

SENATE MEETING AGENDA

TUESDAY, MAY 5, 2020



SENATE MEETING AGENDA

Tuesday, May 5, 2020

Via ZOOM Video Conferencing

5:00 p.m. Senate Meeting starts

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

3. Approval of the Agenda
Motion: *That Senate approve the agenda for the May 5th, 2020 meeting.*

4. Announcements

Pages 1-10

5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the April 7th, 2020 meeting.*

6. Matters Arising from the Minutes

7. Correspondence

Pages 11-16

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

Pages 17-19

- 8.2 **Communications Report**
-

Pages 20-21

- 8.3 **Report of the Secretary**
 - 8.3.1 Senate Elections Update
-

Pages 22-41

- 8.4 **Committee Reports**
 - 8.4.1 **Report #W2020-4 of the Academic Standards Committee (ASC):** K. MacKay

Pages 22-28

8.4.1.1. Admission changes to the First Nations Technical Institute (FNTI) program – FCS School of Social Work

Motion: *That Senate approve the admission changes to the First Nations Technical Institute (FNTI) program – FCS School of Social Work.*

Pages 28-31

8.4.1.2. Certificate review for Fundraising Management – Chang School

Motion: *That Senate approve the certificate review for Fundraising Management – Chang School.*

Pages 31-35

8.4.1.3. Certificate review for Health Informatics – Chang School

Motion: *That Senate approve the certificate review for Health Informatics – Chang School.*

Pages 36-38

8.4.1.4. Certificate modifications to Health Informatics – Chang School

Motion: *That Senate approve the certificate modifications to Health Informatics – Chang School.*

Pages 38-41

8.4.1.5. New Certificate in Urban Agriculture – Chang School

Motion: *That Senate approve the new Certificate in Urban Agriculture – Chang School.*

Page 41

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

- i. Certificate in Fundraising Management: Course Addition - Elective
 - ii. Certificate in Leadership in Organizations: Course Addition - Elective
 - iii. Certificate in Publishing: Changes to course descriptions and prerequisite
-

Pages 42-91

8.4.2 Report #W2020-4 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

8.4.2.1. Provost's Update

Pages 45-55

8.4.2.2. Policy 167: Academic Consideration (replacing part of Policy 134: Undergraduate Academic Consideration and Appeals and part of Policy 152: Graduate Student Academic Consideration and Appeals)

Motion: *That Senate approve Policy 167: Academic Consideration (replacing part of Policy 134: Undergraduate Academic Consideration and Appeals and part of Policy 152: Graduate Student Academic Consideration and Appeals).*

Pages 56-82

8.4.2.3. Policy 168: Grade and Academic Standing Appeals (replacing part of Policy 134: Undergraduate Academic Consideration and Appeals and part of Policy 152: Graduate Student Academic Consideration and Appeals)

Motion: *That Senate approve Policy 168: Grade and Academic Standing Appeals (replacing part of Policy 134: Undergraduate Academic Consideration and Appeals and part of Policy 152: Graduate Student Academic Consideration and Appeals).*

Pages 83-91

8.4.2.4. Update to the Graduate Program Council – Biomedical Engineering Bylaws

Motion: *That Senate approve the update to the Graduate Program Council – Biomedical Engineering Bylaws.*

Pages 92-100

8.4.3 Report #W2020-1 of the Scholarly, Research and Creative Activity Committee (SRCAC): S. Liss

Page 93

8.4.3.1. Retire Policy 153: Non-Competitive Agreements (SRCAC)

Motion: *That Senate approve retiring Policy 153: Non-Competitive Agreements.*

Pages 94-100

8.4.3.2. Revised Policy 154: Signing of Applications and Agreements in Support of Scholarly, Research and Creative Activity (SRCAC)

Motion: *That Senate approve the revised Policy 154: Signing of Applications and Agreements in Support of Scholarly, Research and Creative Activity.*

Pages 101-294

8.4.4 Report #W2020-3 of the Yeates School of Graduate Studies Council (YSGS):
C. Searcy

Pages 103-117

8.4.4.1. Major Modifications for the Biomedical Physics graduate program (MSc/PhD)

Motion: *That Senate approve the Major Modifications for the Biomedical Physics graduate programs (MSc/PhD).*

Pages 118-242

8.4.4.2. Major Modifications for the Master of Business Administration (MBA) program

Motion: *That Senate approve the Major Modifications for the Master of Business Administration (MBA) program.*

Pages 243-266

8.4.4.3. Major Modifications in Master of International Economics and Finance (MA) program

Motion: *That Senate approve the Major Modifications for the Master of International Economics and Finance (MA) program.*

Pages 267-294

8.4.4.4. For information: 1 Year PPR Follow Up:

- i. Master of Business Administration (MBA)
 - ii. Environmental Applied Science and Management (MAsc, PhD)
 - iii. Film and Photography Preservation and Collections Management (MA)
-

9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda:

12.1. 2019-2020 OVPRI Annual Report to Senate

[https://www.ryerson.ca/senate/senate-meetings/agenda/2020/OVPRI AnnualReport to Senate 2019 2020.pdf](https://www.ryerson.ca/senate/senate-meetings/agenda/2020/OVPRI%20AnnualReport%20to%20Senate%202019%202020.pdf)

13. Adjournment

SENATE MINUTES OF MEETING			
Tuesday, April 7, 2020			
Via Zoom Video Conference			
MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
L. Barnoff	R. Adams	R. Noble	M. Arif
M. Benarroch	D. Androutsos	S. Rakhmayil	Z. Bokhari
D. Brown	R. Babin	H. Rollwagen	H. Elsayed
D. Cramb	A. Bailey	S. Sabatinos	J. Kewal
G. Craney	C. Bradish	M. Tiessen	M. Moghaddas
T. Duever	T. Burke	J. Tiessen	K. Nguyen
C. Falzon	D. Checkland	M. Vahabi	K. Park
C. Hack	K. Dermody	N. Walton	V. Prevost
G. Hepburn	M. Dionne		H. Shahid
M. Lachemi	A. El-Rabbany		J. Spagnuolo
S. Liss	A. Ferworn		
K. MacKay	N. George		
J. McMillen	M. Green		
D. O'Neil Green	R. Hudyma		EX-OFFICIO STUDENTS:
C. Searcy	K. Kumar		N. Brayannis
C. Shepstone	L. Lavallée		
P. Sugiman	A. McWilliams		
D. Taras	R. Meldrum		
D. Young	A. Miransky		
S. Zolfaghari	J. Neil		
SENATE ASSOCIATES:			
			ALUMNI:
A. M. Brinsmead			N. Di Cuia
J. Dallaire			S. Rattan
R. Kucheran			
M. Zouri			
REGRETS:			
			ABSENT:
E. Ignagni			S. Benvie
I. Mishkel			D. Bitondo
P. Moore			S. Donato-Woodger
A. Yazdani			O. Karp
			D. Salman
			M. Tiessen

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

3. Approval of the Agenda

Motion: *That Senate approve the agenda for the April 7th, 2020 meeting.*

R. Babin moved; G. Hepburn seconded

Motion Approved.

4. Announcements - None

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the March 3rd, 2020 meeting.*

A. McWilliams moved; N. George seconded

Motion Approved.

6. Matters Arising from the Minutes - None

7. Correspondence - None

8. Reports

8.1 Report of the President

8.1.1 President's Update

The President Reported:

1. Congratulations to Charles Falzon, who has been re-appointed as Dean of Faculty of Communication and Design
2. Slide Presentation: How Ryerson is Responding to COVID-19
 - Goodwill and resilience
 - Students are being supported throughout these challenging times
 - Thanked everyone for their support, all teams, units across the University
 - Thanked the members of the Senate Priorities Committee for reacting very quickly on behalf of Senate to draft a proposal to provide reasonable grade options to assist students
 - In an effort to support students, Ryerson has contributed \$6M towards Student Relief. Approximately 4,000 students applied for support; \$750 per student was approved

- **Working with Partnerships:**
 - Ryerson has been working closely with all levels of government and has been actively communicating with Mayor Tory and others
 - The excellent platform Magnet was used at the national level to assist students to find jobs
- **Ryerson will be establishing an Implementation team to assist in various areas:**
 - Prototypes of personal protective equipment will be tested by hospitals to ensure they meet guidelines and requirements
 - Providing student residences to healthcare workers
 - Mattamy Centre space will be provided if needed
 - Daphne Cockwell Centre's Nursing labs are also available for use
 - Scholarly Research and Creative Activity (SRC) – Ryerson researchers are heavily involved participant members
 - **Convocation:** It was a difficult decision to postpone Spring Convocation. Students affected will be honoured in Fall 2020 as well as Honorary Doctorate recipients.

Questions/Answers/Comments:

C: Thank you for the provision of Wi-Fi and partnership with Rogers.

C: The Library has done an excellent job providing access to students and has shipped a number of laptops to students. Rogers has provided unlimited internet access to students. Those with no Rogers access received hotspot sticks to be able to access Wi-Fi.

C: The Library has been lending laptops prior to the pandemic and 125 laptops were sent to students. The Library has ordered 100 more. Additional laptops will be donated by FCAD and 160 students signed up for Rogers and FIDO unlimited data plan.

C: Students can either pick up laptops or they can make arrangements to have them shipped to their home address.

Q: Regarding online course response for Spring/Summer and Science courses - There was a survey of students that some courses are not being made available and some are prerequisite courses?

A: We have tried to get as many courses as possible online. We did the best we could in a short time.

C: Chang School had 821 online sections, and will be offering 300 more. There are currently 629 new sections offered online. We are working with instructors to teach these courses. Some courses cannot necessarily be offered online. Some courses are lab-based, so we are unable to offer these at the moment.

C: Plans are underway to virtualize lab courses for the Summer term.

C: Suggestion to student senators that if students are asking questions, advise them to reach out to their Deans and we will respond as best we can.

8.2 Communications Report – (included in agenda)

8.3 Report of the Secretary

8.3.1 Senate Elections Update

D. Bell provided an update of the Senate membership for 2020-2021

8.4 Committee Reports

8.4.1 Report #W2020-3 of the Academic Standards Committee (ASC): K. MacKay

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

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

K. MacKay moved; T. Duever seconded

Motion Approved.

8.4.1.2. Periodic Program Review for the Program of International Economics and Finance, Bachelor of Arts Degree – Faculty of Arts.

Motion: *That Senate approve the Periodic Program Review for the Program of International Economics and Finance, Bachelor of Arts Degree – Faculty of Arts.*

K. MacKay moved; A. McWilliams seconded

Motion Approved.

8.4.1.3. Universities of Canada - Egypt Partnership Proposal – Faculty of Communication and Design

Motion: *That Senate approve the Universities of Canada-Egypt Partnership Proposal – Faculty of Communication and Design.*

K. MacKay moved; N. Di Cuia seconded

Q: While foreign students come here, not many of our students opt to study away. In terms of student access in Egypt, will the students pay normal student fees?

A: More or less; it is not quite the same. The Faculty is looking at a variety of scholarships and bursaries to make it a broader range. There is a lot of enthusiasm for this program and incredible passion for exploring this.

C: This is the only Canadian-based University in the Middle East. Glad that we have a footprint there.

C: Ryerson should be careful about Intellectual Property and copyright.

C: Partners are interested in programs from Faculty of Engineering & Architectural Science, specifically Electrical & Civil Engineering, as well as Mechanical Engineering.

Motion Approved.

8.4.1.4. Certificate review for Advanced Nursing Leadership and Management – Chang School

Motion: *That Senate approve the certificate review for Advanced Nursing Leadership and Management – Chang School.*

K. MacKay moved; L. Lavallée seconded

Motion Approved.

8.4.1.5. Certificate modifications to Advanced Nursing Leadership and Management – Chang School

Motion: *That Senate approve the certificate modifications to Advanced Nursing Leadership and Management – Chang School.*

K. MacKay moved; N. Walton seconded

Motion Approved.

8.4.1.6. New Certificate in Introduction to Community Services – Chang School

Motion: *That Senate approve the new Certificate in Introduction to Community Services – Chang School.*

K. MacKay moved; G. Hepburn seconded

Q: Is there is a home school?

A: It will rest in the Dean's office, Faculty of Community Services.

Motion Approved.

8.4.1.7. New Certificate in Practical Data Science and Machine Learning – Chang School

Motion: *That Senate approve the new Certificate in Practical Data Science and Machine Learning – Chang School.*

K. MacKay moved; G. Hepburn seconded

Motion Approved.

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

- i. Certificate in Data Analytics, Big Data and Predictive Analytics: Required course deletions; course additions; changes in prerequisites
- ii. Certificate in Disaster and Emergency Management: Certificate title change
- iii. Certificates in Public Administration and Governance, Levels 1 and 2: Certificate title changes
- iv. Certificate in Disaster and Emergency Management: Course title change
- v. Certificate in English Literature and Popular Culture: Course addition and deletions (electives)

8.4.2 Report #W2020-3 of the Academic Governance and Policy Committee (AGPC):

M. Benarroch

8.4.2.1. Provost's Update**The Provost Reported:**

1. The Yeates School of Graduate Studies and Associate Deans determined that the additional change to graduate grading options is an opportunity for students to choose to drop the course.
2. Assistance to Students:
 - Ryerson gave \$3M towards student assistance. The funds were sent out to as many as possible to alleviate students' situations.
 - Through the International Office, we brought back many students from around the world, and assisted those who returned who had nowhere to go, with hotel assistance.
 - Rebate was given to students for their last five weeks if in residence, and also for their meals.
 - The total was approximately \$6M towards assistance to students.
3. RSU advocates are back working and participating in the Appeals process. Also, RSU has reached out to the University and wants to know how we can work towards further assistance to students. He stated that regarding the RSU additional advocate motion passed at the last Senate meeting, this is being put on pause due to the injunction. He offered that Ryerson will abide by the injunction.

Q: What is the University's plan for Wi-Fi support moving into the Spring and Summer term?

Rogers partnership was a really great idea for this term, will this be extended? Any support for students not on the Roger's network with support of a Wi-Fi stick?

A: The Library is working with the President's office to discuss options with Rogers. We are also looking at other ways to support students over the spring and summer. For information, here are the online/virtual services and resources offered by the Library:

<https://library.ryerson.ca/blog/2020/03/ryerson-library-resources-and-services-update/>

C: To request a laptop and/or Wi-Fi email the Library at access@ryerson.ca.

C: We would appreciate Telus and Bell joining Ryerson to provide students with coverage for Spring and Summer.

Q: How do students pick up the laptops when the Library is closed? And will the laptops be available for Summer online classes?

A: The Library has been shipping these out or arranging pickup in special cases.

Q: Is there is an estimated timeline when students can expect to receive the \$750?

A: There were 4,000 student requests and we are working with Western Union, among other measures, to disburse these funds to students.

Q: Will the Ryerson Student Relief Fund reopen for students? Is this initiative being funded solely by donations, or has Ryerson dedicated a specific monetary amount to offering this relief?

A: Ryerson has dedicated more than \$3M of our own funds. We are now trying to raise external funds.

C: Thank you to C. Shepstone and the Library for supplying our new student Pow Wow team with Wi-Fi so we can continue digital planning!

C: TRSM bought 200 new laptops and used all our existing laptops.

Q: I have noticed that Spring/Summer courses that were previously available (in-person) have been cancelled. Is the University looking to make these available online, or is the choice in Summer school courses being decreased to what was already an online course?

A: TRSM is increasing courses. Chang is opening up caps. More students will have access to Spring/Summer than in the past.

Q: Why can't the University move to credit, no-credit option for graduate students?

A: It was felt that the decision taken would be the best option.

C: Graduate students have fewer courses than undergraduate students. It could also cause issues with students hoping to go to Masters and Doctorate programs. Graduate students require different types of accommodation. There have been many debates among graduate program Deans.

C: Re credit, no-credit. We're giving undergraduate students a lot of choice. Why can't we give graduate students credit or no-credit option like the undergraduate students?

Q: Wondering about the Fall semester: when will Ryerson want to make a decision whether it will be remote learning or in-person or hybrid? It seems it is crucial that a decision is made sooner rather than later, especially for Admissions.

A: We are certainly thinking of courses for the Fall term. We have to work with directives from government as to when we return and the best way to protect our community.

Q: Regarding graduate course drop deadline - what happens when a student misses the final exam, and gets an INC grade. Then writes the test later. Will they still have this option to drop the course five days after the official grade is released?

A: We are trying to strike a balance. Students who have an INC would have to get in touch with the Registrar's Office to get that type of accommodation. We will make it available in this situation.

Q: Social work has a partnership with FNTI and the program starts the last week of August. It seems a far way off but wondering if we can think a bit about admissions and OneCard orientations, etc. The last class takes place at the end of August, how would students get their OneCard, etc.

A: The Provost will look into this.

8.4.3 Report #W2020-1 of the Senate Priorities Committee (SPC): M. Lachemi

8.4.3.1. Endorse the action taken on March 24, 2020 by Senate Priorities Committee (SPC), to amend Policy 46 to create CRD and NCR grades in order to address the concerns of students regarding the impact of COVID-19 pandemic on their grades and future prospects

Motion: *That Senate hereby endorses the action taken on March 24, 2020 by Senate Priorities Committee (SPC), to amend Policy 46 to create CRD and NCR grades in order to address the concerns of students regarding the impact of COVID-19 pandemic on their grades and future prospects.*

D. Checkland moved; A. McWilliams seconded

C: It is important for Senators to realize that there was no provision for SPC to act. There is a need for Emergency powers.

Motion Approved.

8.4.3.2. Proposed academic structure of a potential agreement with Navitas regarding the recruitment and academic preparation of international students for direct admission into the second-year of participating programs at Ryerson.

Motion: *That Senate approves the proposed academic structure of a potential agreement with Navitas regarding the recruitment and academic preparation of international students for direct admission into the second-year of participating programs at Ryerson.*

D. Taras moved; M. Vahabi seconded

C: Recommended tabling the motion until next meeting. What do we mean by high-quality students? Students are only allowed to register in their second year, do they know this? Navitas has not had any new contracts since 2010 and has been rejected by other Universities. We should ensure that there be more than one partner to look at. We have to protect employees: e.g. regarding lower pay and lack of access to resources. It would be wise to push this till the end of COVID-19.

C: Most of the information provided is incorrect. For example, the statement that employees are not being treated properly is wrong. It is important to be accurate with Senate when expressing views.

C: We have spoken with other Universities and received a more positive response. Also spoke to competitors of Navitas, and felt Navitas offered a better deal.

C: Regarding the statement that students being confused or misled that they are not being admitted at first year, students are well informed. With COVID-19 and current financial pressures students will be facing, the competition to attract international students will become very intense. We have had conversations with other providers and they cannot provide what we require.

Q: Regarding credits, do they have to have all first-year courses completed before they are admitted?

A: Students will have to complete 10 courses before they can register. Those courses will be transferred as credits.

C: A partnership may bring some new expertise and knowledge, but the financial terms of the proposed deal appear disproportionately disadvantageous to Ryerson, all risk to Ryerson, most cash goes to Navitas.

C: Navitas will end up providing excellent opportunities to Ryerson staff, and the outcomes to students are demonstrably better.

Q: About other Universities rejecting Navitas? any proof? This is important to know.

Q: Is there any evidence about the other Universities who refused like McMaster?

A: There is a very impressive operation at Simon Fraser. I was sceptical, but was persuaded that the treatment of students, staff and faculty was excellent. I asked very tough questions when I was there, including labour relations questions.

C: Navitas is owned by a Canadian partnership.

C: Real discussion should occur. Why not defer this matter to the next meeting?

A: There is a timing issue involved. We have had many townhall meetings across campus and discussions at the March Senate meeting's Committee of the Whole. The comments are included in the March Senate minutes.

Q: Regarding academic structure. I am wondering about how academic policies would be applied. Who, for example, would handle appeals for Navitas students?

A: Our own professors would oversee quality, not Navitas.

A: Ryerson will handle appeals from second-year students. We will ask Senate Office and Academic Advising to develop a policy on this matter.

C: Not seeing any risks with Navitas.

C: Would prefer more time being devoted to more discussion.

Motion to Table Item 8.4.3.2.:

Z. Bokhari moved; K. Park seconded

C: We examined Navitas in the last meeting, and people were supposed to have done their homework before this meeting.

C: I agree with the last comment. We have been discussing this for ages, and were given the agenda a week ago (to review, research, as needed) if we have any objections.

C: I agree that we have had lots of time to consider and seek information. I would like to vote on it.

Vote on Motion to Table defeated.

Original Motion Approved.

8.4.3.3. Grant Senate Priorities Committee (SPC) temporary emergency powers beyond those in Senate Bylaw #1 to address on behalf of Senate emergency academic issues that arise and cannot, without risk of harm to students or faculty, wait until the next scheduled Senate meeting to be addressed. These are special emergency powers only. Any actions so taken must be reported to Senate as soon as possible, including full descriptions of the nature of the emergency and the rationale for the actions taken. These powers will be in effect until either rescinded by Senate or superseded by an amendment to Senate Bylaw #1.

Motion: *Given the unprecedented adaptations forced upon the University by the current pandemic, that Senate hereby grants Senate Priorities Committee (SPC) temporary emergency powers beyond those in Senate Bylaw #1 to address on behalf of Senate emergency academic issues that arise and cannot, without risk of harm to students or faculty, wait until the next scheduled Senate meeting to be addressed. These are special emergency powers only. Any actions so taken must be reported to Senate as soon as possible, including full descriptions of the nature of the emergency and the rationale for the actions taken. These powers will be in effect until either rescinded by Senate or superseded by an amendment to Senate Bylaw #1.*

D. Checkland moved; A. McWilliams seconded

C: Add wording to rescind when everything is over.

Motion for Friendly Amendment: Add: “to be revisited by June 2021”.

D. Taras moved; G. Hepburn seconded.

Friendly Amendment to Motion Approved.

9. Old Business - None

10. New Business as Circulated - None

11. Members’ Business -None

12. Consent Agenda - None

13. Adjournment – Meeting adjourned at 8:21 p.m.

Ryerson University
President's Update to Senate
May 5, 2020



APPOINTMENTS

Charles Falzon has been reappointed dean of the Faculty of Communication and Design (FCAD) for a second five-year term effective July 1, 2020. During his first term, Charles broadened the scope and reach of FCAD's nine schools, forming partnerships with organizations such as Cirque du Soleil, Google, and Spin Master, while launching international initiatives in Italy, the United Kingdom, and the United Arab Emirates. At the same time, he brought a renewed unity to the faculty's culture, reforming the curriculum with an interdisciplinary and collaborative approach to program delivery and fostering equity, diversity and inclusion. Under Charles's leadership, FCAD has developed the interdisciplinary hubs The Catalyst, the Creative Innovation Studio and the Creative Technology Lab, and it has launched the scholarly, research, and creative (SRC) showcase RUBIX.

Wendy Freeman has been appointed to a permanent position as executive director of the Centre for Excellence in Learning and Teaching. As interim director, she oversaw the centre's opening in the Daphne Cockwell Health Sciences Complex. Under her leadership, the centre has launched its Blended Learning Lab, which has helped faculty integrate online and classroom teaching; in response to the COVID-19 pandemic, it has become the key point of contact for Ryerson faculty in their transition to teaching fully online. Wendy was formerly Ryerson's director of eLearning, which is now one of the six units that comprise the centre, as well as an instructional designer with the Digital Media Projects Office—another of the centre's units. She remains a professor of Professional Communication, and she has received a YSGS award for Outstanding Contribution to Graduate Education as well as the Dean's Teaching Award. Wendy holds a PhD in education from the Ontario Institute for Studies in Education at the University of Toronto and an M.A. in instructional design, development, and evaluation from Syracuse University.

CONGRATULATIONS

Manavi Handa, professor of Midwifery, was honoured with an Iewirokwas Cape Award for Midwives, an annual honour given by fellow Ontario midwives and recognizing those in the profession who work with "honour, equity, humility, justice and inclusion" in Ontario's diverse urban, rural, and remote communities. Manavi's name has been written permanently on a cape that indicates recipients' heroism and gives them "licence to fly."

Charlie Wall-Andrews, a PhD student in Policy Studies, has been named a 2020 Pierre Elliott Trudeau Foundation Scholar. She is researching how deploying critical theory in policy and management studies can help create equity in highly inequitable settings. As part of her award, she will participate in an experiential learning-based leadership program exploring technology and ethics, and focusing on health care policy and delivery.

EVENTS AND INITIATIVES

COMMUNITY RESILIENCE PROJECT – On March 6, the federal government announced a \$500,000 grant in COVID-19 rapid research funding to PROTECH (Pandemic Rapid-response Optimization To Enhance Community resilience and Health), a project led by Ryerson geography professor Josephine Wong. Working with midwifery professor Manavi Handa as well as Regent Park Community Health Centre clinician Alan Li and Toronto Western Hospital psychiatrist Kenneth Fung, Prof. Wong will produce a hub for accurate information on COVID-19 and suggestions for coping with fear and anxiety. The team will also provide online group training to promote resilience among those who have tested positive or are under significant stress. The project was developed to stave off potential negative responses to Chinese-Canadian communities—given the virus’s origin and the lessons learned from SARS—but Prof. Wong and her team have affirmed that its model can be adapted to be used in different communities during future pandemic outbreaks.

COMMUNITY TRANSMISSION STUDY – Also on March 6, Ryerson geography professor Lu Wang was the nominated principal applicant on a project that received \$189,050 from the federal government. She and her team, which includes Ryerson psychology professor Lixia Yang, Queens geography professor Dongmei Chen, and several community collaborators, are developing “Spatial and social patterning of COVID- 19 prevention and transmission in Canada: Investigating the impacts of risk perception and preventive behaviour on individual activity space.” Focusing on Toronto’s Chinese community, it will study how risk perception and individual behaviour—including social distancing and self-isolation— affect the transmission of COVID-19. Prof. Wang and her team hope the information they collect on the cultural dimensions of community transmission will help inform public health response to future outbreaks of infectious diseases.

MOVING RYERSON ONLINE – With the March 13 announcement that Ryerson classes would move online, the Centre for Excellence in Learning and Teaching has provided support and resources for instructors making the transition from physical to virtual classrooms. So successful has its input been that institutions across Canada have been requesting permission to adapt the centre’s newly produced resources. Working seven days a week to tight deadlines, the team at the centre, in collaboration with The Chang School, Computing and Communications Services, and the Ryerson Library, has produced the Continuity of Learning Guide to help students adapt to new learning processes; the Continuity of Teaching Guide, a central web page connecting instructors with up-to-date resources; and a set of checklists, tipsheets, and further guides. The centre has also offered consultations by phone, email, and teleconferencing, and it has collaborated across campus with other offices to develop resources on academic integrity and online examinations. It is now planning for the Spring/Summer and Fall semesters.

REPATRIATING STUDENTS – With the cancellation of Ryerson-sanctioned travel and the closing of international borders due to COVID-19, Ryerson International (RI) has been working to get community members back to Canada from abroad. As of mid-April, the team led by Assistant Vice-President, International Anver Saloojee has repatriated 234 community members from 29 countries—over 80% of the students, faculty, and staff registered with RI as having been out of the country on exchange programs and for cross-border partnerships and research. The team has offered 24-hour on-call support

and services such as navigating travel restrictions, booking (and rebooking) flights and accommodations, and covering expenses where necessary. Additionally, RI has partnered with risk management organization International SOS to provide Ryerson travellers with advice about traveling within and from particular countries.

STUDENT RELIEF FUND – The University has established the Ryerson Student Relief Fund to assist students facing financial hardship due to the pandemic. Recognizing that many current and summer jobs have been cancelled due to the closing of businesses, Ryerson has offered \$750 in support per student, subject to availability. On April 3, the university confirmed support of \$3,000,000 for 4,000 students. The money was pulled from institutional and Tuition Set Aside funds. Currently, a fundraising campaign is soliciting donations from alumni, friends, staff, faculty, and Ryerson donors to help reopen the Relief Fund. As well, the Faculty of Community Services (FCS) has set up its own COVID-19 Emergency Relief Fund to support undergraduate, graduate, and continuing education FCS students until the end of the winter term.

HELPING HOSPITAL WORKFORCES – On March 19, a team of researchers led by Mechanical and Industrial Engineering Professor Patrick Neumann and Nursing Professor Nancy Purdy, working with the University Health Network, received \$172,710 in COVID-19 rapid research funding from the federal government to create a tool predicting the impact of the COVID-19 outbreak on hospital workforces. Their project, “Modelling and Minimising the Impacts of Infection Control Routines on Nurse Workload in Acute Care Under Varying COVID-19 Outbreak Scenarios,” aims to help hospitals predict how much personnel they will need and how best to distribute work to minimize fatigue and increase safety. With the input of frontline health care personnel, the team will create computer simulations of emergency departments assessing the impact on nurses of COVID-19 outbreaks of varying severities to help managers make decisions on how to improve the quality of care their hospitals offer. The project will also look to refine infection control routines so as to minimise nurses’ workload while retaining high standards of safety. The models will be able to be adjusted to become relevant to other hospitals across Canada.

