, addressing his concerns.
7. Correspondence - None
8. Reports
  - 8.1 Report of the President
    - 8.1.1 President's Update  
**The President Reported:**
      - 1) Welcome to two new deans who joined in January 2020 – Donna Young, Inaugural Dean, Faculty of Law; and Gary Hepburn, new Dean of the Chang School.
      - 2) Congratulations to the TRSM Dean and team of the MBA program that was ranked 5<sup>th</sup> in Canada by Bloomberg Business Week, for being awarded best business school 2019-2020 based on: interviews and surveys of faculties, administrators and students at



MBA programs worldwide. Pleased to see that in two categories (Learning and Entrepreneurship), the MBA program was placed 2<sup>nd</sup> and 3<sup>rd</sup> respectively.

- 3) Among 39 new recipients, there were six people with affiliation to Ryerson, who received the Order of Canada awards at the end of November 2019. Three Honorary Degree recipients (James Cameron, Heather Reisman, Mitchell Cohen); Ronald Besse, from Ryerson Alumni family; Ken Greenberg, Vice-chair and Co-founder of the Ryerson City Building Institute; and Nadir Mohamed, Board of Governors member.
- 4) Update regarding Brampton Innovation Zone: On January 7, 2020, Ryerson and the City of Brampton announced an agreement to establish the Brampton Innovation Zone. It will be based on our existing zone network of free mentorship and access to valuable resources for Brampton-based entrepreneurship.
- 5) Cybersecurity Focused Accelerator: The DMZ and Rogers Cybersecure Catalyst have launched a new accelerator for scale-up companies in the cybersecurity space. The program will be located in Brampton and is supported by a number of private and public organizations. The federal government is supporting the accelerator through FedDev Ontario, as well as the City of Brampton.
- 6) An email announcement was sent to Senators on Friday, January 24, 2020, regarding the University's decision to terminate our 1986 agreement with the Ryerson Student Union (RSU). Last year, January 2019, we learned of allegations of improper use of RSU funds by members of the 2018-2019 Executive team. In light of these allegations, we called a meeting with the Board of RSU and the Executive, and we were very clear that we would withhold the fees that we collect on behalf of RSU from all full-time students and we would not entrust them to the RSU until they reached certain conditions. In that meeting, we made it very clear that RSU is a separate organization from Ryerson, but we wanted transparency and good governance. We asked them to conduct a forensic audit of their financial situation, which should be done by an external firm. We asked them to share with us the results of the outcome of the investigation and to start to negotiate a new agreement with Ryerson that calls for transparency, accountability and good governance. Over the past year, we have tried in good faith to negotiate an agreement that ensures that good governance and accountability form the basis of a partnership that puts the students' experience first.

Unfortunately, the RSU has ceased responding to our efforts to reach common ground. Communication is very poor; discussion with the executive team was totally absent. We have also been asked by many students, and petitions signed by many students to do something about the situation with RSU. In the absence of collaboration and poor governance structure, we have decided to end the agreement that we have between us and RSU. We will be communicating with all students within the next two days. Regarding next steps: we want students to be represented by a viable organizations,

and we will be asking students to come up with proposals in order for us to help them designate or select an organization that can be independent and can represent them.

We are committed to facilitate the process to ensure students have the opportunity to determine the structure of their representative. RSU is an umbrella organization under which there are many groups. We are also committed to ensure that essential services will continue to be provided to students.

**Questions/Answers/Comments:**

**Q:** Has the University seen the audited report of the RSU, which was completed by Price Waterhouse Coopers (PWC).

**A:** President Lachemi responded that he has not seen that report and that we put three conditions when we met with the RSU and heard about allegations of fraud or misuse of funds. We asked them to do a forensic audit and to share the results of the audit with us. We have not seen any report.

**Q:** Who initiated that report and who paid for it?

**A:** President Lachemi responded that the RSU both initiated it and paid for it as they are a separate organization from Ryerson.

**Q:** Has RSU submitted the PWC report to police as it mentioned misappropriation of funds?

**A:** President Lachemi stated that he is not aware and we have not been contacted by police or the Ministry of Labour.

**C:** President Lachemi commented that we are hearing from the media about a number of issues that RSU is facing. We are hearing about complaints from staff about the way the executive is dealing with staff. The Ministry of Labour is investigating those allegations as well, but we have not been contacted by them.

**Q:** Has the University transferred monies to RSU that would allow them to cover the cost of the auditing process?

**A:** President Lachemi said that he has not heard from RSU regarding this.

**Q:** What is the status of the RSU representation on Senate since there is a democratic representation for students on Senate? Who is the RSU representation?

**A:** Typically, the RSU representative is the VP of education for RSU; however, that person resigned on January 6, 2020. There is no representative at tonight's evening.

**C:** President Lachemi explained that changes in the executive of RSU in the last few weeks resulted in one of the VPs being impeached and two other VPs resigned from the executive. In response to the lack of RSU representation on Senate, it was reiterated that there will be another organization which will replace RSU, from which a

representative will have a seat on Senate. In the meantime, there are many students on Senate who represent their Faculties and students at large.

**C:** J. McMillen stated that she will be communicating with students within a couple days regarding a plan to move forward with regards to a process to facilitate the selection of a new student government. It is not our interest to run that process directly so we will be engaging an external representation to drive this process. We will have a Chief Process Officer who will work with a committee of students to adjudicate that process to select a structure. We will then move into a period of nomination and campaigning for the officers of that organization once the students have selected which method of governance they would like to see. The new officers will be chosen and we have a proposed timeline that we hope to facilitate that process in advance of the April exams.

**Q:** RSU is still planning to hold their annual election for 2020-2021. What would that mean for those students who get elected, assuming they do continue with the election?

**A:** President Lachemi responded that the decision taken by the University is not to recognize RSU anymore as the representative for students.

**Q:** Are there a set of terms and conditions laid out where the RSU would be recognized if they meet those terms that Ryerson provided or should there be a new governance or body?

**A:** President Lachemi responded that anyone from the student body can put their ideas forward for a new government, including those who are part of RSU, but we want to have an agreement in place with the new organization that will have those foundations, i.e. good governance, transparency and accountability to all students.

**Q:** What would happen to the facility that RSU currently occupies?

**A:** The Student Campus Centre and Oakham House are owned by the University and leased to the Palin Foundation, which is made up of a number of different members on their board. The intricacies of that relationship are currently under discussion and next steps will be made available as they are sorted out.

**Q:** If the election resulted in the same student body, the same University with the same issues, how do you prevent the same situation from re-occurring? What is your plan to make sure that the same problems are not repeated two or three years down the road?

**A:** President Lachemi responded that we have to put conditions in that agreement and we expect that there will be a foundation for good governance. We want the executives to be more accountable to students, not to us. We have received many complaints from students who are pleased with the University's stance on this.

**Q:** Why did Ryerson choose to make this decision prior to February 3, 2020, when RSU is having their general meeting shortly?

**A:** President Lachemi responded that they have been very patient with the organization. We have done everything possible to engage them in good faith to avoid this scenario

from happening. After one year of trying to achieve something meaningful for students, we made this decision.

**Q:** What is happening with essential services provided by RSU (academic advocacy, resource centres, legal advice, etc.) as well as fees belonging to RSU that Ryerson is holding?

**A:** J. McMillen responded that Ryerson remains committed to ensuring that the disruption to student services is minimized. We are engaging in conversations in which those services can continue to be supported. There are also many places on campus where students can get support and so part of the process in the coming days will be to assess if we able to find a way to continue on with those services.

**Q:** RSU was taking steps to correct the situation as they have hired new staff, etc. after the individual was impeached. What steps were not taken during the year that the university expected them to take in order for Ryerson to reach its decision?

**A:** President Lachemi reiterated that the university is very concerned about our students and is also concerned about how the funds had been used, collected by the university and have been used by a number of executives in a way that is not serving students. There were many students who were not happy with the situation, and we could not just watch and wait for another year. We have not seen any serious efforts to address the issue of mismanagement of funds.

**Q:** What steps could the RSU have taken to avoid this situation?

**A:** President Lachemi reiterated that we wanted them to look at what happened and hire an expert or experts to look at the financial situation; to be transparent with the University as it's collecting money and funds from students; and we wanted to have a solid framework in terms of the agreement between the University and the union to make sure that this will not happen in the future - an agreement that will call for transparency, good governance and accountability. The old agreement does not have the ability to make sure that we have transparency and good governance.

7) Announced that regarding information in the media about the Coronavirus, it was reported that there are two cases in Toronto. Ryerson is working with Public Health and COU is working with the Ministry of Health along with other Universities in this regard. If there are any updates, he will communicate this to the community. Information will be sent through Ryerson Today. We do not have any cases at Ryerson, contrary to postings publicized on social media.

8) Strategic Vision: We are developing an umbrella document vision for Ryerson 2030 based on consultation with the different plans and feedback received from the community about what Ryerson should be in 2030. That document is in the process of development. We will bring the draft of this document when it is ready and ask for your feedback and comments.

- 9) A video was shown regarding the work done by one of the students in the Disability Studies program. "Agents of Change" featured a Ryerson student, Paul Benson. C. Shepstone stated that this is an initiative that was done by the Library on student learning and particularly experiential learning. It is one of four that is coming out of a new creator's grant that was launched in 2019.

8.2 Communications Report – included in the agenda.

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

Email communications will be sent out next week.

#### 8.4 Committee Reports

##### 8.4.1 Report #W2020-1 of the Academic Standards Committee (ASC): K. MacKay

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*

K. MacKay moved; L. Lavallée seconded

**Motion Approved.**

8.4.1.2. 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*

K. MacKay moved; S. Rattan seconded

**Motion Approved.**

8.4.1.3. 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*

K. MacKay moved; S. Rattan seconded

**Motion Approved.**

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

## 8.4.2.1. Provost's Update

M. Benarroch updated members on SMA3. There was a second communication with the province on January 31, in which they sent us a response to what we submitted. We are still working on the final details of the data. All 10 of our metrics have been chosen. We are trying to take the least risky approach when it comes to these metrics, and we are trying to lessen any risk so we do not lose funding in the future and we will be able to meet the metrics.

In addition, the Provost stated that he wanted to update Senate on a request that came from a Senator last year. It had to do with curricular changes and timings of these changes and how it works with the calendar and if we could look at the whole structure for more flexibility. The Registrar's office had looked at all of the types of curricular changes that might come forward and have developed a timeline for many of them, trying to find the latest date possible for each of the different ones to come to Senate in order for them to be approved for that year. That report was presented to our Vice Provost Academic and she met with the associate deans and YSGS who had some follow-up questions. This is a work in progress but we are trying to get all those questions answered and we will bring it to Senate to show where the flexibility lies in bringing forward curricular changes.

**Q:** As the budget cycle is approaching, will the SMA's have any influence on the budget?

**A:** For the initial period, I do not think so as SMA measurements will begin based on the end of this year. Our data for the last three years, starting at the end of this year, will be our starting point. Over time, if there is a measure that we are not meeting, we will have to take some action and those actions would cost the institution. If we are missing a target consistently, we are losing revenue and that will have an impact on our budget.

## 8.4.2.2. YSGS Council Bylaws

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

C. Searcy moved; C. Shepstone seconded

**Motion Approved.**

## 8.4.2.3. The Academic Plan 2020-2025

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

M. Benarroch moved; R. Babin seconded

**Motion Approved.**

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

#### 8.4.3.1. Periodic Program Review for Math Graduate Programs

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

C. Searcy moved; D. Cramb seconded

**Motion Approved.**

#### 8.4.3.2. Periodic Program Review for Economics Graduate Programs

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

C. Searcy moved; P. Sugiman seconded

**Motion Approved.**

#### 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*

C. Searcy moved; P. Sugiman seconded

**Motion Approved.**

9. Old Business - none

10. New Business as Circulated - none

11. Members' Business

**C:** A Senator asked about the academic appeals process and advocacy as it relates to RSU.

A statement was read regarding CESAR's concerns and position on the RSU matter. Included in the statement were concerns that as a sister student union that provide similar services, CESAR was never updated on this matter or were invited to help provide advice or the decision to terminate the agreement with RSU. The university's action puts the appeals process at risk; and affects many services and centres. CESAR is asking Senate to consider why the student union should be autonomous from the University.

**C:** A Senator agreed with the University's decision to sever ties with RSU and highlighted the fact that RSU did not honour the requirements that the University had put forth.

**C:** A Senator indicated that RSU has been around for over 35 years, is there any way that we can separate the people who did the wrong from the entity itself? Keep RSU and encourage the students to develop a new executive and build on the equity attained over the last 35 years.

**C:** A member of the gallery asked who is guiding students regarding the appeals advocacy

process? Appeals were due on the 20<sup>th</sup>, it is very important right now who is guiding the students through the appeals process.

**A:** J. McMillen, Vice Provost Students, is looking into this as this is part of our Senate Academic Policy.

**C:** A Senator indicated that there is not enough academic advocacy support for students and lack of this affects students. Students have always been asked to seek the support of the advocates, but students have reported that they were unable to meet with the advocates as there are only one per student union.

**C:** A Senator indicated that we should find out from students what they would like regarding their democracy, whether they want a student union, whether they can trust another student union to lead the students. Students' trust has disappeared regarding any source of leadership. It is very important going forward to ask students what it is they are looking for.

**C:** A Senator expressed interest in supporting student associations who are doing such good work, and does not want the issues to overshadow the strength and governance and excellent work of other groups. In TRSM there are about 36 clubs that are functioning appropriately with governance. The team's advisory council is asking Ryerson if this is a brand affecting reputation issue and we should keep in mind that the reputations of all of our students are being besieged inadvertently. We should strongly support those well-run societies.

**Q:** Why didn't we have a plan before dissolving RSU?

**A:** President Lachemi said there will be communication going out to all students within the next 48 hours, and that the position of the University is that we believe students deserve a student government that demonstrates a commitment to public financial accountability, democratic and transparent governance and sound human resource practices. We believe in the importance of the organization to be totally independent of Ryerson.

**C:** A Senator indicated that the services that RSU has created over the years are very important, e.g. paying tuition fees through instalments. The RSU has been criticized by not meeting the one-year timeline, where was the university in setting up the provisions for students to ensure that their needs were being met this past year before they got rid of the RSU?

**C:** A Senator expressed that while RSU has very important services for students, some of the new candidates for election have ties to the old RSU executive and that could contribute to why the process is so bad.

**C:** A member of the gallery stated that RSU had a glorious past of being around since 1967, but that since he has been at Ryerson (2015) he has noticed that there has been negative reports about RSU's governance. He was present when most of the conversations were taking place with President Lachemi and J. McMillen with the entire Board of Directors of RSU. We all agreed to take measures to mitigate those issues, but RSU has not implemented most of the



initiatives that were agreed with Ryerson. In fact, four of the executive members of the 6-member executive team have either gotten impeached or resigned over the last few months. It is of the best interest of the students that you find a new way forward.

**C:** A Senator indicated that the real victims are the students and we should keep in mind how the actions of RSU and the University will be impacting the students over the next few days, and the impact of the University administration, staff as well as student peer leaders.

## 12. Consent Agenda

### 12.1 Academic Integrity Office Senate Report 2018-2019

[https://www.ryerson.ca/senate/senate-meetings/agenda/2020/Course\\_Change\\_Forms\\_January2020.pdf](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 –

The meeting adjourned at 6:35 p.m.

**Ryerson University**  
**President's Update to Senate**  
**March 3, 2020**

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## CONGRATULATIONS

*Frank Russo*, professor of psychology, has been named the NSERC/Sonova Senior Industrial Research Chair in Auditory Cognitive Neuroscience. The award is worth nearly \$4.4 million in funding and in-kind contributions from NSERC, Ryerson, and hearing-aid manufacturer Sonova. Professor Russo will conduct studies at the Science of Music, Auditory Research, and Technology (SMART) Lab, which he leads, on the neuroscience of hearing in noisy environments.

*Darrell Bowden*, executive director at the office of the vice-president, equity and community inclusion (OVPECI), has received the 2019 Crystal Leadership Award (25th Anniversary) from the Career and Work Counsellor Program at George Brown College.

*Tanya (Toni) de Mello*, director of human rights services, has been awarded the 2019 Emerging Leadership Award by the Canadian Association for the Prevention of Discrimination and Harassment (CAPDHHE).

## PARTNERSHIPS

**COMMERCIALIZING RESEARCH** – Ryerson's Centre for Engineering Innovation and Entrepreneurship (CEIE) is partnering with Dalhousie University and Memorial University on the two-year pilot program Lab2Market. Its aim is to help graduate students in science and engineering at universities in southern Ontario and Atlantic Canada to commercialize their research. Students will spend four months training with successful tech entrepreneurs—both startup launchers and investors. Ryerson will host the program's first cohort's workshops in May and June 2020, and the pilot is designed to lay the groundwork for a similar program on a nation-wide scale.

**GENDER EQUITY IN SPORTS** – The Faculty of Communications & Design (FCAD) is partnering with Rogers Sportsnet on the Sportsnet Diversity and Gender Equity Initiative, which will launch in 2020. Linked with the Sport Media program and aimed at fostering a culture of diversity, the initiative will offer Sportsnet-funded mentorship opportunities, resources, scholarships for students who identify as women, Indigenous, and/or members of an equity-seeking group, and diversity workshops at the Global Experience Sport Lab (GXS).

## EVENTS

**FEDERAL BUDGET CONSULTATION** – On January 13, at the Sheldon and Tracy Levy Student Learning Centre, Bill Morneau, Canada's minister of finance, launched consultations for the new federal budget with a town hall. Fielding questions from students as well as from host Sam Andrey, director of policy and research at the Ryerson Leadership Lab, Morneau discussed issues related to the upcoming budget

such as student debt, the gender pay gap, relations between federal and provincial governments, and the environment and climate change.

**SHE CAN COACH** – On January 16, the GXS Lab, in partnership with the speaker series and digital content platform She’s4Sports, hosted “She Can Coach,” a panel about women coaching in sport featuring Toronto Raptors assistant coach Brittini Donaldson, WNBA and Canadian national team basketball player Kayla Alexander, sports activist Shireen Ahmed, and Jennifer Welter, who in 2015 became the first female coach in the National Football League. Together, they discussed ways to change perceptions of women in sports, to achieve gender equity and parity, and to encourage young women to take pride in their own abilities and achievements. The talk kicked off the event series *Be Bold 2020*, which will continue to feature speakers who are fostering diversity and helping women and girls to thrive in sports.

**DESIGN SHOWCASE** – From January 17 to 26, the Ryerson School of Interior Design (RSID) was well represented at the tenth annual DesignTO festival, which hosted exhibitions across Toronto. At the new Creative Technology Lab (CTL), director and professor of Interior Design Jonathon Anderson led tours and showcased some of the work he has produced with faculty and students—including robots doing 3D printing and collaborating on a drawing. At the Interior Design Show, held at the Metro Convention Centre, RSID students created and ran a booth exhibiting the work they have done as part of the program. Also at the convention centre, Ruth Spitzer, CUPE faculty in RSID, showcased her playfully literal-minded work *Cloud Storage*—a storage unit for clothing that looks like a cloud. And RSID professor Linda Zhang showcased three of her works in different locations: *The Story of Water: The Erie Canal as a Site of Untold Stories*; *The Phenomenology of the Road*; and *Future Heritage(s)*, which encouraged visitors to ponder the future of Toronto’s East Chinatown.

**WINTER ART EXHIBITIONS** – On January 22, the Ryerson Image Centre launched its winter exhibitions. *A Handful of Dust: From the Cosmic to the Domestic*, guest curated by New York critic David Company, explores the visual representation of dust, featuring 30 works stretching back to Man Ray’s 1922 photo of a dust-covered work by Marcel Duchamp. Israeli artist Nir Evron’s silent short film *A Free Moment* explores the ruins of Tell el-Ful, an abandoned, unfinished building originally intended as a summer palace for Jordan’s royal family. Photography Studies undergrad Clea Christakos-Gee’s *A piece A seed A spread* features photographic interpretations of texts by Yoko Ono, while *Extending the Frame: 40 Years of Gallery TPW*, organized by students in the Film + Photography Preservation and Collections Management program, considers the significance of the eponymous gallery in supporting contemporary photography.

**CYBERSECURITY ACCELERATOR** – On January 13, Rogers Cybersecure Catalyst partnered with the DMZ to launch Canada’s first cybersecurity-focused accelerator. The Catalyst Cyber Accelerator, a 3.5-month program designed to help cybersecurity businesses scale up nationally and internationally, provides workshops, networking, and workspace in Brampton’s Innovation District. “Corporates-in-residence” providing mentorship and guidance will include Amazon Web Services, Herjavec Group, RBC, Rogers, Siemens, and Torys LLP. The program is now taking applications, with the first cohort to start in May.

**DECOLONIZING PLANNING** – On January 25, the Equity, Diversity and Inclusion Committee at the School of Urban and Regional Planning hosted its inaugural symposium, “Indigenous Perspectives in Planning.”

Bringing in speakers from the worlds of professional planning and the academy, the event explored ways to decolonize planning. The keynote address was delivered by Elaine Alec, partner at Alderhill, an Indigenous-owned planning company in British Columbia; she spoke about the collaborative, inclusive decision-making process *enowkinwixw*.

**OFFICE OF SOCIAL INNOVATION** – On January 27, the Office of Social Innovation officially launched a new strategic plan and vision for social innovation at Ryerson. The office’s new engagement strategy is based on systems thinking, and is comprised of three streams of engagement, each with a central program. The first, Study the System, involves the one-semester program Map the System, through which students research complex environmental issues with mentorship from faculty and community leaders. The second, Explore the System, involves a “field school” exchange initiative with another post-secondary institution, taught by instructors at both sites and involving projects undertaken with local community partners. The third, Act on the System, involves the Social Innovation and Activism Fund, which provides students with up to \$5000 in funding for projects that advance social justice.

**WOMEN IN LEADERSHIP** – On January 31, Ryerson’s soup and substance series launched its winter term series, *Women in Leadership*, with the panel discussion “Women in Executive Leadership at Ryerson.” Moderated by Vice-President, Equity and Community Inclusion Denise O’Neil Green, the panel featured Vice-President Administration and Operations Deborah Brown, General Counsel and Secretary of the Board of Governors Julia Shin Doi, and Chief Financial Officer Joanne McKee, who together discussed their career trajectories and what it means to acquire and wield power as a woman. On February 7, the second talk in the series, “Leading Change for Social Justice”, featured Tanya (Toni) De Mello, director of human rights; Melanie Panitch, executive director of the Office of Social Innovation; Shurla Charles-Forbes, manager of learning and development in human resources; and Cheryl Thompson, assistant professor at the School of Creative Studies.

**POWER AND THE PREMIERS** – On February 4, the Ryerson Democracy Forum hosted “The Power and the Premiers: Two women who changed Canadian history,” an event featuring former premiers Kathleen Wynne (Ontario) and Christy Clark (British Columbia). Visiting practitioner Martin Regg Cohn hosted the event, where Wynne and Clark spoke openly about navigating the challenges they faced with institutional sexism and hostility in the media and on social media. They encouraged young women to run for office and help bring about a culture where women’s contributions and ability are no longer called into question.

**BRAINS & BRAWN** – On February 7 and 8, Ryerson’s Centre for Engineering Innovation and Entrepreneurship hosted Brains & Brawn, an event sponsored by the Ontario Brain Institute, addressing the effects of head injuries on athletic performance, and comprised of a symposium and a 24-hour design challenge. The symposium featured panels on such issues as rehabilitation and prevention, as well as onstage interviews with former CFL and NFL cornerback Davis Sanchez, former NHL enforcer Zenon Konopka, MMA fighter Corinne Laframboise, and Katie Weatherston, Olympic gold medalist in hockey.

**from the President's Calendar**

*January 8, 2020:* I met with Matthew Mendelsohn, deputy secretary to the cabinet (results and delivery) for the Privy Council Office, to introduce him to Ryerson's work in innovation and public policy.

*January 8, 2020:* At a meeting of the Chief Information Officer Strategy Council, I delivered a presentation outlining Ryerson's current cybersecurity training and education, as well as our plans for the future.

*January 10, 2020:* Along with other executive heads of the Council of Ontario Universities (COU), I participated in an introductory meeting with Peter Bethlenfalvy, president of Ontario's treasury board.

*January 10, 2020:* I attended a visitation for Diane Ford, late mother of Premier Doug Ford.

*January 11, 2020:* I delivered remarks welcoming Finance Minister Bill Morneau to the Sheldon and Tracy Levy Student Learning Centre, where he launched the federal government's consultations for its upcoming budget.

*January 14–17:* I travelled to Australia with Glenn Craney, deputy provost and vice-provost, university planning, and Anver Saloojee, assistant vice-president, international. We met with senior administrators from Deakin University in Melbourne, and Griffith University in Gold Coast, to discuss international recruitment.

*January 23, 2020:* I was interviewed by journalist May Abou-Saab for a segment broadcast the next day by CBC Radio Canada International about Canadian universities' recruitment and welcome of international students.

*January 27, 2020:* Along with Deborah Brown, vice-president, administration and operations, I met with Bob Blazeovski (Urban & Regional Planning '86), president and COO of DiamondCorp, to discuss potential collaboration with Ryerson and the university's upcoming master plan.

*January 27, 2020:* Along with Algoma University President and Vice-Chancellor Asima Vezina, Sheridan College President and Vice-Chancellor Janet Morrison, and Sheridan College Chancellor Hazel McCallion, I met with Brampton Mayor Patrick Brown to discuss collaboration between our institutions and the City of Brampton.

*January 27, 2020:* I gave Mary Throop and Kevin Elliot, partners at Summerhill Capital Management, a tour of the DMZ to introduce them to Ryerson's innovation ecosystem.

*January 29, 2020:* I met with Lou Serafini, asset management president and CEO of investment management firm Fengate, to discuss Ryerson's master plan.

*January 30, 2020:* I spoke with Josh Matlow, city councillor for Toronto-St. Paul's, about Ryerson's involvement in city-building.

*January 30, 2020:* At FCAD's The Catalyst, I was pleased to deliver remarks celebrating Ryerson and Rogers' joint announcement of the Rogers Sportsnet Diversity Fellowship Program, which will be delivered in partnership with RTA Sport Media's Global Experiential Sport Lab.

*January 30, 2020:* I hosted a reception for the President's Circle of Scholars, where I delivered remarks celebrating their outstanding academic achievements and encouraged them to take advantage of all that Ryerson University life has to offer.

*January 30, 2020:* I gave remarks at a retirement dinner in honour of two past Jack Layton chairs: Doreen Fumia, professor emeritus of sociology, and Myer Siemiatycki, professor emeritus of politics and public administration.

*January 31, 2020:* Glenn Craney and I met with two representatives from the Ontario Ministry of Colleges and Universities—Marny Scully, executive lead of strategic mandate agreements, and Kayla Vanwyck, manager of strategic mandate agreements—to finalize negotiations for the new Strategic Mandate Agreement, SMA3.

*January 31, 2020:* Over lunch, I met with the board of directors for the Ryerson Engineering Student Society to review their goals and projected activities for 2020.

*February 3, 2020:* I met with Prabmeet Sarkaria, Ontario associate minister for small business and red-tape reduction, to discuss Ryerson’s plans for collaboration with Brampton and potential collaboration with the provincial government on efficiency.

*February 3, 2020:* I introduced Ross Romano, Ontario minister of colleges and universities, who announced increased funding for mental health services for postsecondary students.

*February 3, 2020:* At a special meeting of Brampton City Council, Janet Morrison, Asima Vezina, and I presented our universities’ plans for collaboration with the city.

*February 4, 2020:* At the Ryerson Democracy Forum event “The Power and the Premiers : Two women who changed Canadian history,” I was pleased to deliver remarks welcoming former Ontario premier Kathleen Wynne and former British Columbia premier Christy Clark to campus.



## December 2019/ January 2020

### Media Relations

- In December, created and implemented a coordinated announcement of the newly appointed Law School Dean, Donna Young.
- In January, pitched local media on FCAD's Global Experiential Sport Lab (GXS Lab) "She Can Coach" panel, which garnered 94 media hits, including coverage in the Globe and Mail, CBC news online and TSN. And helped secure a Metro Morning segment for FOA CERC speaker Tariq Modood, prior to his presentation on secularism and multiculturalism.
- Provided media relations support with the City of Brampton for the launch of a new Brampton Innovation Zone.
- Managed the response on strong media interest and coverage of the RSU termination and fake coronavirus social media posting.
- Provided on-going issues communications support to the Office of the Vice Provost, Students on the RSU issue.
- Generated extensive media coverage by pitching faculty experts on various breaking news topics including the Trump impeachment trial, Brexit., the financial impact of coronavirus, the Iranian plane crash, and the Australian wildfires.

### Publications

- January 2020 edition of Ryerson University Magazine featured a cover story about "The Future of Work." Sent to more than 140,000 alumni and stakeholders; digital edition distributed to 2,650 via email
- Magazine stories were also posted on Ryerson's news site and distributed through Ryerson Today

(RT), Ryerson.ca and Ryerson's social media channels.

- RT produced 8 editions in December 2019;13 editions in January 2020
- Current RT subscribers: 62,812
- Highest open rate for RT in December was Dec 6 edition: "December 6, 1989: A sad anniversary to remind us to keep pushing for progress" (46.5%; industry average is 28.9%)
- Top-opened edition in January 2020 was Jan 24: "Ryerson University terminates agreement with Ryerson Students' Union" (49.2% open rate)
- December stories featured a mix of Law School-related announcements and community members giving back
- January stories featured a series leading up to the second anniversary of Ryerson's TRC report

### Marketing

- Developed an ad to celebrate the arrival of the founding Dean Donna Young for Globe & Mail print and digital ads (insertion in February)
- Developed the design templates for the suite of strategic plans that include the Academic Plan, Master Plan, Internationalization Plan and Strategic Research Plan that have been under development this past year and finalized the print and digital design for the research plan.
- Launched phase three of the Graduate Studies digital recruitment campaign which included retargeting ads on Facebook, Instagram, LinkedIn, Google Display and search.
- Refreshed Zone Learning visual identity including poster templates, social assets, digital screen templates, etc.
- Produced DMZ Sandbox Student Grant video to assist with program recruitment



- Created holiday greeting card video in-house and tailored it for key leaders (by individualizing it with their names). The e-card, which helped reduce costs, was also a green initiative led by Marketing.
- Helped build FCAD's imagery library by leading photoshoot. Photo assets will be used across a range of digital and print marketing materials for FCAD.
- **LinkedIn:** Gained 1.4K followers to reach 233K. Social engagements totalled 6.7K. The highest performing LinkedIn post in the history of our account (about a Ryerson alumna as the first female NBA host) was published in January 2020, and had 1,207 engagements.
- **Giphy:** 3.8M views of gifs and stickers

### Website

- January 2020 saw the highest number of visitors in one month ever on the website at 735,000.
- Dec 2019 / Jan 2020 saw an increase of 11.0% in visits, 20.9% in visitors, and 10.9% in pages viewed over the same period from a year ago.
- We also saw a 29.3% increase in mobile visits to our website compared to last year, largely due to most websites using the mobile-friendly / responsive templates.

### Social Media

- **Facebook:** Gained 349 followers to reach 75.4K. Overall engagement increased by 35% over the previous time period. Over and above the RSU news, the most successful post was the law dean's welcome message with 624 engagements.
- **Instagram:** Gained 1,075 followers to reach 30K. Overall engagement increased by 6% over the previous time period. The most successful post was a 'welcome back' message from the break alongside an image of the busy Yonge and Dundas intersection, which had 2,820 engagements. The most engaging video showcased the zZz zone during exam period and had 1,620 engagements.
- **Twitter:** Gained 358 followers to reach 57.1K. Overall engagement increased by 104% over the previous time period. The highest performing tweet was about the SLC being named Urban Toronto's most influential building of the past decade, and had 183 engagements.

### Digital Marketing

- Developed a digital campaign for University Advancement focused on Ryerson's Year End Giving & Giving Tuesday promotions. Channels included Facebook, LinkedIn and Instagram and complemented UA's email campaign. A record amount was raised in support of student mental health (target: \$17,000 | total: \$22,556).
- Planned and managed digital campaigns to support recruitment to the Faculty of Science's Math program and to attract visitors to the online info sessions of the Master of Engineering Innovation and Entrepreneurship's (MEIE)n.
- Working with agency partners on digital campaigns for domestic recruitment for Future Skills Centre, TRSM undergrad, MBA, TRSM Executive Education (XED) and Grad Studies.



**REPORT OF ACADEMIC STANDARDS COMMITTEE**

Report #W2020–2; March 2020

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

- **PERIODIC PROGRAM REVIEW – Department of Chemical Engineering, Faculty of Engineering and Architectural Science**
- **FACULTY OF LAW – Juris Doctor curriculum modification**
- ***For Information:* Chang School Certificates – Revisions (December 2019)**  
Juris Doctor course name changes

**A. PERIODIC PROGRAM REVIEW – DEPARTMENT OF CHEMICAL ENGINEERING, FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE****FINAL ASSESSMENT REPORT (FAR)**

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **Chemical Engineering** 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 providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of the recommendations.

**SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE CHEMICAL ENGINEERING PROGRAM**

The Chemical Engineering program submitted a self-study report to the Vice-Provost Academic on November 28, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all RFA faculty members in the Department of Chemical Engineering and all other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Eric Croiset, Professor and Chair of the Department of Chemical Engineering at the University of Waterloo, and Dr. Stephen Wylie, Associate Professor in the Department of Chemistry and Biology at Ryerson University, were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on April 24 and 25, 2019.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, Faculty of Engineering and Architectural Science; Chair, Chemical Engineering; and the Associate Chair, Undergraduate. The PRT also met with several members of the Department of Chemical Engineering including staff, students, and faculty members. A general tour of the campus was provided, including a tour of the program facilities and the library.

In their report, dated September 3, 2019, the Peer Review Team (PRT) provided feedback that describes how the Chemical Engineering program meets the IQAP evaluation criteria and is consistent with the University's

mission and academic priorities. The Peer Review Team (PRT) also noted that the Chemical Engineering program is strong, as attested by their high-quality and dedicated staff, and the fact that they recently received the highest accreditation ranking from CEAB.

The main areas of strength identified by the PRT include:

- its mandatory co-op component;
- the mechanisms put in place to ensure students' success, such as early intervention, first year in two years, and transitional course offerings;
- a very active CSChE student chapter, which speaks of the leadership quality of some of the students in the Chemical Engineering program.

The PRT also identified areas for improvement. The most significant recommendation for the undergraduate program is to make a current contractual administrative staff permanent for the long-term sustainability of the co-op program. The PRT also noted that 3-4 additional faculty members should be hired in order to accommodate a modest increase in the number of incoming students, from approximately 110 currently to 120.

The Chair of the Chemical Engineering program submitted a response to the PRT Report on October 10, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Engineering and Architectural Science on November 26, 2019.

The Academic Standards Committee completed its assessment of the Chemical Engineering Program Review on January 23, 2020. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report on the status of the initiatives outlined in the Developmental Plan by June 30, 2021, together with a report on the following:

1. Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice;
2. Revisit the co-op employer survey to elicit feedback from more employers;
3. Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations.

Presented to Senate for Approval: March 3, 2020

Start date of next Periodic Program Review: 2024-25

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

**RECOMMENDATION 1.** The Department should look at the reasons behind the relatively low retention and graduation rates. Despite existing mechanisms toward student's success, first year retention rate seems to be too high. Measures should then be taken to at least consistently reach the retention and graduation rates of FEAS.

**Department's Response:** The Department has also noted these lower statistical numbers for retention and graduation rates. The Department will refer to its Curriculum Committee for further investigation, with the objective to provide possible reasons for the relatively low retention and graduation rates. Furthermore, the Curriculum Committee will provide a plausible course of action to be taken to increase the retention and graduation rates to at least match those of the FEAS rates.

**Dean's Response:** not specifically addressed.

**RECOMMENDATION 2.** The curriculum review committee should investigate practical ways to increase the number of professional elective courses offering.

**Department's Response:** The Department agrees with the PRT to increase the number of professional elective courses offered each year. This greater pool of professional elective courses offered annually will benefit the students with their educational experience and career choices. The Department will refer to its Curriculum Committee as to ways to increase the number of professional elective courses offered annually. A solution would be to increase the number of professional elective courses in the seventh and eight semesters from which the students can select. This solution would of course require an increase in the number of faculty required to teach the extra professional elective courses, which will increase the teaching workload and cost for the Department. This possible solution and added cost will be discussed with the Dean for additional financial resources.

**Dean's Response:** The Department will look at ways to improve the range of technical elective course offerings.

**RECOMMENDATION 3.** The curriculum review committee should critically review the prerequisites for upper year courses and remove them when not absolutely necessary. The department should also investigate options to bring more flexibility in the promotion rules.

**Department's Response:** The Department realizes that the prerequisites are holding back some students that are not following the normal course sequence for a number of reasons, such as failing a course, not following the co-op work term sequence or taking a lighter course load. The Department will ask its Curriculum Committee to review the prerequisites of all the chemical engineering undergraduate courses, and to provide recommendations for removal if they are not necessary. There are no promotion rules in the department; students are allowed to take courses if they have the necessary prerequisites.

**Dean's Response:** The Department will review its prerequisite structure to ensure that prerequisites are appropriate and that student progression is not unnecessarily impeded.

**RECOMMENDATION 4.** The Department should explore best practices to prepare TA for their job (with clear expectation of their duty and time commitment). It is recommended to also initiate a formal TA evaluation process by the students.

**Department's Response:** The Department has already in place, as required by the CUPE 3 collective agreement, the requirement that instructors meet with their TA at the start of the semester to outline and agree upon the TA's responsibilities and time commitment for each task. The instructor also meets with the TA at midpoint and end of semester to provide evaluative feedback. A formal TA evaluation process by the students will require the agreement between the university and the TA's union (CUPE 3).

**Dean's Response:** not specifically addressed.

**RECOMMENDATION 5.** The Department should make every effort to fully establish a departmental culture where students are the priority, to avoid undesired "incidents" like inappropriate comments in class, instructors not showing up regularly for some undergraduate labs, unannounced class cancellation or lax invigilation during tests and exams.

**Department's Response:** Instructors will be reminded about Ryerson's Workplace Civility and Respect Policy, and are referred to Ryerson's Guide to Civility. In addition, the Department will schedule a civility training session through Ryerson's Human Resources for all faculty and staff this academic year. Instructors are reminded to inform students in advance or through D2L of any class cancellations barring any unforeseen reasons. Moreover, instructors will be asked to attend the undergraduate labs in their courses if possible. They will also be asked to be present during their exams and review, along with their invigilators, their invigilation duties.

**Dean's Response:** It is a priority for the Faculty to develop a student-centered culture in all Departments. The Faculty has established an "all-in approach" to all Faculty activities which will continue to develop and enhance the student experience.

**RECOMMENDATION 6.** The Department should establish pre-semester meetings between instructors to ensure reasonable time expectations from students for each course, as well as good distribution of course deliverables.

**Department's Response:** The Undergraduate Program Director will endeavour to schedule this pre-semester meeting for the purpose of spreading out the course assessments for a given cohort of students and to determine the time expectations from students for each course.

**Dean's Response:** Please see response to Recommendation 5.

**RECOMMENDATION 7.** The Department could better take advantage of the services the Library can offer.

**Department's Response:** The Department will investigate with Ryerson's library as to the appropriate workshops that are beneficial to the students in the capstone course. This may include literature review techniques and database searches.

**Dean's Response:** not specifically addressed.

#### **Recommendations that would involve FEAS and possibly the University:**

**RECOMMENDATION 8:** Make the current contractual administrative staff permanent.

**Department's Response:** The Department thank the PRT for making this recommendation. This contractual administrative staff position is vital for both assisting the department and administrating the large mandatory co-op program. This position became permanent on August 1, 2019.

**RECOMMENDATION 9:** There are some very old undergraduate lab setups that should be discarded and replaced, likely with financial help of the FEAS and/or University.

**Department's Response:** The Process Measurements Laboratory was currently renovated and updated. The Department will review the lab equipment in the Unit Operations Laboratory and take the necessary action. Laboratory equipment in the Unit Operations Laboratory is very costly and will require financial assistance from the Dean.

**Dean's Response:** not specifically addressed. See response to recommendation 10 below.

**RECOMMENDATION 10:** Address the absence of wheelchair access in some undergraduate laboratories (specifically KHN 002/004).

**Department's Response:** The Department thank the PRT for this recommendation, which the Department has been working on for some time. The Department has raised this issue with Ryerson's Accessibility Coordinator and a Project Manager in Ryerson's Facilities Management and Development (FMD) Department. This issue is being addressed at FMD; however, any large renovation recommendations from FMD such as for wheelchair access require funding approval from the university. The Department also requests that the Dean work with the Provost in finding funds to pay for this necessary accessibility renovation which the Department has communicated with the Vice-Provost Academic Office in February 2010.

**Dean's Response:** The Faculty recognizes issues related to accessibility of undergraduate labs, and has been working with Facilities Management and Development (FMD) to secure wheelchair access to the undergraduate labs that are currently inaccessible.

**RECOMMENDATION 11:** Better communicate with Faculties that offer service courses (Math, Physics, Computer Science) desirable course content that would be more relevant to engineering students. There are also some logistical issues around scheduling that should be looked at.

**Department's Response:** The Department requests that the Dean place this issue for discussion with the Faculty's Undergraduate Studies Committee, and that the Associate Dean, Undergraduate Studies, communicate and work the math, physics and computer science departments for appropriate course content for engineering students.

**Dean's Response:** Specific curricular development efforts will be made to improve experiences for greater interdisciplinarity and flexibility for students within the department, across the Faculty and university.

**RECOMMENDATION 12:** Being the only mandatory co-op program within FEAS is both a strength and a challenge. The challenge is the amount of resources required to effectively run a co-op program. The PRT suggests that the Chemical Engineering Department further explore with the Dean and Chairs in other FEAS Departments the possibility of expanding mandatory co-op in other programs. With more programs involved, it is likely more resources would be devoted to co-op at both the Faculty and University levels.

**Department's Response:** The other programs currently have an optional 12-16 months internship program after the third year. The Department requests that the Dean place this issue for discussion with the Faculty's Undergraduate Studies Committee and/or in one of the Dean's group meetings with Chairs and Associate Deans.

**Dean's Response:** The Faculty of Engineering and Architectural Science recognizes the value of the program to students, faculty and the public at large. As such, needed ongoing investments will be made to ensure its continued contribution to the discipline and community. Specific curricular development efforts will be made to improve experiences for greater interdisciplinarity and flexibility for students within the department, across the Faculty and university. Finally, proper staffing will support these goals in a reliable and sustainable manner.

#### ADDITIONAL PROGRAM RECOMMENDATIONS IN SELF STUDY

1. Increase the faculty complement
2. Increase the office staff complement
3. Get more resources for the co-op component
4. Offer more courses in spring/summer semester
5. Promote wellness, sensitivity and inclusivity attributes in faculty and staff
6. Continually review and improve program curriculum
7. Promote extra-curricular activities of students

#### IMPLEMENTATION PLAN

<b>Recommendation #1:</b> The Department should look at the reasons behind the relatively low retention and graduation rates.
<b>Objective:</b> To have the program's Curriculum Committee investigate for plausible reasons behind the relatively low retention and graduation rates.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Curriculum Committee Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #2:</b> The curriculum review committee should investigate practical ways to increase the number of professional elective courses offering.
<b>Objective:</b> To have the program's Curriculum Committee look into possible ways to increase the number of professional elective courses offered annually.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Curriculum Committee Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #3:</b> The curriculum review committee should critically review the prerequisites for upper year courses and remove them when not absolutely necessary.
<b>Objective:</b> To have the program's Curriculum Committee review the prerequisites of all chemical engineering undergraduate courses.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Curriculum Committee Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #4:</b> The Department should explore best practices to prepare TA for their job (with clear expectation of their duty and time commitment).
<b>Objective:</b> To continue the hiring and evaluation process already in place for TAGA.
<b>Timeline:</b> Ongoing
<b>Responsibility for leading initiative:</b> Department Chair & Administrative Manager
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #5:</b> The Department should make every effort to fully establish a departmental culture where students are the priority.
<b>Objective:</b> To have department chair discuss this priority with faculty and staff.
<b>Timeline:</b> Ongoing
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #6:</b> The Department should establish pre-semester meetings between instructors to ensure reasonable time expectations from students for each course, as well as good distribution of course deliverables.
<b>Objective:</b> To have the undergraduate program director meet with instructors before the start of each semester to discuss distribution of course expectations and evaluations.
<b>Timeline:</b> Ongoing
<b>Responsibility for leading initiative:</b> Undergraduate Program Director
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #7:</b> The Department could better take advantage of the services the Library can offer.
<b>Objective:</b> To have the capstone project coordinator continue working with the Ryerson library staff to implement appropriate workshops in the capstone course.
<b>Timeline:</b> Ongoing
<b>Responsibility for leading initiative:</b> Capstone Project Coordinator
<b>Responsibly for approving recommendation, providing any resources made necessary by the</b>

<b>recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean
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<b>Recommendation #8:</b> Make the current contractual administrative staff permanent.
<b>Objective:</b> The position became permanent on August 1, 2019.
<b>Timeline:</b> Done
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #9:</b> There are some very old undergraduate lab setups that should be discarded and replaced, likely with financial help of the FEAS and/or University.
<b>Objective:</b> To review the lab equipment in the Unit Operations Laboratory and take the necessary action.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean, Provost

<b>Recommendation #10:</b> Address the absence of wheelchair access in some undergraduate laboratories (specifically KHN 002/004).
<b>Objective:</b> To continue working with university administration to implement and fund renovations for wheelchair access to KHN 002/004.
<b>Timeline:</b> Ongoing
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean, Provost

<b>Recommendation #11:</b> Better communicate with Faculties that offer service courses (Math, Physics, Computer Science) desirable course content that would be more relevant to engineering students.
<b>Objective:</b> To request the Dean to place this issue for discussion with the Faculty's Undergraduate Studies Committee, and that the Associate Dean, Undergraduate Studies, communicate and work with the math, physics and computer science departments for appropriate course content for engineering students.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #12:</b> The PRT suggests that the Chemical Engineering Department further explore with the Dean and Chairs in other FEAS Departments the possibility of expanding mandatory co-op in other programs.
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<b>Objective:</b> To request the Dean to place this issue for discussion with the Faculty's Undergraduate Studies Committee and/or in one of the Dean's group meetings with Chairs and Associate Deans.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #13:</b> Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice.
<b>Objective:</b> To work with one of Ryerson's curriculum consultants on the language and wording of the learning outcomes.
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> CEAB Coordinator
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #14:</b> Revisit the co-op employer survey to elicit feedback from more employers.
<b>Objective:</b> To improve on the number of employer feedback.
<b>Timeline: (e.g., immediate, short term, longer term)</b> Short term
<b>Responsibility for leading initiative:</b> Co-op Faculty Advisor
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #15:</b> Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations.
<b>Objective:</b> To review and ensure course outlines follow the university template each semester.
<b>Timeline:</b> Ongoing
<b>Responsibility for leading initiative:</b> Undergraduate Program Director
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

<b>Recommendation #16: Consider the additional recommendations outlined in the self- study and take action as required.</b>
<b>Objective:</b> To act upon the following three additional recommendations outlined in the self-study: 1. Promote wellness, sensitivity and inclusivity attributes in faculty and staff 2. Continually review and improve program curriculum 3. Promote extra-curricular activities of students
<b>Timeline:</b> Short term
<b>Responsibility for leading initiative:</b> Department Chair
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b>



Faculty Dean
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**Recommendation**

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

**B. FACULTY OF LAW – Juris Doctor curriculum modification**

The Faculty of Law proposes the following change to the Juris Doctor program that was approved by Academic Standards in May 2017 and by Senate at its June 5, 2017 meeting: **To reduce the weekly contact hours from 6 hours to 4 hours for the following first year courses: JUR 101 Contract Law, JUR 102 Tort Law, and JUR 103 Property Law in the first semester, and JUR 106 Criminal Law, JUR 107 Constitutional Law, and JUR 108 Administrative and Regulatory Law in the second semester.** Proposed implementation: Fall 2020.

Rationale: With the exception of the two bootcamp/intensive courses, all course offerings in the program's first two semesters utilize the same pedagogical model: students are divided into 2 sections of 75 for each course, with all contact hours in each course except the final hour representing lecture hours. This final hour in the relevant courses is utilized for breakout sessions overseen by CUPE 1 practitioner-instructors, with three breakout sessions of 25 students being made available in each section. The reason for this course structure was noted in the ASC's report to Senate in 2017:

*The mode of delivery in much of the coursework will feature collaborative co-teaching between faculty and practitioners. This expansion of the practitioner's role beyond that of 'guest lecturer' also reflects Ryerson's commitment to providing practical education and integrating collaboration with the community.*

However, as has become apparent, requiring 6 hours of instruction per week for these 6 courses creates two problems. First, compared with other Ontario law schools, our current per week class time is by far the highest. For 11 of the 12 weeks (at the first week of the first and second semesters is utilized for the mandatory bootcamp/intensives courses), the per-week class time for the first year of the program is currently 24 hours, of which 19 represent lecture time and the other 5 represent practitioner breakout sessions. This greatly exceeds the 18 hours or less at other Ontario law schools, as well as prevailing norms in legal education internationally. For our incoming JD students, who can expect to spend 2 hours studying for every hour of lecture time, this suggests they can currently expect to spend approximately 62 hours (= 24 + (2 x 19)) on their studies each week.

Second, there are workload ramifications to the current curriculum structure. Tenure-stream faculty members teaching these 6 courses would currently be expected to lecture 5 hours per week for each course they are responsible for instead of the more typical 3-4 hours per week that applies in other law schools as well as in most other Faculties at Ryerson. Increasing the hours spent teaching will upset the balance between teaching and research and might negatively affect the law school's ability to attract strong scholars to the Faculty. It is proposed that the course hours for the affected 6 courses be reduced to 4 from 6, with the last of the 4 hours continuing to be used for practitioner breakout sessions. This will mean that the per-week class time in weeks 2-11 in each of the first two semesters will be reduced from 24 to 18, with the number of lecture hours being reduced from 19 to 13. This will put us within the range of total hours per week in the program's first year when compared with other Ontario law schools, while also keeping us within the range of hours at other Ontario law schools devoted to these particular courses as a group. The estimated time students spend on their studies per week will then fall from 62 to 44 hours (= 18 + (2 x 13)). At the same time, the faculty workload for the courses will be reduced from 5 hours each to the more typical 3 hours.

The proposed change in course hours fits better with Ryerson Law's innovative curriculum, while not affecting the courses' learning outcomes, or the meeting of the Federation's and Integrated Practice Curriculum's (IPC's) designated competencies for each course in any substantive way. Our Integrated Practice Curriculum allows graduates to become members of the practicing bar without first apprenticing as articling students. In order to provide this opportunity to graduates, our curriculum must cover all the essential skills that would otherwise be covered during articling or the LPP. This provides ample reason for a moderately higher number of weekly class hours for the core courses (18 instead 15-16 which is usual at Ontario law schools).