COMBATING COVID-19 MISINFORMATION – On March 19, the Social Media Lab at TRSM launched the COVID-19 Misinformation Web Portal at covid19misinfo.org. The project, led by Ryerson Canada Research Chair of Social Media Data Stewardship Anatoliy Gruzd, along with Philip Mai, the lab’s director of business and communications, includes dashboards tracking the spread of debunked claims about the pandemic, statistics tracking the spread of COVID-19 in Canada, curated explainer content, and links to other reliable resources. The site is being funded by the federal government as part of a \$478,000 grant awarded to Prof. Gruzd’s team and that of George Veletsianos, Canada Research Chair in Innovative Learning and Technology at Royal Roads University. Their joint project, *Inoculating Against an Infodemic: Microlearning Interventions to Address CoV Misinformation*, will devise and deploy a variety of online educational interventions, aiming to help the public distinguish between trustworthy and unreliable sources of information.

PROTOTYPING MEDICAL SUPPLIES – At FCAD’s Creative Technology Lab (CTL), Director Jonathon Anderson and Lead Technologist Adrian Kenny have devised an innovative new type of face shield for health care workers; it provides improved protection, fit, stability, cost, production time, and reusability.

The laser-cut shield has been approved as medical-grade personal protective equipment (PPE) by Health Canada and approved for use by the hospital network Unity Health Toronto, comprising St. Michael's Hospital, St. Joseph's Health Centre, and Providence Healthcare. Production of the shield has begun at the CTL, which aims to ramp up to 1,000 units per day. The CTL has also partnered with medical innovation network Glia to produce 3D-printed PPE parts for Toronto General Hospital.

PPE DONATIONS – Alert to the shortages of personal protective equipment (PPE) for Toronto health care workers during the COVID-19 pandemic, Ryerson schools have been rounding up valuable spare equipment to give to hospitals. The School of Occupational and Public Health has donated spare gloves, gowns, and masks usually reserved for teaching demonstrations to Sunnybrook Hospital. The School of Nursing has donated 26 bottles of soap and skin cleaner, 112 sanitizer refills, 170 gowns, 860 masks, 12,000 wipes, and 14,230 pairs of gloves to St Michael's Hospital and Scarborough Health Network. A team from the Department of Chemistry and Biology has rounded up 79,000 gloves, gowns, and goggles from labs and donated them to St. Michael's Hospital, Sunnybrook Hospital, and Women's College Hospital. As well, an interdisciplinary team led by Judy Finlay, professor of Child and Youth Care, has organized an appeal for masks, communication devices, and crisis support for isolated First Nations Communities. The appeal is part of the Finding Our Power Together (FOPT) initiative, which was founded in 2016 by members of the Nibinamik First Nation Youth Council and researchers at Ryerson.

TED ROGERS MANAGEMENT CONFERENCE – From March 5 to 7, students from the Ted Rogers School of Management hosted 200 national and international delegates at the 11th annual Ted Rogers Management Conference, held this year at Toronto's Hotel X. The weekend featured workshops, case presentations, industry expos and panels including the 33rd annual Ryerson Business Forum (RBF), and a Roaring Twenties-themed gala. Speakers included Rogers Communications Deputy Chair Melinda Rogers, CTV journalist and Ryerson alumna Marci Ien, Maple Leaf Sports & Entertainment President and CEO Michael Friisdahl, RBC Chief Strategy and Corporate Development Officer Mike Dobbins, and Fairfax Financial Holdings Chairman and CEO Prem Watsa, who concluded his closing keynote address with these wise words: "If you want happiness for a day, go fishing. If you want happiness for a year, inherit a fortune. If you want happiness for a lifetime, help somebody."

PUSH THE POST – From March 19 to 20, the Ryerson Engineering Student Society (RESS) held a virtual version of their annual "Bug Push" to raise money for Sick Kids Hospital. Unable to push a VW beetle around the Quad for 24 hours straight, they created a social media campaign called "Push the Post," for which they committed to donating \$1 to the hospital for every like or share received by a video they posted to Instagram about the campaign. The students reached their goal of \$5,000 within four hours, and in total, between donations from RESS and followers online, the campaign raised \$7,691—the most RESS has ever raised in one event for Sick Kids.

LEADERSHIP LAB ONLINE – On April 2, Ryerson's Leadership Lab presented the online discussion "The Days Ahead with Mohamed Lachemi." Hosted by the lab's co-founder and executive director, Karim Bardeesy, as part of the Lab Talks series of public talks, it was attended by 140 undergraduate and graduate students from various faculties and backgrounds. Many of them asked thoughtful and challenging questions about Ryerson's response to the COVID-19 pandemic and my role as a leader. I was inspired by the students' determination to make meaningful connections during this time of social

distancing. Their engagement and ongoing curiosity offer hope for the future of our university and our country.

DEMOCRACY DIALOGUES – On April 7, the Democratic Engagement Exchange in the Faculty of Arts launched its virtual discussion series Democracy Dialogues with the online session “Women Leading Through Crisis.” Hosted in partnership with Ryerson’s Women in the House program, the session was led by Peggy Nash, former member of parliament and current chair of the advisory committee for Ryerson’s Centre for Labour Management Relations, and Tracey Raney, professor of politics and public administration. The series has gone on to cover issues such as the way social assistance is framed in news media; the spread of misinformation about COVID-19 online; differing responses to the COVID-19 pandemic in Asia, Europe, and North America; and, on April 30, alternatives to in-person voting for elections, in a session led by representatives of Elections BC, the Institute of Public Administration of Canada, and the Department of Political Science at Brock University.

VIRTUAL DAY OF PINK – On April 8, nearly 100 community members joined a video call hosted by Ryerson’s Positive Space, all wearing pink clothes to celebrate the International Day of Pink. Ryerson participates annually in the event, which promotes inclusion and solidarity against homophobic and transphobic bullying; where usually a group picture is taken in the Sheldon & Tracy Levy Student Learning Centre, this year composite photos show the group smiling together, making silly faces, pointing to friends, and showing off their pink attire.

from the President’s Calendar

March 6, 2020: I participated in a regular meeting of the executive heads of the Council of Ontario Universities (COU).

March 6, 2020: I hosted a “Coffee with the President” meeting with a group of 12 international students to discuss their experience at Ryerson so far.

March 9, 2020: I attended a lunch hosted by Helen Vari (Honorary Doctor of Laws ’17) in honour of His Highness Prince Aamyn Aga Khan, chairman of the Aga Khan Museum.

March 11, 2020: At Queen’s Park, I met with Ontario Associate Minister of Transportation Kinga Surma to discuss how Ryerson can contribute to the provincial government’s strategy for transit-oriented communities.

March 12, 2020: Along with Provost and Vice-President, Academic Michael Benarroch and Deputy Provost and Vice-Provost, University Planning Glenn Craney, I participated in a budget consultation with representatives of the RFA, CUPE, and OPSEU.

March 12, 2020: At the Hispanic/Latino Student Awards ceremony, I was pleased to have the opportunity to thank donors for their significant support for our students.

March 12, 2020: I met with David Piccini, parliamentary assistant to Ross Romano, Ontario minister of colleges and universities, to discuss plans for post-secondary education in Brampton.

March 13, 2020: I participated in a teleconference with the executive heads of the COU to discuss how member universities should respond to COVID-19.

March 13, 2020: At Pitman Hall, I had lunch with 15 student leaders from across Ryerson’s faculties.

- March 16, 2020:* I participated in a strategic discussion with the executive heads of the COU about managing our universities' responses to the COVID-19 pandemic.
- March 18, 2020:* I spoke with CEO of Gowling WLG (Canada) LLP and former Board chair Peter Kukasiewicz to update him on developments at Ryerson.
- March 18, 2020:* I participated in a strategic discussion with the executive heads of the COU about managing our universities' responses to the COVID-19 pandemic.
- March 19, 2020:* I spoke with Prabmeet Sarkaria, Ontario's minister of small business and red tape reduction, about how Ryerson can help the provincial government and small businesses in the current economic climate.
- March 19, 2020:* Along with the presidents of the University of Toronto, York University, the Ontario College of Art and Design, and Seneca College, as well as the principal and chief administrative officer of the University of Toronto Scarborough, I participated in a discussion with Mayor John Tory about how our institutions and the city can help one another at this challenging time.
- March 19, 2020:* As a member, I participated by teleconference in a meeting of the National Research Council (NRC) to discuss our response to the COVID-19 pandemic.
- March 20, 2020:* I participated in a strategic discussion with the executive heads of the COU about managing our universities' responses to the COVID-19 pandemic.
- March 23, 2020:* I participated in a strategic discussion with the executive heads of the COU about managing our universities' responses to the COVID-19 pandemic.
- March 25, 2020:* I participated in a strategic discussion with the executive heads of the COU about managing our universities' responses to the COVID-19 pandemic.
- March 27, 2020:* I participated in a strategic discussion with the executive heads of the COU about managing our universities' responses to the COVID-19 pandemic.
- March 30, 2020:* I participated in a strategic discussion with Canadian university presidents set up by Universities Canada to discuss our institutions' responses to the COVID-19 pandemic.
- March 30, 2020:* I participated in a strategic discussion with the executive heads of the COU about managing our universities' responses to the COVID-19 pandemic.
- April 1, 2020:* I participated in a teleconference meeting of the NRC to discuss our response to the COVID-19 pandemic.
- April 2, 2020:* I participated in an online roundtable discussion with the executive heads of the COU as well as Vivek Goel, University of Toronto vice-president, research and innovation and strategic Initiatives; Tiff Macklem, dean of the Rotman School of Management at the University of Toronto; and Alex Usher, president of Higher Education Strategy Associates, to discuss our response to the COVID-19 pandemic.
- April 6, 2020:* I was pleased to lead the Leadership Lab discussion "The Days Ahead with Mohamed Lachemi," hosted by Leadership Lab co-founder and executive director Karim Bardeesy, in which 140 undergraduate and graduate students from across Ryerson participated.
- April 7, 2020:* I spoke with representatives of the Ditchley Foundation including director James Arroyo, chief of staff Emerson Csorba, and Don McCutchan, vice-president and secretary of the Canadian Ditchley Foundation, to exchange ideas about responding to the COVID-19 pandemic and to strategize for the future.



University Relations

Monthly Metrics & Reach

March 2020

Media Relations

- Conducted media outreach on FCAD's Creative Technology Lab prototyping face shields for front line healthcare workers. Coverage appeared on CP24, BlogTO and PostCity.
- Pitched story about Ryerson donation of thousands of PPE material to aid in COVID19 battle and secured coverage in PostCity news.
- A report from Ryerson's Centre for Urban Research and Land Development on the outlook for GTHA economy and housing affordability continued to receive interest from the media with coverage appearing in The Record, Kitchener Today, InSauga and CanIndia.
- Supported ongoing media requests related to how the university is responding to COVID-19 and isolation protocols.
- Managed media interest and coverage on legal proceedings related to RSU termination.
- 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 related to COVID-19, including trip cancellations and the effect of the virus on the travel industry, pandemic planning, food handling, digital misinformation amid the outbreak, privacy and personal data issues and financial aid for Canadians. Other topics included the US election and the crisis at the Greece/Turkey border.

- Ryerson Today (RT) produced 18 editions in March 2020.
- Current RT subscribers: 61,725
- On March 17, RT transitioned to a "COVID-19" themed template and began an as-needed distribution model to provide critical campus updates quickly and efficiently.
- Highest open rate in March for RT was 66.9% (41,263) for the issue distributed March 13 with subject line "Ryerson classes to move online in response to COVID-19"
- March RT issues featured stories on university operations in response to COVID, how to keep occupied and healthy while physically distancing, research work on COVID-19 topics, tips to help faculty move courses online, how departments across the university donated PPE to health-care workers, video profile on the law dean and a recap of the Viola Desmond Awards

Marketing

- Developed several ads for Ryerson's Alumni Magazine including a double-page spread honouring this year's Alumni Achievement Award winners, an ad promoting Graduate Studies (YSGS), and a Planned Giving ad for University Advancement.
- A few campaigns that were under development in March have been paused due to COVID-19 including Ryerson's Reputation Campaign and the FCS Internal Campaign. Both campaigns, set to launch in April, have been paused. Creative development continues behind-the-scenes to prepare them for launch later in the year (timing TBC).

Publications



University Relations

Monthly Metrics & Reach

- Creative development and media planning under way for Chang School online learning and Student Relief Fund campaigns set to launch in April.
- Developed materials to help promote the 2020 Student Showcase (held on March 4) and created a video featuring highlights from the event.
- Led environmental designs for the Faculty of Law's branded walls/signage, working closely with FMD and architects.
- Created template for a new Rogers Cybersecure Catalyst e-newsletter set to launch in April.
- Worked with Canada Excellence Research Chair in Migration and Integration on marketing materials for the Metropolis conference scheduled for March (cancelled due to COVID).
- Designed Sexual Violence Policy Check In Report in conjunction with Communications and OVPECI, which was shared with the Ryerson community via Ryerson Today.
- Continuing to work on box sets for the series of Ryerson University plans including the Master Campus Plan and the Strategic Vision.
- Continuing to work on development of marketing materials for Career & Co-op Centre and advise on next steps for the relaunch of their website (scheduled for later this spring).

Website

- On March 13, the website set records for the number of visitors in a day at 67,665, and the number of visits at 92,018, looking at the last six years.
- We had 1.47 million visitors in March (+4.76% YoY) and 630,838 visitors (+4.1% YoY). The impact of COVID-19 drove the number pages viewed down by 3.43% YoY.

- There continues to be a significant increase in visits from mobile devices at 21.8% YoY.

Social Media

- **Facebook:** Gained 272 followers to reach 76K. Average engagement increased by 84% due to the positive nature of our community-based posts. Highest engaged-with post of all-time, DCC PPE donations, broke 1.1K engagements.
- **Instagram:** Gained 605 followers to reach 31.2K. Highest engaged-with post of all-time, DCC donations, exceeded 4.9K engagements.
- **Twitter:** Gained 1.2K followers to reach 58.5K. Average engagement increased by 685% due to major news updates on closures, COVID-19 and positive community stories.
- **LinkedIn:** Gained 726 followers to reach 235K. Highest engaged-with post of all-time, DCC PPE donations, surpassed 2.1K engagements.
- **Giphy:** Had 2M GIF views.

Digital Marketing

- All paid digital marketing activities were paused mid-March in light of the intensity of the COVID-19 focus on social platforms and news websites.
- Before the pause, we were managing digital campaigns in-house to support recruitment (FCAD's new Ryerson Creative Academy summer program for high school students) and to attract visitors to info sessions for FEAS' Master of Engineering Innovation and Entrepreneurship (MEIE).
- We were also working with agency partners on digital campaigns for the Future Skills Centre and for domestic recruitment for TRSM undergrad, MBA, TRSM Executive Education (XED) and Grad Studies.



University Relations

Monthly Metrics & Reach

- In late March, we shifted to start planning for paid campaign relaunches where possible.
- We also started working with The Chang School on their digital recruitment campaign for the spring/summer term.

**SENATE MEMBERSHIP (2020-2021)
FACULTY**

	<u>TERM NUMBER</u>	<u>YEAR IN TERM</u>	<u>DEPARTMENT/SCHOOL</u>
<u>Arts</u>			
David Checkland	(1)	(1 st)	Philosophy
Michelle Dionne	(2)	(1 st)	Chair, Psychology
Heather Rollwagen	(1)	(1 st)	Sociology
Neil Thomlinson	(1)	(1 st)	Politics and Public Administration
<u>Communication and Design</u>			
Richard Adams	(1)	(2 nd)	Graphic Communications Management
Lorena Escandon	(1)	(1 st)	Creative Industries
Janice Neil	(1)	(1 st)	Chair, Journalism
Cheryl Thompson	(1)	(1 st)	Creative Industries
<u>Community Services</u>			
Esther Ignagni	(1)	(1 st)	Director, Disability Studies
Ian Young	(1)	(1 st)	Occupational & Public Health
Angela Valeo	(1)	(1 st)	Early Childhood Studies
Mandana Vahabi	(1)	(1 st)	Daphne Cockwell School of Nursing
<u>Engineering and Architectural Science</u>			
Goetz Bramesfeld	(1)	(1 st)	Aerospace Engineering
Donatus Oguamanam	(1)	(1 st)	Chair, Mechanical & Industrial Engineering
Ravi Ravindran	(1)	(1 st)	Mechanical & Industrial Engineering
Hadis Zarrin	(1)	(1 st)	Chemical Engineering
<u>Science</u>			
Lawrence Kolasa	(1)	(1 st)	Mathematics
Noel George	(1)	(2 nd)	Chemistry & Biology
Andrew McWilliams	(2)	(1 st)	Chair, Chemistry & Biology
Sarah Sabatinos	(2)	(1 st)	Chemistry & Biology
<u>Ted Rogers School of Management</u>			
Shadi Farshadfar	(1)	(1 st)	Chair, Accounting
Jane Saber	(1)	(1 st)	Marketing Management
Tom Schneider	(1)	(1 st)	Accounting and Finance
David Scofield	(1)	(1 st)	Real Estate Management
<u>G. Raymond Chang School of Continuing Education</u>			
Reg Noble	(1)	(2 nd)	School of Nutrition, FCS
Sam Benvie	(1)	(2 nd)	Architectural Science, FEAS
<u>Librarian</u>			
Jane Schmidt	(1)	(1 st)	
<u>At-Large</u>			
Tara Burke	(1)	(1 st)	Psychology, Faculty of Arts
Alex Ferworn	(1)	(2 nd)	Computer Science, Faculty of Science
Paul Moore	(1)	(1 st)	Sociology, Faculty of Arts
<u>Canadian Union of Public Employees</u>			
Mary Green			

Ryerson Faculty Association

Ian Sakinofsky

Indigenous Faculty

Lynn Lavallee

**SENATE MEMBERSHIP (2020-2021)
STUDENTS AND ALUMNI**

<u>NAME</u>	<u>DEPARTMENT/SCHOOL</u>	<u>TERM</u>
<u>Arts</u>		
Mackenzie Hickie	Criminology	1 st
<u>Communication & Design</u>		
Naomi Chen	Media Production	1 st
<u>Community Services</u>		
George Carter	Social Work	1 st
<u>Engineering and Architectural Science</u>		
Danny Salman	Computer Engineering	1 st
<u>Science</u>		
Cheo Bannis	Medical Physics	1 st
<u>Ted Rogers School of Management</u>		
Yazad Mistry	Business Management	1 st
<u>School of Graduate Studies</u>		
Syed Imran	MBA MTI	1 st
Katey Park	Psychology	1 st
<u>G. Raymond Chang School of Continuing Education</u>		
Jasdeep Sekhon		1 st
Shayna Slonim		1 st
<u>At-Large</u>		
Luke Armstrong	Ted Rogers School of Management, Business Management	1 st
Samuel Maitman-Markowski	Faculty of Arts, Sociology	1 st
Hajra Ramzan	Ted Rogers School of Management, Marketing Management	1 st
Julia Spagnuolo	Faculty of Community Services, Urban & Regional Planning	1 st
<u>RSU and CESAR Representatives</u>		
TBD	Vice-President Education, Ryerson Students' Union (RSU)	
Janet Rodriguez	President, Continuing Education Students Association of Ryerson (CESAR)	
<u>Alumni</u>		
Nicholas Di Cuia		2 nd
Harsimran Rattan		2 nd

REPORT OF ACADEMIC STANDARDS COMMITTEE**Report #W2020-4; May 2020**

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

- **FCS SCHOOL OF SOCIAL WORK – Admissions changes to the First Nations Technical Institute program**
- **CHANG SCHOOL - Certificate review for Fundraising Management**
- **CHANG SCHOOL - Certificate review for Health Informatics**
- **CHANG SCHOOL - Certificate modifications to Health Informatics**
- **CHANG SCHOOL - New Certificate in Urban Agriculture**
- ***For Information: Chang School Certificates – Revisions (March 2020)***

A. FACULTY OF COMMUNITY SERVICES SCHOOL OF SOCIAL WORK – Admissions changes to the First Nations Technical Institute (FNTI) program

This proposal is to modify the admissions requirement for the FNTI/Ryerson University Social Work program by removing the pre-requisites CVSW15A/B and imbedding the learning requirements of these courses within program courses. These proposed changes were going to come forward for the next cohort (Summer 2021) because our FNTI partner recognized the significant financial hardship these admission requirements place on students and in order for our partnership to continue this change had to be made. Given the circumstance with COVID19 and discussion with our FNTI partner, we are seeking this change to commence in Summer 2020.

Background - FNTI and Ryerson University partnered in the early 2000's to meet the need of Indigenous communities. The advanced standing program requiring students to have a completed minimum two-year college diploma with at least two years social service work experience provided an avenue for Indigenous students to obtain a Bachelor of Social Work degree. The parallel program presented challenges from a registrar's perspective, requiring the registrar to create FNTI as a stand-alone program.

The FNTI program takes slightly longer than the on-campus advanced standing program because of the way the courses are offered. All courses in the FNTI program are one-week intensives where students from across Ontario take a week off of work, and travel to FNTI to participate in the course. Course work begins prior to the week-long intensive, typically with students connecting on D2L, doing the required readings and most courses have required course work to be completed after the week (typically a paper). Comparably, the on-campus program, students take term-long courses offered in the evenings so they can continue working. So although the programs were parallel in the Ryerson systems, it is quite a different experience for the students.

Another significant difference between the two programs is the composition of students. The FNTI program consists of Indigenous students and/or people who are significantly connected to community. Their knowledge of social work before entering the program is often substantially different so the two pre-requisite courses (CVSW15A/B) have always been delivered differently. For the FNTI students, one of the weeks focuses on Culture Camp and ceremony, meant to prepare the students for their journey through the program. There is also a closing Culture Camp for FNTI learners which takes place in their final class of the program imbedded in a social work elective.

The Curriculum - The advanced standing program curriculum is similar to the on-campus and FNTI program. However, a significant difference for the FNTI program is that all the elective courses are determined for the students by the Program Management Committee (PMC) which includes student representation and feedback over the years. In addition, the timing of the courses is pre-determined by the PMC because the courses are all one-week intensives and all students travel to attend the courses during that time. For instance, while the on-

campus students start with the research courses in the first year, for FNTI, the electives are part of Year 1 and the research courses are in Year 2. The proposed program schedule demonstrates that all students in the FNTI program would take the specific electives as identified, thereby ensuring that the learning objectives of the current pre-requisites will be taken by all students.

Challenges Related to Admissions Requirements (CVSW15A/B) - The admission requirements for the advanced standing program presents significant challenges for the students, with the FNTI students having greater challenges. The two courses cost students approximately \$1250. Students are unable to receive band funding or government funding to cover the costs of these courses because they are not yet admitted into the program. In addition, FNTI students have to take a week off work, some are unpaid during this time or have to take vacation. For FNTI students all courses for the entire duration of the program require time off work, approximately every 4-6 weeks for three and a half years. FNTI students have the added costs of travelling to Tyendinaga First Nation where FNTI is located. Students are required to cover the cost of accommodation and all other travel related costs.

The School of Social Work has been discussing these challenges and FNTI noted that other advanced standing programs do not have these added pre-admission required courses. In order to move forward with our partnership, we have to remove these required courses and these plans were underway for consideration for Cohort 10, as documented in the minutes of the PMC meeting from December 2019.

To date, 7 cohorts have completed the program and cohort 8 is just over two thirds complete. We are expecting to admit 25 students in Cohort 9. Cohort 9 is about to begin with admissions currently underway. Students will start the program in the final week of August with their first program course; however, the two one-week intensive admission requirement courses were scheduled for May and June, with June being the Culture Camp. It is not possible to deliver the Culture Camp course on-line. Since we were going to submit the changes for admissions requirement in the next cohort and given the challenges of COVID19, our FNTI partners have requested to remove the admission requirement for Cohort 9 so that students can commence the program at end of August. It is recognized that future program courses may have to be designed to be delivered in an on-line or remote manner until the situation with COVID19 changes but we will have more time to prepare. Culture Camp activities will not be able to be done until the situation with COVID19 has changed so the planning of this for Cohort 9 will take place once face-to-face interactions can occur. For Cohort 10 and beyond, the learning objectives of CVSW15A/B will be imbedded in the first two courses of the program.

CVSW15A/B Course Description and Objectives

The course is designed to introduce students to the foundations of knowledge, values and ethics that are critical in social work practice, policy and research. The course is conceptualized within a structural, anti-oppression/anti-discrimination framework, drawing upon different perspectives within holistic, feminist, radical and critical social theories. Included are principles, approaches and effective strategies applicable in work with Aboriginal and diverse populations who experience social disadvantage and/or marginalization. Personal reflection and engagement of the social work student is encouraged in analyzing and applying concepts such as power, privilege, powerlessness, empowerment and social transformation.

COURSE OBJECTIVES/LEARNING OUTCOMES

1. To prepare students to enter the third year of Ryerson's BSW program.
2. To develop students' understanding of the foundations of knowledge, values, ethics on which social work practice, policies and research are constructed.
3. To enhance knowledge related to different anti-oppression perspectives, strategies and approaches.
4. To develop an awareness of the issues, concerns, and effective approaches in working with Aboriginal and diverse populations.

5. To provide opportunities for critical self-reflection that supports roles and responsibilities in working towards processes of social transformation.

**Ryerson/FNTI Bachelor of Social Work Program
COHORT 9 Program Schedule 2020-2023
Current Proposed Schedule as of Dec 2019**

Colour-coded legend	Required courses (9)
	Professional courses (4)
	Professionally related (2)
	Lower Liberal (1)
	Upper Liberal (4)

Program Year	Course Code	Course Name	Term	Week of In-class Delivery	Notes and Instructor confirmed
Pre-requisite courses	CVSW 15A	Social Work Foundations	S/S 2020	MAY 11 - 22, 2020	Instructor confirmed
	CVSW 15B	Social Work Foundations - Culture camp	S/S 2020	JUNE 8 - 12, 2020	Instructor confirmed. Unable to deliver culture camp online so if pre-req remains during covid course will have to be redesigned
YEAR 1	SWP 918	Professional comm. & RyU orientation	F 2020	AUG 24 - 28, 2020	Instructor confirmed
	CLNG 121	Language and Society	F 2020	SEP 21 - 25, 2020	*Instructor not confirmed and course not confirmed– feedback from students was this course was too similar to the one previous SWP918. We were looking at changing the course before covid.
	CSOC 506	Health and Society	F 2020	OCT 19 - 23, 2020	Instructor not confirmed
	SWP 331	Theories of Practice	W 2021	JAN 18 - 22, 2021	Social work RFA likely confirmed
	SWP 301	Decolonization and Anti-Oppression	W 2021	FEB 15 - 19, 2021	Social work RFA likely confirmed
	SWP 402	Social Policy and Inclusion	W 2021	MAR 15 - 19, 2021	Social work RFA likely confirmed
YEAR 2	CSOC 705	Law and Justice	F 2021	SEP 6 - 10, 2021	

	CPPA 101	Canadian Public Admin	F 2021	OCT 4 - 8, 2021	
	SWP 917	SW elective	F 2021	NOV 1 - 5, 2021	
	CINP 911	Advocacy and Govt Relations	W 2022	JAN 17 - 21, 2022	
	SWP 538	Social Research 1	W 2022	FEB 14 -18, 2022	
	SWP 638	Social Research 2	W 2022	MAR 14 - 18, 2022	
YEAR 3	SWP 50A	Advanced Social Work Practice Seminar	F 2022	SEP 12 - 16, 2022	
	SWP 51A	<i>Field Placement Part A</i>	F 2022	SEP - DEC 2022	
	CGEO 811	Global Enviro Issues	F 2022	OCT 10 - 14, 2022	
	SWP 919	Substance Use and Abuse	F 2022	NOV 7 - 11, 2022	
	CGEO 720	The Inner Landscape of Culture (Lib St.)	W 2023	JAN 16 - 20, 2023	
	SWP 51B	<i>Field Placement Part B</i>	W 2023	JAN - APR 2023	
	SWP 50B	Advanced Social Work Practice Seminar	W 2023	FEB 13 - 17, 2023	
	SWP 925	Strong Helpers Teachings (CLOSING CULTURE CAMP)	W 2023	MAR 13 - 17, 2023	

**Proposed/Revised Course Schedule for Cohort 9
Ryerson/FNTI Bachelor of Social Work Program
COHORT 9 Program Schedule 2020-2023**

Proposed Revision Given COVID19

Note: Cohort 10 will have a revised program. Some social work courses for Cohort 9 Fall/Winter 2020/21 could not be moved given the workload has been established for RFA. Moving forward in Cohort 10, if removing pre-requisites is approved, we will explore moving some of the social work required courses to an earlier delivery.