The calendar descriptions for the 6 courses will be amended as follow:

Current Calendar Copy	Proposed Amended Calendar Copy
<p>JUR 101 Contract Law</p> <p>Contract law provides a creative opportunity to clarify expectations and interests in a legally enforceable way. Working with real contracts from diverse sources, students are trained in contract fundamentals (formation, performance, breach, and remedies) and are introduced to the use of contracts in a variety of legal areas. Students apply these principles both in reviewing and drafting contract clauses and to critically assess emerging topics such as electronic, "smart" and self-executing contracts.</p> <p><b>Lecture: 6.00</b></p> <p>GPA Weight 1.00/1.00</p> <p>Billing Units 1.0</p> <p>Course Count 1.0</p>	<p>JUR 101 Contract Law</p> <p>Contract law provides a creative opportunity to clarify expectations and interests in a legally enforceable way. Working with real contracts from diverse sources, students are trained in contract fundamentals (formation, performance, breach, and remedies) and are introduced to the use of contracts in a variety of legal areas. Students apply these principles both in reviewing and drafting contract clauses and to critically assess emerging topics such as electronic, "smart" and self-executing contracts.</p> <p><b>Lecture: 4.00</b></p> <p>GPA Weight 1.00/1.00</p> <p>Billing Units 1.0</p> <p>Course Count 1.0</p>
<p>JUR 102 Tort Law</p> <p>Tort law deals with the apportionment of responsibility for harms caused by individuals, companies and government. This course examines intentional and unintentional wrongs, and the central role that recovery and damages play in redress. Students learn to recognize wrongs and how to anticipate, avoid or address legal risk. They apply these principles in reviewing and drafting pleadings, and explore how principles of responsibility are challenged by non-human actors (e.g. AI, autonomous vehicles).</p> <p><b>Lecture: 6.00</b></p> <p>GPA Weight 1.00/1.00</p> <p>Billing Units 1.0</p> <p>Course Count 1.0</p>	<p>JUR 102 Tort Law</p> <p>Tort law deals with the apportionment of responsibility for harms caused by individuals, companies and government. This course examines intentional and unintentional wrongs, and the central role that recovery and damages play in redress. Students learn to recognize wrongs and how to anticipate, avoid or address legal risk. They apply these principles in reviewing and drafting pleadings, and explore how principles of responsibility are challenged by non-human actors (e.g. AI, autonomous vehicles).</p> <p><b>Lecture: 4.00</b></p> <p>GPA Weight 1.00/1.00</p> <p>Billing Units 1.0</p> <p>Course Count 1.0</p>
<p>JUR 103 Property Law</p> <p>Property law deals with ownership, possession, and control of tangible and intangible interests that offer value to individuals, companies and the state. Students analyze competing claims to various types of assets, and are introduced to the economic, moral and other arguments used to support those claims.</p>	<p>JUR 103 Property Law</p> <p>Property law deals with ownership, possession, and control of tangible and intangible interests that offer value to individuals, companies and the state. Students analyze competing claims to various types of assets, and are introduced to the economic, moral and other arguments used to support those claims.</p>

<p>They are given the opportunity to apply these principles in cases involving the infringement of property rights and explore comparative views of concepts of property in Indigenous law.</p> <p><b>Lecture: 6.00</b> GPA Weight 1.00/1.00 Billing Units 1.0 Course Count 1.0</p>	<p>They are given the opportunity to apply these principles in cases involving the infringement of property rights and explore comparative views of concepts of property in Indigenous law.</p> <p><b>Lecture: 4.00</b> GPA Weight 1.00/1.00 Billing Units 1.0 Course Count 1.0</p>
<p>JUR 106 Criminal Law Criminal law attempts to balance societal protection and the rights of the accused in both national and international settings. This course deals with the principles and processes of criminal defence and prosecution. Students learn and/or experience bail hearing, preliminary inquiries, judicial conferences, disclosure and jury selection. There is a focus on issues related to equity, diversity and inclusion in the criminal justice system, particularly the intersection of criminal law with Indigenous culture.</p> <p><b>Lecture: 6.00</b> GPA Weight 1.00/1.00 Billing Units 1.0 Course Count 1.0</p>	<p>JUR 106 Criminal Law Criminal law attempts to balance societal protection and the rights of the accused in both national and international settings. This course deals with the principles and processes of criminal defence and prosecution. Students learn and/or experience bail hearing, preliminary inquiries, judicial conferences, disclosure and jury selection. There is a focus on issues related to equity, diversity and inclusion in the criminal justice system, particularly the intersection of criminal law with Indigenous culture.</p> <p><b>Lecture: 4.00</b> GPA Weight 1.00/1.00 Billing Units 1.0 Course Count 1.0</p>
<p>JUR 107 Constitutional Law Constitutional law is the supreme law of the nation state and the authority with which other laws and government actors must comply. Students learn about the powers and responsibilities of different levels and types of government as well as protecting and guaranteeing the rights of legal persons. Students have opportunities to work with ministerial briefs, governmental memoranda, factums and pleadings for landmark constitutional litigation cases, including Indigenous land claims, historical wrongs and competing rights.</p> <p><b>Lecture: 6.00</b> GPA Weight 1.00/1.00 Billing Units 1.0 Course Count 1.0</p>	<p>JUR 107 Constitutional Law Constitutional law is the supreme law of the nation state and the authority with which other laws and government actors must comply. Students learn about the powers and responsibilities of different levels and types of government as well as protecting and guaranteeing the rights of legal persons. Students have opportunities to work with ministerial briefs, governmental memoranda, factums and pleadings for landmark constitutional litigation cases, including Indigenous land claims, historical wrongs and competing rights.</p> <p><b>Lecture: 4.00</b> GPA Weight 1.00/1.00 Billing Units 1.0 Course Count 1.0</p>
<p>JUR 108 Administrative and Regulatory Law Issues in administrative law and regulatory law are commonly encountered, due to their influence on everyday interactions between individuals and government entities. Regulatory law covers delegated rule-making, policy development and adjudication. Students learn about regulatory practice and principles of judicial review, as well as how to provide advice to individuals and corporations</p>	<p>JUR 108 Administrative and Regulatory Law Issues in administrative law and regulatory law are commonly encountered, due to their influence on everyday interactions between individuals and government entities. Regulatory law covers delegated rule-making, policy development and adjudication. Students learn about regulatory practice and principles of judicial review, as well as how to provide advice to individuals and corporations</p>

<p>on complex rules, regulations, procedures, permitting, applications and enforcement. The role of the compliance function and rise of “RegTech” are also explored.  <b>Lecture: 6.00</b>                      GPA Weight 1.00/1.00                      Billing Units 1.0                      Course Count 1.0</p>	<p>on complex rules, regulations, procedures, permitting, applications and enforcement. The role of the compliance function and rise of “RegTech” are also explored.  <b>Lecture: 4.00</b>                      GPA Weight 1.00/1.00                      Billing Units 1.0                      Course Count 1.0</p>
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**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the curriculum modification for the Juris Doctor program – Faculty of Law.*

**C. For Information: CHANG SCHOOL CERTIFICATES - REVISIONS (December 2019)**

- i. Certificate in Advanced Safety Management: Course Deletions and Additions (Required courses)
- ii. Certificate in Business Decision Analysis: Revision to graduation requirements (From six to five courses)
- iii. Certificate in Business Management: Course Deletion (CQMS 102) and Course Addition (CQMS 110) (Required courses)
- iv. Certificate in Computer Security and Digital Forensics: Certificate Name Change
- v. Certificate in Financial Planning: Revision of Admission Criteria
- vi. Certificate in Foundations of International Management: Course Deletion (CQMS 102) and Course Addition (CQMS 110) (Required courses)
- vii. Certificate in Occupational Health and Safety: Course Deletions, Revisions and Additions
- viii. Certificate in Occupational Health and Safety Leadership: Course Addition and Repositioning
- ix. Certificate in Strategic Marketing: Certificate Name Change
- x. Certificate in Accounting-Finance: Course Deletion (CQMS 102) and Course Addition (CQMS 210) (Elective)
- xi. Certificate in Architecture: Course Deletions (Electives)
- xii. Certificate in Community Engagement, Leadership and Development: Course additions and deletions (Electives)
- xiii. Certificate in Computer Programming Applications: Course Deletions and Course Addition (Electives)
- xiv. Certificate in Economics and Finance: Course Deletion (CQMS 102) (Elective)
- xv. Certificate in Ethics: Course deletion (Elective)
- xvi. Certificate in Information Systems Management: Course Addition (CITM 550) (Elective)
- xvii. Certificate in Landscape Design: Course Deletion (Elective)
- xviii. Certificate in Retail Management: Course Deletion (CQMS 102) (Elective)
- xix. Certificate in Sustainability Management and Enterprise Process Excellence: Course Deletions (Electives)

**For Information: JURIS DOCTOR – Course name changes**

Original Course Code/Name :	Amended Course Code/Name :
JUR 400: Ryerson Law School <b>Bootcamp</b>	JUR 400: Ryerson Law School <b>Intensive</b>
JUR 401: Technology Innovation <b>Bootcamp</b>	JUR 401: Technology Innovation <b>Intensive</b>
JUR 402: Financial <b>Bootcamp</b>	JUR 402: Financial <b>Intensive</b>
JUR 403: Coding <b>Bootcamp</b>	JUR 403: Coding <b>Intensive</b>
JUR 404: EQ/CQ <b>Bootcamp</b>	JUR 404: EQ/CQ <b>Intensive</b>

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

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

Karlee Reece, Student



**Academic Governance and Policy Committee (AGPC)  
Report #W2020-2 to Senate**

1. Academic Governance and Policy Report - M. Benarroch
  - 1.1 Provost's Update
  - 1.2 School Council Bylaws for Disability Studies

**Motion:** *That Senate approve the proposed School Council Bylaws for Disability Studies*
  - 1.3 Provide additional independent advocates to support students through Senate policies until such time that a recognized student government can fill that role.

**Motion:** *That Senate grant permission to provide additional independent advocates to support students through Senate policies until such time that a recognized student government can fill that role.*

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



School of Disability Studies  
Faculty of Community Services

# BYLAWS

Approved by the School Council June 13, 2019

Approved by Senate

\_\_\_\_\_ 20xx

## **BYLAWS OF DISABILITY STUDIES SCHOOL COUNCIL**

### **Draft**

#### **Mandate**

Students, faculty and staff are partners in the functioning of the School of Disability Studies. The School Council (hereafter Council) is the principal mechanism for bringing together these constituencies to identify, discuss and resolve matters of mutual concern.

The specific mandate of the Council is:

- To develop and recommend policies relevant to the School within the context of general University policies.
- To contribute actively to the operation and long-term planning of the School through the creation of committees, working groups and other mechanisms as deemed appropriate.
- To provide a forum for debate, discussion, and the dissemination of information on matters pertinent to the School.

#### **Authority of Council**

In keeping with Ryerson's constitutional provisions for Department/School Councils (Senate Policy #45), the authority of the Council is as follows:

The Council may initiate policy recommendations on any matter pertaining to the operation of the School. If such policies have significance and effect only within the School, approval by Council, and by the Director of the School and Dean of the Faculty of Community Services, will provide authority for action. Such action will be reported by the Dean of the Faculty of Community Services to the Senate for its information.

If such policies have extra-School ramifications, they shall be transmitted to the Dean of the Faculty of Community Services for discussion with the Dean's Council of Chairs. If there are no ramifications beyond the Faculty, the matter may be settled there with the approval of the Dean of the Faculty of Community Services, and shall be reported to Senate by the Dean of the Faculty of Community Services for its information. If there are broader ramifications, the recommendation shall be brought to the Senate for action.

In the event of a disagreement between Council and the Dean of the Faculty of Community Services, or between Council and the Director of the School and the Dean of the Faculty of Community Services, the disagreement will be referred by the disputants to the Provost and Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action. Should such a matter have bearing on the academic policy of the University as a whole, the matter shall be reported to the Senate upon its resolution.

Without prejudice to the above protocols, the authority of Council embraces two additional principles:

The Council will not enter into debate or take action on any matter that would jeopardize



customary expectations of confidentiality in respect to students, faculty, or staff, or on matters of an explicitly contractual nature.

The Council does not have the authority to override decisions made by School committees that do not formally report to it, for example the Department Evaluation Committee (DEC) and Department Hiring Committee (DHC). Council does, however, have the authority to discuss such decisions and to provide advice, save in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Director of the School.

### **Membership**

All faculty members in the School including the Director of the School but excluding any person above the rank of Director (eg: Dean, Associate Dean).

Up to two instructors in the department with teaching assignments during the year of their appointment to the Council. The Director will seek expressions of interest from the instructor pool every September. Contract lecturers can serve a two-year term before new elections must take place.

Students, elected by and from the students in the School of Disability Studies, in a ratio of not less than one fourth and not more than one third of the total voting faculty members of the Council.

The Program Coordinator is appointed to Council as a non-voting member. This person will serve as Secretary for the Council and will take minutes of meetings. In the absence of this person, the Director will appoint a secretary. This person will construct the agenda in consultation with the Director. Any member of Council may submit agenda items.

Council may invite additional non-voting members to Council on limited term appointments usually not exceeding one year. These invitations could include representatives from other academic units at Ryerson, Distinguished Visiting Professors, the *Ethel Louise Armstrong Postdoctoral Fellow*, the *Tanis Doe Postdoctoral Fellow*, or others as deemed appropriate by vote of Council.

### **Meetings**

The School Council will meet twice a year, once in each of the Fall and Winter semesters. Between meeting of the Council, less formal meetings of faculty may advise the Director.

All regular meetings shall be called by the Director giving all members at least 5 working days advance notice.

Additional meetings may be called either by the Director of the School or by vote of Council.

## **Chair of Council**

Council meetings will be chaired by the Director of the School or their designate.

The Chair of the Council is responsible for:

- Calling and conducting meetings.
- Setting agendas.
- Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the Program Coordinator.
- Monitoring follow-up to Council actions.

## **Voting and Quorum**

Quorum for all Council meetings shall be fifty percent (50%) of the voting members, where a majority of those present are faculty members. Faculty on leave (sabbatical or long term sick leave but not briefly ill) who are absent from the meeting shall not be included for the quorum calculation.

‘Presence’ can be either in person or by electronic means.

Each member of the Council may cast one vote. The support of a simple majority (50% plus one) of those casting either a yes or a no vote is required to carry a motion. The exception to this is on the matter of changes to the bylaws which require a two thirds majority.

The Director shall be entitled to vote.

## **Openness of Meetings**

Council meetings are open to observers recognizing that in-camera sessions may be required.

Specifically, the following may attend Council meetings as observers:

- Contract Lecturers
- Full and part-time staff
- Students enrolled in the DST program

## **Council Sub-committees**

### Curriculum Sub-committee

As necessary throughout the year, the faculty members in Disability Studies may constitute a Curriculum Subcommittee in order to prepare curriculum proposals, make adjustments and additions or deletions and develop relevant recommendations for consideration at Council.

- Chair – The director will chair the meetings. Decisions will be by consensus.
- Quorum – All faculty members who are on the Curriculum sub committee must be present.

- Recommendations – will go forward to Council at its annual meeting.

#### Other Subcommittees

Council may also establish such other subcommittees as may be thought necessary to consider any other matters of concern to the School. That process will include specifying membership, mandate, chair, quorum and reporting relationship to Council.

Membership of all committees and subcommittees is on a volunteer basis and is approved by Council.

The term of office of members of any committee or sub-committee is normally one year, beginning on July 1<sup>st</sup> and ending on June 30<sup>th</sup>.

There is no limit on the number of terms that may be served by a member of any committee or sub-committee, provided that the member is re-elected or appointed by the Director every year.

#### **Dispute Resolution**

In the event of a disagreement between Council and the Director, the Dean of the Faculty of Community Services, in consultation with the parties involved, shall decide how to proceed. In the event of a disagreement between the Dean and the School Council, the Vice Provost Academic will facilitate a negotiated solution. If a negotiated solution is not possible, the Provost will resolve the issue.

#### **Amendments**

Any amendments to these bylaws require approval of the School Council by its normal voting procedures and rules and are subject to endorsement of the Director and Senate.

# YSGS report to Senate

February report for March 2020 Senate

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

## New Program Proposal

### Media and Design Innovation (PhD)

The Media and Design Innovation self-study report was reviewed thoroughly by the Program and Planning Committee on June 24, 2019. Following this review, the Peer Review Team completed a site-visit and provided their report.

On January 22, 2020 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 January 29, 2020 the YSGS Council voted in favour of moving the proposal Senate.

*Motion: That Senate approves the new program proposal for the Media and Design Innovation graduate program.*

## Periodic Program Review Final Assessment Report

### Public Policy and Administration (MA)

The Public Policy and Administration self-study report was reviewed thoroughly by the Program and Planning Committee on April 18, 2019. Following this review, the Peer Review Team completed a site-visit and provided their report.

On January 22, 2020 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 January 29, 2020 the YSGS Council voted in favour of moving the FAR to Senate.

*Motion: That Senate approves the periodic program review for the Public Policy and Administration graduate program.*

## Spatial Analysis (MSA)

The Spatial Analysis self-study report was reviewed thoroughly by the Program and Planning Committee on April 18, 2019. Following this review, the Peer Review Team completed a site-visit and provided their report.

On January 22, 2020 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 January 29, 2020 the YSGS Council voted in favour of moving the FAR to Senate.

*Motion: That Senate approves the periodic program review for the Spatial Analysis graduate program.*

## Urban Development (MPI)

The Urban Development self-study report was reviewed thoroughly by the Program and Planning Committee on February 4, 2019. Following this review, the Peer Review Team completed a site-visit and provided their report.

On January 22, 2020 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 January 29, 2020 the YSGS Council voted in favour of moving the FAR to Senate.

*Motion: That Senate approves the periodic program review for the Urban Development graduate program.*

## Periodic Program Review 1-year Follow-Up (For Information)

### Building Science (MASc, MBSc)

On January 22, 2020 the Program and Planning Committee reviewed the 1-year follow-up to the Building Science (MASc, MBSc) periodic program review and approved the documents to move onto YSGS Council. On January 29, 2020 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on approved as sufficiently addressing the comments and recommendations of the Peer Review Team.



Cory Searcy, Interim Vice-Provost & Dean, YSGS



**Ph.D. in Media & Design Innovation  
Proposal**

Submitted by  
**The Faculty of Communication & Design (FCAD)**

Updated: January 24, 2020

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## 1.0 LETTER OF INTENT

### 1.1 Degree Name and Description

This document proposes to add a doctoral degree within the existing graduate programs in the Faculty of Communication and Design (currently offering seven separate Master's degrees). The proposed degree designation is Doctor of Philosophy (PhD) in Media & Design Innovation (formerly, Creative Practice).

#### Identification of Designated Academic Unit

PhD in Media & Design Innovation  
Faculty of Communication & Design

#### Program Governance Structure

The PhD in Media & Design Innovation is a Faculty-wide doctoral program proposed by the Faculty of Communication & Design. The dean of record is the Dean, Faculty of Communication and Design. As is the case with existing FCAD Master's programs, a Graduate Program Director will be appointed by the Dean, FCAD.

#### Principle Faculty Involved in the Proposal Development

The Faculty Committee responsible for this proposal was constructed broadly to represent diverse schools from across FCAD. All committee members hold a PhD and would be potential professors and supervisors within the proposed program. Note that Dr. Gene Allen contributed to the Proposal Development Committee but will not be available as a professor or supervisor in the program due to a planned retirement. (See 4.3 Faculty: Faculty Bios.)

The Proposal Development Committee includes:

Dr. Jean Bruce, Associate Dean of Graduate Education, FCAD

Dr. Charles Davis, RTA School of Media

Dr. Blake Fitzpatrick, School of Image Arts

Dr. David Gauntlett, School of Creative Industries

Dr. Bruno Lessard, School of Image Arts

Dr. Ali Mazalek, RTA School of Media

Dr. Greg Elmer, School of Professional Communication

### 1.2 Overlap/Integration with other Programs

The PhD in Media & Design Innovation is a stand-alone program; however, the courses, research and practice expertise will be enriched by intersecting and collaborating with graduate students and faculty members in the existing FCAD master's programs. Media & Design Innovation is an interdisciplinary program, and as this is the first of its kind at Ryerson, no significant overlap with other programs are anticipated.

#### Intersection with FCAD Master's Programs

The PhD program is an interdisciplinary program that builds upon the curricular strengths of the schools and existing Master's programs within FCAD. Applicants to the program will be selected based upon a perceived intersection with the candidate's intended research and the program goals of existing Master's programs. This will be accomplished with a program Admissions Committee composed of professors and YSGS members from across the Faculty drawn from each Master's program. Doctoral candidates are expected to affiliate with at least one of the schools and to intersect with the research interests of faculty who teach in at least one of the Master's programs.

Faculty engagement with an applicant to the program is required and includes the consent of a faculty member who is interested in serving as a supervisor for the intended research project. Students admitted into the program will be

invited as researchers into the creative labs of the FCAD program(s) with which they affiliate, and permitted use of facilities and equipment to produce their research. Doctoral students will study alongside Master's level students in the shared graduate electives offered across the Faculty.

### Similarity to Other Programs

While the program we envision cannot be offered in any other department within the university, a potential source of limited overlap may exist in one of the three streams of the joint graduate program in Communication and Culture (ComCult), Technology and Practice.<sup>1</sup> We outline three key distinctions between the programs below.

On the program's website, the Technology and Practice stream is defined as offering research and seminars that focus on the development, application and influence of historical, current and emerging communication technologies in cultural production, both personal and organizational. (See ComCult graduate program website at: <http://www.ryerson.ca/graduate/programs/comcult/areas-of-study/index.html>). The program has a stated interest in digital media, film and photography and does allow students to produce creative projects as part of their dissertation.

First, a key differentiator between the ComCult and the proposed program in Media & Design Innovation is an emphasis on the project. The SRC components also will be distinct; they will differ on the basis of topic, method, and output. Significant to the proposed program is its engagement with creative industries from the perspective of practice and design. This reflects and builds on the Faculty's established strength in creative media from Fashion to Film. Likewise, its professional graduate-level programs, such as in Journalism and Professional Communication provide focus on doctoral research that emphasizes the *demonstration* project as research outcome, over and above a *studies* focus on communication technologies and forms.

The Communication and Culture program web site notes that one student graduated from the Technology and Practice stream over a ten-year period, and this project is not specifically practice-based.<sup>2</sup> The FCAD Media & Design Innovation PhD is focused on producing a creative project, demonstrable prototype or application and to serving this specific research-practice agenda. We expect students to be particularly well-served by a program designed specifically to foster their research. As indication of the legitimacy of research-creation, this field now requires a stand-alone program to support and develop the critical mass of media and design doctoral output.

A second point of emphasis is the proposed program's concentrated engagement with the emerging literature and methodologies concerning practice-based inquiry as a form of knowledge production. One of the program's goals is to engage and extend the literature on practice-based methodologies through the research of both students and faculty, specifically research-creation in the visual media and design fields. Our core courses offer arts and design related instruction at the doctoral level.

Third, the intended applicant differentiates the two programs. Applicants to the proposed Media & Design Innovation PhD are more likely to be working within the creative industries and professional practice from the outset. The structure of the program recognizes this student profile and has by way of a part-time option developed a doctoral program that is both accessible to and will encourage candidates who develop research projects that might be situated in their employment context.

We aim to develop Media & Design Innovation researchers and to engage scholars ready to apply and evolve unique design methods to complex problems that are enabled by technology and new design empathies. FCAD faculty members possess strong capacity to offer the proposed program. Currently, there are 60 full-time FCAD faculty

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<sup>2</sup> <https://www.ryerson.ca/graduate/programs/comcult/prospective-students/alumnae-full/>

Of all the dissertations listed in the Technology and Practice stream joint program with York University, three (3) were supervised at Ryerson and none are practice-based. Rather, they are based in *research and analysis of technological and creative practice*, which are consistent with doctoral research in the broad areas of communication and cultural studies fields.

members holding a PhD and another 30 holding an MFA or other terminal degree, such as an MDes or MBA, some with additional discipline-specific accreditation.<sup>3</sup> Of these, 13 FCAD faculty members are currently affiliated with ComCult's Technology in Practice stream.

The proposed program will therefore provide opportunities for supervision and supervisory committee membership for faculty. Engaging these faculty members in the proposed program will provide differentiation in the types of topics, methods, and outputs that the program can offer. Individual faculty members may, of course, hold affiliations with both ComCult and the proposed program. The key point, however, is that there is currently untapped capacity within FCAD to offer both programs, including the teaching, supervisory, and service loads. That capacity will only continue to expand as FCAD continues its ambitious faculty renewal efforts.

### 1.3 Program Details

The practice-based PhD in Media & Design Innovation is an innovative, doctoral program that builds on FCAD's history of applied education and addresses the need for scholar-practitioners in the communication and creative industries, and in academic fields. The practice focus of the program may be particularly well-suited to those interested in entering the academic field as professors within applied university and college settings. Among other possibilities are researcher-practitioners in digital media industries, senior research scientists, developers within industry-based research centres, as well as government and policy-related careers.

The program offers concentrations in the fields of media and design with doctoral candidates supervised primarily by faculty members affiliated with one of FCAD's Masters-level degree programs. Faculty who are members of the Yeates School of Graduate Studies outside of FCAD could also supervise in the program providing that they meet program requirements and that their expertise matches with the doctoral candidate. There are three unique features to the program: it is a practice-based PhD program; it provides candidates with an opportunity to study on a full or part-time basis; it offers students the possibility to conduct an internship in a field related to the proposed research project.

The curriculum for the program is original and will introduce students to the study of innovative research methodologies. Doctoral candidates will complete a qualitative research methods course that supports their research question as well as a practice-based research methods course that is focused on the emerging fields of Media & Design Innovation and research-creation methodologies. The curriculum also includes a required graduate colloquium, two elective courses drawn from affiliated graduate programs and a directed reading course to prepare for comprehensive examinations.

The doctoral program in Media & Design Innovation will appeal to practitioners in the design and communication fields who are interested in developing advanced credentials through a terminal degree; who wish to pursue intensive project-based research; and who want to take a more scholarly approach to their work.

#### 1.3.1 Alignment with University's Plan

As stated in the Ryerson Academic Plan, 2014-19:

*Ryerson's distinctive core mission – to serve societal need by providing career-related and professional education, and scholarly, creative and research activities – responds to the demand for highly skilled, creative and critical thinkers who can frame increasingly interconnected, complex problems and determine effective solutions. It conveys the responsibility to serve as well as anticipate and respond to societal need by seeking and defining new opportunities to make the world better (Our Turn to Lead, Ryerson University Academic Plan 2014-19, Office of the Provost and Vice-President Academic).*

Ryerson's academic plan is differentiated by a unique focus on career-related education that combines creative and

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<sup>3</sup> The remaining 38 have Master of Arts degrees, Master of Education, or Master of Science degrees. (Fall 2018). [Return](#)

scholarly activities in order to serve societal need. The Faculty of Communication and Design's academic plan balances creative and scholarly activity in an increasingly interdisciplinary context that leverages existing curricula to create unique learning experiences that meet the needs of the cultural, communication and creative industries.

The PhD in Media & Design Innovation takes its direction from these plans and priorities. The goal of the program is to deliver an interdisciplinary education that balances scholarship and creative project-based research to meet the anticipated needs of the academic, cultural and non-profit communities for skilled and qualified scholar-practitioners.

A focus on the career-ready aspect of the degree is consistent with Ryerson's mission and is strengthened by program flexibility in allowing candidates to study on a full or part-time basis. For employed candidates this will provide an opportunity to maintain an existing position, self-fund their education and potentially use their affiliations within a cultural industry to develop a research project.

Consistent with FCAD's interdisciplinary focus, the program will support interdisciplinary exchange and an affiliation between the doctoral candidate and existing FCAD graduate programs and schools. Learning in a faculty-wide context, doctoral students will integrate with Master's students in courses presently offered under the shared elective band of Communication and Design courses. A differentiated scale of evaluation will be developed with higher-level course expectations for the doctoral candidates. Doctoral candidates will be expected to find their supervisors within an FCAD School or potentially within the wider university as related to their program of research.

### Consistency with the Academic Plans of the University

The proposed PhD program in Media & Design Innovation aligns closely with the aims of major university plans, including: Our Time to Lead (2014---2019), Striving for Excellence (2015---2020) and the Faculty of Communication and Design's Academic Plan (2014---2019). The proposed curricular structure also aligns with the GDLEs for PhD-level programs as shown through the learning outcomes in Table 1. Through course work, experiential learning activities and the PhD creation-dissertation (outlined above), the proposed program's learning outcomes are achieved as outlined in Table 5.

#### 1.3.2 Learning Outcomes and GDLE's

The Graduate Program in Media & Design Innovation develops students' knowledge of aesthetic, technical and experiential problems in media and design. Drawing on innovative and collaborative approaches, students are encouraged to develop cross-media insights into understanding their chosen media or design field.

The program's overall aim is to graduate intellectually flexible students with a strong capacity for in-depth practice-based problem solving for users, practitioners and audiences. Interdisciplinary approaches to problem-solving are inherent to this program and are encouraged.