Colour-coded legend	Required courses (9)
	Professional courses (4)
	Professionally related (2)
	Lower Liberal (1)
	Upper Liberal (4)

Program Year	Course Code	Course Name	Term	Week of In-class Delivery	NOTES
Pre-requisite courses	CVSW 15A	Social Work Foundations	S/S 2020	MAY 11 - 22, 2020	Propose to remove and bring content into second class
	CVSW 15B	Social Work Foundations - Culture camp	S/S 2020	JUNE 8 - 12, 2020	Culture Camp and ceremony will occur once classes can be face-to-face
YEAR 1	SWP 918	Professional comm. & RyU orientation	F 2020	AUG 24 - 28, 2020	Students attend their first class in Toronto to obtain their One-Cards and orientation to Ryerson. If not possible at this time because of COVID other arrangements will be made. If face-to-face ceremony/culture camp activities will also be planned.
	SWP917 (moved this up from Year 2)	SW elective	F 2020	SEP 21 - 25, 2020	Learning objectives of previous CVSW15AB. If face-to-face ceremony/culture camp activities will also be planned.
	CSOC 506	Health and Society	F 2020	OCT 19 - 23, 2020	
	SWP 331	Theories of Practice	W 2021	JAN 18 - 22, 2021	
	SWP 301	Decolonization and Anti-Oppression	W 2021	FEB 15 - 19, 2021	
	SWP 402	Social Policy and Inclusion	W 2021	MAR 15 - 19, 2021	
YEAR 2	CSOC 705	Law and Justice	F 2021	SEP 6 - 10,	

				2021	
	CPPA 101	Canadian Public Admin	F 2021	OCT 4 - 8, 2021	
	CLNG121 or other lower level liberal (moved this down from year 1)	English/Language and Society	F 2021	NOV 1 - 5, 2021	This course was identified as being redundant by students in the previous cohort. Looking at changing this lower liberal to another course. Moving it will afford us more time to select a new course.
	CINP 911	Advocacy and Govt Relations	W 2022	JAN 17 - 21, 2022	
	SWP 538	Social Research 1	W 2022	FEB 14 - 18, 2022	
	SWP 638	Social Research 2	W 2022	MAR 14 - 18, 2022	
YEAR 3	SWP 50A	Advanced Social Work Practice Seminar	F 2022	SEP 12 - 16, 2022	
	SWP 51A	<i>Field Placement Part A</i>	F 2022	SEP - DEC 2022	
	CGEO 811	Global Enviro Issues	F 2022	OCT 10 - 14, 2022	
	SWP 919	Substance Use and Abuse	F 2022	NOV 7 - 11, 2022	
	CGEO 720	The Inner Landscape of Culture (Lib St.)	W 2023	JAN 16 - 20, 2023	
	SWP 51B	<i>Field Placement Part B</i>	W 2023	JAN - APR 2023	
	SWP 50B	Advanced Social Work Practice Seminar	W 2023	FEB 13 - 17, 2023	
	SWP 925	Strong Helpers Teachings (CLOSING CULTURE CAMP)	W 2023	MAR 13 - 17, 2023	

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the admissions changes to the First Nations Technology Institute partnership program – FCS School of Social Work.*

B. CHANG SCHOOL - Certificate review for Fundraising Management

The current Certificate in Fundraising Management is a six-course certificate with four required courses and two electives chosen from a group of three elective courses. The Certificate is designed to provide students with a foundational understanding of the role fundraising plays in the charitable and voluntary sector by:

- Developing their knowledge on creating, running, and managing successful, leading-edge programs
- Learning the most current and cost-effective ways to plan a campaign
- Providing the tools to implement a wide range of strategies and tactics for a successful and ethical fundraising operation

Students of the Fundraising Management Certificate come with varied backgrounds and are either:

- Aspiring fundraising professionals looking for career entry;
- Emerging managers in fundraising organizations expand their fundraising skills; or
- Experienced professionals who want growth and renewal opportunities

Fundraising practice has always included a focus on the donor experience, building relationships, and crafting engaging materials based on the donor's point of view. Today, digital technology and AI have the potential to enable greater 1:1 donor engagement and a degree of personalization in campaigns that were unimaginable before. Furthermore, the 2018 Global Trends in Giving report states that 54% of donors worldwide prefer to donate online; 69% of donors worldwide prefer to be thanked via email; and 41% give to crowdfunding campaigns. These trends suggest that digital/technology skills development supports online and mobile giving, communication, social media presence and campaigns, mobile applications, data management and cybersecurity.

There is continued job growth within the charitable sector, and demand for high-quality fundraising professionals has never been greater. Certificate graduates find work in local, national, and international nonprofits and charitable organizations that address philanthropic issues. Individuals new to the sector are often hired into entry-level fundraising positions that include program administration and coordination as well as information and donor database management. Students already in the sector often find that the certificate helps them advance their careers and secure promotions that lead to management and directorial positions.

The following is a list of the required and elective courses for the Fundraising Management Certificate:

Required Courses

[CINP 912](#) **Nonprofit and Voluntary Sector Management:** Marketing for Nonprofit Organizations. Certificate and Degree Credit. Anti-requisite: [CMKT 100](#)

[CINT 916](#) **Interdisciplinary Studies:** Introduction to Fundraising. Certificate and Degree Credit.

[CVFM 201](#) **Fundraising Management:** Operations of Fundraising. Certificate Credit.

[CVFM 202](#) **Fundraising Management:** Donor Centered Fundraising. Certificate Credit

Electives (select two)

[CVFM 203](#) **Fundraising Management:** Fundraising Campaigns. Certificate Credit

[CVFM 302](#) **Fundraising Management:** Entrepreneurial Fundraising. Certificate Credit

[CVFM 303](#) **Fundraising Management:** Annual Giving Programs. Certificate Credit

Learning Outcomes - At the end of the Certificate, students are able to:

1. Develop and implement strategies to successfully and ethically operate a fundraising program
2. Apply best practices to your fundraising, client services, government relations, and volunteer management
3. Identify and inform solutions to ethical issues in the charitable sector
4. Analyze data and information to guide your fund development process and raise more money
5. Develop annual giving, donor communication, and fundraising marketing materials
6. Examine and adjust practices to emerging issues and donor-centered fundraising trends influencing today's charities
7. Apply sound financial management practices to real-life situations; and
8. Evaluate strategic fundraising plans and identify the critical elements of a well-configured database

Continuing education credits must meet subject areas covered on the CFRE Test Content Outline:

1. Obtain current professional development information
2. Explore new knowledge in specific content areas
3. Master new fundraising-related skills and techniques
4. Expand approaches to effective fundraising
5. Further develop professional judgment
6. Conduct professional practice in an ethical and appropriate manner

The academic home for the Fundraising Management Certificate program is entirely within The Chang School. From its inception, the joint Curriculum Committee-Program Advisory Committee within The Chang School has assumed responsibility for the academic governance of the certificate.

The competitive scan identified 12 fundraising management programs across Canada, of which 11 programs are within Ontario. Most programs in the scan are offered via community colleges and/or OntarioLearn. A graduate diploma and a Masters in Philanthropy and Nonprofit Leadership exist at Carleton University. Across all programs, there are areas and opportunities for curriculum development. There is a limited focus on analytics, incorporating digital and technology for data management and marketing, research methods, impact assessment and generating impact reports, privacy and cybersecurity. These gaps and emerging trends point to opportunities for curriculum development/upgrading.

Since the last Certificate review in 2011, 142 students have completed the Fundraising Management Certificate. The average time it takes from admission to the Certificate to graduation (calculated for 2011-2019) is about 2.8 years. The minimum time taken to finish the Certificate has been about two to three terms.

Results of a student survey suggest that overall, the Certificate has a high level of approval by respondents (n=22), with 91% (n=20) of respondents feeling satisfied with their overall learning experience in the program. Over three-quarters of respondents (82%, n=18) felt the program met their expectations, with 96% (n=21) in agreement that they are able to apply knowledge gained from the program to their work/career planning. At the same time, less than a quarter (23%, n=5) reported experiencing any career progression resulting from the program.

Overall strengths of the certificate include:

- Accreditation value towards the Certification process (CFRE)
- Cost of the basics of fundraising covered in “one stop place” with the Certificate
- Certificate is available online and for part-time study
- Depth of curriculum of introduction for not-for-profit is a practical portion of fundraising program
- Practitioners are instructors (practical examples, stories)

- Program accommodates people currently working in fundraising and those looking to move into fundraising; students can learn from each other and their diverse experiences
- Associated with Ryerson University and lends credibility to curriculum
- Incorporates elements of marketing to enhance fundraising skills
- Interdisciplinary course as starting point in curriculum; people outside fundraising program increases richness and strength to start of program for all students
- Encourages those who may not consider fundraising career to consider it in the future as a result of taking course
- Adds significant value to organizations (i.e., fast impact)
- Strong alumni that are working well in not-for-profit; and can be used as part of our testimonial work
- Very active alumni group with network; find jobs through each other's networks

Identified opportunities for enhancement include:

- Online courses should incorporate some hybrid opportunities (e.g., “face to face time”)
- Incorporating technology to better promote achieving of learning objectives (e.g., Zoom)
- Incorporating soft skills into curriculum fits the context/need of profession
- Opportunity for professional streams to strengthen a particular skill set; possible active curriculum advisement (i.e., “concierge”) on best course fit for specific student learning needs/professional goals (e.g., special events) to recommend a course of study.
- Promote better outreach via marketing, storytelling and testimonials
- Seek alliances outside program; integrate learnings within (e.g., accelerated programs/workshops/lectures) to supplement learning
- Opportunity for “hands on experience” - where could this fit within the curriculum
- Other course formats (e.g., intensives, hybrid) that may be more appealing to students registering in Certificate
- Establish and streamline communication between instructors and with AC to build sense of community amongst instructors and exchange content, innovative teaching strategies, ways to collaborate through courses/course material (led by AC) (e.g., in Fall; beginning of new term)

Development Plan:

1. **Review Certificate curriculum structure** to assess the following items with a consultation with the joint Curriculum Committee – Program Advisory Council:
 - a) Consider redeveloping Certificate curriculum from certificate credit to degree credit status to promote degree-status of Certificate as well as eligibility for OSAP funding
 - b) Consider decreasing the number of required courses (from 4 to 3) and increase the number of elective courses (from selecting 2 out of 3 to selecting 3 out of 5) to fulfil the certificate requirements. To complement the proposed consideration, there will be increased choice of elective courses offered (from 3 to 5) to further promote and enhance Certificate registration and graduation that meet student’s learning needs.
2. **Redevelop Certificate curriculum** to ensure it remains competitive with the changing needs of students and emerging trends in fundraising management. Specific re-development activities include:
 - a) Update course materials to ensure they are representative of most up to date, current practices in fundraising management; updates should be communicated on an annual basis to Academic Coordinator
 - b) Streamline evaluation components across the Certificate curriculum to ensure they are weighted evenly and equitably across courses
 - c) Review the curriculum to promote streamlining of content and reduce overlap

- d) Promote more experiential learning opportunities that better address the principles of equity, diversity and inclusion via guest speakers, case studies and stakeholder engagement discussions
 - e) Emphasize practical application of assignments by developing student-focused projects that connect with real work experiences.
 - f) Ensure all course outlines are reviewed to be reflective of Course Management Policy 166 (8.3.4.1) to ensure participation grade criteria is established and included in the course outline
 - g) Enhance the program with an experiential learning opportunity through a field placement which may enhance career progression.
3. **Re-design course delivery** to include various formats, including hybrid, intensive and fully online formats. There is an excellent opportunity to pilot an in-class weekend series, as well as an “executive education”-style format over a concentrated period.
 4. **Focus on Marketing, Recruitment and Retention for the Certificate:** Continue to market CFRE credentialing to better engage students on the value add of choosing the Fundraising Management Certificate at the Chang School. Also, consider applying a targeted marketing strategy to engage mid-level professionals, new Canadians entering the labour market, international audiences where fundraising is on the rise, and other non-traditional target audiences identified. Finally, develop a strategy for student retention and how to improve graduation rates within the Certificate.
 5. **Instructor and Student Engagement:** Establish a formal communications channel to communicate news, events, professional development opportunities, job postings and other relevant information for instructors and Certificate students.

Recommendation

Having satisfied itself of the merit of this certificate review, the Academic Standards Committee recommends: *That Senate approve the certificate review for Fundraising Management – Chang School.*

C. CHANG SCHOOL - Certificate review for Health Informatics

The Certificate in Health Informatics was approved in January 2011, a joint submission by the Ted Rogers School of Information Technology Management, the Ted Rogers School of Health Services Management (SHSM), and The G. Raymond Chang School of Continuing Education. SHSM is the academic home for the Certificate in Health Informatics. Many electives are also housed in SHSM, but some electives are from other departments which have academic oversight of those particular courses.

The Certificate in Health Informatics received the 2015 Canadian Association for University Continuing Education (CAUCE) *Award of Excellence for Credit Programming Over 48 Hours*. Digital Health Canada has recognized The Chang School of Continuing Education as an official Continuing Education Provider. Two courses in the certificate (CHIM 305 and CHSM 301) are approved by Digital Health Canada for those with the CPHIMS-CA credential to use towards CPHIMS-CA certification renewal.

The certificate was designed to attract two broad audiences: those with a background in healthcare willing to gain skills in IT and those with a background in information technology willing to work in the healthcare sector. The vast majority of registrations come from those with education and experience related to healthcare. A subset of certificate students are internationally educated professionals; notably, those with high-level educational backgrounds (such as medical doctors, anesthesiologists and engineers) have demonstrated a keen interest in applying to this program.

The goal of the Certificate in Health Informatics is to provide professionals with the knowledge and skills to use data and information technology to improve the quality, effectiveness and efficiency of health care. Key areas of study include:

1. Health Care Environment: The role of diverse stakeholders in developing health policy as well as the characteristics of different types of healthcare organizations and the services they provide.
2. Technology Environment: Applications used across the healthcare system and emerging technologies that support the health care environment. Topics include systems analysis, selection, implementation, testing, data management, evaluation, and mitigation of privacy and security-related risk.
3. Management Practices: Management models and core functions within health care services for the effective management of people and processes.

Certificate Learning Outcomes

1. Develop comprehensive knowledge about the fundamental principles, concepts, and constructs of health informatics, including current processes and tools used in the field, such as the electronic health record (EHR) and emerging technologies.
2. Explain, demonstrate, and describe the central role of standards in healthcare interoperability and real-time messaging, including how the healthcare industry utilizes data-coding standards and terminologies to support clinical decision making and major privacy concerns related to an interoperable health record.
3. Critically explain how the Canadian health care system evolved and currently functions, including the role of both federal and provincial governments in developing health policy and the complexity of servicing Canada's diverse populations.
4. Define and describe the core management functions within health care services (planning, organizing, leading, controlling, budgeting) and the management model for health service organizations (inputs, outputs, conversion, and the external environment).
5. Demonstrate knowledge in one or more complementary areas, such as health coding classification, health economics, statistics, data analytics, privacy, project management, organizational behaviour, or leadership.

Table 1. Curriculum for the Certificate in Health Informatics: Current and Proposed

Current Curriculum <i>Eight course certificate</i>	Proposed Curriculum <i>Seven course certificate</i>
Required courses (four) CHIM305 Intro to Health Informatics CHIM306 Healthcare Interoperability CHIM307 Human-Computer Interfaces in Healthcare CHSM301 The Healthcare Systems	Required courses (four) CHIM305 Intro to Health Informatics CHIM306 Healthcare Interoperability CHSM301 The Healthcare Systems CHSM305 The Management Cycle
Electives (select four) CHIM300 Managing Health Information Services CHIM301 Healthcare Information Analysis CHIM303 Intro to Health Coding Classification CHIM404 Intro to Health Economics CHIM405 Issues in Health Information Management CHSM305 The Management Cycle CHSM306 Management Leadership and Decision-Making CHSM437 Human Resources Management in Healthcare CIND119 Introduction to Big Data	Electives (select three) CHIM301 Healthcare Information Analysis CHIM303 Intro to Health Coding Classification CHIM404 Introduction to Health Economics CHIM307 Human-Computer Interfaces in Healthcare CHIM405 Issues in Health Information Management CHIM408 Statistics for Health Services Managers or CQMS210 Applied Statistics for Business

<p>CIND123 Data Analytics: Basic Methods CITM207 Computer-Enabled Problem Solving CITM 305 Systems Analysis and Design CITM 410 Business Process Design CITM 500 Data and Information Management CITM750 IS Project Management CLAW401 Information Access and Privacy Protection CLAW402 Health Information Access and Privacy CMHR405 Organizational Behaviour CMHR650 Management of Change</p>	<p>CHSM437 Human Resources Management in Healthcare or CMHR523 Human Resources Management CIND119 Introduction to Big Data CIND123 Data Analytics: Basic Methods CITM207 Computer-Enabled Problem Solving CITM301 IT Infrastructure CITM820 Information Systems Security and Privacy CLAW401 Information Access and Privacy Protection CLAW402 Health Information Access and Privacy CMHR405 Organizational Behaviour CMHR640 Leadership CMHR650 Management of Change CTEC210 Fundamentals of Project Management</p>
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Table 2. Prerequisites for Proposed Curriculum

Required Courses	Prerequisite Course(s)
CHIM305 Intro to Health Informatics	none
CHIM306 Healthcare Interoperability	CHIM305
CHSM301 The Healthcare Systems	none
CHSM305 The Management Cycle	CHSM301
Elective Courses	
CHIM301 Healthcare Information Analysis	CHSM301
CHIM303 Intro to Health Coding Classification	CHSM301
CHIM404 Introduction to Health Economics	none
CHIM307 Human-Computer Interfaces in Healthcare	CHIM305
CHIM405 Issues in Health Information Management	CHIM404
CHIM408 Statistics for Health Services Managers	none
CHSM437 Human Resources Management in Healthcare	none
CIND119 Introduction to Big Data	none
CIND123 Data Analytics: Basic Methods	none
CITM207 Computer-Enabled Problem Solving	none
CITM301 IT Infrastructure	CITM207

CITM820 Information Systems Security and Privacy	CITM301
CLAW401 Information Access and Privacy Protection	CLAW122
CLAW402 Health Information Access and Privacy	CLAW401
CMHR405 Organizational Behaviour	none
CMHR523 Human Resources Management	none
CMHR640 Leadership	CMHR405
CMHR650 Management of Change	CMHR405
CQMS210 Applied Statistics for Business	none
CTEC210 Fundamentals of Project Management	none

Since 2013, there has been over 1000 online enrollments per academic year in the certificate courses (both Certificate and non-Certificate students). As of Fall 2015, students have been able to complete the program fully online. Students may take up to five years to complete the Certificate in Health Informatics, however, because the courses are offered with regularity, some students are able to complete it within two years or less by taking two or more courses per term. All of the required courses are offered at least once per academic year, with CHIM305 and CHSM301 being offered every semester. The elective courses are offered at least once per academic year, with the exception of CHIM405 which was not offered in either the 2017/18 or 2018-19 academic year.

A survey of students revealed that the top three reasons respondents identified for choosing Ryerson's Certificate in Health Informatics included career advancement, professional development and learning new skills or updating an existing skill set. Students rate the quality of course material, quality of curriculum, instructor's subject matter expertise and management and the variety of courses offered as "very important" to their learning experience. Yet, just over half of students indicated they were "mostly satisfied" or "very satisfied" with the quality of course materials (56%, n=13). Furthermore, about half of students identified being "mostly satisfied" or "very satisfied" with the instructor's subject matter expertise (63%, n=15) or course management skills (50%, n=12). In particular, students only reported moderate *agreement* with instructors understanding needs of adult learners (34%, n=9). Finally, online, flexible learning is an asset to students wishing to pursue the Certificate in Health Informatics. Three-quarters of respondents either "agreed" or "strongly agreed" that the certificate addresses the practices needed for job and career planning (75%, n=18) and 92% believe the certificate helped them acquire the skills/competencies needed for their job and career planning (n=22).

In October 2019, an additional survey was completed with graduates of the Certificate in Health Informatics (N=19, 24% response rate). For those currently employed (90%, n=17), respondents most often reported working in health/health care (59%, n=10 of 17); The range of work experience is as few as 0.5 years to as much as 22 years (median is 11 years). Of those employed (n=17), the majority reported that they were unsure if the Certificate helped in obtaining their current job (16%, n=3 of 17) or felt the Certificate did not help them get their current job (42%, n=8 of 17) (total, 65%, n=11 of 17).

Comparator Certificates and Programs - Several colleges and universities in Canada offer a wide variety of educational programs in Health Informatics in addition to the Chang School, including 4 continuing education programs; 1 certificate program - full time; and, 10 graduate programs. Ryerson's Certificate in Health Informatics is competitive with existing programs within Canada as it relates to focus, format, duration and admission requirements. The Certificate can be completed fully online and it includes degree-credit courses that are approved through Digital Health Canada to be used as Continuing Education hours towards the renewal of the CPHIMS-CA credential. Furthermore, it offers students the opportunity to apply all, or most, of the credit earned through the certificate as transfer credits to a Bachelor of Health Administration program at Ryerson or at other universities (subject to admission and degree requirements).

The Certificate addresses societal need in recognizing the urgency of training people who can help design holistic technological solutions that not only reduce healthcare expenses, but also improve the quality of healthcare delivery in Canada. To this end, the field of Health Informatics not only assists in providing such preventive care services, but also provides a multitude of health care services at any required location with accuracy, dependability and repeatability.

Academic Recommendations

1. Revise the certificate goals to better relate to HI professionals' needs.
2. Revise the certificate learning outcomes to support the new certificate goals and to align with Digital Health Canada's updated core health informatics education modules.
3. Revise the certificate requirements to have one fewer elective course required for graduation (the current eight-course certificate would become a seven-course certificate with four required courses and three electives).
4. Revise the certificate curriculum to support the new certificate goals and learning outcomes. A Chang School Memo will accompany these recommendations.
 - a. Required Courses:
 - i. Delete CHIM307
 - ii. Add CHSM305
 - b. Elective Courses:
 - i. Delete CHIM300, CHSM305, CHSM306, CITM305, CITM410, CITM500, CITM750
 - ii. Add CHIM307, CHIM408, CITM301, CITM820, CMHR523, CMHR640, CQMS210, CTEC210

Non-academic Recommendations

1. Expand targeted marketing and outreach efforts for the Health Informatics Certificate to ensure the audiences identified by the PAC are reached with high-impact messaging.
2. Continue to market both the intermediary and long-term program outcomes. The Professional Development Award in Health Informatics is as an intermediary program outcome that meets the flexible learning needs of adult students. The longer-term opportunity to transfer credits into a Bachelor of Health Administration undergraduate degree program at Ryerson or other Canadian university is appealing to many students among our target audience.

Recommendation

Having satisfied itself of the merit of this certificate review, the Academic Standards Committee recommends: *That Senate approve the certificate review for Health Informatics – Chang School.*

D. CHANG SCHOOL - Certificate modifications to Health Informatics

As a result of its recent review of the Certificate in Health Informatics, the Chang School proposes that the certificate requirements change from an eight-course to a seven-course certificate, effective Fall 2020. This change responds to demand from adult students for shorter, more focused education opportunities while continuing to meet the certificate's learning objectives.

Proposed Changes and Rationale

Changes to Required Courses:

- a. Reposition CHSM 305 as a required course: When the required courses were mapped to the 2019 core education modules from Digital Health Canada (DHC), there were gaps in terms of covering Modules 4 (Organizational and Behavioural Management; Operations Management) and 8 (Leadership/Management). Repositioning CHSM 305 as a required course ensures the required curriculum covers the Human Resources related content required.
- b. Reposition CHIM 307 as an elective: Human Computer Interfaces (HCI) is not listed as a DHC area of competency, yet Program Advisory Committee (PAC) members stated the importance of this topic for the subset of students who want to work on interface design.

Changes to Electives:

- a. Deletion of CHIM 300 and CHSM 306: TRSM will stop offering these courses as per their discontinuation of the BHA Information Management Program. Content from CHSM 306 is covered in CHIM 305 and CHSM 437.
- b. Addition of CHIM 307: See above.
- c. Addition of CHIM 408 or CQMS 210: It was recommended that students be offered an elective in statistics as understanding the basic principles that underlie research design, data analysis and interpretation of results is an important skill that is commonly cited in health informatics-related job descriptions.
- d. Deletion of CHSM 305: This will become a required course.
- e. Deletion of CITM 305, CITM 420, CITM 500 and CITM 750 *and* Addition of CITM 301 and CITM 820: It was recommended to enhance the certificate's content related to privacy and security, which was emphasized in feedback provided by the Program Advisory Council members and is also foundational to DHC's core health informatics education. In consultation with the Academic Coordinator for The Chang School's certificates and courses with an academic home in the Ted Rogers School of Information Technology Management, it was recommended that CITM 820 *Information Systems Security and Privacy*, and its prerequisite, CITM 301 *IT Infrastructure* be added as electives in the certificate.
- f. Addition of CTEC 210: To ensure the certificate continues to include a course focused on project management, which is highlighted in Module 6 of DHC's core health education, it is recommended to replace CITM 750 IS Project Management with CTEC 210 Fundamentals of Project Management. This change would not only ensure the certificate courses map to the competencies required by DHC, but would also provide certificate students with a more accessible course in project management as CTEC 210 does not have any prerequisites (opposed to CITM 750 which has CITM305 as a prerequisite; and, CITM 305 has a prerequisite of CITM 100 or CITM 102).
- g. Addition of CMHR 523 and CMHR 640: The addition of CMHR 523 as an alternative to CHSM 437 ensures that students have access to an elective on human resources management in every term throughout the year. (Note that CMHR 523 has historically been accepted as a course substitute for CHSM 437). The addition of CMHR 640 is important for students seeking a course focused on leadership and its course content aligns with many of the leadership learning outcomes identified in Module 8 of DHC's Core Health Informatics Education Modules

Transition Plan - The Business program area will send a communication to students registered in the Health Informatics certificate who, as of September 2020, will have completed less than 50% of the curriculum. A

review of active student records shows there are currently 73 students who would be in the position to transfer into the certificate program with the revised curriculum requirements. Of these 73 students who would have the option to transfer, 15 have taken CHIM 307 as a required course but have room to have the course count as an elective toward completion of the new certificate curriculum, and no students have completed any of the electives that will be removed from the new certificate curriculum. The remaining students are close enough to completion that it is in their best interest to stay in the current certificate.

Current Certificate Structure

Required Courses:

- CHIM 305 Intro to Health Informatics
- CHIM 306 Healthcare Interoperability
- CHIM 307 Human-Computer Interfaces in Healthcare
- CHSM 301 The Healthcare Systems

Electives (select four):

- CHIM 300 Managing Health Information Services
- CHIM 301 Healthcare Information Analysis
- CHIM 303 Intro to Health Coding Classification
- CHIM 404 Intro to Health Economics
- CHIM 405 Issues in Health Information Management
- CHSM 305 The Management Cycle
- CHSM 306 Management Leadership and Decision-Making
- CHSM 437 Human Resources Management in Healthcare
- CIND 119 Introduction to Big Data
- CIND 123 Data Analytics: Basic Methods
- CITM 207 Computer-Enabled Problem Solving
- CITM 305 Systems Analysis and Design
- CITM 410 Business Process Design
- CITM 500 Data and Information Management
- CITM 750 IS Project Management
- CLAW 401 Information Access and Privacy Protection
- CLAW 402 Health Information Access and Privacy
- CMHR 405 Organizational Behaviour
- CMHR 650 Management of Change

Revised Certificate Structure

Required Courses:

- CHIM 305 Intro to Health Informatics
- CHIM 306 Healthcare Interoperability
- CHSM301 The Healthcare Systems
- CHSM 305 The Management Cycle

Electives (select three):

- CHIM 301 Healthcare Information Analysis
- CHIM 303 Intro to Health Coding Classification
- CHIM 404 Introduction to Health Economics
- CHIM 307 Human-Computer Interfaces in Healthcare
- CHIM 405 Issues in Health Information Management
- CHIM 408 Statistics for Health Services Managers or CQMS 210 Applied Statistics for Business
- CHSM 437 Human Resources Management in Healthcare or CMHR 523 Human Resources Management

CIND 119	Introduction to Big Data
CIND 123	Data Analytics: Basic Methods
CITM 207	Computer-Enabled Problem Solving
CITM 301	IT Infrastructure
CITM 820	Information Systems Security and Privacy
CLAW 401	Information Access and Privacy Protection
CLAW 402	Health Information Access and Privacy
CMHR 405	Organizational Behaviour
CMHR 640	Leadership
CMHR 650	Management of Change
CTEC 210	Fundamentals of Project Management

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the certificate modifications to Health Informatics – Chang School.*

E. CHANG SCHOOL - New Certificate in Urban Agriculture

The Chang School is proposing the introduction of a new Certificate in Urban Agriculture, to be offered beginning in Fall 2020.

Certificate Goal and Learning Outcomes - The goal of the proposed Certificate is to equip students with the knowledge, skills and practical experience in the field of urban agriculture to address global food system problems across multiple local city-region contexts. In terms of learning outcomes, at the end of the Certificate, students can:

1. Understand the concept and characteristics of urban agriculture, identify the potential and associated risks of various types of urban agriculture, and assess the need for research or policy interventions in urban agriculture
2. Analyze the relationships between urban agriculture and multiple dimensions of urban management related to health and nutrition, social and cultural development, local economic development and environmental management.
3. Differentiate between, analyse and understand different types of urban agriculture systems in a city, using multiple criteria, and drawing on approaches for participatory research and extension to support the development of these urban agriculture systems.
4. Identify how urban agriculture can advance food security, food sovereignty and environmental sustainability through planning and policy.
5. Apply participatory and gender-sensitive concepts, tools and processes such as situation analysis, action planning and policy design with diverse urban agriculture stakeholders,

The Certificate will consist of 4 courses of 39 hours each (156 hours in total). The courses are certificate non-degree credit (not OSAP eligible).

The Chang School currently offers all of the required and elective courses. There is one proposed new course (CVFN 400), which enables the offering of independent study, specialized one-off courses (field-based, intensive, research-based, workshop, etc.) and other special topics in Urban Agriculture.

This Certificate is mapped with other existing Chang School Certificates, including Food Security, Sustainability Management and Enterprise Process Excellence, Landscape Design, and Entrepreneurship and Small business, thereby promoting applicability for students who are currently enrolled or are interested in enrolling in one more Certificate.

The Certificate consists of one required course, required electives, and general electives.

Required Course:CVFN 410 Understanding Urban Agriculture**Required Elective Courses** (Student chooses two of the following):CVFN 411 Dimensions of Urban AgricultureCVFN 412 Urban Agriculture Types (Revised and renamed Practicing Urban Agriculture)CVFN 413 Urban Agriculture Policy Making (Renamed Planning & Policy for Urban Agriculture)**General Electives** (maximum one of the following courses):CVFN 400 Practicum/Project in Urban Agriculture [new course]CKLA 400 Ecology and Sustainable LandscapesCKSS 100 Fundamentals in Sustainability ICFNY 403 Food Security Concepts and PrinciplesCFNY 408 Urban Food SecurityCENT 500 New Venture StartupCFNY510 Indigenous Food Systems in Canada

Development Plan - Most courses currently exist in the proposed Certificate. Pending approval of the Certificate, the following course developments and revisions are required:

CVFN 400 - Practicum/Project in Urban Agriculture**CFNY 412** - Urban Agriculture Types [Renamed Practicing Urban Agriculture]

The course development and revisions were underway as of Fall 2019 for course offerings in Winter 2020. All course curriculum development will be completed by Winter 2021. Together, all courses will meet pedagogical criteria for currency, for equity, diversity and inclusion and the most up-to-date best-applied practices and approaches. Specifically, the Curriculum Committee are planning to work with Indigenous people as part of the curriculum planning and development. The Curriculum Committee will consult with appropriate University personnel to discuss the opportunity to convert existing certificate course credits into degree course credits.

Societal Needs and Target Group - Urban Agriculture is a relatively emergent field of professional practice in the western world and jobs in the area are not abundant. Most of the relevant positions advertised are for internships, homesteading, volunteer positions, part-time positions or low wage contract positions. However, several alumni of the Urban Agriculture Course Series have carved out a relevant career path for themselves, either directly in urban agriculture or in closely related work. Some, including members of the Program Advisory Council, have reached significant stature within this area. Moreover, several students have used the Course Series as a springboard into graduate education, through admission into Masters Programs.

Graduates of Urban Agriculture programs identify employment in the following positions and settings:

- Urban residential food grower
- Farmer manager or production assistant on vegetable or fruit farms
- Public gardens or field production staff
- Owner/operator of a food production farm
- Municipal planner or policymaker
- Coordinator or Project manager in urban agriculture, plant innovation or rooftop/community gardens
- Coordinator or Project manager or consultant in ecological planning
- Research engineer or Project manager in eco-innovation and regeneration of urban areas
- Development officer in sustainable urban planning
- Project manager in a local authority, urban planning or environmental department or development agency
- Consultant in sustainable development
- Environmental advocate

- Entrepreneurs/Small business owner

The Certificate is targeted to individuals who may be embarking on post-secondary studies, and undergraduates with interest in the Urban Agriculture sector. Employment projections suggest Certificate graduates are likely to create a thriving professional path for themselves by building on the completion of the Certificate.

Responses from a recent survey with students and alumni of the Food Security Certificate and Course Series in Urban Agriculture suggested just over half of the current students (n=18, 53%) would be interested in completing the Urban Agriculture Certificate. Fewer alumni expressed interest in pursuing the proposed Certificate (n=8, 24%), however indicated they would need first need to know more about the Certificate before proceeding. Similarly, those surveyed from the employment sector related to urban agriculture agree that the proposed Certificate is valuable to existing job positions related to urban agriculture and that the Certificate would be useful and valuable in the workplace. At the same time, the proposed Certificate targets individuals who already have or are in the process of getting a background/experience in food studies, urbanization and social interventions. The Certificate may add value to individuals in enhancing their existing knowledge and experience in the context of urban agriculture.

Admission Criteria - Given certificate goals and learning outcomes, the appropriate admission criteria are OSSD with six Grade 12 U or M credits (including English), with a minimum average of 60 percent, or equivalent, or mature student status.

Academic Management and Governance - The Chang School is the proposed academic home for the Certificate, who will ultimately assume responsibility for the Certificate. The academic homes for the individual courses will be their academic schools/departments.

The certificate has a Standing Curriculum Committee and a Program Advisory Council. The Curriculum Committee shall include faculty from each teaching and/or program department that contributes courses to the Certificate. The Program Director of The Chang School and the Academic Coordinator for the Certificate in Urban Agriculture will both be an ex officio member of the Curriculum Committee. The Program Advisory Council consists of representatives from the urban agriculture sector and across Ryerson University.

Comparator Analysis - One fully online urban agriculture program exists in Canada, housed within the University of Guelph (via OpenEd). An emphasis of the program is on the theory and practical skills in support of agricultural sustainability. The Certificate includes five courses (four required; 1 elective). The University of Victoria also offers an intensive urban restoration and sustainable agricultural systems course. In the United States, five programs in urban agriculture exist, focusing on sustainability within modern agro-food systems.

The Chang School's proposed Certificate provides a unique advantage in becoming a leader in the Canadian market space by offering a fully online program in urban agriculture as a complementary but distinct program to the existing Food Security Certificate. In addition to its strong reputation with the Centre for Studies in Food Security, the proposed Certificate in Urban Agriculture employs flexible learning with a selection of electives that focus on food security, urban ecology and sustainability. In addition, one of the proposed electives will provide hands-on practical training. Such a program will also capture the experience over the past two decades in face-to-face training in urban agriculture, so as to provide learning instruments that can be used from a distance, and if desired, in-person. It is worth noting that the Chang School's Certificate in Entrepreneurship and Small Business offers potential learners and graduates of the proposed Urban Agriculture Certificate the opportunity to attain often necessary and complementary studies to facilitate their educational and professional goals in the field of Urban Agriculture.

Recommendation

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

F. For Information: CHANG SCHOOL CERTIFICATES - REVISIONS (March 2020)

- i. Certificate in Fundraising Management: Course Addition - Elective
- ii. Certificate in Leadership in Organizations: Course Addition - Elective
- iii. Certificate in Publishing: Changes to course descriptions and prerequisite

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

Farid Shirazi, Ted Rogers School of Management, Information Technology Management

Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy

May Yan, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Jacob Circo, Student

Karlee Reece, Student



**Academic Governance and Policy Committee (AGPC)
Report #W2020-4 to Senate**

Academic Governance and Policy Committee Report - M. Benarroch

1. Provost's Update
2. Policy Revisions:
 - 2.1 Policy 167: Academic Consideration (replacing part of Policy 134: Undergraduate Academic Consideration and Appeals and part of Policy 152: Graduate Student Academic Consideration and Appeals)
 - 2.2 Policy 168: Grade and Academic Standing Appeals (replacing part of Policy 134: Undergraduate Academic Consideration and Appeals and part of Policy 152: Graduate Student Academic Consideration and Appeals)
 - 2.3 Update to the Graduate Program Council – Biomedical Engineering Bylaws

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 Senator, Faculty of Arts
- R. Meldrum, Faculty Senator, Faculty of Community Services
- N. Walton, Faculty Senator, Faculty of Community Services
- S. Sabatinos, Faculty Senator, Faculty of Science
- K. Kumar, Faculty Senator, Faculty of Engineering & Architectural Science
- R. Hudyma, Faculty Senator, Ted Rogers School of Management
- A. McWilliams, Vice Chair, Senate
- 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

SUMMARY OF POLICY CHANGES WITHIN 167 & 168:**Proposal to:**

- 1) Retire Policy 134 Undergraduate Academic Consideration and Appeals and Policy 152 Graduate Student Academic Consideration and Appeals; and
- 2) to adopt new Policy 167 Academic Consideration and new Policy 168 Grade and Standing Appeals

Summary of Changes for Proposed Policy 167 Academic Consideration and Policy 168 Grade and Standing Appeals:

- Academic appeals and academic consideration requests separated into two policies
- Graduate and undergraduate academic consideration requests under single policy (167)
- Graduate and undergraduate academic appeals under single policy (168)
- Use of term “Extenuating Circumstances”; not differentiating for health, compassionate, other
- Adoption of online systems to submit requests and appeals
- Reformatted into new Senate Policy Template
- Adoption of values described in the Senate Policy Framework
- Improved separation of policy from procedures

Summary of Changes for Proposed Policy 167 Academic Consideration only:

- Request for academic consideration without documentation is permitted in limited circumstances (see point below) one time per term only
- Documentation required for: final assessments or final exams; if temporary absence lasts more than 3 days; a request for academic consideration without documentation has already occurred in that academic term.
- Addition of values and principles that reflect recognition of the need to support Students with significant Extenuating Circumstances and to minimize the negative impact of such circumstances on Students’ academic obligations.

Summary of Changes for Proposed Policy 168 Grade and Standing Appeals only:

- Emphasis on informal resolution (where possible) before a student files a formal appeal. The onus is on the student to communicate with the instructor about their concerns to see if there is a possible solution. All informal resolutions must adhere to Senate policies and procedures.
- Extend decision making time period from 5 days to 10 days at all levels of appeal (consistent with other decision making timelines)
- Streamline the submission of appeals for Continuing Education courses as currently the process is inconsistent.
- Streamline the dismissal process at the Senate Appeals level. Current process is timely and resource heavy.

- Students appealing their academic standing can only remain in courses for 1 term while awaiting the outcome of the appeal process (unless the delay in the process is due to the University). Current policy did not provide a limit, leaving the timeline open ended which has been problematic.

RYERSON UNIVERSITY**POLICY OF SENATE****ACADEMIC CONSIDERATION****Policy Number: 167****Policy Revision Date: Winter 2020****Approval Date:****Next Policy Review Date:****Responsible Office: Provost and Vice President Academic**

1. PURPOSE OF POLICY

Students at Ryerson University (the “University”) are permitted to request Academic Consideration with documentation and in limited circumstances once per term without documentation (see Section 5.3), when they experience extenuating circumstances that have a significant impact on their ability to fulfill an academic requirement (e.g., their ability to attend classes, write a scheduled term test or exam, and/or meet an assignment deadline).

Academic Consideration requests will be evaluated in a fair, timely, and consistent manner throughout the University.

The purpose of this Policy is to provide guidance to Students and Instructors regarding students’ requests for Academic Consideration.

2. APPLICATION AND SCOPE

Unless otherwise indicated, all of the provisions in this policy apply to Academic Consideration Requests with or without documentation. This Policy applies to:

- (a) All full-time and part-time undergraduate, graduate, law, and G. Raymond Chang School of Continuing Education students enrolled in courses at Ryerson University (“**Students**”).
- (b) Extenuating Circumstances that are of a short-term duration (normally no more than 3 days; see Section 5.3), that have a significant and adverse effect on a Student’s ability to fulfill an academic requirement.
- (c) Students with academic accommodations who have extenuating circumstances not related to their academic accommodation.

This Policy does not apply to:

- (a) Students who are seeking academic accommodation for temporary or permanent disabilities that have a longer-term impact on their academic functioning (e.g., longer term medical conditions, learning disabilities, sensory impairments, acquired brain injuries, attention deficit/hyperactivity disorder, mental health, or mobility issues).¹
- (b) Students who are seeking academic accommodation for religious, Aboriginal and spiritual observance.²

3. DEFINITIONS

3.1 Alternate Arrangement

A modification in a course requirement approved by a faculty member in response to a student with demonstrated extenuating circumstances who is unable to meet an academic requirement.

3.2 Academic Consideration

The general name given to a number of different Alternate Arrangements that may be made in response to Students with Extenuating Circumstances.

3.3 Academic Requirements

Mandatory components of a course or program of study, including but not limited to lecture and lab attendance and participation, tests, assignments, and final examinations.

3.4 Extenuating Circumstances

Extenuating circumstances are occurrences that:

- (a) are outside of a student's immediate control;

¹ Please refer to:

[Policy 159: Academic Accommodation of Students with Disabilities](#) and consult with Ryerson's [Academic Accommodation Support](#).

² Please refer to:

[Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance](#), and/or consult with Ryerson's Human Rights Services.

(b) could not have been reasonably foreseen or avoided; and

(c) significantly impact a student's ability to fulfill their academic requirements.

3.5 Graduate Program Director

The individual responsible for ensuring a particular graduate program functions as per policies, procedures, and requirements of Yeates School of Graduate Studies and the University. Includes Associate Chairs, Graduate Studies.

3.6 Instructor

For this policy, "Instructor" includes all those who are teaching a Ryerson course or supervising a graduate student at Ryerson.

3.7 Program Department

The academic unit (department/school) responsible for the development, delivery, and administration of one or more programs.

3.8 Teaching Department

The academic unit (department/school) responsible for the development, delivery and administration of a course.

3.9 Universal Design for Learning or UDL

A framework for creating a pro-actively accessible and inclusive learning environment, which recognizes that all students learn in unique ways and within unique circumstances. UDL provides students with multiple ways of accessing course content, flexible ways of engaging with their peers and instructor, and multiple ways of demonstrating that they have achieved the course learning outcomes.

4 PRINCIPLES

4.1 The values described in the Senate Policy Framework are applicable and fundamental to this Policy (https://www.ryerson.ca/content/dam/senate/policies/Senate_policy_framework_approved.pdf)

4.2 The University recognizes the need to grant Academic Consideration, where appropriate, to support Students with significant Extenuating Circumstances and to minimize the negative impact of such circumstances on Students' academic obligations.

- 4.3 Students must act ethically and honestly and in accordance with academic responsibility and integrity when requesting Academic Consideration
- 4.4 Instructors and other staff will operate on the assumption that a Student's request for Academic Consideration has been requested by a Student acting ethically and honestly unless there is compelling evidence to suggest otherwise.
- 4.5 Consistent with prevailing AODA legislation and the University's commitment to accessible and inclusive learning, instructors will do their best to minimize the need for Alternate Arrangements and Academic Considerations to the extent possible through the application of principles of Universal Design for Learning (UDL), such as providing flexibility in assessment deadlines, weighting, or format.
- 4.6 An Instructor's discretionary decisions affecting Academic Consideration will be based on a fair review the Student's individual circumstances and the relevant course requirements.

5 POLICY

Please refer to the Procedures section of this Policy for the Process to request Academic Consideration.

5.1 Requests for Academic Consideration

Students who are experiencing Extenuating Circumstances as outlined in Section 3.4 must submit a Request for Academic Consideration through the online system before the applicable academic obligation due date and contact the relevant course Instructor(s). Any additional documentation, if required (See Section 5.2), must be submitted to the online system within three business days of a missed academic requirement.

5.2 Documentation is required (e.g. Ryerson Health Certificate <https://www.ryerson.ca/senate/forms/medical.pdf>) for brief absences in any one of the following three circumstances:

- (a) a request for academic consideration without documentation has already occurred in that academic term;
- (b) the Academic Consideration involves a final examination or final assessment; or
- (c) in cases of temporary absence that last more than three days.

5.3 Content of Supporting Documentation

While Students are not required to disclose specific details of the Extenuating Circumstances in support of their request for Academic Consideration:

- (a) documentation which is vague or overly general may be deemed insufficient to support a finding of Extenuating Circumstances; and
- (b) documentation submitted by the Student will be shared with the Instructor, Chair, or Director for decision making purposes.

6 ASSESSMENT OF REQUESTS FOR ACADEMIC CONSIDERATION

Criteria (i) through (v) will be considered by the Instructor when deciding:

- (a) whether to grant a request for Academic Consideration;
- (b) the type of alternate arrangement (if any); and/or
- (c) the need to provide a referral for other relevant support services.
 - (i) The severity of the Student's circumstances, their impact on the Student's academic performance, and the amount of work that will be affected if the Academic Consideration is granted
 - (ii) The extent to which the circumstances and their impact were beyond the Student's control
 - (iii) The relevance of supporting documentation (where documentation is required)
 - (iv) Previous requests by the student for academic consideration
 - (v) Other relevant considerations (e.g., nature of the course requirements)

7 OUTCOMES

7.1 Request for Academic Consideration Granted

- 7.1.1. If the Student's request for Academic Consideration is granted by the Instructor, the Student will be provided with an Alternate Arrangement. Alternate Arrangements must be consistent with [Policy 166: Course Management](#).
- 7.1.2. The Alternate Arrangement provided by the Instructor will be dependent on the Student's specific circumstances and what is appropriate for both the Student and the University.

7.1.3. The specific Alternate Arrangement is within the discretion of the Instructor and may include but is not limited to:

- (a) extension of a deadline;
- (b) re-scheduling or reweighting of a test, exam or assignment; or
- (c) assignment of an Incomplete grade (INC). See Procedures Section 3.12.

7.1.4. Once an Alternate Arrangement is accepted by the Student, it is final. If a subsequent Extenuating Circumstance interferes with the fulfillment of that Alternate Arrangement, Students must immediately contact the Instructor to discuss next steps.

7.1.5 The final grade in the course may not be appealed by the Student based on an allegation that the Alternate Arrangement was inadequate or unfair.

7.2 Request Not Granted

7.2.1. Students who:

- (a) are not offered an Alternate Arrangement (because they have not satisfied the requirements of this Policy); or
- (b) do not accept the Alternate Arrangement offered by the Instructor,

may consult with:

- (i) the Chair/Director of the Teaching Department; or
- (ii) in the case of Graduate Students, with their Graduate Program Director.

7.3 Grade Appeals

Students may appeal the final course grade at the end of the term, on the original grounds (i.e., Extenuating Circumstances), for academic consideration,³ if:

- (a) after the consultation in section 7.2, the Student's Alternate Arrangement remains unresolved, the Student may submit a final grade appeal;⁴ or
- (b) the alternate test or assignment becomes a point of contention in the

³ Refer to Policy 168.

⁴ Refer to Policy 168 Procedures.

final course grade or violates the Course Management Policy 166.

8 PRIVACY AND CONFIDENTIALITY

8.1.1 To the extent permitted by this Policy, the Student's privacy will be respected, protected, and maintained throughout the academic consideration process.

8.1.2 All documentation received regarding requests for Academic Consideration will be collected, securely maintained and disposed of in accordance with Ryerson's records management, records retention schedule, privacy and information classification policies, procedures and standards.

9 ACADEMIC INTEGRITY

The use of this Policy to gain academic advantage or benefit, by, for example:

- (a) submitting false, altered, forged or falsified health certificates or other documents for academic consideration, or
- (b) making false claims for such consideration to delay or avoid academic requirements,

constitutes academic misconduct and will be subject to the processes, penalties and consequences, as outlined in Ryerson's [Policy 60: Academic Integrity](#).

PROCEDURES for POLICY 167 ACADEMIC CONSIDERATION

1. PURPOSE OF PROCEDURES

The procedures section outlines instructions for how students must submit an Academic Consideration Request (ACR) with documentation or without documentation (as permitted one time per semester).

2. SUBMITTING AN ACADEMIC CONSIDERATION REQUEST

Academic Consideration Requests for extenuating circumstances must be submitted through the ACR online portal, which can be found at: <https://prod.apps.ccs.ryerson.ca/senateapps/>

Examples of Extenuating Circumstances

Health: physical and mental health issues that are either sudden or acute,⁵ including but not limited to unexpected illness or injury, hospitalization, or treatment, or significant aggravation of a pre-existing condition.

Compassionate: events, circumstances or emergencies that cause undue hardship, personal distress and/or trauma, including but not limited to:

- (i) death or life-threatening injury or illness of a close relative or friend;
- (ii) traumatic experiences including being a victim of, or witness to a serious crime or involvement in, or witnessing a serious accident;
- (iii) significant disruption to a student's domestic arrangements;
- (iv) sudden loss of income or employment;
- (v) caregiver responsibilities, where a student has substantial unplanned responsibilities to members of their immediate family or members of their household who need their care and support.

Other Extenuating Circumstances: include, but are not limited to the following:

- (i) participation in a University-sanctioned event (e.g., varsity sports), or other events in which the Student is representing the University, where the event conflicts with the requirements of a course;
- (ii) participation in events such as conferences, case competitions, or

⁵ Physical or mental health issues of a chronic nature should be addressed through: [Policy 159: Academic Accommodation of Students with Disabilities](#) and consult with Ryerson's [Academic Accommodation Support](#)

field trips related to the Student's field of study;

(iii) legal commitments, where a Student is required to attend court.

Instructions

2.1 Students must log in to the system using their Ryerson username and password, and read the instructions before completing and submitting their request.

2.2 Students should submit an Academic Consideration Request (ACR) in advance of the missed work (e.g., test, assignment deadline, lab, etc.). If this is not possible, students must submit the request within three business days of the missed obligation in order for it to be considered. In rare situations, exceptions to the three business day submission requirement can be granted if the extenuating circumstance, including documented mental health issues, prevents a student from consulting a health professional or documenting their extenuating circumstance in a timely fashion.

2.3 Students requesting Academic Consideration for missed academic obligations in more than one course must select the number of obligations and courses covered under the ACR submission. Failure to identify a specific course or obligation might result in no consideration received in that course.

2.4 Students submitting an ACR with documentation:

2.4.1. Health documentation:

Students must submit a fully completed Ryerson Health Certificate, or a signed letter by an appropriate regulated health professional on their letterhead containing full information required by the health certificate for the applicable period of time. The portion of the Ryerson Health Certificate containing the student signature must be attached. The documentation should explain the duration of the health condition and the impact of the health condition on the student's ability to perform during that period.

2.4.2. Compassionate documentation:

While it is recognized that compassionate grounds may sometimes be hard to document, items such as relevant travel documents, death certificates or notices from a funeral home, letters from counsellors, therapists, or religious or community leaders would be appropriate.

2.4.3. Documentation containing personal information of others:

Documentation which contains the personal information (e.g. health documents) of someone other than the student must be accompanied by a letter from that individual allowing the information to be used.

2.5 Students submitting an ACR without supporting documentation:

2.5.1. Students may submit an ACR without supporting documentation once per term at their discretion, excluding final exams and final assessments.

2.5.2. The system will automatically monitor submissions. If a student has already submitted their ACR without documentation for the term, further attempts to submit an ACR without documentation will be restricted.

2.5.3. Students who have exceeded their one time per term ACR without documentation, must submit documentation for any future requests (see Policy Section 5.3 (a)).

3. AFTER SUBMITTING AN ACADEMIC CONSIDERATION REQUEST**NEXT STEPS:**

3.1 After submitting an ACR online, an automatic email notification will be sent to the student's program office as well as relevant instructor(s). Students will also receive a confirmation receipt of their request via their Ryerson email account. Students should retain the reference number provided in the receipt and refer to it when communicating with their program office and/or instructors about their request.

3.2 If supporting documentation was submitted, the program office will review the documentation and notify both the student and the relevant instructor(s) as to whether the documentation has been verified (verification means the dates of the documentation and missed work align, it does not guarantee that the request has been approved).

3.3 Health certificates and medical documentation may be verified with the office of the Health Professional. A health professional cannot be asked about the nature of the student's health condition. See Policy Section 5.1.

3.4 Privacy and confidentiality will be respected, protected and maintained throughout the academic consideration request process. All personal information that is collected will be used, stored, and destroyed in accordance with Ryerson's Information Protection and Access Policy. In case of highly sensitive information, students are encouraged to contact the Senate Office for next steps.

3.5 After the documentation has been verified, it is the student's responsibility to contact each instructor via email. The instructor(s) will then decide whether or not to grant academic consideration and make acceptable alternate arrangements.

3.6 If a student is using their one time submission without documentation, it is the student's responsibility to contact each instructor, via email, to declare that they have or will miss an academic obligation. The instructor will then decide whether or not to grant academic consideration

3.7 Instructors will assess the merit of the request and respond to the student within five (5) working days of receiving the request. If a response is not received from the instructor within 5 working days the student should contact the instructor again or consult with the Chair/Director via email.

3.8 Approval of academic consideration requests is at the discretion of the course instructor. Submission of supporting documentation does not guarantee that academic consideration will be granted.

3.9 Acceptable alternate arrangements may include extending a deadline, setting a make-up test, or transferring the weight of the missed work to the final examination (as per Policy 166: Course Management at <https://www.ryerson.ca/content/dam/senate/policies/pol166.pdf>).

3.10 All consideration decisions and arrangements must be documented via email.

3.11 If the ACR has been granted and the missed component cannot be completed before final grades are due that term, the student can request an incomplete (INC) grade to allow extended time to complete and submit the work. An INC form must be filed by the instructor indicating the date by which the work must be completed. See Policy 46 for details on an INC grade.

3.11.1 It is the students' responsibility to follow up with the instructor to ensure completion of an INC within the approved time frame. If the INC is not completed during the designated time frame, it will convert to a grade of "F".

3.11.2 If students encounter problems making arrangements for completing an INC with their instructor, they must contact the Chair/Director as soon as they are aware of the issue.

3.12 Students who submit more than two requests for academic consideration per academic term may be required to meet with an advisor in their program department to ensure they have appropriate supports in place to meet their academic needs. In such cases, students may be asked to provide additional relevant documentation before processing their request(s) for academic consideration.

(DRAFT – April 15, 2020)

**RYERSON UNIVERSITY
POLICY OF SENATE**

GRADE AND STANDING APPEALS

Policy Number: 168

Policy Revision Date: Winter 2020 – Effective Fall 2020

Approval Date:

Next Policy Review Date:

Responsible Office: Provost and Vice President Academic

Approval: Senate

1. PURPOSE

The purpose of this policy is to set out the framework, principles, regulations, and procedures governing all appeals of academic standing and final academic grades when all options for an informal resolution have been exhausted.

2. APPLICATION AND SCOPE

2.1 This policy applies to all full-time, part-time, undergraduate, graduate, law, and The G. Raymond Chang School of Continuing Education (“The Chang School”) students and any others to whom this policy may apply at Ryerson University (the “University”).

This policy also applies to all faculty, staff, and administrators involved in the grading and appeal process. It describes the grounds and processes by which students may appeal academic standings and final academic grades when all options for an informal resolution have been exhausted.

2.2 Recognizing that the appeal process may be stressful, time intensive, and have high stakes for students, significant effort should be made to informally resolve issues relating to final academic grades before the submission of an appeal.

2.3 Any informal resolution must satisfy Senate academic policy and procedure requirements.

- 2.4 Grade reassessment and grade recalculation are not grounds for an academic appeal (see [Policy 162: Grade Reassessment and Grade Recalculation](#)).
- 2.5 Religious, Aboriginal, and spiritual observance is not a ground for appeal if the appropriate forms were not filed on time (see [Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance](#)).

3. DEFINITIONS

3.1 Burden of Proof

In a grade appeal and standing appeal, the burden of proof is on the student to show that, on a balance of probabilities, it is more likely than not that the decision relating to final grade or academic standing is incorrect.

3.2 Decision Maker

The person(s) within the department, program, Faculty, Senate Office, or Senate Appeals Committee (SAC) Panel authorized to make a decision regarding the appeal of a grade or standing.

3.3 Final Grade

For the purposes of this policy final grade includes Progress Report designations for graduate students. Final grades are also referred to as official grades.

3.4 Grade Appeal

A grade appeal is a request for a final grade to be reviewed or changed based on the presence of grounds for appeal and evidence supplied by the student to support their case.

3.5 Hearing

The appeal proceeding in which the student presents their case to an SAC Panel (the decision makers) which will result in a final decision outcome.

3.6 Natural Justice

This is composed of four (4) principles: the right to know the case against you; the right to an impartial and unbiased decision maker; the opportunity to be heard; the right to a decision and rationale for that decision.

3.7 Remedy

This is the resolution requested by the student or the outcome from the decision maker to address a student's final grade or academic standing appeal. Possible remedies can be found in Procedures – Section 4.

3.8 Senate Appeal Committee (SAC) Panel

The panel established by the Secretary of Senate, responsible for reviewing appeal submissions and/or Senate dismissal recommendations and that upon evaluating the evidence provided, makes a decision on the appeal. Senate Appeal Committee decisions are final and not appealable.