Upon completion of this program, candidates will be able to:

1. Critically and thoroughly conceptualize the key concepts, methodologies, histories and theoretical approaches in identified field(s) of media and design.
2. Formulate research questions to guide and generate innovative methods to solve creative research problems in the fields of media and design.
3. Engage with communities of practice within identified fields.
4. Communicate clearly, concisely and effectively for research audiences in written and visual forms.
5. Enact personal, ethical responsibility and autonomous initiative to successfully plan and implement a creative project to a professional standard.

6. Discuss the limitations of one's own work within the specific creative field and cultural context.
7. Respectfully listen and respond to the critical positions of others in a manner that acknowledges the complexity of knowledge and potential contributions of other interpretations, methods and disciplines.

### Mapping the Program Learning Outcomes Against the Doctoral GDLES

Table 1: Comparison of Learning Outcomes to Graduate Degree-Level Expectations

GDLEs	Doctoral/Doctorate Degree <i>This degree is awarded to students who have demonstrated:</i>	PhD Media & Design Innovation: Outcomes addressing each DLE	Evidence confirming the expectation has been achieved:
<b>1. Depth and Breadth of Knowledge</b>	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.	LO1, LO3	COMPREHENSIVE EXAM, RESEARCH METHODS, LIT REVIEW
<b>2. Research &amp; Scholarship</b>	a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;	LO2, LO4	RESEARCH PROPOSAL
	b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and	LO2	PAPERS, PUBLISHING, EXHIBITING WORK, DEMONSTRATING PROJECTS
	c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.	LO2, LO5	REVIEW ESSAYS, CONFERENCE PAPERS AND EXHIBITIONS
<b>3. Level of Application of Knowledge</b>	a. The capacity to undertake pure and/or applied research at an advanced level; and	LO2, LO5	PRACTICE-BASED METHODS, PROJECT STUDIO
	b. Contribute to the development of academic or professional skills, techniques	LO2, LO3	RESEARCH PROPOSAL, REVIEW OF PRACTICE-BASED WORK
<b>4. Professional Capacity/Autonomy</b>	a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility	LO5	PRESENTATIONS

	and largely autonomous initiative in complex situations;		
	b. The intellectual independence to be academically and professionally engaged and current;	LO2, LO5	INDEPENDENT STUDY, EXHIBITIONS, CONFERENCES
	c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research;	LO5, LO7	RESEARCH METHODS PAPERS, CRITICAL ANALYSIS OF METHODOLOGY
	d. The ability to evaluate the broader implications of applying knowledge to particular contexts.	LO6, LO7	DISSERTATION PROPOSAL, DISSERTATION AND PROJECT
<b>5. Level of Communication Skills</b>	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	LO4	PROJECTS, DISSERTATION, EXHIBITIONS
<b>6. Awareness of Limits of Knowledge</b>	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines	LO1, LO6, LO7	DEMONSTRATION OF RESEARCH PROJECT, DISSERTATION/PROJECT

## 1.4 Societal Need

### 1.4.1 Labour Market

Graduates of the proposed PhD in Media & Design Innovation will be well positioned to find employment in the growing creative and cultural industries, and the academic sector with a particular emphasis on applied or practice-based teaching opportunities. With the combination of practice-focus and scholarly study, graduates will be particularly prepared to teach in creative programs at both university and college level. In addition to academic careers as professors, staff and administrators in universities, there is evidence of a societal need within the publicly funded college system for applicants who hold a completed doctorate.<sup>4</sup> A report by the Higher Education Quality Council of Ontario (Toronto) investigating alternative paths to university teaching for PhD graduates states:

“Ontario’s 24 publicly funded colleges employ 7,000 full-time instructors and are offering an increased number of university and university-articulated programs for which they require faculty with earned doctorates.”<sup>5</sup>

In June 2016, Hill Strategies, a Canadian company that specializes in applying social science research methods to the arts sector, reported that direct economic impact of Canada’s culture industries (also known as value added or gross

<sup>4</sup> Graduates of the proposed doctoral program would be particularly suited to meet this demand as the practice-based component of the program is aligned with the applied educational mandate of the college system.

<sup>5</sup> See Maldonada, V., Wiggers, R. & Arnold, C. (2013). *So You Want to Earn a PhD? The Attraction, Realities, and Outcomes of Pursuing a Doctorate*. Toronto: Higher Education Quality Council of Ontario.

domestic product) was \$61.7 billion in 2014, or 3.3% of the country's GDP.<sup>6</sup>

In a comparative analysis, the report notes that the GDP of the culture industries is much larger than the value added of agriculture, forestry, fishing and hunting (\$29 billion); accommodation and food services (\$38 billion); and utilities (\$43 billion). Hill Strategies also notes that the direct economic impact of culture (\$61.7 billion) is 10 times larger than that of sports (\$6.1 billion).

Hill Strategies' findings are based on Statistics Canada's Provincial and Territorial Culture Indicators, 2010 to 2014, which were released in May 2016.<sup>7</sup> Key contributors to the economic impact statistics were the relatively high employment rates in the cultural and communication industries. An estimated \$54.6 billion in economic benefit, representing approximately 3.5% of all jobs in Canada, is attributed to Canadian cultural industries.

Some of the key contributors to these benefits include:

- Audio-visual and interactive media: \$18.4 billion
- Visual and applied arts: \$11.2 billion
- Written and published works: \$9.7 billion

We highlight these benefits in particular because the proposed PhD in Media & Design Innovation will specifically address these areas as concentrations in the program. Graduates of the program will be ready to enter the labour market and to potentially take leadership and research-oriented roles in the expanding creative and cultural sectors. Ryerson's location in downtown Toronto, center of much of this growth, coupled with FCAD's reputation as Ryerson's creative innovation hub, will benefit students in the program by providing opportunities to network with these industries. The proposed program includes an internship option to better facilitate these connections.

#### 1.4.2 Student Demand

There is considerable interest amongst current students both in our master's programs for an FCAD-specific, practice-based doctoral program, and increasingly, for a creative PhD option.<sup>8</sup> The Canadian Association of Graduate Studies' recent nationwide taskforce reports that the place of the dissertation in doctoral education is changing yet universities are not necessarily designing for these changes by seizing opportunities to innovate curricula and the dissertation itself. Rather, students are maneuvering within constrained systems to create dissertations that satisfy their desire for a variety of practice-based and creative outputs across disciplines. The Report argues for putting in intentional supports for doctoral students who want to do more than just include non-text based flourishes within their dissertation. Students argue that the preferred focus be less logocentric, more creative and more community-based than dissertations of the past.<sup>9</sup>

Practice-based doctoral programs are not unprecedented within the university sector. In fact, they are well-established internationally, however, they are still a nascent *option* within interdisciplinary doctoral study in Canada.<sup>10</sup> As a point of differentiation, this will be our first practice-based PhD, a program devoted to Media & Design Innovations exclusively. As such, it provides an excellent opportunity for Ryerson University to be at the forefront of contemporary media creativity. The proposed PhD in Media & Design Innovation will bridge multiple disciplines in FCAD through a combination of intensive project-based investigation, the study of emerging research

<sup>6</sup> See Hill Strategies report on the economic benefits of culture, Volume 15, Issue 3, at: [http://www.hillstrategies.com/sites/default/files/ARM\\_vol15\\_no3.pdf](http://www.hillstrategies.com/sites/default/files/ARM_vol15_no3.pdf) A summary of the report was published in Canadian Art Weekly, 06.23.16 at: <https://canadianart.ca/news/culture-impacts-economy/>

<sup>7</sup> See <http://www.statcan.gc.ca/pub/13-604-m/13-604-m2016081-eng.htm>

<sup>8</sup> See *Report of the CAGS Taskforce on the Dissertation*, August 2018.

<sup>9</sup> See Jean Bruce, "Interdisciplinarity and the Practice-based PhD: A response to the CAGS Task Force on the Dissertation," (Unpublished conference paper to the *Report of the CAGS Taskforce on the Dissertation*), CAGS Conference, Winnipeg, MB, November, 2018.

<sup>10</sup> See table of comparator universities, Appendix IV.



and creation methodologies, and advanced sectorial engagement in the creative and communication industries.

As an emerging method of study, practice-based approaches to the PhD have generated new and innovative curricula, and have added to the study of research methods, with new course offerings in, for example, 'Media and Design Innovation Research.' As defined by RMIT (see Comparator Programs, RMIT, Melbourne) "Media and Design Innovation Research is research in the medium of Media and Design Innovation itself." Rephrased, we suggest that a practice-based curriculum supports new knowledge by posing research-creation questions that can only be resolved through the actuality of a situated practice. As Chapman and Sawchuk suggest, research-creation methodologies result in projects that typically integrate a creative process or practice.<sup>11</sup> An experimental aesthetic component, artistic work or prototype is an integral part of the study, but in its aim to generate new knowledge its "methodological and epistemological challenge is to the argumentative form(s) that have typified much academic scholarship" (6). Thus, "research-creation [becomes] a form of critical intervention," a means of speaking to mediated experiences and "modes of knowing" (7). Following Sawchuk and Chapman, we argue that as an epistemology "it is not our intention to police the meaning of the term research-creation, but rather to open up its potential as an approach." (5)

The contribution to knowledge produced through this form of research will be original in content and form. The demonstrated practice will be accompanied by documentation and a contextualization of the research question and process. The program's practice-based approach offers candidates an opportunity to engage in socially relevant research topics, such as: create a demonstration project that tests a communication strategy or technology; produce a prototype of a new financial model for emerging technologies in the field of journalism; or develop an exhibition or publication within the fields of media and design that investigates a current issue or trend with multimedia solutions.

Every project will be expected to:

- Address a clearly stated research question
- Explore the question through rigorous methods
- Communicate the research journey and its findings in a clear and systematic manner

While the specifics of what constitutes a practice-based project will vary depending on the individual FCAD graduate program with which the doctoral candidate will affiliate, the contextualization of the research project will be expected to follow identified parameters in the form of a written exegesis of approximately 30,000 words.

In keeping with the focus on career readiness and to provide enhanced curricular flexibility for life-long learners who may wish to stay connected to the work place, the program of study will be offered on both a full and part-time basis. Part-time study extends the length of the program to six years and is not financially supported by the university. Part-time students in need of workspace while on campus will be able to access facilities at the Student Learning Centre (SLC). This compares to the full-time study option in which completion is expected within four years and financial support guaranteed for three years.

As participants in a practice-based program, students would have the opportunity to augment their program of study with an internship. Students, in consultation with their supervisory committees, would be responsible for identifying potential partner organizations. A proposed internship would require the approval of the supervisory committee and must be shown to advance the student's research question or project.

An approved internship, with a relevant industry partner or research facility, could replace the required two electives within the program. The student supervisory committee, in collaboration with the partner organization, will be responsible for setting the expectations for the internship and must also be directly involved in supervising and coordinating the findings of the internship, which will have a demonstration and written component. The expectation is that interns will be paid by the partner organization, though the rate of compensation could vary from placement

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<sup>11</sup> Owen Chapman and Kim Sawchuk, "Research-Creation: Intervention, Analysis and 'Family Resemblances,'" *Canadian Journal of Communication*, Vol. 37 (2012) 5-26.

to placement. The minimum length of time for the internship is 120 hours of on-site placement per elective. The doctoral candidate may elect to replace both electives with an internship of 240 hours pending committee approval.<sup>12</sup>

### Anticipated Enrolment

The anticipated enrollment for the PhD in Media & Design Innovation will be up to 4-6 incoming students per year, with an estimated 16-24 PhD students at the steady state. There are presently six Masters Programs in FCAD. We anticipate that up to one doctoral applicant will be selected by graduate faculty located in each of the graduate programs; however, we also expect a degree of fluidity as one program may take two or three students one year and none in the next. Ideally, when the program is at a steady state, we would expect two or three students to be affiliated with each of the graduate programs across the Faculty. This presents an opportunity for peer-to-peer learning without presenting excessive demands upon the faculty and space resources of the affiliated program enrolment.

### 1.4.3 Comparator Programs

Unlike similarly named PhD programs in Canada which are focused on communication or visual arts alone, this proposed program offers students a much wider range of fields of creative practice that encompasses all areas within the creative industries and with specialization in FCAD available concentrations of media and design. The proposed program is also unique in its exclusive practice-focus without a traditional dissertation focusing on a research option and is differentiated by the topics, methods, and outputs that will be available to its students. Where there are practice-based options, they are not in the same creative fields, do not offer part-time options, and/or are not situated as decisively within the creative industries available in Toronto. There are some closer comparator programs for practice-based PhD programs in the United Kingdom and Australia. The table below highlights Canadian programs that have some relevance to aspects of the proposed program and are included for comparison and as examples for successful implementation of practice-oriented components.

Table 2: Comparison Programs: Canada

University	Program	Required Courses	Comp. Exam	Years	Comments
York University	PhD in Visual Arts	21 credits (3.5 grad courses)	Required at the end of 2 <sup>nd</sup> year	4 yrs	Written component- support paper
Concordia University	PhD in Humanities	90 credits 24 credits required courses (8 – 3 credit courses)	3 comp exams 1 oral defense	4 yrs	Interdisciplinary degree – 3 fields required – one major and 2 minor fields.  2 core courses required: -1 in Methodologies -1 in Interdisciplinary Studies  thematic course 1 elective interdisciplinary studies  Note: Students may do a practice based project or an essay for the major field of research.

<sup>12</sup> Not all doctoral candidates may qualify for an internship, nor are all project proposals “internship receptive.” The internship is not a required component of the PhD.

Concordia University	PhD in Communications	Total-90 credits Courses – 21 credits Thesis proposal – 6 credits Thesis – 63 credits	The Doctoral Examination takes place in the summer of year 1. The examination committee is composed of 3 committee members from at least 2 universities and candidates respond to two questions prepared by the committee.	Min. 3 yrs	The program offers a research-creation thesis option that includes both a creative and a written component. The written component contextualizes the creative project.  All students must register for a Doctoral pro-Seminar and the program is a unique inter-university collaboration with Concordia, The University of Montreal and The University of Quebec at Montreal.
Western University	PhD Art & Visual Culture	Not Available	Course work is completed by the end of 2 <sup>nd</sup> yr. and followed by a Comprehensive Exam. -3 <sup>rd</sup> yr. submit research proposal	4 yrs	The program accommodates academic research and Media and Design Innovation. There are three streams which include, a project-based stream requiring a visual creative project and 80-page support paper; and adapted project-based stream which requires a visual or creative project & 100- 150 page paper and a dissertation-based stream which results in a book or series of articles written within a research-creation context.
UQAM	PhD en études et pratiques des arts	90 credits, including 6 three-credit courses (combination of 2 required methodology courses + 4 electives)	Completed by the end of 2 <sup>nd</sup> yr.	FT: 4 yrs PT: 6 yrs	3 types of dissertation: 1- traditional PhD diss. focusing on research, 2- focus on the creation of work meant for public screening, exhibition, etc. with support diss., and 3- focus on performance in a public space or during cultural events (also includes support diss.) Program draws on the resources of 6 departments (dance, music, visual and media arts, theatre, design, and literary studies)

<p>Royal Roads University</p>	<p>Doctor of Social Sciences (DSocSci)</p>	<p>Total 7 courses:                      1- Dissertation                      1- Directed Study                      1- Applied Qualitative Social Scientific Methods                      1- Applied Quantitative Social Scientific Methods) 2- courses focused on global issues                      1 - course on Epistemology of Social Sciences</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>- Applied research doctorate</li> <li>- 6 weeks total residency the balance of the program is delivered on- line</li> <li>- A minimum 10 yrs. work experience required</li> <li>- A Masters in one of the social sciences is required for admission</li> <li>- 15 students max admitted per year</li> </ul>
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## Comparison to Practice-based Doctoral Programs: International

Table 3: Comparison Programs: International

University	Program	Required Courses	Comp. Exam	Yrs.	Comments
UC Santa Cruz	Film & Digital Media	<p>Students take nine Film &amp; Digital Media courses over the degree.</p> <p>However, students entering the program with an MA or MFA degree may petition to waive up to 6 of their required elective courses.</p> <ul style="list-style-type: none"> <li>- 3 directed reading courses to prepare for 3 topic areas of the qualifying exam</li> <li>- students must attend the dissertation colloquium</li> </ul>	PhD Qualifying Exam	4-6 yrs	<p>Creative and/or analysis thesis. Creative thesis requires a written component of at least 75 pages.</p> <p>Require one year of supervised teaching.</p> <p>-Language requirement – one language other than English (could be computer language) is required.</p>
RMIT Melbourne	Art	<p>2-3 Research Methods courses.</p> <p>1 – Media and Media &amp; Design Innovation Research Strategies</p> <p>1-Qualitative Research Techniques and/or</p> <p>1 – Quantitative Research Techniques.</p> <p>- Continuous Registration in</p>	There are no comprehensive exams.	FT: 3 yrs PT: 6 yrs	<p>Doctoral students must attend a series of practice-based research symposiums. There are two symposiums per year. Students write a 25-40,000 word exegesis of the research project. The course, <i>Media and Media &amp; Design Innovation Research Strategies</i> is concerned with research in the medium of Media and Media &amp; Design Innovation itself. The course will showcase different perspectives on Media and Media &amp; Design Innovation research strategies and methodologies, foregrounded by case studies.</p>

		PhD Research course			
University of New South Wales (Sydney)	Art, Design, Media	NA	NA	3 yrs (min) 4 yrs is typical	Students undertake supervised research leading to the production of a thesis, which may include studio research. The length of a doctoral thesis normally should not exceed 100,000 words of text and may be significantly less in cases where studio research forms part of the thesis.
Auckland University of Technology (AUT)	Art & Design AUT also has a practice- focused Communication Studies PhD	There are no required courses outside of the independent work toward the practice- focused project and a 40-60,000 word exegesis of the project.	There are no comprehensive exams.	4 yrs	The School of Art and Design offers a PhD as a full written thesis or as a body of creative work accompanied by a written exegesis.  Areas of concentration parallel those of FCAD: Digital Design (animation, moving image, gaming, web, post production and film).  Fashion and Textiles (knit, print, textile, fashion and costume design). Graphics (typography, illustration, animation and short film, photography and graphic novel). Spatial Design (interior, furniture, urbanism, performance, installation, moving image, digital environments, exhibition design and spatial theory). Visual Arts (multimedia,

					painting, printmaking, sculpture, installation and performance).
Bangor University (Wales)	Creative Studies and Media	NA	NA	FT: 3 yrs PT: 6yrs	Programs parallel those of FCAD and include: Professional Writing, Film, Media, New Media, Journalism, Creative Studies, Drama. Practice led research programs available in the following areas: Digital Culture, Political Communication and Cultural Politics, Cultural and Creative Knowledge and Economy.

### 1.5 Admission Requirements

The doctoral program in Media and Design Innovation will follow the admission requirements of other PhD programs. They are:

- Demonstrated capacity to undertake advanced research and practice through completion of a Master of Fine Arts (MFA), MA in an FCAD discipline, or a related field.
- Minimum grade point average (GPA) of 3.33/4.33 (B+).

### English Language Requirements

Applicants who did not complete their Bachelor's or Master's degree in the English Language will be required to submit an English Language Proficiency Test Score. The minimum required scores are as per the general requirement for all other graduate programs at Ryerson.<sup>13</sup>

TOEFL (BIT)	IELTS --- Academic	MELAB	CAEL	PTE
93	7.0	85	70	63

For exemption from this requirement, applicants are required to provide an official statement from their institution confirming that English is the language of instruction and examination for the duration of study. Other exceptions may also be considered, as approved by the FCAD Associate Dean Graduate Education and the Vice-Provost and Dean of Yeates School of Graduate Studies.

### Program Specific Documents Required for Admissions

#### Statement of Interest

A statement of 500-1000 words should address the following:

- Applicant's reasons for pursuing doctoral studies in Media & Design Innovation.

<sup>13</sup> <http://www.ryerson.ca/graduate/admissions/requirements/>

- A creative and research interest or problem they wish to pursue in a practice-based dissertation.
- How their previous studies and experience have prepared them for this program.
- Their career objectives and how this degree program relates to them.

#### Curriculum Vitae

- This will include all applicable work experience and publications.

#### Letter of Recommendation (2)

- All letters of recommendation must come directly from the referee. At least one recommendation letter must be from a professor familiar with the student's work. Student submitted copies will not be accepted.

#### Transcripts

- Transcripts are required from every degree granting institution the student has attended.

#### Examples of Work (FCAD Admissions Committee)

- The interdisciplinary admissions committee requires documentation of both creative and written work as follows:
  1. Visual samples of creative work not exceeding fifteen works/slides (jpegs) or documentation of project prototypes and online video samples of time-based work with links. Video clips are limited to ten minutes in length.
  2. Published articles, reports, a thesis chapter, book chapters, etc. to assist in evaluating the student's scholarly background. Not to exceed 25 pages.

The examples of work submitted should be related to an investigation of the intended research problem as identified in the statement of interest.

#### Faculty Supervisor

- Applicants will list FCAD faculty member(s) that they wish to be supervised by (or have already agreed to be supervised by) in their online application.

The admission requirements outlined above adequately prepare incoming students to achieve the learning outcomes for the PhD degree upon graduation.

#### Calendar Admission Requirements

The following text is taken from: <https://www.ryerson.ca/graduate/future-students/apply/requirements/>

*"The minimum grade requirement for admission consideration to a master's program is a 3.0/4.33 (B or equivalent) in the last two years of study within a four---year undergraduate (or equivalent) bachelor's degree.*

*For doctoral studies, you must have achieved a minimum of 3.33/4.33 (B+ or equivalent) in your master's program.*

*The Yeates School of Graduate Studies is committed to maintaining high quality graduate and professional programs and to offering admission to those applicants that are best qualified and most likely to succeed in these programs. Due to the competitive nature of our programs, it is not possible to offer admission to everyone who applies that meets the minimum entrance requirements for the program. All applications will be considered on an individual basis and subject to competition.*



*Please review the specific program requirements that you are applying for carefully. If you have studied outside of Canada, we will use your institution's grading scale to calculate your GPA."*

### 1.5.1 Program Learning Outcomes

The admission requirements are appropriate for the learning outcomes as they ensure that potential students will have the academic, research and creative/experiential background needed to integrate and apply the knowledge and skills delivered in the program. The B+ average minimum offers evidence that candidates are competent academically.

The CV and transcripts will allow the admissions committee to assess applicants' prior experience in the academic and/or professional field. The applicants' Master's degree will demonstrate the basic knowledge associated with the ability to achieve the proposed learning outcomes.

The statement of interest and samples of work will allow the admissions committee to assess applicants' ability to achieve learning outcomes 4 and 6 as they related to written, verbal and visual communication. Meeting with the potential supervisor prior to admission can further add to this assessment. A list of supervisors with bios and identified research interests will be made available to the all applicants via a program website.

Applicants who lack pertinent skills may be asked to take appropriate additional courses dependent on their academic background.

### 1.5.2 Alternative Requirements

None.

## 1.6 Structure

### 1.6.1 Curriculum

The proposed PhD in Media & Design Innovation is a four-year (for full-time students) interdisciplinary practice-based program of study that will lead to academic careers as scholar-practitioners; practice-oriented teaching careers at the college or university level; and research-focused careers in the media and design industries. To prepare students for these outcomes, a rigorous program of study has been developed based on the emerging specialist field of practice-based creative research strategies. This program will contextualize the production of practice-led research creation projects. Each student will be expected to individually develop a dissertation, constituting an original contribution to knowledge, which may be demonstrated through projects, interactive designs, applications, or prototypes of particular relevance to designated audiences. Depending on the nature of the research, students may have the opportunity to collaborate with other students or faculty members. This may provide a basis for a dissertation, but all dissertations must be individually realized.

The program of study combines required doctoral course work, interdisciplinary offerings drawn from shared graduate electives in existing FCAD Master's-level programs, and the option of an internship approved by the supervisory committee that may replace the elective course requirements.<sup>14</sup>

### Year One: Fall

All students within the program will take the Doctoral Colloquium. The colloquium functions to introduce graduate students to one another and to FCAD faculty affiliated with the program. Faculty presentations on relevant project research will be broadly contextualized through an interdisciplinary and expansive reading course that surveys the fields of creative media and design. A thematic focus relevant to practice-based research will be provided as a way of

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<sup>14</sup> Anti-requisites will be in place for graduates who enter the program from existing FCAD master's programs.

demonstrating connections across the program areas of concentration.

Students are required to take the Qualitative Research Methods course that exposes them to a variety of epistemological approaches. The Qualitative Research Methods course will be developed specifically for the doctoral program as existing Master's-level research method courses tend to be overly program specific. If warranted by the research project, a student would be allowed to take a Quantitative Research Methods course in place of the Qualitative Research Methods course pending availability within the university.

#### Year One: Winter

Practice-based Research Methods is a required course that investigates methodologies associated with the emerging fields of project-based research. Research that incorporates or results in demonstration projects, creative objects and prototypes will be studied.

One of the two required graduate-level electives will be taken in the second semester. Graduate electives are selected from graduate programs across FCAD (see 1.6.1. Course Descriptions: FCAD Graduate Electives). The expectation is that the doctoral candidate will choose an elective in an area of concentration that supports the dissertation.

Integrating doctoral students into FCAD Master's graduate programs has the benefit of providing an opportunity for doctoral and master's-level students to work together. With the support of the graduate supervisor and respective program directors, electives may also be selected from across the university as relevant to the student's research plan.

#### Year One: Spring/Summer

The course, Directed Reading will be offered in the spring/summer semester of first year. The course will help to prepare the student for the Comprehensive Examination to follow in the winter semester of second year. The reading list is prepared by the student and approved by the supervisory committee.

#### Year Two: Fall

The second of two graduate electives will be taken in the fall or winter semester.

#### Year Two: Winter

The second of two graduate electives will be taken in the fall or winter semester.

The Comprehensive Examination will be successfully completed by the end of the second year of study.

The Comprehensive Examination tests breadth and depth of knowledge as applied to the program's research concentration in media and design and it is to be scheduled following the completion of course work within the program. It is expected that the candidate will develop research questions and reading lists to support an essay comprising the 'major comprehensive' in a concentration that is closest to the research project and two 'minor comprehensives' in the other concentrations. The comprehensive exam is comprised of three take-home essay questions from a series of questions proposed by the candidate and approved by the supervisory committee. An oral defense of the Comprehensive Exams will follow, normally within two weeks of their submission.

A dissertation proposal must be approved by the supervisory committee in the second year of the program and is required by the end of the spring semester of second year.

#### Years Three and Four

The last two years of the program are dedicated to the research and production of the dissertation project, the documentation of this project, and the contextualization of the project in a written exegesis (critical explanation of the body of work) of approximately 30,000-40,000 words (80-100 pages) that is typical of a primarily practice-based dissertation. Documentation of the practice component of the thesis is required and will take a form that is appropriate to the work. Possible examples may include documentation of an exhibition, or of prototypes for a computer app or a line of clothing for a candidate working within the field of fashion design.