3.9 Standing Appeal

A standing appeal is a request for a standing of Required to Withdraw (RTW) or Permanent Program Withdrawal (PPW) in the case of undergraduate students, and Withdrawn in the case of graduate students, to be reviewed or changed based on the grounds for appeal and evidence supplied by the student to support their case.

4. PRINCIPLES

4.1. Academic Success

Ryerson University is committed to promoting academic success and to ensuring that students' academic records reflect their academic abilities and accomplishments. The University expects that grades will reflect demonstrated knowledge of course material, and that academic decisions concerning final grades and academic standings will be fair, consistent, and objective.

4.2. Senate Policy Framework

The values stipulated in the [University's Senate Policy Framework](#) are applicable and fundamental to this policy.

4.3. Fair Process

The policy should be applied in a way that is consistent with the principles of natural justice, including, but not limited to the right to have one's perspective heard, to be informed about other perspectives and relevant information, and to receive a timely and fair decision based on the merits of each individual case.

4.4. Non-Adversarial Approach

The University is committed to resolving academic disputes in a mutually respectful, and timely way, rather than from an adversarial standpoint.

4.5. Right to Support

Both students and instructors have the right to seek and receive support and advice concerning participation in the appeals process.

4.6. Accommodation

All processes and procedures associated with this policy are to be carried out in accordance with relevant law and University policy concerning the accommodation of students (see [Policy 159: Academic Accommodation of Students with Disabilities](#) and [Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance](#)).

4.7 Timeliness

It is in the best interest of the student and the University for the timely resolution of any appeals under this Policy. Both the University and the student must work together to ensure the timely resolution of any appeals.

5. GENERAL REGULATIONS

- 5.1. Students earn grades that reflect their ability to demonstrate their knowledge of the course material through the means of evaluation.

- 5.2. It is the student's responsibility to raise concerns with the instructor about issues related to grades as soon as they arise and attempt to informally resolve these issues.
- 5.3. Where there is no response from the instructor regarding the concerns raised by the student relating to the final grade, or if the student does not feel that they can discuss the matter with the instructor, or if no resolution is reached, the Chair/Director of the teaching department must be consulted regarding an informal resolution.
- 5.4. Failure to attempt an informal resolution to the concern related to a final grade may jeopardize the success of an appeal made at a later date.
- 5.5. Grade appeals are for issues related to final grades that could not be informally resolved with an instructor, Chair/Director or designate.
- 5.6. Students may only appeal a final grade or academic standing if one or more grounds for appeal exist. The four (4) grounds for appeal are: Course Management; Extenuating Circumstances; Procedural Error; and Prejudice (see Policy – Section 6 for details).
- 5.7. Students can only appeal their Required to Withdraw (RTW) or Permanently Withdrawn (PPW) standing (for undergraduate students) or Withdrawn (for graduate students) in a standing appeal.
- 5.8. There are three (3) levels to which a student can progressively appeal a final grade or their academic standing:
 - 1st Level – Department/School/Program
 - 2nd Level – Faculty
 - 3rd Level – Senate

A student may only appeal to the next level if they disagree with the decision of the previous level and if grounds for appeal exist or if they do not accept the remedy proposed by the previous level decision maker.
- 5.9. The burden of proof is on the student to show on a “balance of probabilities” that the decision relating to the final grade or academic standing is incorrect. Thus, to show that:
 - 5.9.1 the final grade incorrectly reflects their demonstrated knowledge of the course material; or
 - 5.9.2 their current academic standing should be changed; as academic standing is determined by a students' overall cumulative academic performance; students must provide substantial reasons why their current standing is not appropriate.

- 5.10. Students must submit all documentation necessary to support their appeal.
- 5.11. Students have ten (10) business days from the date of receiving their official final grade/standing to submit the 1st Level appeal. All other levels of appeal must be submitted within ten (10) business days of receiving the decision letter.
- 5.12. Decision makers at every level will receive mandatory online training via the Senate Office to maintain currency in the appeals policy and procedures.
- 5.13. Decision makers must acquire and consider information on all perspectives before reaching a decision.
- 5.14. Appeals may only be dismissed at the Senate Level by a Senate Appeals Committee (SAC) Review Panel where the appeal either fails to meet the definition of one of the required grounds for appeal or fails to describe a clear reason when the student disagrees with the Faculty Level decision. If new evidence is submitted at the Senate Level, it must have a reasonable possibility of affecting the decision in order to proceed to a hearing. The decision of the SAC Review Panel is final and not appealable. For details on the Senate Level dismissal process, see Procedures – Section 5.
- 5.15. If the appeal is granted and the student proceeds with the remedy proposed, a grade appeal outcome may result in the final grade being increased, decreased, or unchanged and cannot be further appealed (see [Policy 162: Grade Reassessment and Grade Recalculation](#)).
- 5.16. Students may continue in their program and can be registered in courses on the basis of a probationary contract (undergraduate) or provisional plan (graduate) for up to one term while their standing appeal is being considered. Exceptions may be made when the decision timeline is delayed due to the University.
- 5.17. Students must pay all appropriate fees. If the standing appeal is denied and the student remains RTW/PPW or Withdrawn, they will be given a full refund of the fees charged for the courses in which they enrolled in that semester. Refunds will not be considered for past semesters that have already been completed.
- 5.18. Students must be mindful of the time allotted by the University to complete their degree/certificate. If during the appeal process the student exceeds their time allotted or a time extension has been exceeded and the process to request an additional extension is either not followed or not granted: the grade appeal and standing appeal may no longer be required/considered as the person appealing is no longer a student in that program. Decision makers should always consult with the Senate Office on these cases.

6. GROUNDS FOR APPEAL

6.1 Course Management

Appeals may be filed on the ground of Course Management when students believe that a final grade has been adversely affected because an instructor or supervisor has deviated significantly from course management policies (see [Policy 166: Course](#)

Management), from the course outline, or the instructor has demonstrated personal bias or unfair treatment.

6.2.1. Personal bias or unfair treatment are not considered to be the same as Prejudice (see Policy – Section 6.4).

6.2.2. For graduate students, the grounds of Course Management includes the management of non-course program requirements by the supervisor and/or Graduate Program Director.

6.2 Extenuating Circumstances

Appeals may be filed on the ground of Extenuating Circumstances when students believe that there has been occurrences of reasonable significance that: (a) are outside a student's immediate control; (b) could not have been reasonably foreseen or avoided; and (c) significantly impact the student's ability to fulfill their academic requirements.

6.3 Procedural Error

Appeals may be filed on the ground of Procedural Error when it is believed that there has been an error in the procedure followed in the application of either this policy or any applicable policy of the University that has impacted a student's grade or standing. Appeals granted on this ground will resolve the procedural error.

6.4 Prejudice

Appeals may be filed on the ground of Prejudice when it is believed that that the student's final grade or standing has been impacted by prejudice based on a ground protected under the Ontario Human Rights Code:

- Age
- Ancestry, colour, race
- Citizenship
- Ethnic origin
- Place of origin
- Creed
- Disability
- Family status
- Marital status (including single status)
- Gender identity, gender expression
- Receipt of public assistance (in housing only)
- Record of offences (in employment only)
- Sex (including pregnancy and breastfeeding)
- Sexual orientation.

Students who believe their grade has been adversely affected by another form of personal bias or unfair treatment, unrelated to a protected human rights ground, may appeal under the ground of Course Management.

7. DECISIONS

7.1 The Decision maker at any level of appeal may:

- deny the appeal;
- grant the appeal; or

- grant or deny the appeal in part, subject to conditions (refer to Procedures - Section 4.2)
- 7.2 If the student does not accept the conditions attached (refer to Procedures - Section 4.2), the appeal will be considered denied.
- 7.3 As outlined in Procedures – Section 5, the Secretary of Senate may recommend dismissal of an appeal to the Senate Appeals Committee for their review.
- 7.4 Decisions must satisfy Senate academic policy and procedure requirements.

RESCINDED POLICIES

Senate Policy 134: Undergraduate Academic Consideration and Appeals Policy

Senate Policy 152: Graduate Academic Consideration and Appeals Policy

RELATED DOCUMENTS

Senate Policy 46: Undergraduate Grading, Promotion and Academic Standing (The “GPA Policy”)
<https://www.ryerson.ca/content/dam/senate/policies/pol46.pdf>

Senate Policy 157: Establishment of Student Email Accounts for Official University Communication
<https://www.ryerson.ca/content/dam/senate/policies/pol157.pdf>

Policy 159: Academic Accommodation of Students with Disabilities
<https://www.ryerson.ca/content/dam/senate/policies/pol159.pdf>

Senate Policy 162: Grade Reassessment and Grade Recalculation
https://www.ryerson.ca/content/dam/senate/policies/pol162_reassessment.pdf

Senate Policy 164: Graduate Status, Enrolment and Evaluation
<https://www.ryerson.ca/content/dam/senate/policies/pol164.pdf>

Senate Policy 166: Course Management Policy
<https://www.ryerson.ca/content/dam/senate/policies/pol166.pdf>

GLOSSARY/APPENDICES

Advocate	A University approved individual acting on behalf of a student in assisting with appeals submissions and representation at meetings or appeal hearings.
Academic Accommodation	A pre-planned variation in the way a student with a disability receives course curriculum and materials, participates in course activities, or demonstrates mastery of course content and skills through evaluation and assessment (see Policy 159: Academic Accommodation of Students with Disabilities).
Faculty (capitalized)	Refers to the administrative unit (see Policy 2: Undergraduate Curriculum Structure) and the 2 nd Level of the appeal process.
faculty (non-capitalized)	The term “faculty,” for the purpose of this policy, refers to the academic teaching staff of the University.
Grade – Final	A final grade is awarded upon completion of all required components of a course and is issued by the Registrar’s Office through RAMSS.
Grade Reassessment	A review and re-evaluation of a graded course component when a student disagrees with their grade based on the merit of their work (see Policy 162: <u>Grade Reassessment and Grade Recalculation Policy</u>).
Instructor	The person responsible for the course and includes all those represented by the Ryerson Faculty Association as well as part-time, sessional, and Continuing Education contract lecturers who are represented by Unit 1 or Unit 2 of CUPE Local 3904.
Teaching Department	The academic unit that is responsible for the development, delivery, and administration of a course (see Policy 2: Undergraduate Curriculum Structure).

RYERSON UNIVERSITY POLICY OF SENATE

PROCEDURES: Grade and Standing Appeals – Policy 168

(DRAFT – April 24, 2020)

The Grade and Standing Appeals Procedures (the “Procedures”) outline the processes to be followed in carrying out Policy 168: Grade and Standing Appeals and the roles and responsibilities of students, instructors/faculty, Chairs/Directors, Departments/Schools/Programs, Faculties and Senate.

1. SUBMISSION OF APPEALS

- 1.1. Appeal submissions must be completed in accordance with the instructions on the Senate website (<https://www.ryerson.ca/senate/appeals/>).
- 1.2. Students may submit a single grade appeal, multiple grade appeals and/or a standing appeal (if applicable), with the understanding that a successful grade appeal(s) may render the standing appeal resolved (see Procedures – Section 10 for the sequence of appeals).
- 1.3. Students must indicate in their submission where they disagree with the decision at the previous level (if applicable).
- 1.4. All documents to be presented as evidence must be included with the appeal submission. This includes:
 - 1.4.1. Any form, letter, or documentation that may support the appeal, including but not limited to: Ryerson Health Certificate, medical forms, travel documents, email communications, grade or standing reports, progress reports, assignment or test results;
 - 1.4.2. All documents from previous level(s) of appeal including the final decision letter(s). NOTE: In the case of Appeals submitted through the Online Grade and Standing Appeal Submission System this step occurs automatically and students are not required to resubmit.
- 1.5. Incomplete submissions will not be processed.
- 1.6. When using the Online Grade and Standing Appeal Submission System:
 - 1.6.1. Department/school/program level grade appeals are automatically filed with the department/school/program in which the course is taught.

Grade appeals for all courses are filed with the Chair/Director of the Department/School/Program that has responsibility for that course. If the course is a continuing education course and not tied to a specific Faculty, the student's appeal will automatically be filed with the Program Director within The Chang School.

- 1.6.2. All Faculty level grade appeals are automatically filed with the Dean/Associate Dean of the responsible Faculty. If the course is a continuing education course and not tied to a specific Faculty, the student's Faculty level appeal will automatically be filed with the Dean of The Chang School.
- 1.6.3. All Senate level grade appeals are automatically submitted to the Secretary of Senate.
- 1.6.4. Standing appeals at the Department/school/program level are automatically filed with the student's Program. Faculty level standing appeals are automatically filed with the Dean/Associate Dean of the Faculty for the student's Program and Senate level standing appeals are automatically filed with the Secretary of Senate.
- 1.7. For Faculties not using the Online Grade and Standing Appeal Submission System:
 - 1.7.1. Department/school/program level grade appeals are to be filed with the Department/school/program in which the course is taught. Grade appeals for all courses must be submitted to the Department/School/Program and reviewed by the Chair/Director that has responsibility for that course. If the course is a continuing education course and not tied to a specific Faculty, the student's appeal must be submitted to The Chang School information desk, who will forward the appeal to the appropriate Program Director.
 - 1.7.2. All Faculty level grade appeals must be submitted to the Dean/Associate Dean of the responsible Faculty. If the course is a continuing education course and not tied to a specific Faculty, the student's Faculty level appeal must be submitted to The Chang School information desk, who will forward the appeal to the Dean of The Chang School.
 - 1.7.3. All Senate level grade appeals must be submitted to the Secretary of Senate.
 - 1.7.4. Standing appeals at the Department/school/program level must be submitted to the student's Program. Faculty level standing appeals must be submitted to the Dean/Associate Dean of the Faculty for the student's Program and Senate level standing appeals must be filed with the Secretary of Senate.

2. GROUNDS FOR APPEALS

Before filing a formal appeal, a student must determine if one or more of these grounds apply. With the exception of Procedural Error and Predjudice, no new grounds may be introduced at subsequent levels of appeal.

2.1. Course Management

2.1.1. Refer to Policy – Section 6.1 for a description of Course Management as a ground for appeal.

2.1.2. Students must provide the course outline or supervision agreements when it is relevant to their appeal and must detail where the deviation occurred and must explain how their academic performance was affected.

2.1.3. At the undergraduate level, Course Management may be considered as a ground for grade appeals, but not for appeals of academic standing.

2.2. Extenuating Circumstances

2.2.1. Refer to Policy – Section 6.2 for a description of Extenuating Circumstances as a ground for appeal.

2.2.2. Examples of Extenuating Circumstances:

Health: physical and mental health issues that are either sudden or acute,¹ including but not limited to unexpected illness or injury, hospitalization, or treatment, or significant aggravation of a pre-existing condition.

Compassionate: events, circumstances or emergencies that cause undue hardship, personal distress and/or trauma, including but not limited to:

2.2.2.1. death or life-threatening injury or illness of a close relative or friend;

2.2.2.2. traumatic experiences including being a victim of, or witness to a serious crime or involvement in, or witnessing a serious accident;

2.2.2.3. significant disruption to a student's domestic arrangements;

2.2.2.4. sudden loss of income or employment;

¹ Physical or mental health issues of a chronic nature should be addressed through: [Policy 159: Academic Accommodation of Students with Disabilities](#) and consult with Ryerson's [Academic Accommodation Support](#)

2.2.2.5. caregiver responsibilities, where a student has substantial unplanned responsibilities to members of their immediate family or members of their household who need their care and support.

Other Extenuating Circumstances: include, but are not limited to the following:

2.2.2.6. participation in a University-sanctioned event (e.g., varsity sports), or other events in which the student is representing the University, where the event conflicts with the requirements of a course;

2.2.2.7. participation in events such as conferences, case competitions, or field trips related to the student's field of study;

2.2.2.8. legal commitments, where a student is required to attend court.

2.3. Procedural Error

2.3.1. Refer to Policy – Section 6.3 for a description of Procedural Error as a ground for appeal.

2.3.2. Where students claim that an academic regulation or policy was improperly applied or not followed, they must reference both the policy and the alleged error and explain how this procedural error has affected their academic record. This may include such things as a failure to recalculate a grade or remark an exam, evidence not properly considered during an appeal, or when a response deadline has been missed.

2.4. Prejudice

2.4.1. Refer to Policy – Section 6.4 for a description of Prejudice as a ground for appeal.

2.4.2. Students must provide the rationale of how their final grade or standing has been impacted by prejudice based on one or more of the grounds protected under the Ontario Human Rights Code.

2.4.2.1. For appeals submitted through the Online Grade and Standing Appeal Submission System, if prejudice is selected as a ground, a copy of the appeal submission will automatically be forwarded to Human Rights Services (HRS).

2.4.2.2. For those Faculties still accepting paper appeals, after submitting the appeal to the appropriate level, the student has an additional 10 business days to submit a copy of their appeal

to Human Rights Services via email to humanrights@ryerson.ca. This step is required.

- 2.4.2.3. After Human Rights Services has received a copy of the student's appeal and confirmed receipt via email with them, the student must then contact the Human Rights Services Office within 10 business days to consult with them regarding their appeal on the ground of prejudice (see [Discrimination and Harassment Prevention Policy](#)).
- 2.4.2.4. If Human Rights Services determines that it will proceed with a complaint resolution process, then the student's appeal will be put on hold until this process is completed. This will result in an extension of time required to complete the appeal while Human Rights reviews the situation.
- 2.4.2.5. In addition to informing the student of their findings, Human Rights Services will inform the following of their complaint resolution process:
- Grade Appeals:**
- Instructor and the Chair/Director in all grade appeals at the Department/School/Program level;
 - Dean/Associate Dean in all grade appeals at the Faculty level;
 - Secretary of Senate in all grade appeals at the Senate level.
- Standing Appeals:**
- Chair/Director in all standing appeals at the Department/School/Program level
 - Dean/Associate Dean in all standing appeals at the Faculty level;
 - Secretary of Senate in all standing appeals at the Senate level.
- 2.4.2.6. Once Human Rights Services has completed their review and notified the appropriate parties as outlined above in 2.4.2.5., the appeal may proceed with being considered on any other ground(s) at the level it was submitted. A student may also withdraw their appeal at any time.
- 2.4.2.7. If Human Rights Services determines that there is insufficient evidence to support a claim of prejudice on a prohibited ground and the student wishes to proceed on the basis of personal bias or unfair treatment, the original appeal submission may then be revised on the ground of Course Management. If the Course Management ground was already selected in the original submission, a revised submission may not be necessary. It is

up to the student to resubmit their revised appeal (if applicable) to the appropriate level within 10 business days of receipt of the Human Rights Services findings. If a revised appeal is not submitted, the appeal will proceed using the student's original submission.

- 2.4.2.8. If, during the course of any level of appeal, it is determined that there is a claim of prejudice on a prohibited ground which was not previously assessed or reviewed by Human Rights Services at a previous level, it will be referred to that office and the appeal decision will be put on hold until Human Rights Services has assessed the claim and notified the appropriate parties outlined in 2.4.2.5. of the outcome of their review and/or recommendations (if applicable).

3. CONSIDERATION OF APPEAL

3.1. 1st Level – Department/School/Program

- 3.1.1. The Chair/Director or designate will consider all appeal submissions and determine if the appeal is complete before it is processed.
- 3.1.2. The Chair/Director or designate may agree to accept an appeal after the deadline if there are special circumstances (supporting documentation must be provided). Otherwise late appeals are not accepted.
- 3.1.3. The Chair/Director or designate may not award a numerical/letter grade or require any action contrary to a University policy or collective agreement.
- 3.1.4. The Chair/Director or designate will respond to the student in writing within ten (10) business days of the receipt of the appeal with a decision. If the Chair/Director is unable to respond to the student within this time, the student must be notified of when they can expect a decision.
- 3.1.5. The Chair/Director or designate may consult with:
- 3.1.5.1. Both the student and the faculty member for clarification if necessary; and/or
- 3.1.5.2. Department/School/Program, the Dean's Office, and/or the Senate Office for support in handling appeals.

3.2. 2nd Level – Faculty

- 3.2.1. The Dean or designate will consider all appeal submissions and determine if the appeal is complete before it is processed.
- 3.2.2. The Dean or designate may agree to accept an appeal after the deadline if there are special circumstances (support documentation must be provided). Otherwise late appeals are not accepted.
- 3.2.3. The Dean or designate may not award a numerical/letter grade or require any action contrary to a University policy or collective agreement.
- 3.2.4. The Dean or designate will respond to the student in writing within ten (10) business days of the receipt of the appeal with a decision. If the Dean or designate is unable to respond to the student within this time, the student must be notified of when they can expect a decision.
- 3.2.5. The Dean or designate may consult with:
 - 3.2.5.1. The student, the instructor, or Department/School/Program for clarification if necessary; and/or
 - 3.2.5.2. The Senate Office for support in handling appeals.

3.3. **3rd Level – Senate**

- 3.3.1. The Secretary of Senate or designate will review all Senate Level appeal submissions and determine if the appeal is complete before it is processed. Incomplete appeals will not be accepted.
- 3.3.2. The Secretary of Senate or designate may agree to accept an appeal after the deadline if there are special circumstances (supporting documentation must be provided). Otherwise late appeals are not accepted.
- 3.3.3. The Secretary of Senate or designate will respond to the student in writing within ten (10) business days of the receipt of the appeal submission to advise if the appeal meets the grounds as outlined in Policy – Section 6 to proceed to an appeal or if a dismissal is being recommended.

4. **REMEDIES**

- 4.1. When an appeal is granted the decision maker must stipulate the remedy that will fairly and equitably address the issue of the student's grade or standing appeal. There is not an exhaustive list of remedies that can be provided. The Secretary of Senate can be consulted regarding what might be a fair and equitable remedy in the particular circumstances of each case.

Remedies must satisfy Senate academic policies and procedures.

- 4.2. If the decision is granted with conditions, a deadline must be provided to the student by which they must confirm acceptance of the conditions. Failure to accept the conditions will result in the appeal being considered denied.
- 4.3. The following are examples of possible remedies:
 - rewrite of an exam or assignment
 - make up of an exam or assignment
 - re-weighting of other course components
 - an INC grade with the opportunity to submit outstanding work or FS grade (if applicable)
 - standing changes - which should include reference to probationary contracts for undergraduate students and provisional plans for graduate students. If granted, a standing appeal may result in reverting back to probationary/provisional standing
 - recommend a 4th attempt at a course (or 3rd attempt based on grade variations) (which must be approved by the Registrar's Office)
 - recommend a final grade review (see [Policy 162: Grade Reassessment and Recalculation Policy](#))
 - Only in rare cases, where all other remedies are determined infeasible (usually due to mode of course delivery, such as when group work, presentation, or field work would be required), the decision maker may recommend a retroactive course withdrawal in the appeal decision. This recommendation is subject to approval by the Office of the Registrar.

5. DISMISSAL OF SENATE LEVEL APPEAL

- 5.1. If the Secretary of Senate or designate does not believe the grounds for appeal have been met or the appeal fails to describe a clear reason when the student disagrees with the Faculty Level decision, the Secretary of Senate or designate will notify the student of the intent to recommend dismissal of the appeal and will convene a Senate Appeal Committee (SAC) Review Panel.
- 5.2. The SAC Review Panel will be comprised of one faculty member of SAC as Chair, one additional faculty member from SAC, and one student member from SAC as panel members.
- 5.3. The Secretary of Senate or designate will attend the SAC Review to provide reasons why the appeal should be dismissed and not proceed to the SAC for a hearing.
- 5.4. The SAC Review Panel will review the appeal submission and decide whether or not to dismiss the appeal.

- 5.5. If the appeal is dismissed, the SAC Review Panel Chair will write the decision letter outlining the reasons for dismissal.
- 5.6. If the appeal is not dismissed, the Senate Office will arrange a hearing of the appeal to be heard by the SAC Hearing Panel, comprised of the same panel members.
- 5.7. Dismissal decisions from the SAC Review Panel are final and not appealable.

6. SENATE APPEALS COMMITTEE (SAC) HEARING

- 6.1. The SAC Hearing Panel consists of three members:
 - 6.1.1. One faculty member as Chair;
 - 6.1.2. One faculty member; and
 - 6.1.3. One student.
- 6.2. It is in a student's best interest to attend the hearing and the student is expected to attend unless they waive their right to attend. (See Procedures – Section 9 for who may accompany/represent the student at the SAC hearing).
- 6.3. The responding faculty member, who will usually be the course instructor, or Chair/Director(s), is expected to attend the hearing. (See Procedures – Section 9 for who may accompany/represent the responding faculty member at the SAC hearing.)
- 6.4. Witnesses may be invited by the student, the responding faculty member, or the Secretary of the Senate. Witnesses shall normally be present at the hearing only while giving evidence. Witnesses must make themselves available during the scheduled hearing.
- 6.5. If an advocate or legal representation has not been declared in advance of the Notice of Hearing being issued, and a student wishes to be represented by a University approved student advocate or a legal representative at their scheduled hearing: they must provide this in writing to the Secretary of Senate at least 24 hours in advance of the hearing, along with confirmation by the student advocate or legal representative of their attendance and intention to represent the student at the scheduled SAC appeal hearing.
- 6.6. The following individuals shall have the right to make submissions, both orally and in writing to the Senate Appeals Committee in respect of an appeal:
 - 6.6.1. The student, the student advocate approved by the University, and /or legal representation retained by the student

- 6.6.2. The respondents and any legal representation retained by the respondent
- 6.6.3. The Secretary of Senate
- 6.7. The Secretary of Senate or delegate may be present at the hearing in order to provide advice on the process and information on a student's academic record.
- 6.8. Appeal hearings are not open to the public due to privacy and confidentiality issues.
- 6.9. Appeal hearings may not be audio or video recorded, and no minutes of the proceedings are taken. The decision letter is considered the official record of the proceedings.
- 6.10. If the student, responding faculty member, legal representative, advocate, support person, or witness fails to attend the hearing, it may proceed in their absence unless the Hearing Panel is informed of an emergency situation.
- 6.11. The Secretary of Senate will facilitate the hearing by:
 - 6.11.1. appointing the Panel Chair along with the panel members
 - 6.11.2. scheduling the hearing as expeditiously as possible based on the availability of the student, the responding faculty member(s), and panel members. If the student or the respondent(s) fail to provide availability by the requested date, a hearing will be scheduled without their input. All parties will be provided with a minimum of 10 business days' notice of the scheduled hearing.
 - 6.11.3. notifying all parties of the date, time, location of the hearing a minimum of ten (10) business days before the hearing
 - 6.11.4. distributing the hearing package electronically including all relevant documents to the panel, student, and responding faculty member(s) a minimum of five (5) business days before the hearing (including representatives or advocates where applicable)
 - 6.11.5. ensuring the hearing procedures are available to the student and others involved in the hearing
- 6.12. Decision makers should ensure that they are fully informed of all evidence related to an appeal before reaching a decision.
- 6.13. The Hearing Panel may adjourn the hearing when it is required for a fair process.
- 6.14. Decisions of the SAC Hearing Panel are final and may not be appealed.
- 6.15. Based upon matters arising at the hearing, the Hearing Panel may make recommendations on the procedural or policy matters to the Senate Appeals Committee, the Secretary of Senate, a Department/School/Program or a

Dean, or representative of the Registrar's Office. These recommendations should be in a separate memo addressed to the Secretary, who shall distribute appropriately.

- 6.16. The complete original copy of all appeal documents shall be retained in confidence by the Senate Office and the Office of the Registrar. All other copies of the appeal documents are to be shredded once the decision letter is issued.

7. ADJOURNMENT

- 7.1. Once a Senate Level appeal has been scheduled, a student may seek an adjournment. The onus is on the student to justify that an adjournment ought to be granted.
- 7.2. In determining whether to grant the adjournment, the Senate Appeal Committee will consider the following factors:
 - 7.2.1. Whether this is the first adjournment request or whether there has been a history of repeated adjournment requests;
 - 7.2.2. The time period between the initial matter under appeal and the hearing date;
 - 7.2.3. Whether the student raised the issue of an adjournment at the earliest possible opportunity;
 - 7.2.4. Whether the student has provided alternative dates of availability;
 - 7.2.5. Whether the student has medical evidence and/or any other evidence to support their request, which is detailed, specific, and clearly links the circumstances to a need for an adjournment;
 - 7.2.6. Whether any other form of accommodation can be offered to the student so that the hearing may proceed on the scheduled day; and,
 - 7.2.7. Any other factor the Panel deems necessary.

8. TIMELINES

- 8.1. Decisions at all levels must be communicated to students via Ryerson email addresses within ten (10) business days of the submission of the appeal or where an SAC Hearing has been held, within ten (10) business days of the hearing.

- 8.2. If there is a delay, the decision maker will communicate with the student that more time is required and indicate, within a reasonable period, when a decision will be forthcoming.
- 8.3. Students are responsible for contacting the office they submitted their appeal to if they have not received a response in the specified time period.
- 8.4. The decision will be deemed received on the date sent.
- 8.5. Students who have attempted to have work reassessed or grades recalculated (see Policy 162: Grade Reassessment and Grade Recalculation) and have not had the matter resolved prior to the appeal deadline, or who have not yet received a response from an instructor or Chair/Director, and who wish to appeal, may submit a formal appeal on the ground of Procedural Error by the deadline.
- 8.6. If a student does not proceed within the timeline stipulated, the right to appeal will be considered closed.
- 8.7. Required to Withdraw/Permanent Program Withdrawal or Withdrawn students will be removed from their course(s) once the time for the appeal has expired without an appeal being launched.

9. CONSULTATION, REPRESENTATION, AND SUPPORT

9.1. Students

- 9.1.1. Students are encouraged to seek appropriate guidance from their program representative or other support services at the University if they are considering filing an appeal or at any point during their appeal process.
- 9.1.2. A University approved advocate may be contacted for advice on the appeal process.
- 9.1.3. A University approved advocate may represent or support a student at any meeting that may occur at the Department/School/Program or Faculty or a hearing at the Senate Level. Students are expected to be present and speak for themselves, especially with respect to matters of fact.
- 9.1.4. Legal representation is permitted at a Senate Level appeal hearing. Students should ensure their legal representative is available for any scheduled appeal hearing.

9.1.5. Students may be accompanied by a support person at a Senate Level hearing. A support person may not participate or be involved in the process in any way nor may they sit at the hearing table but the student may request to speak in private with their support person during the Senate Level hearing process.

9.1.6. Students may consult with the Ombudsperson at any time regarding issues of fairness.

9.1.7. Students may consult with the Senate Office regarding issues related to timeliness or delays in receiving decisions and for clarity on policy and procedures.

9.2. Instructors and Chairs/Directors

9.2.1. Instructors and Chairs/Directors may consult with Departments/Schools/Programs for support in resolving grade related issues.

9.2.2. The Senate Office may also be contacted for clarity on policy and procedures.

9.2.3. Faculty members may be accompanied by a support person at Senate Level hearings. A support person may not participate or be involved in the process in any way nor may they sit at the hearing table but the responding faculty member(s) may request to speak in private with their support person during the Senate Level hearing process.

9.2.4. Legal representation is permitted for University respondent(s) at any Senate Level appeal hearing. The Senate Office should be contacted for more information on this option.

9.3. Decision Makers

Decision makers may consult with Departments/Schools/Programs, Faculties/Deans, Registrars and/or the Senate Office for support in handling appeals and interpreting policy.

10. SEQUENCE OF APPEALS

10.1. If a student is submitting both a grade appeal and a standing appeal, the standing appeal will only be considered once a final decision at that level is made on the grade appeal.

10.2. If a student is submitting multiple grade appeals and a standing appeal, the grade appeals may be considered concurrently or sequentially at the discretion of the decision maker(s) as successful grade appeal(s) may

resolve the student's standing resulting in the standing appeal not having to be considered.

- 10.3. If there is a grade appeal for a course outside of the student's Department/School/Program, the Department/School/Program must receive the decision of the grade appeal before a standing appeal can be considered. If both appeals are to the same Department/School/Program, the appeals may be considered concurrently.
- 10.4. If a grade appeal is delayed due to an unresolved reassessment or recalculation, the related standing appeal may also be delayed.
- 10.5. If an appeal of a finding of academic misconduct is related to a concurrent grade or academic standing appeal, the misconduct appeal will be heard first and the decision will be forwarded to the appropriate Department/School/Program. All academic misconduct levels of appeal must be exhausted before the grade or standing appeal can be considered.
- 10.6. If a student has submitted a grade appeal and standing appeal within the same semester to the Senate Level, and it is determined that both appeals are going to be heard, then typically, they will occur together on the same date and be heard by the same SAC Hearing Panel.

11. ROLES AND RESPONSIBILITIES

11.1. Student

11.1.1. **Maintain accurate contact information**

It is the student's responsibility to maintain updated contact information with the University to ensure that all information related to grades, standings, and appeals are properly received. Ryerson program students are required to maintain a Ryerson email address (see [Policy 157: Establishment of Student Email Accounts for Official University Communication](#)). All communication will occur via Ryerson email.

11.1.2. **Prior to submission of a grade appeal**

Before submitting a grade appeal, it is expected that the student will have consulted with their instructor about their concern. Where appropriate, an informal resolution of grade-related disputes at the instructor level is preferable to an appeal (see Policy – Sections 5.2 and 5.3). Failure to follow this expectation may result in an appeal not being considered.

11.1.3. **Prior to submission of a standing appeal**

Academic standing issues may only be resolved through a standing

appeal. Students may wish to consult with their Chair/Director in advance of submitting a standing appeal.

11.1.4. Submission of appeal(s)

Students are responsible for the submission of complete appeal packages including all evidence for consideration.

11.1.5. Timeliness

To ensure consideration of an academic appeal, students must adhere to the deadlines (see Policy – Section 5.11).

Where special circumstances prevent meeting a specified deadline, students may request an extension to file an appeal from the decision maker. Extensions or the acceptance of an appeal late is at the discretion of the decision maker. If the decision maker grants an extension, they must communicate this extension to the Office of the Registrar.

11.2. Instructor/faculty

11.2.1. Attempt to reach resolution prior to submission of a grade appeal

Instructors must attempt to resolve grade-related issues in a timely manner when a student disagrees with the final grade assigned. Where appropriate, an informal resolution of grade-related disputes is preferable to an appeal. Any informal resolution must satisfy Senate academic policy and procedure requirements.

Instructors should maintain all documentation indicating where attempts were made with students to resolve grade issues informally.

11.2.2. Timelines

To ensure timely consideration of an academic appeal, instructors should respond to student issues related to grading as soon as the issue is brought forward by the student.

In special circumstances, the instructor and the student may mutually agree to an extension of time to resolve the issue informally.

11.2.3. Inform the student of their right to appeal

When instructor level resolution is not possible, the instructor should inform the student of their right to formally appeal, the 1st Level of appeal being to the Chair/Director.

11.2.4. Provide any relevant documentation/evidence

Instructors must provide necessary documentation for the processing of appeals when requested by decision makers.

11.2.5. Attendance at appeal meetings

Instructors may be asked to attend meetings and hearings regarding appeals.

11.2.6. Follow through on the outcome of an appeal decision

The instructor is responsible for carrying out the grade appeal outcome as soon as possible as outlined in the decision letter at any level.

11.3. Department/School/Program**11.3.1. Awareness of expectations concerning informal resolution**

Because formal appeals are seen as a student's last resort, each Department/School/Program should take reasonable steps to raise general awareness of the expectation that instructors and students share a responsibility to try to reach resolution of disputes (see Policy – Section 2.2).

11.3.2. Appointment and training of decision makers

Each Department/School/Program shall appoint at least one decision maker for appeals at the 1st Level, communicate the details of the appointment to the Dean and to the Secretary of Senate, and ensure that the appointee has completed the mandatory online training made available by the Senate Office for decision makers.

11.3.3. Resources and advice for students, instructors, and decision makers

When made aware that a student has a grade-related concern, the Department/School/Program should take reasonable steps to encourage both the student and the instructor to explore the possibility of an informal resolution.

In case such attempts at informal resolution fail, the Department/School/Program should ensure that the student is aware of their right to seek and receive advice about the appeal process.

The Department/School/Program should also provide instructors with access to advice and resources to help facilitate the fair resolution of a student's grade-related concerns.

11.3.4. Follow through on the outcome of a standing appeal and (if necessary) a grade appeal

The Chair/Director is responsible for carrying out the standing appeal outcome as outlined in the decision, and carrying out the grade appeal outcome as outlined in the decision when the instructor/faculty does not, or is unable to, do so.

11.4. Appeal Decision Makers (prior to Senate Level)

11.4.1. Collection of evidence

Decision makers should ensure that they are fully informed of all evidence related to an appeal before reaching a decision. They may, at their discretion, request documents from the instructor, the student or others, or request meetings with the instructor or student, or any combination of the above steps in order to arrive at a fully informed, independent decision.

11.4.2. Determining consideration of multiple appeals

If a student initiates more than one appeal, the decision maker at any level may determine if the appeals should be heard concurrently or sequentially (see Procedures – Section 10 regarding Sequence of Appeals).

11.4.3. Timeliness

To ensure timely consideration of an academic appeal, decision makers must adhere to the deadlines indicated by the appeal procedures at each level of the process. In special circumstances, decision makers may require more time to review evidence and make a decision. In these circumstances, the decision maker will communicate with the student that more time is required and indicate, within a reasonable period, when a decision will be forthcoming.

11.5. Dean/Associate Dean

11.5.1. Awareness of expectations concerning informal resolution and the appeals process

The Dean or designate shall ensure that Faculty Departments/Schools/Programs are aware of the expectations of Policy 168: Grade and Standing Appeals and these procedures, including the expectation that instructors and students share a responsibility to try to reach resolution of disputes.

11.5.2. Appointment and training of decision makers

The Dean or designate shall appoint at least one decision maker for Faculty Level appeals, normally an Associate Dean, and ensure that the appointee has completed the mandatory online training made available by the Senate Office for decision makers.

11.5.3. Follow through on outcome of appeal decisions

The Associate Dean or designate is responsible for carrying out the grade or standing appeal outcomes outlined in the decision when the Chair/Director does not, or is unable to, do so.

11.6. Senate Appeals Committee (SAC) Hearing Panel

11.6.1. The Senate Appeals Committee is established by the Senate Office. The Secretary of the Senate or designate shall establish Hearing Panels consisting of three members of the Senate Appeals Committee (SAC), including 2 faculty and one student. One faculty will be designated as the chair of the hearing and is responsible for leading the hearing, procedures, and for writing the decision letter.

11.6.2. Conflict of Interest

11.6.2.1. Any member of the Hearing Panel, the student, or the responding faculty member must disclose any conflict of interest, if known, as soon as possible before the hearing.

11.6.2.2. No member of an SAC Hearing Panel should have had any prior involvement with the decision making at the Department or Faculty levels.

11.6.2.3. If either party raises a conflict of interest regarding any panel member(s) once the hearing has begun, the remaining Hearing Panel members will judge the validity of the conflict and will decide on whether the panel member may sit on the appeal.

11.6.2.4. If the panel member with the potential conflict is excused and there is no quorum, the hearing may continue if agreed upon by all parties or will be adjourned and a new hearing scheduled with a new panel member.

11.6.3. Decisions of the SAC **are final and may not be appealed.**

11.7. Senate Office

The Senate Office is responsible for:

11.7.1. Providing education and training for the appeals policy and procedures

11.7.2. Communicating deadlines regarding appeals

11.7.3. Administering the policy

11.7.4. Raising awareness of the appeals process within the University community

11.7.5. Providing education and support to decision makers

11.7.6. Reviewing all issued decision letters from previous levels to ensure University policies are being followed and adhered to (this step is done in collaboration with the Registrar's Office)

11.7.7. Reviewing appeals to SAC to ensure that grounds for appeal exist and, where they do not, recommending to SAC the dismissal of the appeal

- 11.7.8. Scheduling and distributing all appeal material for all Senate Level appeals of grade and standing along with issuing all final decision letters resulting from SAC Reviews/Hearings to all relevant parties
- 11.7.9. Record keeping: permanent retention of all appeal packages and appeal decisions at all levels

11.8. Office of the Registrar

11.8.1. Execution of Appeal Outcomes

The Office of the Registrar is responsible for updating academic standings to reflect appeal decisions.

Final Approval

The Registrar must approve any recommendation by the Chair/Director, Dean or SAC to either allow a student to take a course that has been failed more than three times (or fewer per a Department/School/Program standing variation requirement) or to grant a student a retroactive course withdrawal without academic penalty (see Procedures – Section 4 for more details).

RELATED DOCUMENTS

Senate Policy 157: Establishment of Student Email Account for Official University Communication

Senate Policy 159: Academic Accommodation of Students with Disabilities

Senate Policy 162: Grade Reassessment and Grade Recalculation

Senate Policy 166: Course Management

Senate Policy 167: Academic Consideration

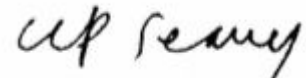
YSGS report to AGPC

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

Biomedical Engineering GPC Bylaws

The Graduate Program Council (GPC) proposes a change in 6.4 of the bylaws to reduce the quorum from 50% to 40%. This change is being proposed due to the complexity of scheduling meetings for a non-department based graduate program. Additionally, the GPC proposes that at the discretion of the GPC Chair, in consultation with the standing committees, GPC items that require a decision may be considered of such importance that electronic voting must be made available to all members of the GPC. These changes were approved by YSGS Council on April 8, 2020.

Motion for Senate: That Senate approves the proposed changes to the Biomedical Engineering Graduate Program Council Bylaws.



Cory Searcy, Vice-Provost & Dean, YSGS

GRADUATE PROGRAM COUNCIL BYLAWS

Biomedical Engineering

Approved by YSGS Council
dd/mm/yyyy

Approved by Dean, YSGS
dd/mm/yyyy

Approved by the Academic Governance and Policy Committee of Senate
dd/mm/yyyy

Approved by Senate
dd/mm/yyyy

1. Definitions

Chair: Chair of BME Graduate Program Council, unless otherwise stated

Council: BME Graduate Program Council unless otherwise stated

faculty (lower-case "f"): all full-time faculty members who are active in the BME program

Faculty (upper-case "F"): overarching academic unit, headed by a dean

GPD: Graduate Program Director of the BME program

GPA: Graduate Program Administrator of the BME program

Graduate Dean: the Dean of Yeates School of Graduate Studies (YSGS)

Graduate Program: MEng, MAsc and PhD in Biomedical Engineering (BME)

Graduate Student: a student who is supervised, or co-supervised, by a faculty member associated with the BME program

2. Mandate

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principle mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program. The specific mandate of the GPC is:

- 2.1. To develop and recommend policies relevant to the Graduate Program within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS).
- 2.2. To contribute actively to the operation and long-term planning of the graduate program and YSGS through the creation of committees, working groups and other mechanisms as deemed appropriate.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

The GPC will operate in the spirit of policy adopted by Senate, in particular, Policy #45: *Constitutional Provisions for Department/School Councils*.

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program. The GPC will collaborate in a transparent manner with the affected Faculty Dean or designate, the Dean of YSGS, the YSGS Council and its standing committees.
- 3.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean or designate, Faculty Council where appropriate, the Dean of Record, and the Dean of YSGS before implementing any policy or procedure. The Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.
- 3.3. The GPC may **recommend and communicate** policies and procedures with implications beyond the program. Affected Faculty Dean, and/or designate and/or the Dean of Record must endorse recommended policies and procedures before they are submitted to the Dean of YSGS and YSGS Council. The YSGS Council makes recommendations for approval to Senate.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. GPC may also request that committees review any particular matter.

Without prejudice to any policy of the Ryerson Senate, the authority of the GPC will embrace these additional principles:

- 3.6. The GPC will not enter into debate or take action on any matter that would violate the Ryerson University Act, or any policy of Senate.
- 3.7. The GPC will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty or staff, or on matters of a contractual nature.
- 3.8. The GPC does not have the authority to override decisions made by other Department/School Committees that do not report to it. The GPC does, however, have the authority to discuss such decisions and to provide advice, except in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Faculty Dean. The GPC is advisory to the Faculty Dean on matters that are contractually the responsibility of the Dean.
- 3.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Faculty Dean, and the Dean of YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Director (GPD)
- 4.2. All faculty members who are active YSGS members and currently teaching regularly in, supervising students of, or active in the administration of the Graduate Program.
- 4.3. All Associate YSGS members and Adjunct members of the University who are active in the Graduate Program, as non-voting members.
- 4.4. One Graduate Student representative from each program of study (PhD, MASc, and MEng.) elected by and from Graduate Students in that program of study.
- 4.5. The Graduate Program Administrator (GPA) who will be a non-voting member of Council.
- 4.6. The term of GPC membership will be 1 year for graduate students. All members may stand for re-election.

5. Chair

- 5.1 The Chair of the GPC will be elected by GPC members at the first meeting. The position of Chair will be re-elected at the beginning of each academic year.
- 5.2 The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.2.1 Calling and conducting meetings, and confirming quorum.
 - 5.2.2 Setting agendas.
 - 5.2.3 Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the YSGS Graduate Studies Assistant.
 - 5.2.4 Monitoring follow up to Council actions.
 - 5.2.5 Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3 The GPC Chair is an ex-officio (non-voting) member of all GPC committees and sub-committees, unless stated otherwise.

5.4 The GPC Chair may request another council member to act as Chair on an interim basis.

6. GPC Procedures

- 6.1. GPCs will meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, for information or approval where applicable, to other committees and councils.
- 6.2. Notices of meetings will normally be distributed at least 5 days in advance.
- 6.3. Only faculty and student members of the GPC are voting members. The GPC Chair shall vote only in the event of a tie. Staff may serve on the GPC or its committees but are non-voting.
- 6.4. Quorum is 40% of the GPC's voting membership.
- 6.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.
- 6.6. Decisions, with the exception of amendments to the GPC ByLaws, may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7. All members are expected to attend Council and, where relevant, committee and sub-committee meetings. If voting members are unable to attend they are to inform the GPC Chair, relevant committee or sub-committee in advance of the meeting, or as soon as possible thereafter.
- 6.8. Any faculty Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant. Any student Council member may attend a meeting of any committee that has students included in its formal membership.
- 6.9. A decision to amend GPC Bylaws requires a two-thirds majority of voting members present at the meeting, including the GPC Chair, and can be taken only after written notice has been provided to all members at least 5 days in advance of the meeting. There is no proxy voting, and GPC members must be in attendance at a GPC meeting to vote.

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7. Standing Committees

- 7.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.
- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.

- 7.3. The term of office of members of any committee or sub-committee is 1 year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve, provided that the member is re-elected every year.

The Standing Committees of the GPC are as follows:

7.4 Curriculum

- 7.4.1 Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
- 7.4.1.1 Registration practices (course selection and approval);
 - 7.4.1.2 Standards for maintaining good standing (grades, continuous registration, etc.);
 - 7.4.1.3 Residency/post residency requirements;
 - 7.4.1.4 Full-time and part-time status requirements and procedures;
 - 7.4.1.5 Procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
 - 7.4.1.6 Time limits for completion of graduate programs;
 - 7.4.1.7 Definition of instructional offence and offences of conduct;
 - 7.4.1.8 Student appeal and petition mechanisms; and
 - 7.4.1.9 Graduation requirements and practices and convocation practices
- 7.4.2 Committee Composition: GPD as ex-officio member, 3 faculty members who are full YSGS members, and 1 student representative who is a member of the GPC.

7.5 Admissions and Scholarships

- 7.5.1 Mandate:
- 7.5.1.1 Recruitment mechanisms;
 - 7.5.1.2 Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, etc.);

- 7.5.1.3 To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
- 7.5.1.4 To recommend sources of graduate student funding, e.g. internal scholarships, etc.;
- 7.5.1.5 Recommend selection procedures; and
- 7.5.1.6 To select Scholarships and awards recipients
- 7.5.1 Committee Composition: GPD as ex-officio member and 3 faculty members who are full YSGS members.

7.6 Program Membership

- 7.6.1 Mandate:
 - 7.6.1.1 To develop program-specific criteria and procedures for YSGS membership and supervisory responsibilities, which must be consistent with YSGS requirements and approved by YSGS Dean;
 - 7.6.1.2 To review membership applications at the program level in light of the rationale established for membership, and to submit its recommendations to the Dean of YSGS; and
 - 7.6.1.3 To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.
- 7.6.2 Committee Composition: GPD and 2 faculty members who are full YSGS members.
- 7.6.3 Procedures:
 - 7.6.3.1 On an annual basis the GPD shall send the names of the Program Membership Committee members and an updated list of YSGS membership to the YSGS Dean;
 - 7.6.3.2 The Program Membership Committee shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.7 Ad Hoc Committees

- 7.7.1 The GPC may constitute ad-hoc committees to address specific topics.
- 7.7.2 Membership of ad-hoc committees will be determined at the time the committee is constituted.

- 7.7.3 Members will hold office until the report of the committee has been submitted to, and accepted by, the GPC, or until such time as the ad-hoc committee has been dissolved.

REPORT OF THE SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY COMMITTEE

Report #1 Winter 2020

In this report the Scholarly, Research and Creative Activity Committee brings to Senate its recommendations to retire Policy 153 – Non-Competition Agreements and to approve revisions to Policy 154 – Signing of Research Applications and Agreements in Support of Scholarly, Research and Creative Activity.

For Senate's information this report also includes a copy of the Statement on Scholarly, Research and Creative Partnerships to the Senate SRC Activity Committee.

Recommendation:

- The SRC AC unanimously recommends:
 - that Senate retire Policy 153 – Non-Competition Agreements;
 - that Senate approve the revisions to Policy 154 – Signing of Research Applications and Agreements in Support of Scholarly, Research and Creative Activity.

Respectfully Submitted,

Steven N. Liss, Chair for the Committee

SRC AC Members:

- Naomi Adelson, Associate Vice-President, Research and Innovation
- Asher Alkoby, Chair, Research Ethics Board
- Janice Waddell, Associate Dean, Graduate Studies
- Patrizia Albanese, Associate Dean, Research and Graduate Studies, Arts
- Ozgur Turetken, Associate Dean, Research and Graduate Programs, Ted Rogers School of Management
- Charles Davis, Associate Dean, SRC Activities, Communications and Design
- Jennifer Martin, Associate Dean, Faculty Development, Undergraduate Students and SRC, Community Services
- Michael Kolios, Associate Dean, Research and Graduate Studies, Science
- Sri Krishnan, Associate Dean, Research, Engineering and Architectural Science
- Dana Thomas, Associate Chief Librarian
- Donna Bell, Secretary of Senate
- Andriy Miransky, Faculty, Science
- Julia Spaniol, Faculty, Arts
- Yuanshun Li, Faculty, Ted Rogers School of Management
- Richard Adams, Faculty, Communication and Design
- Nancy Walton, Faculty, Community Services
- Ravi Ravindran, Faculty, Engineering and Architectural Science
- Brian Cameron, Librarian
- Liping Fang, Interim Dean, Engineering and Architectural Science
- Katey Park, Graduate Student
- Simon Donato-Woodger, Undergraduate Student Senator

SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY COMMITTEE REPORT

Report #1 Winter 2020

At its meeting on April 6, 2020, the Scholarly, Research and Creative Activity Committee undertook reviews of Policy 153 – Non-Competition Agreements and Policy 154 – Signing of Research Applications and Agreements in Support of Scholarly, Research and Creative Activity.

This report provides a rationale for the policy revisions as well as an explanatory note for the changes made. The updated and supplementary documents as it relates to these documents have been included in Appendix A and B.

Policy 153 – Non-Competition Agreements

Policy 153 - Non-Competition Agreements is a policy that was approved March 7, 2000 and has not been reviewed or revised since that time. The policy consists of one paragraph that protects academic freedom and outlines that restrictions placed upon this freedom must have strong justification.

The OVPRI consulted with the SRC Leaders Group, which consists of Associate Dean representatives from each of the faculties as well as the library and Yeates School of Graduate Studies, and also solicited feedback from the General Counsel's office and Vice-Provost Faculty Affairs.

The consultation process included an environmental scan of other post-secondary institutions (University of Toronto, Simon Fraser University, McMaster University, University of Waterloo, and Concordia University), which determined that none had similar stand-alone policies regarding non-competition agreements but that this type of direction was captured and incorporated in other institutional documents. As a result, the OVPRI recommended, and the Senate SRC Activity Committee unanimously approved that Policy 153 be retired as the paragraph is not a policy but rather a contractual consideration.

The OVPRI will be adopting a *Statement on Scholarly, Research and Creative Partnerships* which incorporates the principle expressed in Policy 153 (in section 5) and further delineates policies and practices related to research agreements.

Recommendation

The Senate SRC Activity Committee recommends that Senate retire Policy 153 - Non-Competition Agreements.

Policy 154 – Signing of Research Applications and Agreements in Support of Scholarly, Research and Creative Activity

Policy 154 was first approved in June, 1988 and was revised on May 7, 2002. The policy outlines the delegated university signing authority for applications and agreements in support of Scholarly, Research and Creative Activity, and the scope and application for obtaining approval.

The SRC Leaders Group, which consists of Associate Dean representatives from each of the faculties as well as the library and Yeates School of Graduate Studies, were the Working Group that reviewed the policy. Additional consultations were conducted with the General Counsel Office, Vice-Provost Faculty Affairs and the Chief Librarian.

The recommended revisions were brought to the Scholarly, Research and Creative Activity Committee for approval and shared with the Academic Governance and Policy Committee.

Summary of changes for Policy 154

- Title change from ‘Signing of Research Applications and Agreements in Support of Research’ to ‘Signing of Research Applications and Agreements in Support of Scholarly, Research and Creative Activity’ to be consistent with institutional language.
- Followed the new Senate policy template and added sections to clarify:
 - Purpose of Policy
 - Application and scope
 - Definitions
 - Roles and Responsibilities
 - Procedure
 - Related Documents
- Clarified that the policy applies to all applications and agreements of any nature that concern SRC activity that is in any way to be undertaken under the auspices of the University, regardless of whether there are funds involved.
- Clarified that the University signing authority is designated to the VPRI and does not de facto include the Office of Research Services.
- Added in the signatory of the Chief Librarian for SRC activity originating from the Library.
- Ensured the policy uses consistent and up-to-date language throughout.
- Added comprehensive definitions regarding SRC applications and SRC agreements.
- Clarified the roles and responsibilities for signatures, in particular as it relates to the Principal Investigators and their responsibility to ensure the documenting of commitments and an accountability for meeting eligibility requirements.

Recommendation

The Scholarly, Research and Creative Activity Committee recommends that Senate approve the revisions to Policy 154 - Signing of Research Applications and Agreements in Support of Scholarly, Research and Creative Activity.

APPENDIX A**STATEMENT ON SCHOLARLY, RESEARCH AND CREATIVE PARTNERSHIPS**

Date: March 25, 2020

Responsible Office: Vice President, Research and Innovation

Research at Ryerson University is driven by intellectual curiosity resulting in researchers creating evidence-based solutions and activating real-world transformation. Ryerson's distinctive core mission - the advancement of knowledge to address and serve societal need - responds to the demand for highly skilled creative and critical thinkers who address increasingly interconnected, complex problems and work towards effective solutions.

As a globally connected city university, we believe that inclusive and collaborative approaches are essential to great research. To that end, Ryerson is committed to cooperation and partnerships with diverse communities, industry, stakeholders, and government. Accordingly, the following statement reflects the principles that shape our Scholarly, Research and Creative (SRC) partnerships and confirms the continuing commitment of the University to foster those partnerships:

1. Foundational to SRC activity at Ryerson are the principles of equity, diversity, inclusion, and access. Together, these principles underscore our commitment to and expression of social justice and are essential to our integrated approach to SRC activity as they cross-cut Ryerson's strategic research themes and objectives.
2. Academic freedom and the ability to undertake SRC activity freely and without restriction forms the basis of the University research enterprise and Ryerson is committed to this practice. Thus, any restrictions placed upon this freedom must have strong justification. In the case of SRC activity undertaken for, or in conjunction with, private sector and public sponsors certain restrictions may be necessary, but at no time should private sector and/or public sponsors be allowed to prohibit the undertaking of SRC activity by members of the University Community.
3. The University has established various policies that govern aspects of SRC partnerships. A number of these policies apply to individual members of the University community, including but not limited to the Scholarly, Research and Creative (SRC) Activity Integrity Policy 118, which articulates the researcher's responsibility to strive for the highest standards of integrity in every aspect of their SRC activity.

4. SRC funding applications and agreements are subject to review by departmental and divisional heads, as well as the Vice-President, Research and Innovation before approval to ensure compliance with all relevant policies, procedures, ethical requirements, and legislation. This also includes funding directly provided to faculty members for SRC activity that is any way to be undertaken under the auspices of the University, even when those funds will not be administered by the University.
5. In view of the importance attached to academic freedom, the University will not enter into any research agreement that includes a general or blanket prohibition on SRC activities in specific areas.

In exceptional circumstances, the University may agree in a research agreement to restrict Ryerson students and staff from conducting similar SRC activity with or for other sponsors simultaneously with the SRC activity done for, or in conjunction with, the original sponsor.

6. The results of University research are freely publishable in accordance with the University's Policy 56 on the Publication of SRC results. To encourage the translation of knowledge into socially useful applications, the policy permits limited publication delays to the extent necessary to obtain protection of proprietary rights or confidential information.
7. The University recognizes and is committed to ensuring that all creators of intellectual property – students, faculty, staff and other contributors – have their rights protected, have their contributions acknowledged appropriately, and receive appropriate economic return for their contributions in creating intellectual property when it results in commercialization.
8. The University's research partnerships are matters of public record, except for information which is personal or proprietary, in accordance with applicable legislation.
9. As a condition of their participation in SRC activity, all individual researchers and collaborating partners will respect and be bound by the University's obligation of confidentiality, including any applicable non-disclosure agreements.