### Supervisory Committee

Students will establish a supervisory committee consisting of a supervisor and two faculty members who are members of the Yeates School of Graduate Studies (YSGS) and have been approved for program membership by the Media & Design Innovation Graduate Program Council (GPC). The supervisor is expected to hold a PhD. Given the practice focus of the program, other committee members may hold a terminal degree, such as the Master of Fine Arts (MFA) degree, a Master of Design (MDes), another relevant Master's degree, or a PhD. The supervisory committee structure will be consistent with the requirements of Policy 164 (16.3) Ryerson University.

### Dissertation Examination Committee

As per Ryerson Policy 164 (23.2), the Dissertation Examination Committee is composed of a supervisor, two faculty members who are members of YSGS and FCAD, one additional faculty member from outside of the Faculty and one external member who is an expert in a field aligned with the practice-based component of the degree. The external examiner will be drawn from another academic institution.

### Curriculum Structure

Table 4: Curriculum Structure: Required Courses

Year	Fall	Winter	Spring
Year 1	Doctoral Colloquium Qualitative Research Methods	Elective Practice-based Research Methods	Directed Reading
Year 2	Elective	Elective Comprehensive Exam Dissertation proposal	
Year 3	No courses required	No courses required	
Year 4	No courses required	Dissertation: Practice-based presentation, documentation and written exegesis to be followed by an examination conducted by the supervisory committee.	

\* An approved internship may replace up to two electives.

### Course Descriptions: Required Courses

#### Doctoral Colloquium

The graduate colloquium is an academic seminar led by faculty affiliated with the program. The seminar will survey the fields of media and design through an interdisciplinary set of readings and guest presentations by practitioners and scholars in a relevant field. The readings will be thematically organized and subject to ongoing revision by

program faculty. Field trips as relevant to student research interests will be organized. Students will gain teaching experience with an affiliated school.

### Qualitative Research Methods

This seminar presents qualitative research methods such as observation, interviews, and focus groups, as well as forms of sampling, recruitment strategies, the collection of evidence via field notes and audiovisual media, and related issues such as research ethics. With an emphasis on local and global perspectives, such research methods prepare students to analyze the complex nature of reality via thick descriptions of human experience in terms of behaviours, beliefs, opinions, gender, ethnicity, and religion in various socio-cultural and economic contexts.

### Practice-based Research Methods

This seminar examines several methodologies associated with the emerging fields of practice-based research. Students analyze various research methods sustaining the practice of visual artists, designers, and media makers by drawing on the scholarship and literature on art and media as well as communication practices as research. Particular emphasis will be put on the research methods that have been used to create knowledge via traditional, experimental, ludic, and social media. Research that incorporates or results in demonstration projects, creative objects, and prototypes will be studied.

### Directed Reading

The directed reading course is designed to survey and review key texts that are relevant to a student's research project or question. The student will develop a bibliography of readings on a topic or area of concentration under the direction of the faculty supervisor or a member of the supervisory committee. These texts will be used to contextualize the research project and will result in a completed research paper on the topic of investigation.

Course outlines for the required courses are included in Appendix I

### Course Descriptions: Faculty of Communication & Design, Shared Graduate Electives<sup>15</sup>

#### CD8310: Topics in Cross Cultural Communication

The term *cross-cultural competence* denotes a vast complex of competencies, which educators, politicians and business leaders around the world have identified as one of the most crucial of the 21st century. The purpose of this course will be to foster such "competence" through a wide-ranging examination of the major social issues that affect communication across national and cultural boundaries.

#### CD8320: Media Language: Forms, Approaches

This interdisciplinary course will investigate both common elements (visual and auditory narratives, methods of presentation/distribution, cultural roles) and specific attributes (individual characteristics and technologies) of contemporary media forms. Key developments in the evolution of media types and media languages will be explored in the larger context of understanding critical and theoretical issues associated with these forms and languages.

#### CD8330: Audiences and the Public

This course will begin with the work of Jürgen Habermas and his influential notion that "the public" is not something that can be taken for granted, but a very specific historical development that first emerged in the 17th century in the bourgeois societies of Western Europe. The course will examine how the idea of "the public" or "the audience" has

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<sup>15</sup> There are two new FCAD electives being proposed at this writing that may be particularly relevant to students in this program and these will be added to the list at a later date.

taken shape at different times; for example, the "imagined communities" that are the foundations of modern nations could not have taken shape in the absence of mass media. Different conceptions of the audience that arise from the different disciplines offered across the Faculty of Communication & Design will be examined.

#### [CD8340: Media Writing: Critical and Narrative Forms](#)

This course will explore issues of form, expression and viewpoint in writing for contemporary visual arts and media. The emphasis will be on essays and critical studies, but writing of summaries, proposals and analyses will also be covered. Traditions of literary and arts criticism form a basis for study of contemporary writing practices for both print and screen-based media.

#### [CD8350: Socially Engaged Media](#)

Bringing together master's students in Social Work and Documentary Media, this research/creation seminar explores socially engaged practices which privilege collaboration and social interaction in an interdisciplinary dialogue. These practices adopt and borrow from such disciplines as pedagogy, theatre, ethnography, anthropology, art and social work. Through praxis we will explore common methodological problems faced by researchers and practitioners in relation to their subjects and communities.

#### [JN8106 The History of News](#)

This course will study the evolution of journalism from 1600 to the present, with a particular (but not exclusive) emphasis on developments in Canada. It will examine the various forms that news took at different periods and in different places; how news influenced culture and was influenced by it, as well as by changing technology, business organization, and markets; how different audiences used and responded to news; and how the producers of news understood their work in relation to their society, their audiences, their employers and their peers.

#### [PC8101 Advanced Speaking and Presentation Technology](#)

This course builds upon fundamental informative and persuasive speaking techniques by introducing students to their advocacy role as professional communicators. Students learn how to adapt high-level messages for a variety of internal and external audiences and effective audience-response strategies. They will learn the use of presentation technology such as PowerPoint, podcasting, and webcasting to transmit their messages effectively. Theories of self-presentation, presentation protocol, medium and message, and cognitive perception underlie the course. Students will deliver presentations to their peers and have the opportunity to use the Professional Communication Department's new media facilities to create and broadcast audio podcasts and videocasts on the Department's intranet for feedback and evaluation. Spoken voice training to achieve clarity and confidence in oral communications is a part of this course.

#### [PC8105 Proposal Writing, Grant Seeking and Fundraising](#)

This course provides a detailed introduction to the multidimensional processes of grant-seeking and the strategic principles of writing proposals for research funding and non-profit fundraising. Through a theoretical framework grounded in classical and modern rhetoric, meta-rhetoric, and narratology, students will explore how professional communicators construct polished arguments to generate support. From the perspective of both grant seekers and multidisciplinary peer-review audiences, students will learn how to identify and target government, foundation, and corporate funding sources/opportunities, to translate project goals and problem statements into clear objectives and hypotheses reflective of societal need, and to coordinate activities in the planning, development, structuring, and articulation of feasible, methodologically rigorous, and conceptually innovative research projects/proposals. Students will also gain practice in applying these techniques to fundraising initiatives and tasks including outreach and the cultivation of potential foundation and corporate donors.

The program is structured with three core component groups: courses, experiential/creative project and research. As shown in Table 1 above and Table 5 below, the program is structured in a manner that the program learning outcomes meet the doctoral level GDLES and the curriculum components combine to meet the program learning outcomes. Table 4 above presents the breakdown of these components in the curriculum.

Table 5: Proposed Curricular Structure with Teaching and Assessment Methods Mapped Against Program Learning Outcomes

F = Foundation  
 X Foundation  
 P = Proficient  
 X Proficient

	Teaching	Assessment	LO1		LO2		LO3		LO4		LO5		LO6		LO7	
			F	P	F	P	F	P	F	P	F	P	F	P	F	P
<b>CORE</b>																
<b>Doctoral Colloquium</b>	Presentations, guest speakers, small group work, lectures	Seminars, small project demonstrations							X					X		X
<b>Qualitative Research Methods</b>	Lecture, assigned readings	Case studies, papers	X		X		X			X	X		X		X	
<b>Practice-based Research Methods</b>	Lecture, assigned readings, demonstrations	Case studies, papers	X		X		X			X	X		X		X	
<b>Directed Reading</b>	Assigned readings	Summary essay, discussion	X				X		X							X
<b>Supervision</b>	Consultations	Documentation of progress														
<b>Comprehensive Exams</b>	Approved reading list	Essay, oral presentation and oral defense		X			X		X							X
<b>Dissertation Proposal</b>		Written proposal, oral presentation and oral defense		X		X	X		X		X	X				X
<b>Oral Dissertation Defense</b>		oral presentation and oral defense		X		X	X		X		X		X		X	X
<b>Dissertation / Project</b>		Project demonstration, documentation, and written exegesis		X		X	X		X		X		X		X	X
<b>Core Totals</b>			3	4	2	3	3	4	2	6	2	3	4	2	4	4
<b>Elective</b>	Lecture, assigned readings	Case studies, papers	X													X
<b>Elective</b>	Lecture, assigned readings	Case studies, papers	X													X
<b>Elective Totals</b>			2	0	0	0	0	0	0	0	0	0	0	0	2	0

<b>Total</b>			5	4	2	3	3	4	2	6	2	3	4	2	6	4
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C= Core Sp= Specialization

E = Elective

Internships are optional. Students who elect to do an internship are expected to apply knowledge at a proficient level. Knowledge is generated through case studies, small project demonstrations, and documentation of projects. The experiential knowledge provided by internships may be mapped against LO3 and LO7.

### 1.6.3 Program Length

The program of study is offered on a full and part-time basis. The program length is four years of full-time study or six years of part-time study.

### 1.7 Mode of Delivery

The proposed mode of delivery for the PhD in Media & Design Innovation intentionally includes a variety of modes of delivery and student experience to accommodate different aspects of learning, including: (1) in-person interactions within and outside the classroom, with students and/or industry/art-based contacts and with a student’s supervisor and supervisory committee, and (2) independent learning with faculty supervision in the form of a directed reading course, project and dissertation. The courses are delivered in small lecture/lab classes with a variety of assignment types and, sometimes exams.

The experiential learning component of the program is more flexible and require students to take initiative to find opportunities to complete the activities (e.g. collaborative activity, research centres, innovation hubs, learning zones and industry liaison activity) and could potentially include an internship.

The research component is twofold: it will focus on a practice-based design to completion of a project, as well as a written dissertation to support the project outcomes, and demonstrate competency in the literature that informs the dissertation project’s field of study.

The table 5 provides a summary of the program in which the relationship between the required courses, experiential learning activities, and dissertation with the LOs for the proposed program and the doctoral degree GDLEs.

The face-to-face, in class, full time modality for teaching supports the Graduate Degree Level Expectations (GDLEs) and the proposed program’s Learning Objectives (LOs). The courses deliver foundational exposure to all proposed LO’s and GDLE’s (Refer to Table 5 and Table 1).

Depth and breadth of knowledge encompasses program LO # 1 and 3 in which a thorough understanding of substantial knowledge related to theories, research methods, and data analysis is demonstrated through discussion and debate within the classroom. Group work activities and classroom discussions further nurture the evolution of this depth and breadth of knowledge throughout the 4 required courses, Doctoral Colloquium, Qualitative Research Methods, Practice-based Research Methods and Directed Reading. As well, course-based papers and tests that focus on review and critical analysis of methodology, theory and application further demonstrate this depth and breadth of knowledge.

Research and scholarship incorporates program LO’s # 2, 4, 5 in which the ability to conceptualize, design and implement research for the generation of new knowledge; and to adjust the research design or methodology in light of unforeseen problems is demonstrated through in-class discussion, group activities, laboratory work and assignments.

Level of application of knowledge encompasses the program LO # 2, 3, 5 in that all students are expected to design, implement, and evaluate a pure or applied research study at an advanced level. In doing so, they enhance their

overall academic skills related to research methods, theory development, and data analytic techniques. Furthermore, the GDLE related to communication skills embeds program LO's # 4, and is evident through individual and group presentations; experiential learning activities; interactions with the supervisor, supervisory committee, and research teams and partners; and ability to lead and facilitate supervisory committee meetings.

Professional capacity and autonomy embeds program LO # 2,5,6,7 in which intellectual independence and the performance of ethical behaviors consistent with academic integrity is most evident through written assignments and oral presentations. Specifically, students will be expected to engage in active leadership through the experiential learning activities and in courses through group activities and discussions.

Awareness of Limits of Knowledge is covered in program LO # 1,6,7. This is presented as foundational content through the courses and is developed through the experiential learning activities. Proficiency in this area is achieved through the dissertation activities including project.

## 1.8 Resources

### 1.8.1 Human, Physical, and Financial Resources

#### Number of Faculty and Support Staff

When the program attains its full capacity in the fourth year of operation, the need for one new faculty member is anticipated. One additional 0.5 Graduate Program Administrator (GPA) is required to manage the program in conjunction with a Graduate Program Director (GPD). The GPA works under the supervision of the Associate Dean, Graduate Education, FCAD. The position is ranked at grade 12. GPAs within FCAD graduate programs typically manage two graduate programs. It is anticipated that staff may eventually be shared between the PhD program and other new graduate programs currently in development within FCAD.

#### Specialized Space Required

One dedicated lab within FCAD is required for the program and is endorsed by Charles Falzon, Dean of the Faculty of Communication & Design (Appendix III). The lab will be equipped with 2-3 shared and networked computer workstations, desks, and chairs. Given the practice-based nature of the program, the dedicated lab should be a flexible space with movable tables and sufficient space to accommodate small project construction or a seminar-size gathering of 15-20 individuals.

#### Preliminary Budget Information

Financial support for students within the program will come from a variety of sources. All full-time doctoral students will be encouraged to apply for external graduate scholarships including the SSHRC Canada Graduate Scholarship (CGS, \$35,000) and Post-Graduate Scholarship (PGS, \$20,000), Ontario Graduate Scholarships (OGS, \$15,000), Aboriginal OGS (if applicable, \$15,000). Internal Ryerson graduate funding (RGF and GDA) will be awarded to program students and/or provided as top up for exceptional students awarded externally. Faculty stipends will provide a third potential source of funding.

It is anticipated that approximately 65% of the program students will be funded through a combination of external and internal scholarships and faculty-supported stipends to a minimum of \$20,000 per year.

An elaboration of student funding is provided in 4.2.2.

Beyond student funding we anticipate preliminary start-up costs of approximately \$25,000-\$30,000 for program related equipment, furnishings, and promotion.



## Tuition

Tuition for the PhD in Media and Design Innovation program will be based on comparable PhD programs' annual domestic full-time fee of \$ 9302.47 for 2018---2019. Students pay tuition fees per term, as per Ryerson University policy, which is equal to 1/3 of the annual amount.

### 1.8.2 Faculty

The proposed program will draw primarily from the existing faculty pool across the Faculty of Communication & Design. As the doctoral program grows to reach the proposed steady state of approximately twenty students, the addition of one faculty member to address needs in the doctoral program will be necessary. This is a relatively modest increase in faculty requirement but we anticipate that on-going faculty renewal across FCAD and within the schools will bring faculty support to the doctoral program.

The Media & Design Innovation PhD is meant to exploit the untapped strengths of research-creation faculty members with doctoral degrees. While it is possible that an FCAD doctoral program will have some impact on the availability of faculty members to teach and supervise in the Communication and Culture program, this would be limited to the Technology and Practice (T&P) stream of the PhD program only. Many FCAD faculty members who do not hold research-creation based PhDs, will continue to support all aspects of the Communication and Culture graduate program.

The introduction of a practice-based PhD will have little impact on the T&P stream of the MA program in Communication and Culture where FCAD faculty members with MAs and terminal MFAs can continue to engage students in this stream. It is worth noting, however, that each School within FCAD has 1-4 faculty members with PhDs who are research-practitioners. Many of these members do not supervise any Communication and Culture students at either the MA or PhD level, but devote their attention to the six master's programs in FCAD where there is a good fit. A practice-based PhD it is more likely to significantly engage these research-creation faculty members who do not at present contribute to the T&P stream at the doctoral level, as well as those who currently have no opportunities to contribute to any graduate program (e.g., School of Performance, School of Graphic Communications Management).

### 1.8.3 Program Type

The PhD in Media & Design Innovation is a professional program.

## 2.0 PROGRAM CONTENT

### 2.1 Current State of Discipline

The proposed curriculum currently addresses the current state of the discipline through its core courses in addition to Master's level graduate electives. This is to be confirmed during the program's upcoming site visit. The proposed PhD in Media & Design Innovation will continue to address the current state of discipline-based and interdisciplinary practices through the project and dissertation components of the degree while being supported by core and elective courses.

### 2.2 Professional Licensing/Accreditation

Not applicable.

### 2.3 Unique Features and Experiential Learning

The PhD in Media & Design Innovation will be the first in North America – an innovative aspect of the program.

This is FCAD's first PhD program and it is Ryerson's first practice-based program in the creative industries. Students admitted to the program will affiliate with one of the schools in the Faculty of Communication & Design. The Faculty-based structure of the degree is one of its innovative strengths as it guarantees potential applicants breadth in terms of their research direction and focus by affiliation with one of six existing Master's programs with depth in a pool of uniquely qualified supervisors.

The Faculty has developed expertise that combines theory and practice. The practice-based doctoral program fits within this mode of learning as students will produce a research project that answers a research question. This is an innovative approach to doctoral study as it incorporates creative research methodologies in the production of unique works, projects, prototypes for the creative industries and as represented by FCAD's schools.

A unique aspect of the curriculum is the inclusion of experiential learning activities. These activities extend beyond the classroom to include potential affiliations with FCAD's research centres and hubs. Internships are another form of experiential learning potentially available to the student. These activities will prepare students for careers in fields associated with the creative industries as well as in practice-focused forms of education.

The program provides opportunities for mentoring, and teaching activities. A teaching component in the Doctoral Colloquium course will provide valuable teaching experience.

## 2.4 Degree Completion

All courses offered within program of study are at the graduate level.

In the first two years of the program students will take the four required courses of the program and two graduate level electives. An internship may replace the graduate level electives with the approval of the supervisory committee.

The last two years of the program are dedicated to the research and production of the dissertation project and the contextualization of the project in a written exegesis of approximately 30,000-40,000 words or between 80-100 pages. Documentation of the practice component of the thesis is required and will take a form that is appropriate to the work.

The dissertation will be completed within four years of full-time study or six years of part-time study.

## 3.0 ASSESSMENT OF TEACHING AND LEARNING

### 3.1 Learning Outcomes and GDLEs

The graduate program in Media & Design Innovation develops students' knowledge of aesthetic, technical and experiential problems in media and design. Drawing on innovative and collaborative approaches, students are encouraged to develop cross-media insights into understanding their chosen media or design field.

The program's overall aim is to graduate intellectually flexible students with a strong capacity for in-depth practice-based problem solving for users, practitioners and audiences. Interdisciplinary approaches to problem-solving are inherent to this program and are encouraged.

Learning Outcomes:

Upon completion of this program, candidates will be able to:

1. Critically and thoroughly conceptualize the key concepts, methodologies, histories and theoretical approaches in identified field(s) of media and design.

2. Formulate research questions to guide and generate innovative methods to solve creative research problems in the fields of media and design.
3. Engage with communities of practice within identified fields.
4. Communicate clearly, concisely and effectively for research audiences in written and visual forms.
5. Enact personal, ethical responsibility and autonomous initiative to successfully plan and implement a creative project to a professional standard.
6. Discuss the limitations of one's own work within the specific creative field and cultural context.
7. Respectfully listen and respond to the critical positions of others in a manner that acknowledges the complexity of knowledge and potential contributions of other interpretations, methods and disciplines.

The Graduate Degree Level Expectations (GDLEs) for this doctorate program are listed in Appendix IV.

Table 1 above shows how the proposed program learning outcomes satisfy the doctorate level GDLEs.

Table 5 above shows how students will be graded on course deliverables reflecting several program LO's and GDLE's in both written (assignments, quizzes, projects, exams, etc.) and oral (presentations, informal discussion, etc.) forms.

The proposed methods for the assessment of student achievement of the learning outcomes and the Graduate Level Expectations vary with each course as well as with the PhD program and written exegesis.

The core course, Qualitative Research Methods will have a heavier reliance on traditional essay-based assessment to support the creative and optional quantitative courses. The core course, Practice-based Research Methods will rely on practice-based application of methodologies to support the project at that stage. Elective courses will provide a broad basis for contextualizing the dissertation project and literature relevant to the student's creative field.

The courses will have a mix of individual and group assessments. The individual assessments are necessary as a type of quality control, to ensure students have the requisite knowledge at an individual level, developing professional capacity and autonomy. The group assessments encourage collaboration between students and an interdisciplinary approach to knowledge production.

Research and scholarship capabilities are developed through all the core courses, as well as the PhD project and dissertation.

Students must complete all courses with a grade of B or higher, consistent with the existing Yeates School of Graduate Studies policies on grading, promotion and academic standing. Milestone experiential learning elements will be pass/fail and assessed by a student's supervisor and the GPD. The PhD dissertation (and its associated project components) will be a pass/fail milestone graded by the PhD dissertation supervisory committee.

All PhD students will be required to submit academic progress reports each semester in accordance with Ryerson Policy 164. Under Policy 164 a minimum of 1 progress report to be commented upon and signed by the student's supervisor is required per year.

All academic standing, promotion and graduation requirements for this program will confirm to the most recent policies approved by Senate. There are no variations planned for this program.

### 3.2 Student Performance and GDLEs

All course work will utilize the same framework of assessment of student performance. The framework is based on a common rubric (below) developed by mapping the GDLEs against the program's learning outcomes.

Table 6: GDLEs and Elements as Common Assessment Rubric

Graduate Degree Level Expectations (GDLEs)	Element Expectations
1. Depth and Breadth of Knowledge	Advanced principles are presented coherently and critically, using peer reviewed literature, that addresses the complex problem.
2. Research and Scholarship	Use of relevant literature that supports generation of new knowledge and original research.
3. Level of Application of Knowledge	Competence in applying an existing body of tools, techniques and theories.
4. Professional Capacity/Autonomy	Application of organizational, professional and social ethics in academic and professional decision making.
5. Level of Communication Skills	Coherence, clarity, persuasiveness in written, oral and presentation formats.
6. Awareness of Limits of Knowledge	Articulation of limitations and implications of approach; Cognizance of alternative solutions and perspectives.

### 3.3 Variation from GPA policy

None.

## 4.0 ADDITIONAL RESOURCES

### 4.1 Library Report

The current library resources are sufficient to support the proposed PhD in Media & Design Innovation at this time. It is recommended that a startup amount of \$5,000 be allocated to further enhance the existing collection. Further, a based budget of \$10,000 is recommended to support the program in order to cover increased costs for existing resources, including graduate program levies and increased FTE. The Library Report is included in Appendix IV.

### 4.2 Students

#### 4.2.1 Student Resources and Quality

Students in the PhD Media & Design Innovation program will have a dedicated lab (see letter of support, Dean, Charles Falzon, Appendix III). They will also have access to facilities within the FCAD schools with which they are affiliated as well as the FCAD's many research centres and zones.

The formal experiential learning activities will allow students to explore further academic and/or professional directions. The choice of at least one of these activities (zone learning, faculty research centres) will allow students to focus their academic experience towards the career trajectory of their choice.

Supervisors will also support students in order to promote pathways to further their academic and/or professional

direction. Through teaching opportunities,<sup>16</sup> guest lecturing, attending conferences, exhibitions and installations, industry placements and publishing in peer-reviewed journals, students will be exposed to a variety of post-doctoral opportunities in order to enrich their knowledge when choosing their careers beyond the PhD

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<sup>16</sup> See Table 7: FCAD Undergraduate Open-topic Electives. Media & Design Innovation students could apply to teach these courses, which are revolving open-topic elective courses designed to engage research in a specialized area.

Table 7: FCAD Undergraduate Open-topic Electives

CRI560	Creative Industries	Topics in Creative Industries
FSN509	Fashion	Topics in Fash Hist and Theory
FSN598	Fashion	Intermediate Special Topics I
FSN599	Fashion	Intermediate Special Topics II
FSN698	Fashion	Advanced Special Topics I
FSN699	Fashion	Advanced Special Topics II
FFC620	Fashion 2020	Special Topics in Fashion Communication
FFD620	Fashion 2020	Special Topics in Fashion Design
FFS610	Fashion 2020	Special Topics in Fashion History and Theory
FMF620	Fashion 2020	Special Topics in Materials and Fabrication
FCD230	FCAD (CI)	Topics in Communication and Design
FPN633	Image Arts	Topics in Contemporary Art
MPS701	Image Arts	Topics in Photography
NPF553	Image Arts	Advanced Topics in Modern Art and Cinema
NPF557	Image Arts	Topics in Film
NPF558	Image Arts	Topics in Design
NPF559	Image Arts	Adv Topics in Cur Practices
NPF560	Image Arts	Advanced Topics in Film
NPF561	Image Arts	Adv Topics in Digital Media
IDE500	Interior Design	Selected Topics in Int Des
IDE501	Interior Design	Selected Topics in Int Des
JRN319	Journalism	Special Topics in J Practice
JRN405	Journalism	Special Topics in Journ Theory
JRN412	Journalism	Documentary Survey
NNS412	Journalism	Documentary Survey
CMN411	ProComm	Special Topics in ProCom
RTA950	RTA	Selected Topics in Media
RTA960	RTA	Selected Topics Interntl Media
RTA965	RTA	Advanced New Media Topics
RTA975	RTA	Video Composit Special Effects

RTA978	RTA	Editing Specialty
THM303	Performance	Theatre Admin Special Topics
THP333	Performance	Costume: Special Topics
THP648	Performance	Scenic Construction: Special Topics
THP660	Performance	Projection Design: Special Topics
THT893	Performance	Sound Special Topics

#### 4.2.2 Student Funding

As noted in Table 8 (below) research funding for FCAD faculty members has increased significantly over the past eight years. A large portion of this research funding is allocated for research assistants in the form of stipends or short-term contracts. All PhD students will have a funding package created prior to starting the degree, which will be communicated to them at the time of the admission offer. The minimum funding package to be expected by students in the program is set at \$20,000 per year for the first three years of study, conditional upon satisfactory academic performance and research progress. These funds are from a combination of sources including support from faculty research stipends, FCAD, and YSGS. As the program is Faculty-wide it is expected that there will be many opportunities for Graduate Assistantships.

Students are expected to apply for competitively adjudicated scholarships and awards such as the OGS, OGF, RGF and SSHRC awards. These awards are listed below:

Ontario Graduate Scholarship (OGS):	\$ 15,000
Ontario Graduate Fellowship (OGF):	\$ 12,000
Social Science and Humanities Research Council of Canada (SSHRC)	\$ 17,500
Ryerson Graduate Fellowship (RGF)	\$ 16,000

#### 4.3 Faculty

##### 4.3.1 Faculty SRC and Quality Indicators

Twelve faculty members form the core faculty (listed below) that will deliver and/or support the program. A letter of support from these faculty members is included in Appendix III. Additional supervisory support as drawn from across the FCAD faculty will add to the intellectual and practice-based expertise available to students. In addition, guest speakers and mentors from the creative industries, cultural institutions, as well as independent artists will be invited into the program through the Graduate Colloquium course providing additional mentorship opportunities to sustain the program and enhance the student experience.