Appendix: Relevant Policies and Statements

The following Ryerson University policies and guidelines are relevant to this statement.

Academic Freedom:

[Collective Agreement between the Board of Governors of Ryerson University and the Ryerson Faculty Association](#)

Senate Policy 56 - [Publication of Research Results](#)

Access to Information:

[Information Protection and Access - Restricted Information Policy \(Privacy Policy\)](#)

[Information Protection and Providing Access to Restricted Information Procedure \(Privacy Procedure\)](#)

[Employee Confidentiality Agreement](#)

Conflict of Interest:

[Conflict of Interest Policy](#)

Institutional Review:

Senate Policy 154 - [Signing of Applications and Agreements in Support of Scholarly, Research \(SRC\) and Creative Activity](#)

Senate Policy 143 - [Policy on the Indirect Costs Associated with Scholarly, Research and Creative \(SRC \) Funding](#)

Intellectual Property:

Senate Policy 63 - [Policy on Ownership of Student Work in Research](#) (*currently undergoing review)

School of Graduate Studies - [Intellectual Property Guidelines](#)

Research Ethics:

Senate Policy 51 - [Ethical Conduct for Research Involving Human Participants](#)

Senate Policy 52 - [Ethics Review of Research Involving Animals](#)

Senate Policy 58 - [Research Using Biohazardous Materials](#)

Senate Policy 118 - [Scholarly, Research and Creative Activity \(SRC\) Integrity Policy](#)

Other relevant policies, and documents as they relate to SRC Partnerships:

Senate Policy 95 - [Development and Approval of International Partnerships and International \(and National\) Mobility Programs](#) (*currently undergoing review)

Senate Policy 103 - [Mission and Aims of Ryerson University](#)

[Strategic Research Plan 2020-2025](#)

APPENDIX B**SIGNING OF APPLICATIONS AND AGREEMENTS IN SUPPORT OF SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY**

Policy Number:	154
Original Approval Date:	May 7, 2002
Approval of Amended Policy:	TBC
Presented by:	SRC Activity Committee
Reviewed by:	SRC Activity Committee
Responsible Office:	Vice President, Research and Innovation

1. Purpose

The purpose of this policy is to specify the signing authorities required for applications and agreements in support of Scholarly, Research or Creative (SRC) activity that may be entered into on behalf of the University.

2. Application and Scope

SRC agreements are legally binding agreements between an external sponsor and the University on behalf of an investigator. Consequently, all applications to, and agreements with external agencies must be signed by the appropriate University officer. For the purpose of SRC applications and agreements, University signing authority has been delegated to the Vice President, Research and Innovation (VPRI). In signing on behalf of the University, the VPRI relies upon the prior assurances of the Principal Investigator, Chair/Director and Dean/Chief Librarian. Individual faculty members may not sign on behalf of the University.

This policy applies to all applications and agreements of any nature that concern SRC activity that is in any way to be undertaken under the auspices of the University, regardless of whether there are funds involved.

3. Definitions

“SRC agreement” includes but is not limited to any contract (including any renewal, extension or amendment of an existing contract), subcontract, letter of intent, memorandum of understanding, memorandum of agreement, academic agreement, assignment, obligation, certificate or other document, the provisions of which may be binding upon the University, that concern or affects the undertaking of SRC activity under the auspices of the University. This also pertains to all graduate or undergraduate scholarships that include a research allowance that will be administered by the University.

“SRC application” means any application, proposal, letter of intent, tenders or other document, including any requests for renewal or supplemental funding for existing

projects, that are submitted to a third party funder in respect of proposed SRC activity that is in any way to be undertaken under the auspices of the University.

4. Roles and Responsibilities

- 4.1 Principal Investigator/Applicant - signature indicates acceptance of academic, professional, scientific, and technical responsibility for the project. In addition, it represents an undertaking to observe sponsor and University policies and regulations, as well as any special award conditions.
- 4.2 Academic Supervisor/Applicant - signature for student projects, indicates the same undertaking as the above, as well as willingness to complete or terminate the project in accordance with sponsor requirements if student participants are unable or unavailable to do so.
- 4.3 Department Chair/Director of School/Director of Centre - for proposals that entail new or incremental space, specific material or financial contributions, or preferred use of common facilities and services, the signature indicates either approval for those items under departmental auspices or a commitment to seek the approval of appropriate Faculty and University authorities. When non-departmental commitments have not received final approval, it is the department chair/director's responsibility to state clearly any reservations or limitations, in a letter of transmittal, to the OVPRI at the time the application is submitted for University endorsement.
- 4.4 Dean/Chief Librarian - signature indicates that the Faculty is willing to accommodate the project; that required facilities and services are available; and that the researcher meets known University and sponsor eligibility requirements. It also represents general acceptance of expressed or implied time commitments, including willingness to recommend leave or other special arrangements as specified in the application.
- 4.5 Designated University Officer (VPRI) - signature confirms the Departmental and Faculty commitments, confirms that the institution will accept and administer funds in accordance with agreed terms and conditions at the time of application; and that, when applicable, the project has been or will undergo all relevant human ethics, animal experimentation, radiation and/or biosafety hazard reviews.

5. Procedure

5.1 Prior to signing a SRC application and/or agreement, the VPRI shall seek the prior signature of the following individuals, or their designate, in the following order:

- 5.1.1 Principal Investigator/Applicant
- 5.1.2 Department Chair/Director
- 5.1.3 Dean/Chief Librarian

6. Related Documents

Statement on Scholarly, Research and Creative Partnerships

YSGS report to Senate

April report for May 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:

Major Curriculum Modifications

Biomedical Physics (MSc/PhD)

The Biomedical Physics major curriculum modifications report was reviewed thoroughly by the Program and Planning Committee on March 27, 2020 and then sent to YSGS Council on April 9, 2020 where they voted in favour of moving the modifications to Senate for approval.

Motion: That Senate approves the major curriculum modifications for the biomedical physics graduate program.

Master of Business Administration (MBA)

The MBA major curriculum modifications report was reviewed thoroughly by the Program and Planning Committee on March 27, 2020 and then sent to YSGS Council on April 9, 2020 where they voted in favour of moving the modifications to Senate for approval.

Motion: That Senate approves the major curriculum modifications for the master of business administration program.

Master of International Economics and Finance (MA)

The master of international economics and finance major curriculum modifications report was reviewed thoroughly by the Program and Planning Committee on March 27, 2020 and then sent to YSGS Council on April 9, 2020 where they voted in favour of moving the modifications to Senate for approval.

Motion: That Senate approves the major curriculum modifications for the master of international economics and finance program.

Periodic Program Review - 1-year follow-up

Master of Business Administration (MBA)

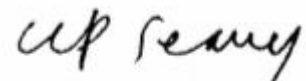
On March 27, 2020 the Program and Planning Committee reviewed the 1-year follow-up to the Master of Business Management (MBA) periodic program review and approved the documents to move onto YSGS Council. On April 9, 2020 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

International Economics and Finance (MA, PhD)

On March 27, 2020 the Program and Planning Committee reviewed the 1-year follow-up to the International Economics and Finance (MA, PhD) periodic program review and approved the documents to move onto YSGS Council. On April 9, 2020 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Film and Photography Preservation and Collections Management (MA)

On March 27, 2020 the Program and Planning Committee reviewed the 1-year follow-up to the Film and Photography Preservation and Collections Management (MA) periodic program review and approved the documents to move onto YSGS Council. On April 9, 2020 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.



Cory Searcy, Vice-Provost & Dean, YSGS



PROPOSAL

1. Summary:

Two recommendations in the recommendations and implementation plan section of the graduate program's 2019 PPR were to develop a new field in Complex Systems, and change the program name from "Biomedical Physics" to "Physics". A third recommendation in the PPR document was to review the course requirements for each of the fields. As a result, the following changes are proposed:

- Change the program name from "Biomedical Physics" to "Physics".
- Restructure the existing program from one field and an Option in Medical Physics to two fields (Biomedical Physics and CAMPEP Medical Physics) and add a third field in Complex Systems. Under this format, the CAMPEP option becomes a separate field. The three fields of the program for both the MSc and PhD would be:
 1. Biomedical Physics
 2. CAMPEP Medical Physics
 3. Complex Systems
- Reduce the course load of the existing programs: (Graduate Seminar course is excluded here)
 - MSc CAMPEP Medical Physics: From 8 to 6 courses.
 - PhD CAMPEP Medical Physics: From 9 to 7 courses (the number of required courses will depend on the courses that were taken during the Masters within our program).
- Decouple BP8102 Medical Diagnostic Techniques from the undergraduate program, and develop a new diagnostic imaging course to replace the two imaging courses (BP8102 Medical Diagnostic Techniques and BP8113 Advanced Imaging).
- Develop three new courses that will support the new Complex Systems field. These are required courses for the students registered in the complex system's field.
- Restructure the elective courses as Table A and Table B.
- MSc Biomedical Physics course requirements will change from 2 required courses + 2 electives to 1 required course (BPXXXX Medical Imaging or BP8013 Fundamentals of Radiation Physics) + 3 electives (2 of which must be from Table A)

Rationale: Based on the PPR document, there are no apparent major threats to the graduate programs. The department had been exploring the opportunity of additional



fields in the program and has therefore decided to develop a new file of Complex Systems. This will strengthen our graduate program by adding new courses, expanding research scope, and enlarging student recruitment, by adding this strategically advantageous research field.

The Department of Physics has hired two full-time tenure-track faculty members with expertise in the field of Physics of Complex Systems (that started in the summer of 2019), and is in the process of hiring a third full-time tenure track faculty member in this field. The new faculty members will attract and supervise graduate students in this field, and develop a few new courses related to their field of studies under the existing Physics graduate program. Current faculty members of the Department of Physics (Drs. Catherine Beauchemin, Carl Kumaradas, Yuan Xu and Miranda Kirby) whose research relies heavily on computation and systems analysis will also expand their research towards Complex Systems Physics.

Since the scope of the science of complex systems is very broad, we expect many students to choose it because it can provide a strong background for professional development in many areas. Also, the broad scope of the new field enables many potential collaborations both within the Department of Physics and with other departments at Ryerson or in the Greater Toronto Area. Examples of new collaborations include automatic image segmentation and treatment planning in Radiation Therapy; Data Mining and its applications in Medical Physics; graph and chaos theories in Mathematics; neural networks and machine learning in Computer Science; brain science (including various imaging modalities); genetic, metabolic and protein networks in Biology; transportation networks in Civil Engineering; phone networks and the Internet in Electrical Engineering and Computer Science and game theory in Economics and Mathematics, among many other possibilities.

In addition, the weaknesses identified in the SWOT analysis of the PPR was “time of completion” and “balance of course work and thesis project”. The time to completion for students within the graduate program is approximately 2.2 years which is above the two years designed for the M.Sc. program, and it was 4.2 years for the Ph.D. program, slightly above the 4 years designed for that program. To improve the completion time, the course requirements of the graduate program were reviewed (section 7.2 of the PPR document). Furthermore, the balance of course work and thesis research is a challenge identified by the student survey; this especially affects the time to completion for students in the M.Sc. Biomedical Physics program who take the Option in Medical Physics.



2. GDLEs, LOs and Curriculum Map: The substance of the learning objectives (LOs) were not changed but they were restructured to work with the 3 fields. The LOs and Curriculum maps are shown in Appendix I.

3. Previous PPR: These proposed changes are a result of the current PPR Self Study (2019) which is currently at the PPR site visit stage. The PPR is attached as Appendix V (see section 7.2 for recommendations that lead to these changes).

4. Resources: No additional resources are required beyond what has been already allocated, as described in section 7.1.3. of the PPR Self Study (Appendix V).

5. Curriculum Comparison: The table comparing the existing curriculum with the proposed curriculum is in Appendix II.

6. Changes to electives:

The number of electives and the elective options has changed in all of the degree/programs.

MSc in Biomedical Physics:

As illustrated in the table in Appendix II, the number of electives required changes from 2 to 3; the number of electives available for students increases by two and the flexibility in choosing the electives is reduced. The increase in the number of available electives is due to the addition of the field of Complex Systems.

MSc in CAMPEP Medical Physics:

The number of required electives is reduced from one to zero. This was done to reduce the course requirements in order to reduce the discrepancy between fields and reduce time to completion. The objective in this field is to cover the content mandated by the accrediting body and this content is comprehensive.

MSc in Complex Systems:

Students are required to complete three core courses and one elective. The total number of required courses will thus be two more than the MSc in Biomedical Physics field, due to a broader scope of topics in Complex Systems and to make our field comparable to other programs in this area worldwide (see Table 3).

**PhD in Biomedical Physics:**

No change in the number of elective courses that students need to complete.

PhD in CAMPEP Medical Physics:

No electives for the same reason as the MSc in CAMPEP Medical Physics stated above.

PhD in Complex Systems:

Students are required to take two courses from the electives list. Additional courses will be required if they were not covered during the student's MSc. Additional need for specialized knowledge will be obtained through self-study and guidance from the supervisor.

The number of elective courses will increase from 11 to 15. This is a result of 1 new course related to the Biomedical Physics and CAMPEP Medical Physics fields and 3 new courses related to the field of Complex Systems. Of the 11 elective courses currently in existence 4 courses (BP8102, BP8103, BP8112 and BP8114) have run every year and 6 courses (BP8101, BP8104, BP8105, BP8107, BP8108/BP8109, and BP8110) have run every second year. The 11th course, BP8106, has not run in many years (its topics were superseded by BP8110 and BP8108/BP8109). One required course, BP8102, will be removed from the curriculum. Therefore the net change in courses is an increase of 2 courses. We do not anticipate any challenges in delivering all the courses since there will, by 2021, be a total of three new faculty members hired (in the area of Complex Systems).

One concern is that by reducing the course requirements for Biomedical Physics, while increasing the number of course offerings and keeping enrollment steady, the number of students per course may drop to levels where it becomes infeasible to offer some courses every second year. This could be mitigated by combining some courses with similar courses from the undergraduate program. Changes such as these will be examined once all three fields have been running for a few years. Increased enrollment in the program could also mitigate this concern. Seventeen MSc and 7 PhD students were admitted to the program in Fall 2019. This compares with an average intake of 10 for the MSc and 5 for the PhD in the prior three years. Based on the quantity and quality of the applications thus far for Fall 2020 admission, we expect this higher rate of intake to be maintained.

7. Descriptions of new and amended courses



Four new courses are added, one course is deleted, and some course descriptions are modified.

New courses:

Medical Imaging

This course will cover the fundamentals of diagnostic medical imaging, including x-ray radiography, x-ray computed tomography (CT), magnetic resonance imaging, ultrasound imaging, and nuclear medicine imaging. The mathematical models and image reconstruction methods for each modality will also be introduced.

Five labs. 1 Credit

Many-body theory

This course covers core topics in the study of systems with many degrees of freedom, including network models and out-of-equilibrium phenomena. Topics include a review of thermal equilibrium and partition functions, mean-field theory, Markov processes, the master equation, the Fokker–Planck equation, the Langevin approach, diffusion, random networks, percolation and epidemics, metastability and glassiness, disorder and replicas. 1 Credit.

Dynamical Systems

This course is an introduction to the analytical and numerical study of systems whose state changes in time, with an emphasis on qualitative behaviour. Topics to be covered include phase space, invariant sets, linear stability, bifurcations, fractal geometry, and chaos. Concepts will be illustrated first with canonical nonlinear systems in low dimensions including the Henon map, Lorenz equations, Duffing oscillator, etc., to be augmented by numerical studies of high-dimensional nonlinear systems. 1 Credit

Complex Networks and Applications

An interdisciplinary introduction to the emerging science of networks and their applications to diverse fields. Topics to be covered include graph theory and topological measures, random network models, the scale-free and small-world properties, community detection, degree correlations, and applications to biology, sociology, technology, and other fields. Students will learn about ongoing research in the field, and ultimately demonstrate what they have learned in a final project in which they conduct a novel analysis of a network data-set of their choosing. 1 Credit.

**Amended Courses:**

The main amendment in the seminar course descriptions is to replace “biomedical physics” with “physics”.

BP8201 Master’s Seminar I

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the first year of the program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP8202 Master’s Seminar II

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the second year of the program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP9201 Doctoral Seminar I

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the first year of the Doctoral Program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP9202 Doctoral Seminar II

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the second year of the Doctoral Program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP9203 Doctoral Seminar III

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and



Winter) in the third year of the Doctoral Program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP9204 Doctoral Seminar IV

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the fourth year of the Doctoral Program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

Amended Milestones:

The time required to complete the Clinical Shadowing is removed from the course description.

CAMPEP -- Clinical Shadowing:

Clinical shadowing is designed to give the Medical Physics Option students exposure to the clinical practice of Medical Physics. It is broken up into several components. Each component is supervised by a clinical medical physicist at a regional cancer centre. Students are responsible for contacting the responsible medical physicist to schedule a clinical shadowing session. The course will have a Pass/Fail grade, where a Pass will be assigned based on attendance and participation in all components. This is a "Milestone." Pass/Fail

The main amendment in the course description is to replace "biomedical physics" with "physics".

Doctoral Dissertation:

Students are required to conduct advanced research in the area of Physics. A specific research topic must be chosen in consultation with the student's supervisor(s) and with advice from the supervisory committee. The student will conduct the research under the direction of the supervisor(s) with guidance from the supervisory committee. In order to complete the course, the student must, upon approval from the supervisory committee, submit a written dissertation to an examination committee, and make an oral presentation and defence of the dissertation to this committee. Through the dissertation, the student must demonstrate an original contribution of new knowledge to the field of research, competence in research and a deep understanding of knowledge in the area of research. This is a "Milestone." Pass/Fail

**Course deletion:****BP8102 Medical Diagnostic Techniques**

This course will cover a wide variety of contemporary topics in medical imaging including x-ray imaging (production, planar x-ray, fluoroscopy, dual x-ray absorptiometry), computed tomography (CT), functional CT, magnetic resonance imaging (temperature mapping, functional MRI), ultrasound, Doppler techniques, positron emission tomography, bone densitometry, trace element detection and nuclear medicine. Antirequisite: PCS405. 1 hour lab/week. 1 Credit

8.0 Timeline and communication of changes

The curriculum changes -- specifically the net four new courses proposed above -- are to be implemented starting in the 2020-2021 academic year. The (i) Medical Imaging and (ii) Dynamical Systems courses will be offered in Fall 2020, and the (iii) Many-body theory and (iv) Complex Networks and Applications courses in Winter 2021. The changes will be communicated through email and the graduate seminar course. The calendar changes will be posted on the Physics and YSGS websites.

9.0 Implications for external recognition and/or professional accreditation

The Biomedical Physics CAMPEP program is externally accredited by a professional body, the Commission on Accreditation of Medical Physics Education Programs (CAMPEP), and is the only such program in the GTA and one of only 3 in the province. There are no implications for the CAMPEP accreditation of the graduate program. The required CAMPEP curriculum content for medical imaging is now covered in a single course, 'Medical Imaging', which is more in line with other CAMPEP accredited programs. The program name change from Biomedical Physics to the more general Physics brings the program in-line with other programs in physics and opens the door to new fields that could be implemented within the program to allow for future growth. The field names (Biomedical Physics, CAMPEP Medical Physics, Complex Systems) bring recognition to the specific areas in the program.

As for Complex Systems: there is no national or international accrediting body for this field. Indeed, this field is young and intellectually diverse, and a formal field of study would be one of only a small number in North America, let alone Ontario and the GTA.

10.0 Summary of views of the Graduate Program Council



The current students will be given the choice to follow either the old or new curriculum for the Biomedical Physics and CAMPEP Medical Physics fields. Specifically, the students in the CAMPEP Medical Physics field who have completed BP8102 will have to complete the new Medical Imaging course in order to satisfy the CAMPEP requirement.

The program will develop a guideline to mediate students switching from one field to another within the Physics Graduate program. The assessment will be done on a case by case basis by the Graduate Program Director and Supervisor, and if feasible by the Supervisory Committee Members.

As part of the PhD admission process, the assessment of whether a potential graduate student has an adequate background in the specific field, resulting in the additional course requirements specified in the course calendar, will be done by the Admissions Committee in consultation with the potential supervisor. The additional course requirements will be stated in the offer letter to the student and will be included in the degree audit process at graduation.

The Biomedical Physics Graduate Program Council voted on and approved the proposal on January 23, 2020.

11.0 Other programs affected by the changes

None

12.0 Executive summary

This proposal for a Major Revision of our Graduate Program is based on the current PPR Self Study and is driven by the introduction of three fields:

1. Biomedical Physics
2. CAMPEP Medical Physics
3. Complex Systems

The first two are a natural continuation and development of the recognized level of excellence of our current graduate program in Biomedical Physics. The CAMPEP field gives the graduates seamless access to clinically related positions.

The third field is a very exciting new development for our graduate program as it is one of the first programs in Canada to offer this rapidly developing interdisciplinary field.



Though theoretical and computational in nature, research in Complex Systems has already yielded results that have become critical in a wide variety of practical applications such as, the Earth's climate, organisms, the human brain, social and economic organizations (like cities), ecosystems and the evolution of language in infants. The program will deliver the interdisciplinary topics through the program's graduate seminar where students from the different fields will present their research projects, as well as invited speakers covering a range of topics. In addition, the students in all fields can take courses together from the same list of broad electives.

Last year, we hired as tenure-track faculty, two of the top young Complex Systems researchers and we are in the process of hiring a third one this year. Given the excellence of this group, we have the potential of becoming a Complex Systems research hub in Canada.

To reflect the new plurality of fields, the Program name will be changed from Biomedical Physics to Physics, bringing it in line with most graduate programs in Physics and opening the door for newer fields in the future.

Driven in part by the diversity of fields, we have also changed course requirements and introduced a number of new courses, as described in detail in this Proposal. These changes are the seeds of a revitalized development of our graduate programs. We look forward with anticipation to the positive impact that this innovative revision of our program will have for our graduate students and, as a consequence, for the research conducted in our Department.

Changes to program name and/or degree designation:

The program name change from Biomedical Physics to Physics is proposed in order to accommodate the addition of a new field in Complex Systems. The degree designations would remain Master of Science (MSc) and Doctor of Philosophy (PhD).

After successfully launching the first programs in the Department of Physics in 2006, a BSc in Medical Physics and an MSc in Biomedical physics, followed by a PhD in Biomedical Physics in 2011 and finally getting an accredited version of the MSc and PhD programs in 2013, the Department started to explore areas for future development of research and academic programs. After lengthy discussions and retreats, the



Department decided that Complex Systems is an area that is not only complementary to Medical/Biomedical Physics but is an area of future growth. What became apparent during the current PPR exercise was that the current programs are healthy and there are no apparent major threats to them and that the addition of a new field in Complex Systems would strengthen the graduate programs by adding new courses, expanding research scope, and enlarging student recruitment. Therefore, we are proposing the addition of Complex Systems as a field that would be delivered under the umbrella of a more general program in Physics beside the fields of Biomedical Physics and CAMPEP Medical Physics.

The admissions requirements for the CAMPEP Medical Physics and Complex Systems fields will remain the same as the admission requirements for the current program. These admission requirements are well aligned with comparator programs.

The curriculum for the Biomedical Physics and CAMPEP Medical Physics fields are shown in Table 1 along with the curricula for comparator programs in Ontario. Table 2 provides the curriculum for the Complex Systems field and comparator programs throughout the world (since this is a relatively new field there are only a few comparator programs).

Table 1: A listing of all programs in Ontario that offer graduate studies in biomedical physics or similar.

University	Program/field	Degree type	Duration (years)	Thesis required?	# req'd courses	# elective courses
Ryerson University	Biomedical Physics	M.Sc.	2	Yes	1 one-semester seminar +	2 one-semester
Ryerson University	Biomedical Physics	Ph.D.	4	Yes	1 one-semester seminar +	
University of Toronto	Medical Biophysics	M.Sc.	2	Yes	6 modules + seminar	
University of Toronto	Medical Biophysics	Ph.D.	4	Yes	M.Sc. requirements + 4 modules	
McMaster University	Health and Radiation Physics	M.Sc.	1	No	4 one-semester	1 one-semester
McMaster University	Radiation Sciences - Medical Physics	M.Sc.	2	Yes	3 one-semester	1 one-semester
McMaster University	Radiation Sciences - Medical Physics	Ph.D.	4	Yes	Requirements for M.Sc. in Rad. Sci.	1 one-semester
Western University	Medical Biophysics	M.Sc.	2	Yes	1 full year course + ongoing seminar course	
Western University	Medical Biophysics	Ph.D.	4	Yes	M.Sc. requirements + ongoing seminar course	
Carleton University / University of Ottawa	Medical Physics	M.Sc.	2	Yes	3 one-semester seminar +	2 one-semester



Table 2: A listing of all CAMPEP accredited graduate programs in Ontario

University	Program/field	Degree type	Duration (years)	Thesis required?	# req'd courses	# elective courses
Ryerson University	CAMPEP Medical Physics	M.Sc.	2	Yes	6 one-semester + seminar	
Ryerson University	CAMPEP Medical Physics	Ph.D.	4	Yes	7 one-semester* + seminar	
Western University	Medical Physics	M.Sc.	2	No	6 one-semester	
Western University	Medical Physics	Ph.D.	4	Yes	6 one-semester	
Carleton University / University of Ottawa	Medical Physics	M.Sc.	2	Yes	3 one-semester + seminar	2 one-semester
Carleton University	Medical Physics	Ph.D.	2	Yes	4-6 one-semester + seminar	2 one-semester

* Any of these courses taken during the M.Sc. will count towards this requirement, as long as three of these courses are taken during the Ph.D.



Table 3: A listing of comparator programs offering Complex Systems degrees.

University	Program	Degree type	Duration (years)	Thesis required?	# req'd courses	# elective courses
Ryerson University	Physics, Complex Systems field	MSc	2	yes	3 + seminar	1
Ryerson University	Physics, Complex Systems field	Ph.D	4	yes	4 + seminar	
University of Vermont	Complex Systems and Data Science	MS	2	no	4	6
University of Vermont	Complex Systems and Data Science	MS	2	yes	4	3
University of Sydney	Complex Systems	MS	2	Capstone project	4	10
France/Italy	Physics of Complex Systems	MSc	2	3-month internship	4	8
Northeastern University	Network Science	Ph.D	5	yes	4.5	5



Department of Physics
Faculty of Science

Compared to existing comparator programs, our proposed Complex Systems programs have two noticeable differences: (i) being in a Physics department rather than an interdisciplinary centre, we expect to principally recruit students coming from undergraduate Physics degrees, thus having a strong quantitative background, and (ii) we have fewer required courses, thus being more research-focussed. Because of (i) our required courses on Many-body theory, Dynamical Systems, and Complex Networks and Applications will be intensive compared to comparable courses in other programs, which are hosted in interdisciplinary centres, and cover the same material over 4-5 courses.

The Master of Science and Doctor of Philosophy degree designations are standard designations for programs in Physics or programs containing the three fields proposed. These designations are well recognized by industry and relevant professionals.