RFA faculty contribute significantly to FCAD graduate teaching, supervision and research. All faculty members involved in the proposed program are experts in their field. The combined experience of the group covers, but is not limited to: television, radio, online media, journalism, film, photography, fashion, design, graphic communications, cultural studies, and theatre. The ability for a single program to offer teaching expertise in such a wide range of topics within the field of Media & Design Innovation is unmatched in North America. In addition, the group has redundancy in order to cover sabbatical

terms and administrative secondment (i.e. course release associated with administrative positions).

Of the twelve core faculty involved with the program, all hold Ph.D. degrees. This core group of faculty members will provide the majority of student supervisions that will draw from a wide variation of expertise allowing support for different graduate research topics.

The Curriculum Vitae of program faculty are listed in Appendix V.

#### [Core Faculty with PhD Supervision Capability](#)

##### [Dr. Ben Barry, School of Fashion](#)

Dr. Ben Barry is an Associate Professor of Equity, Diversity and Inclusion in the School of Fashion and Director of the FCAD Centre for Fashion Diversity & Social Change at Ryerson University. Using art-based and design methodologies, his research explores social inequalities and transformations through the context of fashion. He combines theories from gender, disability, fat and queer studies with those of fashion studies to study relationships between consumers, producers and the fashion system. His SSHRC-funded research has been published in journals including *Gender & Society*, *Fashion Theory*, *Fashion, Style & Popular Culture*, *The International Journal of Advertising* and *Harvard Business Review*. His forthcoming books include *Refashioning Masculinity: Men and Fashion in the Digital Age* (The University of Chicago Press) and *Crossing Gender Boundaries: Fashion to Create, Disrupt and Transgress* (Intellect Books). He holds an undergraduate degree in Women and Gender Studies from the University of Toronto and a MPhil and PhD in Management from Judge Business School at the University of Cambridge.

##### [Dr. Jean Bruce, School of Image Arts](#)

Associate Dean, Graduate Education, FCAD

Lead on program development for the Media & Design Innovation PhD, Dr. Bruce is the author of several articles on Canadian film and television. She recently co-authored a book on the NFB classic film, *Forbidden Love: Unashamed Stories of Lesbian Lives* (2016) and co-edited a special issue of the *European Journal of Cultural Studies* (Fall, 2017) on property television in the post-financial crisis era, which was the culmination of SSHRC-supported research on this subject. She is currently working on a collection of essays analysing advertising and consumer culture. Jean is a long-standing member of YSGS and has taught visual culture, television and a special topics course on Reality TV in the joint Ryerson/York Graduate Program in Communication and Culture. Jean supervises graduate students in this program as well as in the MFA in Documentary Media and the MA in Film + Photography Preservation and Collections Management Program. She has programmed numerous film festivals and speaker series and has organized academic conferences and symposia; most recently, an international symposium *Women, Property and Realty Television*.

##### [Dr. Gerda Cammaer, School of Image Arts](#)

Dr. Gerda Cammaer is Associate Professor in the School of Image Arts at Ryerson University in Toronto, Canada. She is currently the director of the Film Program and the co-director of the Documentary Media Research Centre (DMRC). She is a film scholar, curator, and filmmaker with a particular interest in documentary, mobile filmmaking, amateur films, alternative cinema and digital media, all subjects she has explored both as creative projects and as topics for her scholarly publications (see CV). She has



extensive experience with research-creation projects, both as an author and as a supervisor in the MFA Program in Documentary Media and the MA Program in Film and Photography Preservation and Collections Management (FPPCM), for which in 2016 she was recognized with the YSGS Award for Outstanding Contribution to Graduate Education.

#### Dr. Charles Davis, RTA School of Media

Associate Dean, FCAD, Scholarly Research and Creative Activity  
Professor, Edward S. Rogers Sr. Research Chair in Media Management and Entrepreneurship, RTA: School of Media. Dr. Charles Davis is a professor in Ryerson University's RTA School of Media (Faculty of Communication and Design) and is cross-appointed with the Entrepreneurship and Strategy Department in the Ted Rogers School of Management. Charles currently teaches and conducts research on management and policy in industries that produce experience goods - with special interest in innovation and new product development in the software and content layers of mediated creative industries. He is currently involved in research projects on media product innovation, media labour, media industry clusters, audience responses to media offerings, corporate governance of innovation, and digital entrepreneurship. His recent graduate and undergraduate teaching includes courses in media management, new product development, political economy of media industries, audience analysis, innovation in experience-producing industries, cultural economy, and media entrepreneurship. Charles teaches in Ryerson's MA in Media Production program, in the Ryerson/York MA/PhD program in Communication and Culture, and in Ryerson's MBA/MSc in Management of Technology and Innovation program. For more information see <http://www.ryerson.ca/~c5davis/>

#### Dr. Blake Fitzpatrick, School of Image Arts

Dr. Blake Fitzpatrick holds the position of Professor and Chair, School of Image Arts, Ryerson University and is the Co-Director of the Documentary Media Research Centre at Ryerson. His research interests include the photographic representation of the nuclear era, visual responses to contemporary militarism and the post-Cold War history, memory and mobility of the Berlin Wall. He is a member of the Atomic Photographers Guild, an international group of photographers dedicated to making visible all aspects of the nuclear era. Fitzpatrick has exhibited his photo-based work in solo and group exhibitions in Canada, the United States and Europe, including exhibitions at the Canadian Embassy in Berlin and the United States. Freedom Rocks: The Everyday Life of the Berlin Wall, a long-term collaborative project he has produced with professor Vid Ingelevics was exhibited at the Goethe-Institute in Los Angeles with excerpted portfolios published in the journals Prefix Photo, Public and Ciel Variable. Recent iterations of the project include exhibitions at Prefix ICA and Harbourfront Centre (2017). Fitzpatrick's writing and visual work have appeared in the journals Public, Topia, History of Photography, Fuse, Ciel Variable, POV, RACAR, and Prefix.

#### Dr. David Gauntlett, School of Creative Industries

Dr. David Gauntlett is FCAD's Canada Research Chair in Creative Innovation and Leadership. He joined the School in January 2018. Previously he was Professor of Creativity and Design, and Director of Research, at Westminster School of Media, Arts and Design, University of Westminster, UK. The Tier I Canada Research Chair is a prestigious role, and brings \$1.4 million in research funding over seven years, and additional infrastructure funding. David Gauntlett's teaching and research is about creative processes, self-initiated everyday creativity, and cultures of making and exchanging. He is the author of several books, including Creative Explorations (2007), Making is Connecting (2011, second edition 2018),

and Making Media Studies (2015). His research has been funded by multiple awards from the UK Arts and Humanities Council (AHRC), the European Union (Horizon 2020), and other funders. He has made a number of popular online resources, videos and playthings, and has pioneered creative research and workshop methods. From 2014-17 he was also external examiner for the MA in Information Experience Design at the Royal College of Art, London. He has worked with a number of the world's leading creative organisations, including the BBC, the British Library, and Tate. For over a decade he has worked with LEGO and the LEGO Foundation on innovation in creativity, play and learning.

#### [Dr. Richard Lachman, RTA School of Media](#)

Dr. Richard Lachman directs Zone Learning for Ryerson University, the Creative Technology Network, and the Experiential Media Institute. He is an Associate Professor, Digital Media in the RTA School of Media, and also serves as a Technology and Creative Consultant for entertainment and software-development projects. A Gemini award-winning producer, Richard has worked on many highly successful Canadian and US interactive and convergent-media projects over his career. Richard completed his doctorate at UNE in Australia studying software recommendation-engines, he did undergraduate work in Computer Science at MIT, and holds a master's degree from the MIT Media Lab's "Interactive Cinema" group. He was part of a startup acquired by Mattel, ending as Lead Designer and Lead Engineer for the Petz software with over 3 million units shipped worldwide. The software has received awards from ID Magazine and Communications Arts, was featured in the New York Times, USA Today and Time Magazine, and was part of an exhibition at the American Museum of the Moving Image in New York.

His later work in transmedia has garnered a Gemini, CNMA and Webby Honouree awards, and he has led collaborative design exercises with UNICEF, TIFF, Penguin UK, Kobo, the CRTC, and others. His areas of research include transmedia storytelling, digital documentaries, augmented/locative/VR experiences, mixed realities, and collaborative design thinking.

#### [Dr. Bruno Lessard, School of Image Arts](#)

Associate Professor, School of Image Arts

After completing his doctoral studies, Dr. Bruno Lessard went on to a SSHRC postdoctoral fellowship at York University. He joined the School of Image Arts as Assistant Professor in 2009. His research and teaching interests can be divided into two areas: the contemporary moving image (fiction film, documentary, media arts, animation, and videogames) and French critical thought. Bruno also teaches in the joint graduate program in Communication and Culture and in the Documentary Media program. He has published extensively in both English and French in the fields of contemporary cinema, film music, new media arts, and digital preservation. His current research project focuses on the impact of the DV camera on fiction film and documentary.

#### [Dr. Ali Mazalek, RTA School of Media](#)

Associate Professor, Canada Research Chair in Digital Media and Innovation, RTA: School of Media.

Dr. Mazalek works at the forefront of trends in computing and interaction design that support a tighter integration of the physical and digital worlds. She designs and develops tangible and embodied interaction systems that enable people to be more creative across both science and art disciplines. Her research interests include the design and application of emerging physical sensing and digital media technologies to areas such as narrative expression, abstract thinking, and scientific modeling, as well as the study and use of embodied cognition as a framework for tangible and embodied interaction design.

She has published her research in a range of academic conferences and journals, delivered guest lectures in both academia and industry, and exhibited her media art works and interfaces at numerous galleries and festivals. Mazalek received M.S. and Ph.D. degrees from the MIT Media Lab and a Hon. B.Sc. in computer science and mathematics from the University of Toronto. She is a member of the inaugural cohort of the Royal Society of Canada's College of New Scholars, Artists and Scientists. Mazalek founded and directs the Synaesthetic Media Lab (Synlab) at Ryerson and Georgia Tech, a research playground where physical materials, analog sensors, and digital media happily co-exist and come together in novel ways to support creativity and expression. The lab's approach combines theoretical study and scientific research with technological development and artistic practice. Research is supported by industry and government organizations, including Intel, Steelcase, Turner, Google, NSF, and SSHRC. Visit the Synlab at: <http://www.synlab.ca>.

#### Dr. Sandra Tullio Pow, School of Fashion

Dr. Sandra Tullio-Pow teaches courses in textiles, clothing design and research methods. Her passion is human centered design. Working in collaborative teams, recent research has concentrated on the assessment of user needs to invent clothing for extraordinary groups, specifically: patients in hospital rehab programs and those with hemi paresis, breast cancer survivors, women with lymphedema, women who wear plus size, and people with low vision. She co-developed a technology enabled therapeutic garment for autistic infants. She is a uniform consultant to various police agencies. Her PhD research (2016) conceptualized and operationalized the clothing taskscape to assess people's clothing needs to better understand the use scenario and guide design recommendations. Her expertise is designing and inventing apparel solutions that combine function and fashion to improve quality of life.

#### Dr. Frauke Zeller, School of Professional Communication

Dr. Frauke Zeller received her PhD (Dr. phil.) from Kassel University, Germany, in 2005 in English Linguistics and Computational Philology. Her thesis (published book) focused on Human-Robot-Interaction from a linguistic perspective. Frauke finished her Habilitation (highest academic degree in Germany) in 2011, working on methods to analyze online communities. Before Frauke came to Ryerson, she was at the renowned Centre for Digital Humanities at University College London (Great Britain). She is also involved in several international research projects, and was awarded with a range of major research grants, among them a Marie Curie Fellowship (2011-2013), which is one of Europe's most distinguished individual research grants, or a Tri-Council grant (Social Sciences and Humanities Research Council, SSHRC) to develop new tools for participatory campus planning. Frauke is also the co-creator of Canada's first hitchhiking robot - hitchBOT. The project garnered broad public interest all around the world (<http://www.hitchbot.me>), and since then she has been working on a range of human-robot interaction and AI-related projects. Dr. Zeller's research interests include Human-Computer Interaction/Human-Robot Interaction, digital communication, and method development for digital research analyses.

#### Dr. Greg Elmer, School of Professional Communication

Dr. Greg Elmer is Bell Media Research Chair in the School of Professional Communication. Greg's work brings together questions of surveillance, protest, and politics. He is a documentary filmmaker and new media research methods specialist.

#### 4.3.2 Faculty Supervisory Loads

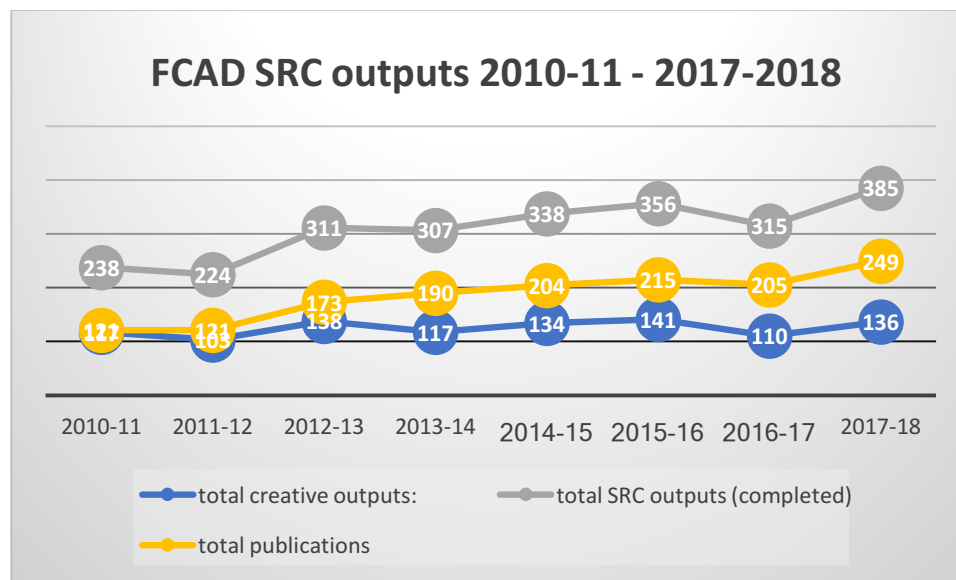
Students will engage supervisors from the six schools within FCAD that have graduate programs and the university at large. At present there are 60 faculty members in FCAD holding a PhD and 30 more who hold a terminal master’s degree. Collectively, they have considerable teaching and supervisory experience to draw from in this program. In addition, many of the full-time faculty members maintain an active record of teaching and supervision in Doctoral programs such as the joint Ryerson/York University Communication and Culture program, among others. Given the depth of the faculty pool and the fact that this is a Faculty-wide doctoral program, the additional supervisory load is considered to be manageable.

Professors able to supervise PhD students are expected to engage with candidates prior to the admission process. As such, the small additional loading is the responsibility of the individual supervising professor. For all other aspects of loading, the addition of 4-6 PhD students per year is anticipated to have negligible effects on the current graduate programs in FCAD with an annual intake of 169 master level students. In summary, the current program will be able administer the PhD students with little change to its current operating structure.

**5.0 QUALITY AND OTHER INDICATORS**

FCAD has built a strong base for SRC activities over the last decade. FCAD faculty members actively compete for external research grants at both the provincial and national levels. FCAD faculty members have successfully secured research grants from a variety of funding sources such as the Canada Foundation for Innovation, SSHRC, The Canada Council for the Arts, The Ontario Arts Council, MITACS, and NSERC programs. Table 8 presents a summary of SRC outputs by faculty in FCAD between 2010 - 2018.

Table 8: FCAD SRC Outputs (2010 to 2018)



According to information provided in the SRC section of FCAD RFA members' annual reports, SRC output has increased steadily over the past decade. The increased capacity is noted especially in publications. Publications in peer-reviewed scholarly journals, book chapters, monographs, conference proceeding as

well as exhibitions, screenings, performances, and experience design are examples of SRC outputs recorded within the Faculty. Students are mentored by faculty within the program and will generate comparable SRC outputs.

From the same source of information (the SRC section of FCAD RFA members' annual reports), the total amount of research funding held as Principal Investigator or as Co-Investigator in 2017-2018 was about \$5.8M. The total value of the research funding held that year in multi-year grants was about \$13.1M. Note that co-investigator funding may be administered by Ryerson or by another university.

Research Assistantships (RAs) for doctoral students will be supported by the research funding of faculty members. The SRC output of RFA members does provide evidence of a Faculty that has the capacity to ensure the intellectual quality of the student experience.

## 6.0 EXECUTIVE SUMMARY

The PhD in Media & Design Innovation is a research and practice-based program of study. The focus of the program is an in-demand curricular innovation within the contemporary educational environment and is professionally differentiated from other doctoral programs at Ryerson. Interdisciplinary in orientation and offering concentrations in media and design, the program will leverage existing curricula through shared graduate electives and develop affiliations with existing Master's degree programs in the Faculty of Communication & Design. In order to allow and encourage students to find or maintain employment within the communication and cultural industries, the program of study will be offered on both a full and part-time basis. The doctoral program in Media & Design Innovation will appeal to practitioners in the creative and communication fields who are interested in developing advanced credentials through a terminal degree, who wish to pursue intensive project-based research, as well as those who would want to take a more scholarly approach to their creative work.

Traditional PhD programs develop limited skills for non-academic or practice-focused work. This represents an area of fast-growing interest to academics, industry and funding organizations. Many students who complete an MA or MFA are looking for more education, but lack a robust research-creation option inside Ontario. Funding bodies increasingly look to fund research-creation, and industry employers are looking for practice-focused skills in the labour market. These skills can be developed and refined at the PhD level through a practice-based PhD degree.

In order to properly address the societal need that exists in Canada, Ryerson needs a PhD program that is broad in scope and that will offer diverse and rich opportunities for practice-based scholarship across the creative industries. Being a comprehensive innovation university with strong ties to industry, Ryerson's PhD in Media & Design Innovation will fuel further growth and economic development of the sector through research outputs and the training of highly skilled graduates.

The Faculty of Communication & Design (FCAD) has a strong roster of faculty to supervise a practice-based PhD program. In order to attract and retain additional high-quality faculty, FCAD would benefit from a PhD program that would enhance the reputation of its academic community as a hallmark of academic excellence. The PhD program will bring together different areas of research and will increase collaborative research opportunities and funding through FCAD's unique ecosystem of research centres such as the Centre for Media Activism, the Documentary Media Research Centre, the Print Media

Research Centre, the Ryerson Journalism Research Centre, the FCAD Forum for Cultural Strategies, and the Indigenous Communication & Design Network, to name but a few.

In summary, the PhD program in Media & Design Innovation will allow Ryerson to:

- attract top-master's level students interested in pursuing a practice-focused PhD.
- cultivate a rich pool of talented and well qualified research and teaching assistants in vital sectors of economic and creative activity.
- attract funding for collaborative research and research-creation projects.
- deepen and enrich the societal impact of research through increased SRC outputs and industry value creation.
- produce high-achieving, PhD graduates who are ready for advanced positions in the creative industries or academia.
- elevate Ryerson's reputation as a premiere destination for research-creation and innovation in the study and production of media and design.

### **Mission Statement**

The PhD in Media & Design Innovation is a practice-based doctoral program proposed by the Faculty of Communication & Design. A practice-based curriculum and research agenda support new knowledge by posing research-creation questions that can only be resolved through the actuality of a situated practice. Capitalizing on our master-level graduate programs, this PhD will bridge multiple disciplines in FCAD through a combination of intensive project-based investigation, the study of emerging research and creation methodologies, and advanced sectorial engagement in the creative and communication industries. While the specifics of what constitutes a practice-based project will vary depending on the individual FCAD graduate program with which the doctoral candidate will affiliate, every project will be expected to:

- Address a clearly stated research question
- Explore the question through rigorous methods
- Communicate the research journey and its findings in a clear and systematic manner

■ Yeates School of  
Graduate Studies

**Response from YSGS on the PRT Report for the  
Proposed PhD in Media & Design Innovation**

**Dr. Carl Kumaradas, Interim Associate Dean, Programs  
January 15, 2020**

The Peer Review Team (PRT) for the proposed PhD in Media & Design Innovation consisted of Dr. Catherine Russell, Distinguished Professor, Mel Hoppenheim School of Cinema, Concordia University, Montreal, Dr. Jonathan Kahana, Professor, Film and Media, University of California, Santa Cruz, and Dr. Cheryl Teelucksingh, Professor, Sociology, Ryerson University.

The PRT site visit was conducted on October 24-25, 2019. The PRT report was communicated to the Dean and Vice Provost, Yeates School of Graduate Studies (YSGS) on November 25, 2019, and the response to the report from the graduate program and Faculty was communicated on December 19, 2019.

The PRT cited several strengths of the proposed PhD in their report, including the competitiveness of the program, clear and consistent learning outcomes, and academic and faculty quality. The PRT report includes several recommendations, which are discussed below.

As mandated by Ryerson Senate Policy 112, what follows is the YSGS-level response to both the PRT report, and the FCAD responses to the report. We summarize the recommendations and responses below.

The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative or financial matters. For simplicity, we supply our responses (as well as a recap of the PRT recommendations and program responses) in the form of a table.

PRT RECOMMENDATIONS

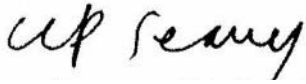
PRT Recommendation	PRT Rationale	Faculty Response	YSGS Response
<p><b>Recommendation 1</b> The program should explicitly accommodate all Schools in the Faculty through admissions and administration.</p>	<p>The program should recognize the diversity of research areas within the Faculty and make an explicit intention to serve all of them equally.</p>	<p>We have already been preparing a list of prospective supervisors for this program who are currently not members of the proposal committee or YSGS, or do not have a graduate program to affiliate with currently. Once the program is approved, the GPC will be revised to include additional, school-representative faculty members who will be involved in all aspects of the program: delivery, advisory, and administrative. A diverse group of faculty research interests will be represented by this group.</p>	<p>YSGS agrees with the goal of equal opportunity by applicants for research in any of the Schools in the Faculty as well as equitable access to all qualified faculty to the applicant pool in the program. The planned approach by the Faculty to include at least one faculty member from each School is a good foundation to this goal. YSGS suggests that the GPC bylaws explicitly state this requirement. In addition, all research areas in the Faculty should be highlighted in promotional material and the admissions committee should consider the enrollment distribution across the Schools when choosing offers of admission.</p>
<p><b>Recommendation 2</b> The program should have a mission statement regarding its scholarly and intellectual aims.</p>	<p>A clear articulation of the scholarly aims of the program will help recruit students and guide faculty teaching the core courses.</p>	<p>A mission statement has been included in the Executive Summary of the PhD in Media &amp; Design Innovation proposal and can be found in the attached PRT Faculty Response.</p>	<p>The development of a program mission statement is an excellent outcome of the peer review. This should help focus the goals and aspirations of this broad program.</p>



PRT Recommendation	PRT Rationale	Faculty Response	YSGS Response
<p><b>Recommendation 3</b> Students should be fully funded for 4 years, and the University should be prepared to fund them for a maximum of 6 years when necessary.</p>	<p>Three years is insufficient time to complete a doctoral degree, and the contingency plans for additional years are insufficient and potentially unequal.</p>	<p>Three years is the number of years for which doctoral students are funded at Ryerson. We hope that this will change as it is currently under review. Meanwhile, we encourage students to apply for OGS, SSHRC and other scholarships and stipends offered by the Faculty and FCAD researchers.</p>	<p>It is correct that the current practice at Ryerson is for YSGS to provide 3 years of doctoral funding. YSGS provides a Doctoral Completion Award that is available for students in their 4<sup>th</sup> year of studies who are deemed to have a high probability of completing their degree by the end of the 4<sup>th</sup> year. The concern over limiting regular funding to 3 years is understandable. YSGS continues to advocate for the extension of doctoral funding into the 4<sup>th</sup> year of study.</p>
<p><b>Recommendation 4</b> More than 12 faculty members should be included in the program description. All interested and qualified faculty members in FCAD should be involved in the program.</p>	<p>If FCAD has up to 60 qualified faculty supervisors, they should be represented in the program's public description so that the program serves all relevant areas equally.</p>	<p>The Program Proposal Committee is made up of 6 faculty members for the purposes of efficiency. The GPC is 12 faculty members and 2 graduate students. Once the program is approved, the faculty complement will expand to include all FCAD schools. The GPC will include at least one member from each school.</p>	<p>YSGS supports the approach where the faculty members in the Graduate Program Council (GPC) will initially consist of the 12 faculty members included in the program proposal and then expanding to include more members based on participation in the program. Since only a handful of faculty members will initially be formally involved in the program, concrete plans should be developed to open the program for participation by all qualified faculty members.</p>

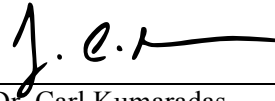
In addition to the formal recommendations above, the PRT included additional comments on the proposal. These comments have been addressed by the Faculty in their proposal and response to the PRT. YSGS is in full agreement with the responses from the Faculty to these comments.

In conclusion, we thank the external reviewers and colleagues in FCAD for a very thorough assessment of the strengths and challenges of the proposed PhD in Media & Design Innovation. The PRT recommendations and Faculty responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



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Dr. Cory Searcy  
Vice Provost & Dean  
Yeates School of Graduate Studies



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

## **Final Assessment Report and Implementation Plan**

Periodic Program Review (PPR)

### **Public Policy & Administration (MA)**

Last Updated: February 11, 2020

## **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 Public Policy & Administration (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**

Ryerson's Masters in Public Policy and Administration (MA) is a high quality academic program that provides a diverse group of full and part-time students with public policy and public administration knowledge and skills that allow them to pursue or advance public service careers or further their academic studies. The program was established in 2005 building on the long-standing program and faculty expertise in Ryerson's Department of Politics and Public Administration. In the past 10 years, the program has evolved its curriculum to reflect societal and professional needs and the evolving demands of the field. The program has enhanced its focus on experiential learning, fostered partnerships, and engaged practitioners to ensure the program delivers leading-edge curriculum that current students, recent alumni, and public service employers regard highly. This program review provides a detailed review of all aspects of the program; outlines the development, strengths and achievements of the program; but also identifies several opportunities to strengthen the program over the next 7 years.

**Periodic Program Review and Peer Review Team****Public Policy & Administration (MA)**

The graduate program in Public Policy & Administration (MA), 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 Public Policy & Administration (MA), consisted of Dr. Patrizia Albanese (Ryerson University), Dr. Joan Grace (University of Winnipeg), and Dr. David Siegel (Brock 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, Michael Benarroch; the Vice-Provost and Dean of the Yeates School of Graduate Studies, Cory Searcy; the Dean of Arts, Pamela Sugiman; Vice-Provost, Academic, Kelly MacKay; and Associate Dean of Arts, Kathleen Kellett, Carolyn Johns, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT site visit was conducted on May 8 and 9, 2019. The PRT report was communicated to the Associate Dean, YSGS on May 30, 2019, and the response to the report from MPPA and the Faculty of Arts was communicated on December 2, 2019.

**PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES**

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

**Strengths**

In particular, the PRT found commendable several innovations which contributed to academic excellence in conjunction with experiential learning, building crucial skills for the contemporary public service and which bode well for strong intake and recruitment. Specifically, we refer to:

- The use of expert practitioners via the Distinguished Visiting Professor and the Public Servant in Residence. Most similar programs try to recruit former professionals as adjuncts; the Ryerson program stands out for the mechanisms it uses to integrate these people into its program in ways that benefit all students on a continuing basis. To our knowledge, these talents are typically not used as effectively in other graduate programs in public administration; and
- The Policy Enrichment Stream, a series of workshops voluntarily taken by many of the MPPA students, generally run by the Public Servant in Residence with support from the Distinguished Visiting Professor, is an intensive professionalizing experience for the students, out of which they build specific work-based, practical skills.

### **Weaknesses and Opportunities**

While we did not uncover glaring weaknesses, a few aspects to consider for the future are enhancing the profile of the program by looking to international partnerships.

### **PRT RECOMMENDATIONS**

The PRT made a total of 13 recommendations: 6 Academic and 7 Administrative and Financial Recommendations.

#### **Academic Recommendations**

1. The PRT recommends that the MPPA keep the current three options and the one-year course-based program.
2. The PRT recommends that the current 'Public Sector Budgeting and Financial Management' course become a required course for all students who have not already taken a comparable course.
3. The PRT recommends that the program develop a course on Human Resource Management in the Public Sector that would be required for all students who have not already taken a comparable course.
4. The PRT recommends that the program develop a course in Administrative Law that would be required for all students who have not already taken a comparable course.
5. The PRT recommends that the methods course offer more content on data analysis.
6. The PRT recommends that the program and faculty consider aligning, or finding congruence, in course content and delivery for multiple sections of core courses.

#### **Administrative and Financial Recommendations**

7. Given pending retirements and possible new curriculum development, the PRT recommends that the Faculty Dean consult with the GPD and department Chair about medium term staffing needs.

8. The PRT recommends multi-year funding for the Public Servant in Residence at a remuneration level that will attract and maintain a public administrator of high caliber and who has had a distinguished career in the public sector.
9. The PRT recommends that a small to medium size room space be made available for MPPA student especially given that a substantial portion of their course assignments requires group work, and which provides appropriate space for, among other things, the annual case competition preparation.
10. The PRT recommends maintaining, and if possible enhancing, the program's current extra-curricular components and expanding public sector placements to the municipal and federal levels of government.
11. The PRT recommends the continued enhancement of the teaching and study of Indigenous public administration, the strengthening of existing partnerships with the First Nations Technical Institute and the Yellowhead Institute, and the continuation and expansion of scholarship opportunities through venues such as the Hydro One program.
12. The PRT recommends enhancing the profile of the MPPA by looking to partnerships with institutions outside of Canada and the admission of international students.
13. The PRT recommends enhancing scholarship funding to attract top tier applicants and to fill funding gaps for all applicants to the program.

Summary of PRT Recommendations with Graduate Program, Faculty Dean, and YSGS Responses + Program Implementation Plan

ACADEMIC RECOMMENDATIONS

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in <b>BOLD</b> )	Action items	Timeline	YSGS Response
1. The PRT recommends that the MPPA keep the current three options and the one-year course-based program.	The program fully agrees with this recommendation. Students and alumni expressed high levels of satisfaction with the one-year program and the program having three paths, while additionally having the option for an internship/co-op placement.	We support this recommendation and the program's response.	MPPA Program <b>Council</b> , Department <b>GPD</b>	This recommendation was reviewed and approved at Program Council meeting in Fall 2019.	Completed September 2019.	YSGS supports the Program and Faculty responses.
2. The PRT recommends that the current 'Public Sector Budgeting and Financial Management' course become a required course for all students who have not already taken a comparable course.	The program has already had some preliminary discussions about this course being a required course in the program based on student, alumni and employer feedback. This would require 2 sections of this course being offered if it changed from an elective to a required course. This recommendation will be brought forward at Program Council meeting in Fall 2019 and discussed with the current faculty member who teaches the current section of this course.	We support the decision to engage in further discussions with the Program Council and faculty member(s).	Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty	Curriculum Committee was established at Fall Program Council meeting September 2019.  Discussed with relevant faculty member.	Short term: Curriculum Committee tabled several options related to this recommendation in November 2019. On the Agenda for February 2020 Council Meeting and supported option will be implemented in accordance with Policy 127 in for 2021-22.	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.



Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in <b>BOLD</b> )	Action items	Timeline	YSGS Response
<p>3. The PRT recommends that the program develop a course on Human Resource Management in the Public Sector that would be required for all students who have not already taken a comparable course.</p>	<p>The program agrees public sector HR management is a critical body of knowledge. HR management is currently covered in the required PA8100 Public Administration and Governance course: leadership, all HR functional areas, performance management, etc. are introduced. HR mgmt. is also covered in Equity and Diversity course and PS Union-Management Relations course. The program agrees HR management is critical subject matter and will review this recommendation at Program Council meeting in Fall 2019.</p>	<p>Our office supports a thorough review and consultation prior to implementing this change.</p>	<p>Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty</p>	<p>Curriculum Committee was established at Fall Program Council meeting September 2019.</p> <p>Consultation and consideration underway.</p>	<p>This is a medium term priority as the program currently covers HR related topics in several courses.</p>	<p>YSGS supports the Program and Faculty responses.</p> <p>As noted above, if the Program chooses to move forward with a curriculum modification, it will need to be carried out in accordance with Ryerson University Policy 127.</p>
<p>4. The PRT recommends that the program develop a course in Administrative Law that would be required for all students who have not already taken a comparable course.</p>	<p>The program currently covers admin law and administrative tribunals in the required PA8100 Public Admin and Governance course through assigned readings. The program will table this recommendation as another possible required course but notes that only one other MPPA program in Canada has this as a required course: the York MPPAL (Masters in Public Policy, Administration and Law). The program will explore the possibility of this as an elective or cross-listed course.</p>	<p>We support the program's response noting the value of further discussion and consultation on this matter.</p>	<p>Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty</p>	<p>Curriculum Committee was established at Fall Program Council meeting September 2019.</p>	<p>Short-term: Consultation with new Law School to see if this is a possible course that could be cross listed.</p>	<p>YSGS supports the Program and Faculty responses.</p> <p>As noted above, if the Program chooses to move forward with a curriculum modification, it will need to be carried out in accordance with Ryerson University Policy 127.</p>

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<p>5. The PRT recommends that the methods course offer more content on data analysis.</p>	<p>The program agrees that data analysis and data analytics are critical curriculum requirements. The current Research Methods course does have an emphasis on data analysis in the lab component of the course and assignments. The program will bring forward this recommendation at the Program Council meeting in Fall 2019 and consult with the instructor(s) currently teaching this course. The GPD will also follow up with the PRT to request more elaboration on what specific content on data analysis they feel needs to be covered more in this required course.</p>	<p>We support the program’s response, identifying the need for further clarification and discussion prior to implementing any changes related to this recommendation.</p>	<p>Graduate Program Director, and Faculty teaching methods course(s) and <b>MPPA Program Council</b></p>	<p>Curriculum Committee was established at Fall Program Council meeting September 2019.</p> <p>GPD to email PRT to find out what specific content on data analysis they feel needs to be covered more in this course.</p> <p>Current faculty members reviewing existing course outline to implement this recommendation in 2020-21.</p>	<p>Implementation 2020-21.</p>	<p>YSGS supports the Program and Faculty responses.</p>
<p>6. The PRT recommends that the program and faculty consider aligning, or finding congruence, in course content and delivery for multiple sections of core courses.</p>	<p>Agree. Students have brought this to the attention of the GPD particularly related to the required Policy Analysis required course (PA8101). Although the learning outcomes are similar in the two sections of PA8101 and the instructors use the same text book, the outlines for PA8101 and all core courses will be reviewed for congruence and consistency and learning outcomes in Fall 2019.</p>	<p>We agree with the importance of reviewing course sections for congruence and consistency.</p>	<p>Graduate Program Director, and relevant Faculty teaching those courses <b>MPPA Program Council</b></p>	<p>Curriculum Committee established in September 2019.</p> <p>Two course instructors met in Fall 2019 to discuss and coordinate.</p> <p>GPD to follow up.</p>	<p>Partially implemented Winter 2020.</p> <p>Complete implementation in 2020-21.</p>	<p>YSGS supports the Program and Faculty responses.</p>

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in <b>BOLD</b> )	Action Items	Timeline	YSGS Response
<p>7. Given pending retirements and possible new curriculum development, the PRT recommends that the Faculty Dean consult with the GPD and department Chair about medium term staffing needs.</p>	<p>Agree. The program will be affected by retirements in the next few years including retirements of faculty who teach required courses in the program. New curriculum recommended by the PRT may also require new faculty and practitioner instructors. The program is very pleased a new faculty member is joining the Dept. this Fall and will be teaching one of the required courses however the faculty complement is an issue that will need to be addressed over the next 2-5 years. The GPD will work with the Dean of Arts, Dept. Chair and DHC on succession planning related to this recommendation.</p>	<p>We welcome further discussion of the department's medium-term staffing needs.</p>	<p>Department Chair (<b>and DHC</b>), GPD, Dean of Arts, Provost, Vice Provost Academic</p>	<p>The recommendations indicate clear needs particularly related to public sector finance and economics. There is also a need related to Indigenous governance and TRC review project in 2019-20.</p> <p>GPD met with faculty member in Economics with public sector economics expertise.</p>	<p>Short-term: Will submit hiring needs for MPPA to Chair, DHC and Dean in 2020 for short term and medium term hiring needs related to pending retirements.</p>	<p>The hiring of new RFA faculty is outside of YSGS's purview. YSGS encourages the Program to continue to work with the Faculty of Arts on issues related to its faculty complement.</p>
<p>8. The PRT recommends multi-year funding for the Public Servant in Residence (PSIR) at a remuneration level that will attract and maintain a public administrator of high caliber and who has had a distinguished career in the public sector.</p>	<p>The Program fully supports this recommendation and has been asking for multi-year support and stability related to the PSIR role which has become a critical role in the MPPA program. We fully support the recommendation to retain and attract the highest calibre PSIR possible for the program.</p>	<p>We recognize the importance of a multi-year commitment to hire a high calibre PSIR, however such discussions and decisions depend on budgetary review and assessment of the plan's economic feasibility.</p>	<p>VP Academic, Dean of Arts <b>Associate Dean of Arts, Research and Graduate Studies</b> <b>Dean of YSGS</b></p>	<p>PSIR submits annual report to Dean.</p> <p>MPPA Program Council to make formal request for multi-year commitment to this critical position for our program to Deans.</p>	<p>Short-term: would like to secure multi-year commitment by April 2020.</p> <p>Medium-term: succession planning for PSIR</p>	<p>YSGS supports the Program and Faculty responses.</p>

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in <b>BOLD</b> )	Action Items	Timeline	YSGS Response
<p>9. The PRT recommends that a small to medium size room space be made available for MPPA student especially given that a substantial portion of their course assignments requires group work, and which provides appropriate space for, among other things, the annual case competition preparation.</p>	<p>The program fully supports this recommendation</p>	<p>We support this, however are restricted by significant challenges when it comes to securing space on campus.</p>	<p>Dean of Arts, Library, GPD, Vice Provost Academic, <b>Dean of YSGS</b></p>	<p>Program has identified possible space and hopes to develop proposal.</p> <p>GPD to have discussions with the Dean of YSGS and Dean of Arts in hopes of tabling a proposal for graduate space for MPPA students.</p>	<p>Medium term, next 3-5 years.</p>	<p>YSGS will continue to lobby for additional space for graduate students on campus.</p> <p>YSGS further notes, however, that decisions on space allocations are outside of its purview.</p>
<p>10. The PRT recommends maintaining, and if possible enhancing, the program’s current extra-curricular components and expanding public sector placements to the municipal and federal levels of government.</p>	<p>Expanding extra-curricular components and expanding placements are priorities articulated in our implementation plan in the self-study report. While the program already places students with the municipal and federal levels, the GPD and PSIR had plans to begin work on targeting the municipal sector in 2019-20 and the federal government in 2020-21 however, this is contingent on support for the PSIR and may have to be moved to a medium or long-term implementation priority, particularly given the DVP role has been eliminated.</p>	<p>We recognize the value of these components and support exploring new options contingent upon budgetary limits and other constraints.</p>	<p><b>GPD and PSIR</b></p>	<p>GPD and PSIR working on this as much as possible given current workload of annual placements.</p>	<p>Short-medium term: expand placement efforts depending on level of support for PSIR.</p>	<p>YSGS supports the Program and Faculty responses.</p>

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in <b>BOLD</b> )	Action Items	Timeline	YSGS Response
<p>11. The PRT recommends the continued enhancement of the teaching and study of Indigenous public administration, the strengthening of existing partnerships with undergraduate Dept program with the First Nations Technical Institute (FNTI), the Yellowhead Institute, and the continuation and expansion of scholarship opportunities through venues such as the Hydro One program.</p>	<p>The program fully supports this recommendation. The program has a course on Indigenous Law and Policy taught by an Indigenous faculty member since 2010 and the Hydro One scholarship to attract Indigenous students since 2006. The TRC Calls to Action were released while the program review self-study was underway. As mentioned during the PRT site visit the GPD and Indigenous faculty member applied for a grant from the Aboriginal Education Council in February 2019 and were successful at getting some funding to undertake a curriculum review related to the TRC Calls to Action and assist with the implementation of this recommendation. An incoming Indigenous student and Indigenous graduates of the program will be engaged in this curriculum review in 2019-20. The Yellowhead Institute will also be consulted during this review. Hiring more faculty members with expertise in Indigenous governance would greatly benefit the MPPA program and students.</p>	<p>As you know, the Dean of Arts is committed to supporting this recommendation and to exploring possibilities of hiring additional Indigenous faculty and supporting Indigenous students. We welcome further discussions on this matter.</p>	<p>Department, Dean of Arts, Dean of Yeates School of Graduate Studies, Provost/VP Academic <b>GPD and Indigenous program faculty, students and grads</b></p>	<p>In May 2019 GPD and Pam Palmater (Indigenous faculty member in MPPA program) applied for curriculum review grant from Ryerson Aboriginal Education Council.</p> <p>Combined with funding from our operating budget, we hired our Hydro One Indigenous student on comprehensive TRC review and outreach to our 10 Indigenous grads.</p> <p>We have a full project on this in 2019-20 involving a group of faculty, current Indigenous and non-Indigenous students and Indigenous grads.</p> <p>We expect to have a report with recommendations in April 2020 and engage FNTI and Yellowhead Institute.</p>	<p>Started implementing this in May 2019.</p> <p>High priority for the program. Already implemented several recommendations from our TRC Committee and will be implementing several more following the report in 2020-21.</p> <p>Priority for short, medium and long-term.</p>	<p>YSGS supports the Program and Faculty responses. YSGS further notes that it will be releasing a new website and framework for Indigenous graduate education in the coming months.</p>

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in <b>BOLD</b> )	Action Items	Timeline	YSGS Response
<p>12. The PRT recommends enhancing the profile of the MPPA by looking to partnerships with institutions outside of Canada and the admission of international students.</p>	<p>The program agrees with this recommendation. Currently the program receives 60-80 international applications each year but has no funded spots to accept international students due to the very high demand from domestic students. As a result, only 1-2 fully funded international students have been admitted to the program each year. This has also resulted in the program not having an outward orientation in terms of partnerships and international students. This issue will be tabled at the Program Council meeting in Fall 2019.</p>	<p>We are aware of the challenges of funding and supporting international students; however are committed to exploring innovative ideas for the development of creative partnerships aimed at internationalization.</p>	<p>GPD, Dean of Yeates School of Graduate Studies, Dean of Arts</p> <p><b>Department Chair Ryerson International PSIR</b></p>	<p>GPD submitted proposal for Ryerson International Global Learning Program Abroad open to students from several programs at Ryerson. Grant has allowed for 3 MPPA students to take this course in Spring 2020.</p>	<p>Medium term - explore resources for more international experiential learning abroad opportunities and placements.</p> <p>Medium term – explore possibility of having 1-2 funded spots for international students with YSGS</p>	<p>YSGS supports the Program and Faculty responses.</p> <p>YSGS will continue to advocate and work towards improved funding and support for international graduate students.</p> <p>YSGS further notes that it supports partnerships with institutions outside of Canada. If the Program is interested, YSGS will help facilitate conversations on those issues with representatives from Ryerson International.</p>
<p>13. The PRT recommends enhancing scholarship funding to attract top tier applicants and to fill funding gaps for all applicants to the program.</p>	<p>The program fully agrees with this recommendation. While the program attracts many top tier applicants, many of the A range applicants decline our offers of admission. In the last admissions cycle we lost the highest level of A range applicants since the program started (more than 60%). The level of support Ryerson provides is not competitive with what other universities with similar programs are offering and the program is conducting a follow-up survey of A applicants who declined</p>	<p>We support and welcome the program’s efforts to explore donor-funded scholarships.</p>	<p>Dean of YSGS; Dean of Arts, Provost/VP Academic</p> <p><b>University Advancement</b></p>	<p>Conducted a survey of all A/A+ applicants who declined offers in 2019. Submitted report to Admissions committee.</p> <p>Met with alumni association (RUPPAAA) to improve alumni funded scholarships and awards</p>	<p>Developed strategy for first round offers. Completed.</p> <p>Short-term: working with RUPPAAA and Faculty of Arts Advancement to opportunities for donor and alumni funded scholarships related to 15<sup>th</sup> anniversary event in September 2020.</p>	<p>YSGS supports and commends the Program’s and Faculty’s efforts to pursue options for improved funding packages for all students.</p> <p>YSGS will support the Program’s efforts to explore donor-funded scholarships. YSGS encourages the Program to contact the Vice-Provost and Dean of YSGS to discuss this issue.</p> <p>YSGS further notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate</p>

Recommendation	MPPA Response	Faculty Arts Response	PRT Noted Action by: (Program additions in <b>BOLD</b> )	Action Items	Timeline	YSGS Response
	<p>our offers to collect more information on this issue. The program is also looking at changing the distribution of current funding across the 40 FTEs admitted each year. The program also has some donor-funded scholarships and will continue to work on this with University Advancement and Alumni. The program fully supports this recommendation and also agree with the PRT that this is particularly important given the high levels of graduate tuition in Ontario and high cost of living in Toronto.</p>			<p>GPD worked with Associate Dean of Arts and Dean of Grad Studies to receive notification of scholarship funding well in advance.</p>	<p>Short-term: Associate Dean of Arts provided some early funding information allowing us to strengthen first round offers for Fall 2020.</p>	<p>Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students.</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.



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

## **Final Assessment Report and Implementation Plan**

Periodic Program Review (PPR)

### **Spatial Analysis (MSA)**

Last Updated: February 11, 2020



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

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

## EXECUTIVE SUMMARY

The Master of Spatial Analysis (MSA) program is a unique degree program that is academically rigorous yet professionally oriented. It is a 12-month graduate program with a 16-20 month thesis option.

Through project-based courses, a practicum placement, and a major research paper (MRP) or thesis, students learn to think geographically and to master Geographic Information Systems (GIS) to support operational and strategic decision-making in government and industry. The program specializes in three fields of study: (1) business/commercial applications; (2) physical/environmental geography and landscape analysis; and (3) social and community information analysis. The MSA is proud of itself being one of Ryerson's first three graduate programs established in 2000. The first cohort of MSA students (class 2001) were also the first-ever to graduate with a graduate degree from Ryerson University. The MSA program has its academic home in the Department of Geography and Environmental Studies, Faculty of Arts. The MSA program is currently supported by 21 core faculty members in the Department Geography and Environmental Studies, plus a number affiliated faculty members and two part-time instructors from other programs and faculties.

The program has been successful in preparing graduates for professional careers in a diverse range of fields that require the use of spatial analysis. As of October 2016, there were 298 alumni who graduated from the MSA program since 2001, of which 187 graduated between 2009 and 2016, after the last program review. Based on the graduate survey conducted in 2016 and the employment data collected from 187 graduates of the program since 2008, about half of the graduates are employed in the business intelligence area, 11% in the environment field and health and community field, respectively, 7% in policing, and 9% in high education such as PhD students, post-doc fellows or professors. Those in non-academic areas are employed in a variety of roles, including (GIS, business, risk, research, real estate, crime) analyst, consultant, manager, Director, Senior Associate, Geologist, GIS Superintendent, Policy Planner, Criminal Intelligence Analyst, planner, Co-Ordinator Systems & Statistics, Vice Present Research.

The MSA program has a number of core strengths. The practicum is identified as one of them, providing applied learning and "real world" experience, industry engagement, networking opportunities, and links to potential employers. The faculty are seen as a core asset of the program, with expertise in a range of geographical applications, applied research in various fields, as well as experience and wide connections with business, industry, non-for-profit and government agencies. Other strengths of the program relate

to the dedicated lab and software, the emphasis on data analytics, and the extent to which students are prepared for future employment. The major research paper (MRP) and the thesis option (16-20 months) is also seen as a valuable component for those students to gain deeper research, writing and methodological experiences in research. All of these strengths contribute to students graduating “job ready”, with a network of alumni and professional contacts, and the transferable skills required to work in the field, across all sectors of society.

The program is faced with a number of challenges. Student financial support has been identified as a key obstacle in academic progress as revealed in the CGPSS. While the recent graduate survey indicated an overall satisfaction with the financial support received in the program, there were concerns about the limited financial support for thesis students entering their second year as well as international students. In the last 3 years, the program has lost two key MSA faculty members (one to a university in the U.S., the other to a different faculty within Ryerson). This has negatively affected MSA teaching, student supervision, and research activities. Appointments in their areas of expertise are needed to ensure program continuity and stable growth. There have been an increasing number of competing graduate programs developed within and outside of Ryerson. In the next 3-5 years, the MSA will consider developing further strategies to enhance the visibility of the program and recruit talented domestic and international students. While the program has a dedicated computer lab, there is challenge associated with the limited lab space and small number of work stations relative to the number of students. Students in the physical geography and environment fields are also challenged by the lack of dedicated lab space, facilities and storage room. These challenges are outlined in the developmental plan of the report. They provide directions and guidelines for exploring key initiatives over the next 3-5 years.

Despite these challenges, the MSA program is well-positioned to continue its successful trajectory in the coming years. The faculty members and students are the strongest assets to the program, which will ensure a sustained high-level research productivity and teaching excellence. The MSA program is well-regarded in the industry by current employers, and the demand for MSA graduates is anticipated to grow further in the future. Student satisfaction is high overall. The MSA will remain to be a unique graduate program to provide solid training to highly qualified professionals in the spatial analysis and related fields.

## **PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM**

### **Spatial Analysis (MSA)**

The graduate program in Spatial Analysis (MSA), 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.

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 Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Spatial Analysis (MSA) consisted of Dr. Cynthia Brewer (The Pennsylvania State University), Dr. Yuhong He (University of Toronto - Mississauga), and Dr. Ahmed Shaker (Ryerson University).

The PRT site visit was conducted on June 20-21, 2019. The PRT report was communicated to the Associate Dean, YSGS on July 22, 2019 and the response to the report from the graduate program and Faculty was communicated on December 2, 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 PRT notes a variety of strengths throughout this report, including innovative program structure, strong linkages to professional networks, high-quality tenure-line faculty ranging in career stage (new to established scholars), and access to up-to-date computing resources. The small cohort each year creates a community and the program makes a good effort to build and connect the group to alums and work opportunities through a variety of in-person events such as a reception for practicum hosts. The topic of the degree remains a strong and growing area of employment and the large-city Toronto location of Ryerson aids connection to a vibrant range of employers.

### **Weaknesses**

The time when terms like 'spatial analysis' is attractive to applicants may be passing with the rise of 'data science,' which at Ryerson seems centered in the Faculty of Science. Likewise, spatial environmental study emphases may be shifting to Science with a strong EnSciMan program. It is important for the department/program to collaborate and encourage its MSA offerings be shared to bring geospatial approaches to these groups rather than trying to separate themselves or compete with them for students and applicants. As noted above, core courses are due for updates and perhaps a fresh set of instructors.

Teaching assistant commitments are not made until two weeks into a semester by the Faculty of Arts which removes these funds as a recruiting tool for good applicants, in the manner that other universities use TAs. This lack of student funding reduces the competitiveness of the program.

Social media efforts appear to be initiated by individual professors--more coordinated and comprehensive outreach through numerous mechanism can be effective in recruiting applicants and

company/agency participation for practicum experiences.

### **Opportunities**

A key opportunity is to expand application and research emphases to new areas in geospatial sciences to keep pace with and have alumni lead changes in data-intensive workplace innovation.

In the MSA, 79% of students are from Ontario universities, but there is high demand from international applicants for study in areas of geospatial analysis and data science. Ryerson's limit on the program of funding 20 entering students a year, pegged to Ontario residents only, hinders growth of the program.

Examining ways to have the program partly benefit from higher tuition charged to grads not from Canada would offer an opportunity for MSA growth and filling a larger number of diverse spatial analysis course offerings. Similarly, adding a graduate certificate in geospatial analysis that is attractive to grads in complementary Ryerson programs in environmental and big-data focused social topics would bring larger class participation that supports more offerings and generates direct income to Geography that can be used to improve facilities and computing.

## **PRT RECOMMENDATIONS**

The PRT made a total of 8 recommendations: 4 Academic and 4 Administrative and Financial Recommendations. The PRT cited several strengths of the graduate program in Spatial Analysis in their report along with several recommendations, which are listed below.

### **Academic Recommendations**

1. Curriculum improvement I: Increasing the level of each of four core courses.
2. Curriculum improvement II: Consider publishable manuscript as the culminating project.
3. Curriculum improvement III: Introduce potential supervisors and projects to MSA students early on for the thesis option.
4. Consider potential synergy and strategy to distinguish and expand the MSA program (including exploring a graduate certificate and potential cross-listings).

### **Administrative and Financial Recommendations**

5. Student recruitment: Increase outreach to the many undergraduate programs. Provision of funds for an RA for outreach purposes.
6. Offer funding support strategies for graduate students.
7. Renovation of the MSA grad lab.
8. Faculty appointments. Women faculty are not proportionately represented in the department or the program. Also consider hiring faculty from complementary areas of study to expand rather than reinforce program offerings and emphases.

## Summary of PRT Recommendations with Graduate Program, Faculty Dean, and YSGS Responses + Implementation Plan

### ACADEMIC RECOMMENDATIONS

Recommendation	MSA Response	Faculty Arts Response	Action Items	Lead(s)	Timeline	YSGS Response
1. Curriculum improvement I: Increasing the level of each of four core courses.	Agree, and committed to a process of curricular renewal that will encompass a reimagined delivery of core coursework, including ways to deliver remedial material, and expanded choices in electives. Changes approved by October 2020 could be implemented for the MSA cohort starting in September 2021 (full program response on page 3 of its response to the PRT report).	We are pleased to see and support the review and renewal of curriculum, modes of delivery, etc. to enhance the student experience. The timeline seems well thought out and reasonable.	Will be discussed at the MSA faculty meeting and the MSA council meeting to make changes to the course syllabus and increase the level of the four courses	GPD and the Executive Committee	Winter 2020/Fall 2020	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.
2. Curriculum improvement II: Consider publishable manuscript as the culminating project.	Agree to clarify and define the parameters of an MRP and distinguish clearly from thesis. Despite advantages of individual pathways, acknowledge too much variability from one student to another (full program response on page 4 of its response to the PRT report).	This is a sound recommendation and thoughtful program response. Finding the proper balance between choice for individual and diverse learning pathways and clarity and uniformity of expectations is very important.	At the late summer orientation, the GPD will encourage more students and faculty supervisors to consider this option and format to disseminate research results in academic journals.	GPD and the Executive Committee	Summer/Fall 2020	YSGS notes that manuscript-style theses are possible and are already an option in several programs. YSGS encourages the Program to speak with the YSGS Associate Dean, Programs to discuss this issue.
3. Curriculum improvement III: Introduce potential supervisors and projects to MSA students early on for the thesis option.	Agree and understand advantages in choosing thesis option earlier. Underway: preliminary project proposal workshop early in October 2019, for all students to determine viability of thesis option, doubling as a preliminary planning step for MRP students, too (full program response on page 4 of its response to the PRT report).	We applauded the prompt and appropriate action taken by the program on this matter.	At the late summer orientation, the GPD will encourage more students to consider the thesis option. The GPD will work with YSGS and Faculty of Arts for additional resources to support the thesis students.	GPD	Summer Fall 2020	YSGS supports the Program and Faculty responses.
4. Consider potential synergy and strategy to distinguish and expand the MSA program (including exploring	This recommendation conflates two separate issues. First, will consult with Dean and Vice-Provost Grad Studies about Grad Certificate. But, such	We agree with the program's response and look forward to further discussions on potential collaborations, particularly in	This will be discussed at the planned MSA faculty and council meetings in the W2020 semester.	GPD	Winter 2020	YSGS supports the Program and Faculty responses.  YSGS encourages the Program



<p>a graduate certificate and potential cross-listings).</p>	<p>certificate would not likely be taken on top of other full-time grad programs the way the reviewers are suggesting. However, agree to potential collaboration with cognate grad programs in cross-enrolling or cross-listing electives (full program response on page 5 of its response to the PRT report).</p>	<p>regards to cross-listing electives.</p>				<p>to explore potential cross-listings of courses with other programs. As noted above, any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127.</p> <p>YSGS notes that new programs, including Professional Master's Diplomas (i.e., graduate certificates) must be developed in accordance with Ryerson University Policy 112. YSGS encourages the Program to consult with the YSGS Associate Dean, Programs on this issue if it is interested in moving forward with a new program.</p>
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ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	MSA Response	Faculty Arts Response	Action Items	Lead(s)	Timeline	YSGS Response
<p>5. Student recruitment: Increase outreach to the many undergraduate programs. Provision of funds for an RA for outreach purposes.</p>	<p>Agree a wider range of student backgrounds would expand the pool of potential applicants and enhance student experience. MSA Executive will pursue some preliminary new avenues for outreach immediately, with a view for a more systematic approach in Fall 2020, pending proper resourcing and planning (full program response on page 2 of its response to the PRT report).</p>	<p>The Associate Dean, Grad Studies is in discussions with all Arts grad programs to update program brochures and organize an Arts Grad Fair to help recruit a wider pool of potential students.</p>	<p>Action has been taken in the W2020 semester. A poster with essential program information was created and sent to the Canadian Association of Geographers mailing list; all geography department chairs in Canadian universities, and five undergraduate programs at Ryerson university. (No funding is provided for this purpose yet.)</p>	<p>GDP and the Executive Committee</p>	<p>Winter 2020</p>	<p>YSGS supports the Program and Faculty responses.</p> <p>YSGS also notes that it has recently expanded its recruitment efforts. YSGS 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>6. Offer funding support strategies for graduate students.</p>	<p>Agree in goal of dramatically enhanced funding and support for thesis students, but defend continuing support of MRP students. All students need better funding in RA and GA work, for example. Appreciate recent infusion of graduate scholarship funding from the Provost, School of Graduate Studies, and Dean of Arts (full program response on page 5 of its response to the PRT report).</p>	<p>We agree with the program’s response underscoring the need to support MRP students. We remain committed to supporting all graduate students when financially feasible to do so.</p>	<p>Will be working with YSGS and the Faculty of Arts on this</p>	<p>GPD</p>	<p>Winter 2020</p>	<p>YSGS supports and commends the Program’s and Faculty’s efforts to pursue options for improved funding packages for all students.</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.</p>

Recommendation	MSA Response	Faculty Arts Response	Action Items	Lead(s)	Timeline	YSGS Response
7. Renovation of the MSA grad lab.	Agree to better match student needs and more varied uses. Modest solutions underway (electric outlet placements; some lockers), but also reiterate that a more significant renovation of the lab will require external support (full program response on page 6 of its response to the PRT report).	We are pleased to read that there are short-term, modest solutions being implemented and agree that a longer-term solution will require external support. We welcome ideas and plans but are limited by financial considerations and restrictions on space.	Modest solutions will be implemented in Summer of 2020; will be working with YSGS and the Faculty of Arts on more significant renovation of the lab.	GPD	Summer 2020 and Summer 2021	YSGS supports the Program and Faculty responses.
8. Faculty appointments. Women faculty are not proportionately represented in the department or the program.  Also consider hiring faculty from complementary areas of study to expand rather than reinforce program offerings and emphases.	Agree gender diversity in the department's faculty is a priority. Will aim to recruit staff and supporting instructors more widely (full program response on page 6 of its response to the PRT report).	The Dean of Arts is committed to supporting the hiring of women and other diverse groups. We are supporting the program's efforts to increase diversity by approving a new Indigenous tenure stream hire for 2019-2020.	DHC will discuss this and identify the area of specialization; the department chair will work with Office of the Dean of Arts to secure hiring positions	GDP, DHC and department chair	Winter 2021	The hiring of new RFA faculty is outside of YSGS's purview. YSGS encourages the Program to continue to work with the Faculty of Arts on issues related to its faculty complement. YSGS supports the Program and Faculty efforts to increase diversity in their hires.

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 and Implementation Plan**

Periodic Program Review (PPR)

**Urban Development (MPI)**

Last Updated: February 11, 2020

## **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 Urban Development (MPI). 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 School of Urban and Regional Planning (SURP) offers a full-time professional graduate program in a one-year accelerated stream and a two-year stream, with a Master of Planning - Urban Development (M.Pl.) degree awarded on program completion. The graduate program centres on the advanced study of planning practice and design approaches for contemporary urban centres, which includes development, design, and policy for managing growth and urbanization.

The Master of Planning - Urban Development program (M.Pl.) was launched in 2008, and accredited by the Professional Standards Board for the Planning Profession in Canada (PSB) for the first class of graduates in 2010. This program was re-accredited with all other SURP programs in June 2015. The program has been preparing graduates for leadership in professional careers in urban planning across public, private, and non-profit sectors since its inaugural class in 2008. Enrolment in the program doubled between its first year and second year, and has held steady at an average of 35 students admitted annually for the past 5 years. The program has been steadily increasing in competitiveness (with fewer offers made to reach admissions targets) every year since 2009, and is now among the most competitive graduate programs for admission at Ryerson University, and one of most recognized planning programs in the country by reputation. Student satisfaction overall is very high.

The Master in Planning - Urban Development program has a number of core strengths and differentiating qualities as identified in the student, alumni, employer and comparator program surveys. Two dimensions unique to the M.Pl. Urban Development program include its focus on accommodating growth in urban core and urban periphery areas; and the integration of culture and nature into an inclusive, multi-cultural and ecological framework facilitating sustainable urban development.

Core requirements for both program streams are the successful completion of the Major Research Paper/Project (MRP) and two experiential learning studio courses, along with an internship for the 2-year program, which together differentiate the Urban Development program from other graduate programs in Planning in Canada. The studio courses are the heart of the teaching model at SURP and one of the most valued learning experiences noted by students and alumni. Maintaining and enhancing the studio experience remains a top priority.

In tandem with these strengths, the program identifies 3 core challenges going forward: increasing student choices and flexibility in learning, maintaining and enhancing experiential learning and curriculum evolution. These challenges may be met by providing more options for the capstone MRP, more flexible and supported internship delivery, and growth in electives.

The proposed development plan offers a starting point for program improvements and continued excellence in an enhanced program and quality learning experience for faculty and students. The Urban Development program is well positioned for continued success in the coming years as a desirable and competitive option for a graduate education in urban planning.

## **PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM**

### **Urban Development (MPI)**

The graduate program in Urban Development (MPI), Faculty of Community Services (FCS), 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.

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 Dean and 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 Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Urban Development (MPI) consisted of Dr. Betsy Donald (Queen's), Dr. Richard Milgrom (Manitoba), and Dr. Fiona Yeudall (Ryerson).

The PRT site visit was conducted on April 9, 2019. The PRT report was communicated to the Associate Dean, YSGS on June 25, 2019, and the response to the report from the graduate program and Faculty was communicated on December 17, 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 Program did an excellent job of highlighting its strengths and weaknesses in its self-study report. The Program Review Team was impressed with how often and how well the comments it heard from faculty members, support staff, students and other University stakeholders had already been clearly articulated on the report. The program review team feels that it is important to highlight the following strengths:

*Competitive Program:* Within the range of Canadian graduate professional planning programs, the Ryerson Urban Development program is very competitive. Perhaps more importantly, it is maintaining a strong applicant pool in a very competitive provincial market, with graduate planning programs offered at University of Toronto and York University within the Toronto Region, and University of Waterloo and Queens University within southern Ontario. This is evident from size of the applicant pool and conversion rate. Peak application levels were in 2012-13 (276). The reduction in application number corresponds to a period in which a number of new planning programs were initiated in Canada (University of Alberta BA/BSc 2012; MSc 2018; Vancouver Island University MCP 2018) or regained accreditation (University of Calgary MPlan, 2011) in western Canada. Following a short decline in applications, though, number have grown again. Total applications have hovered around 200 per year in the last few years, and about 25% have been offered positions. Of those, 35-40 students have typically accepted places in the program (2018-19 applicants 214; offers to 55; accepted offers 35).

*Experiential learning:* The studio base of the program is unusual. Although it is not unique in Canada, it is the only studio-based program in Ontario, and is attractive to students who want to develop “job-ready” skills. The small group projects, and their client focus, that studio classes are structured around were praised by students, and many felt that they would like opportunities for more studios. The low faculty to student ratio that the program maintains ensures that all students feel engaged.

A required internship, the other aspect of experiential learning, was also cited by many students as one of the reasons they chose the Ryerson program. Historically, it has helped students find good positions



to gain some experience in planning practice, and both students and faculty felt strongly that the internship should continue. Some current challenges with the internship are discussed below.

*Excellent national reputation for job ready candidates:* The program maintains an excellent reputation for graduating students who are “job ready.” This reputation is based on the hands-on experience provided, particularly in the studio courses and internships. The programs survey of students and alumni found high levels of satisfaction with this approach to experiential learning that provides practical preparation for a professional career. The survey findings also noted that experiential learning, in particular the studios, had a positive influence on the perceptions of employers that have taken on graduates of the program. In meeting with the current students of the program, it was clear that the experiential elements of the program were also a major factor in their decisions to apply to the program, and to accept offers. The combination of the undergraduate accredited planning degree and the Master of Development program make the School of Urban and Regional Planning a flagship program for Ryerson University, and its location in the city and connection with communities provide opportunities for an even higher profile and greater public benefit.

*Contributions of recent hires:* Several long-term faculty members have retired in recent years or are approaching retirement. As a result, the program is experiencing some renewal opportunities and has successfully hired a number of new, young, research-active colleagues to its faculty complement. Those hired to these positions have been “research-active” and have helped the Department increase its funded research activities significantly.

*Connection between research and teaching:* The program curriculum is well- structured around themes of culture and nature, and this provides a clear identity for the program. The general match between faculty research and these themes, contributes to keeping the course material current. The emergence of centres within the School also provides the potential for classroom and studio activities to play a role in research, and opportunities for students to gain experience as research assistants.

*Student and alumni organizations:* The RPGSA provides a strong voice representing students interests to the School, as well as with the Ontario Professional Planning Institute. The Ryerson Planning Alumni Association provides excellent connections for the School and its students to practitioners, hosting events and co-sponsoring a lecture series. Alumni also participate in teaching activities, contributing guest lectures and feedback on student work during studio reviews.

**Weaknesses**

As with the strengths, the authors of the self-study report provide a good summary of issues that should be addressed. In most cases, these are not so much weaknesses and issues that the program would like to improve. The Program Review Team would like to highlight the following:

*Space and physical plant:* The spaces available for classes and studios are well below the quality found in most planning programs in Canada. Most instructional spaces lacked natural light, and some that could be subdivided with movable partitions, were far from ideal acoustic environments. Studio spaces are largely shared; while “hot desks” are not unusual when space is limited, they did not provide opportunities for the storage of supplies and equipment (e.g. lockable totes) between studio meeting times). Most spaces and much of the studio furnishing also provide accessibility challenges, and universal design should be addressed in any improvements. Given the high profile of the program in the city and in planning circles, and the potential for community interaction, the program’s location is more or less invisible. It would benefit from more visibility.

*Computing infrastructure:* Given the importance of computer programs in planning processes (e.g., GIS, 3-D visualization), the program relies on the Faculty of Community Services to manage computers and tier software. Students and faculty have both identified a lag in the speed of computers, and updating of software that planning students require. The program has relied heavily on resources from the Libraries to provide support, particularly for GIS applications and tutorials. While the PRT heard praise for the library’s facilities and services, a better integration of computer resources and instruction would benefit the program and research activities within the School.

*Internship:* Although the required internship was praised as an important element to attract application, and as part of the experiential learning process, students and faculty both recognized some challenges. Some positions are unpaid, and this was a deterrent to some students who need an income to support themselves while in the program. Some students felt that more support could be given to students seeking positions for themselves, rather than applying for positions offered by the roster provided by the program. And some students noted that the short duration of internships (a minimum duration of only 6 week), meant that they never really experienced a sense of fully participating in the life of their workplace.

**Opportunities**

In terms of opportunities, the program is very fortunate to be located in the heart of one of Canada's most dynamic cities and in proximity to many urban challenges and success stories. The program, in alignment with the University's mission on city building, could do even more to profile this fantastic position. The building itself, could be better connected to the urban streetscape and more inviting to "let the city" in to the exciting work happening in the program.

As stated in the Self-Study report, the program could be offering more student choices and flexibility in the MRP program and the program outlines their ideas on page 75 of their document. The PRT support this plan, specifically by the additional of an optional thesis stream and second, by the addition of a course-based option.

**PRT RECOMMENDATIONS**

The PRT made a total of 3 Administrative and Financial Recommendations.

**Administrative and Financial Recommendations**

1. Given the central nature of the internship to the program, consider full time staffing to develop and co-ordinate internship opportunities and engage with university level experiential learning initiatives.
2. The University alumni office could work with the program to find ways to encourage SURP alumni working in private planning offices to find paid internships for SURP students as this is a key component of their graduate student experience.
3. The University should work with the program to find ways to plan for further space and computer infrastructure needs given the growth of the program and the changing nature of practice in planning.

Summary of PRT Recommendations with Graduate Program, Faculty Dean, and YSGS Responses + Implementation Plan

**ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS**

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response
<p>1. Given the central nature of the internship to the program, consider full time staffing to develop and co-ordinate internship opportunities and engage with university level experiential learning initiatives.</p>	<p>The program agrees with the PRT’s recommendation that the protection and enhancement of the mandatory internship is essential. The internship course is appropriately taught by a sessional instructor currently. However, it is under-resourced as it also needs a staff person to develop and coordinate internship opportunities. As such, the internship course requires both continued support and resourcing; it is a critical differentiating element of the program, and yet is under threat. The MPI program is committed to improving and enhancing the internship course. It is important to note that the Undergraduate program PPR also identifies the need to support undergraduate student placement and experiential learning opportunities. The School sees the opportunity to harness these needs together in the form of requesting support from the FCS Dean’s office for a new Student Affairs position that would take leadership on</p>	<p>Submit a budget request to FCS Dean for a student affairs position.</p> <p>GPD to submit the budget request by March 2020</p>	<p>The Dean’s Office supports the program response.</p> <p>The Dean’s Office understands the School’s needs regarding additional staffing to develop and co-ordinate internships. We would like to work with the School’s Director and Graduate Program Director to discuss the potential provision of additional staff resources to support students. The Dean’s Office acknowledges the need to secure internships and maintain strong sustained relationships with community/industry partners. As such, the Dean’s Office provides support for experiential learning opportunities and suggests that the School contact Nadia Bello, Manager, Experiential Learning Strategy to support the School’s efforts.</p>	<p>YSGS supports the Program and Faculty responses.</p> <p>YSGS notes that it is currently developing an online hub for experiential learning for graduate studies. This should be released in the Winter 2020 term.</p>

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response
	<p>placements, internships and other experiential learning for both graduate and undergraduate programs. We will also begin to build new and strengthen relationships with the newly hired Director of Experiential Learning and the University's Career and Co-op Centre to explore experiential learning support and resources.</p>			
<p>2. The University alumni office could work with the program to find ways to encourage SURP alumni working in private planning offices to find paid internships for SURP students as this is a key component of their graduate student experience.</p>	<p>The program agrees with the PRT's recommendation. Alumni and students respond favourably to the internship experience and emphatically would not want it eliminated or replaced with an elective. They also appreciate both the option for self arranged placements as well as the range and diversity of SURP-arranged placements. However, there is widespread dissatisfaction with those placements that are unpaid. Furthermore, it is likely that there will soon be legislative changes that will prohibit unpaid internships and this will significantly affect SURP's ability to arrange placements. The MPI program has continued to communicate with and directly engage the</p>	<p>Consult with both the University alumni office and the Ryerson Planning Alumni Association to lay out an action plan; continue to lobby to the OPPI.</p> <p>GPD to implement the action items by May 2020. School Director will lobby OPPI.</p>	<p>The Dean's Office supports the program response.</p> <p>The PRT recommended that the School engage the University alumni office and SURP alumni to help find paid internships. The School, in its response, indicated that the Graduate Program Director will consult with both the University alumni office and the Ryerson Planning Alumni Association by May 2020 to lay out an action plan. Furthermore, the School Director will lobby the OPPI. The Dean's Office reminds the School that we now also have staff support in the Dean's office (Claudia Hughes) to increase alumni engagement. We encourage the School to</p>	<p>YSGS supports the Program and Faculty responses.</p>



**Graduate  
Studies**

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

## **1 Year Follow-up Report**

Periodic Program Review (PPR)

### **Building Science (MAsc, MBSc)**

Last Updated: January 15, 2020

**1 YEAR FOLLOW-UP REPORT**

Last Updated: January 12, 2020

**Graduate Program: Building Science (M.A.Sc., M.B.Sc.)**Peer Review Team: Dr. Radu Zmeureanu (Concordia University)  
Dr. Panagiota Karava (Purdue University)  
Dr. Medhat Shehata (Ryerson University)

Site Visit: December 4 and 5, 2017

PRT Report: January 9, 2018

Program Response: February 8, 2018

YSGS Response: April 5, 2018

PPR Approved by Senate: May 2, 2018

1 Year Follow Up Report: January 12, 2020

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs<sup>1</sup>, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will be also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables

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<sup>1</sup> <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

## Academic Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	1 Year Follow-up December 2019
Establish a PhD in Building Science.	Currently in the process of developing a proposal for a PhD in Building Science.	Associate Chair, Graduate Studies, Building Science	Program launch expected Fall 2019 upon approval	A Ph.D. in Building Science was approved by the Quality Council in December 2018 and admitted 4 domestic PhD students in September 2019, thus exceeding the targets by 100%.
Conduct an analysis of changing the MBSc in Building Science degree from 3 to 4 terms. This will include an examination of the role of the MRP.	Strike a committee of the GPC to initiate analysis.  Prepare a recommendation to GPC for voting.	Associate Chair, Graduate Studies, Building Science	May 2019	A committee was struck and met in October 2018. A preliminary recommendation was agreed upon throughout the committee. A final recommendation will be made before May 2020.
Develop an industrial research chair.	Strike a committee of the Associate Chair to work with RIO to develop IRC proposal.	Associate Chair, Graduate Studies, Building Science	September 2019	<p>As a result of efforts by the FEAS Associate Dean, Graduate Studies, supported by the FEAS Dean and the DAS Chair, the program was granted successfully an NSERC Tier 2 CRC in Building Science in Spring 2019. The department is currently conducting a search for this CRC and expects the candidate to start in January 2021.</p> <p>The program believes this is an important first step to acquiring an IRC. We anticipate the CRC will facilitate a proposal for an IRC. The program will work with the CRC to identify potential companies to support an IRC. The program will continue to strategize in 2021 with the goal of an IRC in the short/medium term.</p>



Administrative and Financial Recommendations

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	1 Year Follow-up December 2019
Further develop the Building Science laboratory.	A committee chaired by the Associate Chair has already been struck and meets regularly to address this recommendation.	Associate Chair, Graduate Studies, Building Science	Currently ongoing	<p>The Building Science Laboratory has been experiencing continued growth and development since the PPR final report. Some notable highlights include:</p> <ul style="list-style-type: none"> <li>• An extension to the original 2-year contract for the Building Science Laboratory Technician (Mr. Greg Labbé). It remains essential that this position is transferred into base budget as soon as possible. The program is working with the Dean of FEAS to make this happen.</li> <li>• Immediate and continued growth of lab based research at the Master’s and Ph.D. level since the PPR visit (150-200% since two years ago.)</li> <li>• Immediate and continued growth of faculty conducting research and teaching based activities in the lab since the PPR visit (200-250% since two years ago.)</li> <li>• Growth of field-based building testing, providing experiential learning opportunities to graduate students in the program, led by the Building Science Laboratory Technician (3 sites in past year growth from 0 in previous.)</li> <li>• Continued acquisition of new equipment to expand lab capabilities.</li> <li>• Ongoing strategizing to continue growth of the lab.</li> </ul>

<p>Further develop outreach and recruitment strategies.</p>	<p>Associate Chair and Graduate Program Administrator to work with Associate Dean, Graduate Studies (FEAS) to further develop ongoing recruitment.</p>	<p>Associate Chair, Graduate Studies, Building Science</p>	<p>Currently ongoing Additional recommendation by September 2018 for 2018/2019 recruitment cycle.</p>	<p>Outreach and recruitment strategies have been expanding and are being refined. Some notable items include:</p> <ul style="list-style-type: none"> <li>• Targeted university visits have expanded with the inclusion of specific institutions that provide fundamental undergraduate education related to building science.</li> <li>• Creation of a Linked-In account for the graduate program providing more effective communication to our program alumnae.</li> <li>• The Program will explore other advanced means of marketing and recruitment in collaboration with FEAS Graduate Studies Office, YSGS and Ryerson University Advancement.</li> <li>• Under the sponsorship of the FEAS Graduate Studies Office, the program is being presented to the broader community of undergraduate participation in various regional and national student conferences/ congresses:             <ul style="list-style-type: none"> <li>○ Conference in Sustainability in Engineering (2019, University of Northern British Columbia – Building Science Graduate Program’s newly designed brochure was placed in all delegates packages and had ¼ page ad in the conference program);</li> <li>○ Conference in Sustainability in Engineering 2020 (U of Waterloo, Feb 2020) career fair;</li> <li>○ Conference in Diversity in Engineering 2018 career fair, November 2018;</li> </ul> </li> </ul>
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<p>(cont'd)</p>	<p>(cont'd)</p>	<p>(cont'd)</p>	<p>(cont'd)</p>	<ul style="list-style-type: none"><li>○ Conference in Diversity in Engineering 2018 career fair, November 2018;</li><li>○ WISE (Women in Science and Engineering), January 2020 career fair;</li><li>○ Canadian Congress of Engineering Students, University of Alberta, January 2020 career fair, to name only some.</li></ul>
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**Summary Statement/Conclusion:** In conclusion, we thank the external reviewers and colleagues in the Graduate Program in Building Science (GPBS) for a very thorough assessment of the strengths and challenges of the GPBS program. The PRT recommendations and GPBS's responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response
	<p>University alumni office, the SURP alumni network and our professional organization, OPPI, in developing more paid internship opportunities.</p>		<p>follow up with Claudia as well.</p>	
<p>3. The University should work with the program to find ways to plan for further space and computer infrastructure needs given the growth of the program and the changing nature of practice in planning.</p>	<p>The program agrees with the PRT’s recommendation. Both the PRT and the MPI program have identified the shortage of physical space (for studios and research labs) and the long-term lack of investment in physical and computing infrastructure as the major weaknesses, which are “well below the quality found in most planning programs in Canada” and “failing to meet program needs.” The PRT has addressed these issues in their meeting with Provost and VP Academic Benarroch. Following the discussion, the program is prioritizing a funding request to the FCS Dean for a building renovation focusing on studio and computer lab spaces. The program is currently exploring options to share spaces throughout the university. There exists strong collaborative potential and cross-platform sharing for hands-on “making and</p>	<p>Submit a budget request to FCS Dean for studio and computer renovation; Explore shared lab spaces across campus.</p> <p>GPD to submit the budget request by Fall 2020 after consultations with SURP community.</p>	<p>The Dean’s Office supports the program response.</p> <p>The PRT raised the issue of the need for space and computer infrastructure improvement. The Dean’s Office understands this need as it is applicable to multiple FCS Schools. We propose a meeting with the School’s leadership to discuss this further to see what we can do in the short and in the long term.</p>	<p>YSGS supports the Program and Faculty response.</p> <p>Although space allocation is not within its purview, YSGS supports and will continue to advocate for additional space for graduate programs.</p>

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response
	<p>building” opportunities across campus; these may be realized more effectively and efficiently through infrastructure integration and program collaboration, e.g., if SURP could move and/or share space with Architecture or FCAD (e.g. Fabrication Lab in FCAD, modelling lab in architecture, Digital Media Experience Lab, GIS labs, etc). The program recognizes that space allocation is a multi-level issue including the school, faculty and university. The program will continue to lobby space expansion and sharing and investment in computing infrastructure in line with the expected growth and success of the MPI program.</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.