**Master of Business Administration (MBA)
Program Modifications Document**

March 18, 2020

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Contents

1.0 Background - Current Programs Offering	6
Ted Rogers MBA - Application and Enrolment Data	8
Ted Rogers MBA Course Enrolments	11
2.0 Summary of the Proposed Changes and the Rationale in Light of Stated Program Learning Outcomes	12
The Future Ted Rogers MBA	12
Salient Redesign Features	14
Accessible and Alternative Entry	14
New Core Curriculum	14
Relevant and Compressed Electives	19
Pop-up and Bootcamp Programming	23
Experiential Capstone Options	24
Flexible Teaching and Delivery Methods	25
3.0 Curriculum Structure	27
4.0 Program Admission Requirements	35
5.0 Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes	36
6.0 Changes that are the Result of a Previous Periodic Program Review	46
MBA Global Periodic Program Review	46
7.0 Resources Needed	47
8.0 Comparison of the Existing Curriculum with the Curriculum of the Proposed Amended Program	48
9.0 A Rationale for Changes to Electives	54
Survey Results – Advisory Council	55
Survey Results – Current Ted Rogers MBA Students	57
Survey Results – Ted Rogers MBA Alumni	59
Survey Results – Qualtrics Panel	61
Elective Clusters	63
10.0 Description of Each New or Amended Course (calendar format)	64
Core Course Synopsis:	64
11.0 How and When Changes will be Implemented, and Communication Strategy	74
12.0 Implications for External Recognition and/or Professional Accreditation	75
13.0 Views of the Graduate Program Council	75

14.0 Other Programs Affected by the Changes	77
Supplementary Proposal	79
a) Consistency of the Curriculum Modification with the Institution's Mission and Academic Plans	79
Equity, Diversity and Inclusion	82
b) Ways in Which the Curriculum Modification Addresses the Current State of the Discipline	83
Program Duration	84
Flexible MBA	84
Relevance	85
c) Identification of any Unique Curriculum or Program Innovations or Creative Components	86
d) Indication of the Nature and Suitability of the Major Research Requirements for Degree Completion (if applicable)	90
e) Proposed Mode(s) of Delivery and Program Learning Outcomes and Degree Level Expectations	90
f) Proposed Methods for the Assessment of Student Achievement of Program Learning Outcomes and Degree Level Expectations	95
g) Completeness of Plans for Documenting and Demonstrating the Level of Performance of Students, Consistent with the Institution's Statement of its Degree Level Expectations	97
h) Adequacy of the Administrative Unit's Planned Utilization of Existing Human, Physical and Financial Resources, and Any Institutional Commitment to Supplement Those Resources, to Support the Curriculum Modification	102
i) Participation of a Sufficient Number and Quality of Faculty Who Are Competent to Teach and/or Supervise in the Program When the Curriculum Modification Is Implemented	104
j) Evidence That There Are Adequate Resources to Sustain the Quality of Scholarship Produced By Graduate Students' Scholarship and Research Activities, Including Library Support, Information Technology Support, and Laboratory Access	105
k) Evidence That Faculty Have the Recent Research or Professional/Clinical Expertise Needed to Sustain the Program, Promote Innovation and Foster an Appropriate Intellectual Climate	105
l) Evidence of How Supervisory Loads will be Distributed, and the Qualifications and Appointment Status of Faculty who will Provide Instruction and Supervision (if appropriate)	109
Eligible Teaching	110
MBA Workload Allocation	112
m) Indicators That Provide Evidence of Quality of The Faculty (e.g., Qualifications, Research, Innovation and Scholarly Record; Appropriateness of Collective Faculty Expertise to Contribute Substantively to the Proposed Curriculum Modification)	113
n) Evidence of a Program Structure and Faculty Research that will Ensure the Intellectual Quality of the Student Experience	121

1.0 Background - Current Programs Offering

In 2013, the Ted Rogers School of Management (TRSM) embarked upon a renewed vision exercise for quality management education that included valuable insights from faculty, business partners, research and innovation experts, our students and alumni. Evidence from the past six years demonstrates that TRSM is making real, positive change. To continuously improve, we must be guided by our mission, values, and core sense of purpose as we develop more rigorous, relevant and innovative approaches to teaching and learning, and continue to expand our definition of applied and impactful research.

TRSM's academic plan charts a clear course to solidify our position as a leader in providing students with a unique and innovative learning experience, directly linked to our distinct urban setting, driven by entrepreneurial thinking, and guided by values that focus on students, diversity and inclusion and supporting socially conscious leaders.

Trends in technology and globalization have fundamentally altered the regional economy, the demands upon management and the needs of global organizations. In this context, there are new challenges for managers at all levels and in all types of companies, including managing geographically and culturally diverse teams; managing complex and rapidly evolving mixes of technologies, products and services; and managing large, dispersed amounts of data, information and knowledge for operations, customer service and innovation.

Currently, TRSM offers programs of graduate studies leading to the Master of Business Administration (MBA) Global and the Master of Business Administration (MBA) Management of Technology and Innovation (MTI) degrees. The primary objective of these programs is to educate future, middle and senior managers to deal with basic problems of choice, complexity and change in the challenging environment of business. TRSM offers one MBA graduate degree organized as two programs. The MBA program offers a generic MBA, which has been branded MBA Global and a unique/boutique MBA which has been branded MTI. Historically, the programs have been viewed as running two distinct MBA degrees despite sharing similar and sometimes identical courses at the core. The two programs share four of seven core courses and all elective courses are cross-listed. The programs are supported by the Director, MBA Programs and administered within a single program structure. Both programs are offered in an accelerated one-year full-time option as well as a part-time option.

The TRSM Graduate Program Council (GPC) and its subcommittees govern all graduate programs housed within TRSM and will bring in the proposed redesign of the Ted Rogers MBA under its jurisdiction. The by-laws define the mandate of the council: "Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The GPC is the principal mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program".¹

The TRSM GPC is comprised of representatives of faculty, elected from the members of the Yeates School of Graduate Studies (YSGS), faculty who teach courses in the Master of Business Administration

¹ "Graduate Program Council By-laws TRSM", June 2015, p.2
<http://www.ryerson.ca/content/dam/senate/YSGSReports/2014-2015/Bylaws/TRSM%20GPC%20Bylaws%202015.pdf>

(MBA), Master of Science in Management (MScM), and Master of Health Administration (Community Care) (MHA (CC)) programs, and the Graduate Program Directors. Motions that affect only graduate programs within TRSM can be ratified by the TRSM GPC, while those with an impact outside the graduate programs are recommendations subject to approval by the TRSM Faculty Council and the YSGS Graduate Council, and subsequently Ryerson Senate.

The TRSM GPC will have primary responsibility for:

- coordinating program curriculum development;
- ensuring the quality, currency, and content of constituent courses;

undertaking the ongoing review of program objectives, learning outcomes, and career competencies, and Ryerson's Institutional Quality Assurance policies and the collaborative governance model will govern this MBA program.

The Ryerson MBA is designed to create business leaders who are responsive to emerging trends and the immediate demands of the marketplace. Our hybrid approach combines strong academic foundations with experiential learning practices to help students gain the leadership skills, expertise, and confidence they need to achieve professional success. Generally, students who pursue an MBA aspire to hone their management and leadership skills to move up in the organizational hierarchy, redirect their career focus, and/or gain a deeper perspective on how to manage a company in a complex business environment.

The subject matter which is taught is quite varied. The MBA program emphasizes responsible leadership and immerses students in unique business experiences to cultivate their innovative and entrepreneurial mindset. The program provides a great opportunity to meet people in the business world that are essential the students' future career as a management professional. The Ted Rogers MBA is a 12-month course-based master's degree in Business Administration and is designed for students wishing to pursue a professional management career in industry.

Building on a prescribed set of core courses, students choose electives developed and taught by TRSM's diverse academic expertise in programs as such:

- Accounting
- Entrepreneurship
- Finance
- Global Management Studies
- Health Services Management
- Hospitality & Tourism Management
- Human Resources Management / Organizational Behaviour
- Information Technology Management
- Law & Business
- Marketing Management
- Real Estate Management
- Retail Management

Students in the MBA Global program currently have the option to specialize in Human Resources Management, International Business, Marketing, and Real Estate. Students of the MBA-MTI program may specialize in Information Systems Management, Media Management, Data Analytics, Supply Chain

Management, Data Security and Privacy, and Entrepreneurship. Students may also choose to do a general specialization by selecting elective courses common to both MBA Global and MBA MTI.

The program consists of 13 credits (Capstone is valued at three credits) , in four discrete, stackable phases: the Foundation and Canadian Business courses (if required), Core courses, Elective courses and an Integrative Semester. In this multi-phased approach prospective students are offered three entry and exit points into and out of the program. Only those completing or satisfying the requirements of all phases will earn an MBA. The Ted Rogers MBA is offered in both a full-time and part-time format.

Throughout the past decade, TRSM has emerged as a major player in Ontario's crowded and highly competitive MBA market. With a reasonable price point, and strong reputational advantage, the return on investment is seen as high and compelling among prospective students. See Appendix A: Comparator School Data. TRSM is situated in the city's business core, complete with major highway access, connection points to GO Transit and TTC, and proximity to a labour force of more than two million people within the Greater Toronto Area (GTA). One of the world's busiest commercial and financial centres is in TRSMs backyard.

In October 2015, The Economist ranked the Ted Rogers MBA among the top 100 leading fulltime MBA programs in the world. Additionally, the MBA program was ranked in the top 10 by Canadian Business in 2013, 2014 and 2016, underscoring our ability to compete successfully with the top business schools in Canada.

Student success, both in and outside of the classroom, is evident. Our MBA students have consistently placed first in national and international case competitions for the past eight years including the MBA Games and the Rotman Net Impact Corporate Social Responsibility (CSR) Case Competition.

Ted Rogers MBA - Application and Enrolment Data

Graduate business schools, just like any other organization, are subject to the forces of the world around them. Economic fluctuations, trade wars, advances in technology, and political factors all have an impact on prospective students' choices.² The Graduate Management Admission Council (GMAC) released its annual report this fall, the latest in nearly two decades of [comprehensive studies](#) on application volume trends by program type and world region, as well as applicant pool composition by gender, citizenship, and work experience and expected changes in enrolment rates, acceptance rates, and program size. The 2019 report collected data between June and August on applications received by graduate business school programs for the 2019-2020 academic year. Worldwide, 1,145 programs at 336 business schools provided responses, making this year's sample the largest in the history of the survey. Participating programs are located in 40 countries; the total sample includes 572 MBA programs, 549 business master's programs and seven postgraduate programs.

Previous reports that demand the global demand for management education at the graduate level is in decline continues to be a trend in 2019. MBA applications were down this year compared with last year. The weighted sample of programs that responded to this year's and last year's surveys shows that applications to MBA programs were down 6.9 percent this year after two years of positive year-on-year

² <https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/gmac-application-trends-survey-report-2018.pdf>

change in total applications in 2017 (+9.5%) and 2018 (+3.7%). Among the total sample of responding MBA programs, slightly more programs report application declines (52%) than growth (40%) or stability (8%) this year, which is similar to last year. In 2017, more programs reported application growth (48%) than declines (44%).³

Despite the overall decline in MBA applications globally, the 2019 GMAC is reporting a more promising outlook for MBA programs in Canada. For the third consecutive year, more Canadian programs report total application volume growth than declines. This year, Canadian programs did it on the strength of both international and domestic applications. This year, half of responding Canadian programs report international application growth (50%), including 26 percent that say international applications were up significantly. Among Canadian programs that responded to both this year’s and last year’s surveys, international applications were up 8.6 percent. A slightly greater share of Canadian programs reports domestic application growth (53%), and domestic applications were up 11.7 percent among the cohort of programs that responded to both this year’s and last year’s surveys. Overall, this year 46 percent of applications were domestic and 54 percent were international, with the greatest share coming from Central and South Asia (21% of total applications), East and Southeast Asia (20%), and Africa (6%).⁴

Quantifying the size of global demand and staying ahead of market movements helps TRSM maximize the effectiveness of its recruitment outreach. Table 1.0 offers a five-year summary of GMAT test-taking. In addition to the number of exams taken, GMAC provides schools with a demographic snapshot of the prospective applicant pool globally and by country of citizenship. Globally, more than 1.2 million Graduate Management Admission Test (GMAT) exams have been taken over the past five years by individuals interested in pursuing graduate management education. In Canada, GMAT exam taken have been declining since 2016 from 8,882 to 7,560 in 2019. Across all provinces, GMAT testing has been steady or in decline. In Ontario, exams testing is down by 10% since 2016.⁵

Table 1.0: GMAT Exam Statistics

GMAT Stats	TY2014	TY2015	TY2016	TY2017	TY2018
Exams taken by Canadian Residents	7,643	7,846	8,882	8,235	8,054
Scores sent by Canadian Residents to Canadian Schools	9,875	8,516	8,121	6,693	5,640
Scores sent by Non-Canadian Residents to Canadian Schools	22,640	18,116	18,174	20,683	21,391

³ <https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/application-trends-survey-report-2019.pdf>

⁴ <https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/application-trends-survey-report-2019.pdf>

⁵ <https://www.gmac.com/-/media/files/gmac/research/gmat-test-taker-data/profile-of-gmat-testing-north-america-ty2014-ty2018.pdf?la=en&hash=1C40E25A42F794EA54E515CDF403754C56C829A8>

Total Scores Sent to Canadian Schools	32,515	26,632	26,295	27,376	27,031
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Table 1.1: Applications to TRSM MBA Programs

Applications	2014	2015	2016	2017	2018
MBA FT Domestic	140	66	63	38	48
MBA FT International	141	102	126	91	142
MBA FT Total	281	168	189	126	190
MBA PT Domestic	100	81	57	30	29
MBA PT International	3	5	2	1	4
MBA PT Total	103	86	59	31	33
MBA Total	384	254	248	157	223
MBA MTI FT Domestic	39	42	17	23	38
MBA MTI FT International	37	21	25	33	71
MBA MTI FT Total	76	63	42	56	109
MBA MTI PT Domestic	47	35	32	26	37
MBA MTI PT International	5	0	1	1	2
MBA MTI PT Total	53	35	33	27	39
MBA MTI Total	129	98	76	83	148
All Programs Total	513	352	323	240	371

If we combine the domestic and international applications, as evidenced in Table 1.1 above, the Ted Rogers MBA program applications continued to decline, with the exception of a rise in 2018.

TRSM MBA Programs face more competition than other graduate programs at Ryerson University, with eight competitors in close proximity in the Greater Toronto Area, including two internationally ranked MBA programs at the University of Toronto and York University.

Since the inception of the MBA Global program, enrollment targets have been set between 40 and 70 domestic Full-time Equivalent (FTEs). For the 2018-2019 academic year, FTE targets are set for 40. The MBA Global program has not met its targets since 2014.

Table 1.2a: MBA Matriculation – Domestic Full-time Equivalents (FTE)

Program	Target FTE	Total Matriculated FTE
MBA Global		
2014	50	43
2015	70	22
2016	49	16
2017	40	9
2018	40	9
MBA – MTI		
2014	20	23
2015	35	22
2016	30	9
2017	20	9
2018	20	14

Table 1.2b Full-Time and Part-Time Graduate Student Enrolment

Graduate Program enrolment FT (PT)	2014/15	2015/16	2016/17	2017/18	2018/19
MBA Full-time	74	51	45	30	22
MBA Part-time	96	105	77	64	50
MBA MTI Full-time	33	37	24	28	36
MBA MTI Part-time	58	55	46	47	65
Total FT	107	88	69	58	58
Total PT	154	160	123	111	115
Total	261	248	192	169	173
Y/Y Increase		-5%	-25%	-12%	2.4%

TRSM has adopted new approaches to MBA enrolment growth to cope with the fierce competition, including evaluating hybrid models of program delivery and targeting niche markets with specialized, short focused Professional Master's Diplomas (PMDip). Except for primarily minor modifications as a result of Periodic Program Review in 2016, the Ted Rogers MBA programs have not gone through a major redesign in several years. It was deemed important to reexamine what we were doing, especially in light of an increasingly competitive national MBA market (hypercompetitive Toronto market) and TRSM has been experiencing declines in domestic enrollment (see Table 1.2b above). Thus, the main objectives of the redesign are to improve the value of the MBA experience for our students and to be responsive to the needs of other stakeholders, including industry, our alumni and the community at large.

Ted Rogers MBA Course Enrolments

The Ted Rogers MBA is comparable to other MBA programs, which have a similar mix of courses in both the Foundation and Core terms. The Ted Rogers MBA is accelerated in the sense that the terms are back to back and include three or four full terms. This acceleration provided in a one-year program enables students to immerse in the subject matter. In addition, the Integrative Term, in which students complete

a Major Research Paper (MRP) of 40-60 pages, replaces an entire term of electives in programs of comparable length. This enables students to create a customized program and gain subject matter depth on the MRP topic.

Given the multiple course types available to students, an analysis of average course size requires that each type of course be analyzed individually. Core courses have the most consistently high-class enrollment average, which comes as no surprise as MBA students are required to complete these courses. Since the beginning of the program class enrollment in the Core courses fluctuated from a high of 41 to a low of 28. This is due to changes in the total number of new Global MBA students each year and by having part-time students from previous enrollment years complete the Core course at a time which was convenient to them. Courses were offered in both the day and evening, providing flexibility for full and part time students but was not the most economical for course scheduling and limited the interaction of students in full and part time programs.

There's no question that the Ted Rogers MBA is facing some significant challenges, some of which are largely out of TRSM's control when it comes to recruitment, particularly among domestic applicant pool.

Applications from Canadian students were in decline following the economic crisis, and competition for the smaller pool of students challenged MBA schools across the continent. However, the Ted Rogers MBA has struggled to rebound from this set back while other Canadian MBA programs are demonstrating static to minor growth.

TRSM must adopt a new approach to its MBA courses to cope with fierce competition in what has become a mature industry. A more flexible delivery model, accelerated degree options, novel programming, and adopting new technology for program delivery are required.

2.0 Summary of the Proposed Changes and the Rationale in Light of Stated Program Learning Outcomes

The Future Ted Rogers MBA

The Ted Rogers Master of Business Administration (MBA) program is undergoing a comprehensive redesign that allows unprecedented flexibility, personalization and program accessibility for students with differing lifestyles. This redesign of the MBA is an important step in enhancing the accessibility of graduate programming to meet the goals of students in the Greater Toronto Area (GTA) and beyond who want to build their business acumen.

The goal of this proposal is to recommend a revision to the existing Ted Rogers MBA Global program. TRSM will offer Master of Business Administration (MBA) degree, which will provide the necessary education and skills to prepare students to work and perform successfully at all levels of management. To make the most of TRSM's opportunity to reimagine a professional graduate degree in management, this proposal exploits the strengths and reputation of Ryerson University as a center for innovation with intense entrepreneurial activity. Leveraging TRSM's own strengths in areas of global studies and information technology, the program will cover all the functional areas of business and allow students to take elective courses that match their career aims and their personal goals and development, which allows them to further integrate all functional areas and gain the essential overall view of organizational performance. The program will accept both full and part-time students and provides a set of foundation courses for those whose educational background is not in business fields. Various teaching methods and

delivery models will be utilized including an Integrative Case Competition Week feature that is unique to TRSM and MBA programs across the nation.

While the overall orientation of the program is general business management, it also puts sufficient emphasis on leadership, strategy, information technology, business analytics, finance, accounting, ethics, corporate social responsibility and marketing.

The revisions proposed are in response to:

- significant changes that have taken place in the local and global economic and business environments
- Ryerson University policies that mandate Periodic Program Reviews of degree programs
- changing needs of stakeholders looking for a flexible program that allows for mobility from full-time to part-time or vice versa
- fulfilling the requirements and meeting the standards associated with the Association to Advance Collegiate Schools of Business (AACSB) and the Council of Ontario Universities for the maintenance of assurance of learning
- addressing declining MBA program enrolment despite strong reputation and program rankings nationally and internationally
- the current MBA offers less flexibility than our local competitors (competitor programs in TRSM's immediate vicinity offer shorter semesters and advanced standing in their MBA program for Bachelor of Commerce/Business Administration undergraduates)
- the program is smaller than many of TRSM's competitors (with the exception of Lakehead) with minimum enrolment in an Ontario MBA program at 200 headcount and largest enrolment being 1600. The average MBA program enrolment in Ontario is 507.

See Appendix A: Comparator School Data

Guided by the mission and vision of Ryerson University and the Ted Rogers School of Management, a collaborative effort has been used to propose a revised MBA program. The redesign effort was launched by Dean Taras with the hosting of a two-day MBA retreat in March 2019. The attendees were faculty from all generations, some who teach in the MBA and some who don't, and staff with an interest in change, and current MBA students. The overall purpose of the retreat was to engage stakeholders in the process of curriculum reform through various design thinking and planning activities.

Following the retreat, and motivated by a highly competitive market, the Associate Dean, Graduate Programs, assembled an MBA Transformation Committee with wide membership from academic departments and multiple affected administrative units across the School in the spring of 2019. The MBA Transformation Committee met weekly for six weeks to better understand the voices of the program's constituents and collected substantial data.

The Ted Rogers MBA is a degree recognized world-wide, and TRSM must continue to provide the training in core competencies expected by students applying to the MBA program and by employers hiring graduates of the School. Our reimagined MBA seeks to offer maximum flexibility in the curriculum to allow TRSM to develop innovative areas of study that reflect the research expertise of the faculty as well as the needs of a diverse pool of employers in, for example, the non-profit and public sectors as well as areas of traditional graduate demand.

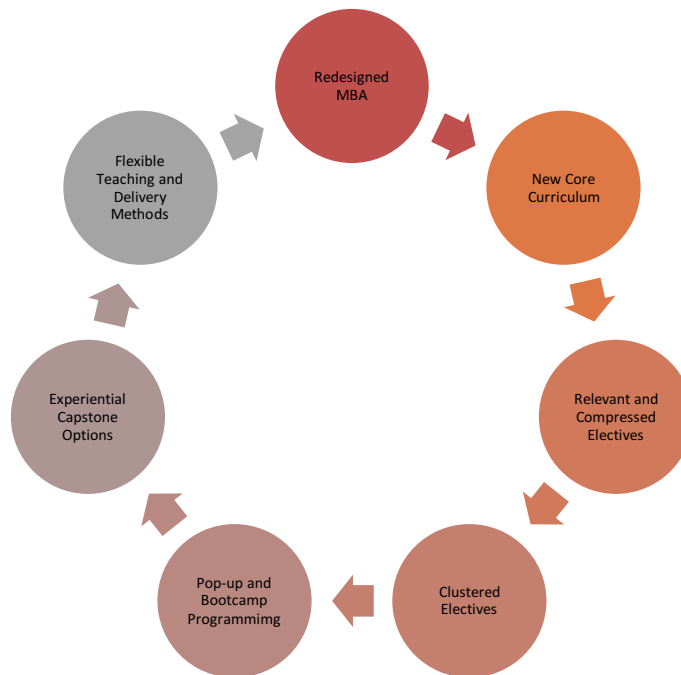
TRSM proposes to eliminate the nomenclature associated with the two existing streams of the Ted Rogers MBA programs (they offer the same degree). The proposed nomenclature is simply, Master of Business Administration. This is consistent with other programs offered under the umbrella of Management education. The program is professional in nature, not focused on research. Given that the revised program is not focused in one specific area of business, the nomenclature related to MBA Global and MBA MTI is no longer reflective of the program's offering. Administratively, we are merging the two programs and the refreshed program will be the Master of Business Administration (MBA).

The Peer Review Team site visit in 2016 identified that use of the name MBA Global is only weakly connected to the curriculum and does not appear on the degree itself.

Major curriculum changes taking affect for the fall 2020 semester will help students intentionally plan a personalized course of study that will translate into success in the real world.

Salient Redesign Features

Responding to the fast-changing needs of our community, students and employers is challenging. TRSM is responding by altering its current MBA curriculum, incorporating new and relevant core and elective course offerings and changing teaching and delivery methods. Keeping up with the rapidly changing requirements of modern businesses can be difficult but it is vital for 21st century MBA programs.



New Core Curriculum

The MBA market is becoming increasingly competitive (hyper-competitive in the GTA), particularly for domestic students. Common University Data Ontario (CUDO) reports indicate that in 2017, full and part-time enrolments in Ontario MBA programs was approximately 8200 students. Of the total enrolments, almost 40% were in MBA programs in the GTA and another 20% within a one-hour commute of TRSM.

Ted Rogers MBA applications and enrolments are declining in general and in the spring of 2019, an MBA Transformation Committee was charged by our new Dean, Daphne Taras, to examine our MBA Program and suggest revisions. The objective of the committee was to provide suggestions for a revised innovative curriculum that provides the students with greater flexibility, while leveraging Ryerson University's experiential learning heritage.

The MBA Transformation Committee utilized the following guiding principles when discussing the proposed new core curriculum:

- core courses must be aligned with learning outcomes as agreed upon by committee members
- core courses should avoid conforming to the traditional 12-week course delivery structure
- neither faculty members nor disciplines have ownership over core course design and delivery
- continuous improvement is emphasized as per AACSB principles and industry demand and faculty/student feedback
- build innovative approaches to curriculum design including modular, flex teaching and hybrid courses
- core courses will reflect an interdisciplinary approach which may result in team teaching and collaborative course development and teaching

The committee initiated discussions surrounding a revised core curriculum by revisiting and revising the proposed learning outcomes for the redesigned MBA program. The committee agreed upon the following broad learning outcomes:

1. Strategic Analysis
2. Communication
3. Critical Thinking
4. Ethics and CSR
5. Critical Self Reflection

Please see Table 5.0: Comparing Current MBA (Global and MTI) and Proposed MBA Learning Outcomes for detailed list of proposed learning outcomes.

The committee gathered and examined data from a number of sources, including MBA market data, competitive benchmarking, current student enrolment and placement data, Advisory Council member feedback, alumni and currently enrolled students. The committee was presented with comparator institution data from 34 MBA programs across Canada along with data from the 2018 Graduate Management Admission Council "*Prospective Student Report*" that outlined what constituted "must haves" in a core MBA curriculum. Members of the MBA Transformation Committee were also encouraged to investigate curriculum structures at comparator institutions globally to augment the analysis.

Findings were compiled and committee members were solicited for any additional suggestions. The committee engaged in two-weeks' worth of deliberation as to what themes were well suited for the proposed MBA redesign. In consideration of our guiding principles, we used an inclusion process to build the core curriculum.

The committee worked in teams to discuss and propose structured themes and topics that might constitute the core curriculum. Upon presentation of the group work, committee members collegially agreed to prioritize the themes via a multiple voting system.

The redesign of the core program offers the opportunity for students to benefit from the programming most highly valued in TRSM's existing MBA Global and MTI programs along with new core programming to better prepare for a future career in business. To facilitate the revision of the core curriculum, some courses were removed from the core curriculum and some existing core courses have been significantly revamped. The revised core includes existing core classes that were redesigned. Expert members of the MBA Transformation Committee were charged with the redesign of the core courses following wider consultation with the academic units as to the objectives of the new curriculum. There are also new core courses including Business Analytics for Managers. Note, that core courses are 1.0 credits with the exception of the Capstone course that has a 3.0 credit value. See Table 2.1 for a comparison of the current and proposed core curriculum. See Appendix B: Core Course Outlines

Table 2.1: Current MBA Core Curriculum and Proposed MBA Core Curriculum

MBA Global Current Core Courses	MBA MTI Current Core Courses	Proposed MBA Core Courses
MB8107 Advanced International Marketing		MBXXXX Managing Customer Value
MB8103 Strategy in International Business Environment	MT8213 Technology and Organization Strategy	MBXXXX Strategy and Disruption in the Marketplace
MB8109 Financial Management	MT8109 Financial Management	MBXXXX Financial Management
MB8106 Managing in a Diverse World	MT8106 Managing in a Diverse World	MBXXXX Leading for Performance and Wellbeing
MB8108 Regulation, Government and Social Responsibility Management	MTB8108 Regulation, Government and Social Responsibility Management	MBXXXX Managing Responsibly
MB8602 Investment and Portfolio Analysis		
MB8600	MT8600	

Research and Communications for Managers	Research and Communications for Managers	
	MT8212 Innovation and Organization Theory	
		MBXXXX Business Analytics for Managers
	MT8216 Global Markets and Tech Trends	MBXXXX Innovation and Technology Management
	MT8601 Research and Communications for Business Plans	
Integrative Week	Integrative Week	Integrative Case Competition Week
MB8901 Major Research Paper/Internship	MT8901 Major Research Paper/Internship	MBXXXX Capstone Project

TRSM will continue to offer a 16-month foundation plus core MBA program, which is popular with students who want the lower "opportunity cost" of lost wages. TRSM has demonstrated that our current model allows us to teach the traditional two-year MBA in a shorter time by making the courses more intensive and by eliminating the typical four-month summer break. TRSM's major competitors in the MBA market (Rotman and Schulich) have both signaled that they intend to continue with the two-year MBA model. The TRSM 12-month accelerated MBA program offers an opportunity for differentiation.

In 2018, the Graduate Management Admission Council (GMAC) surveyed 9,471 (500 Canadian respondents) individuals who registered for the Graduate Management Admission Test (GMAT) to determine demand for various MBA and business master's program categories, including full-time MBA, professional MBA, executive MBA, generalist business master's, and specialized business master's

programs. The “*Prospective Students Survey*” presents the findings associated with candidate preferences for program types, structure, and curriculum.⁶

Results from the study suggests that prospective students seek a varied curriculum in the classroom, and opportunities to grow their experience outside the classroom. Prospective students on average selected eight curricular areas as “must-haves” in their ideal MBA program. Respondents pursuing both one-year and two-year MBA programs had similar responses, frequently identifying strategy, leadership/change management, entrepreneurship/innovation, general management, finance, consulting, global business and data analytics as core to any MBA curriculum.⁷

The redesigned core curriculum has been streamlined along seven broad disciplinary tracks including: Strategy, Leadership, Finance, Innovation and Technology Management, Business Analytics, Ethics and CSR and Marketing. The redesigned core program will teach the very latest in theoretical and applied knowledge by integrating an innovative curriculum with new teaching methods.

Additionally, spanning disciplines is the redesigned Integrative Case Competition program that will serve as an integrative required program element to develop students’ managerial decision making and leadership capabilities through integrated case teaching methods and client presentations. This intensive and modular experiential learning activity, features the study of a business case and requires students to manage teams, create solutions to business problems, conduct interdisciplinary research and refine their written and oral communication skills. Students will also develop critical reflection and self-confidence through competitive case presentations.

The redesigned and highly valued Integrative Case Competition remains a required but non-credit element of the Ted Rogers MBA. TRSM’s MBA recognizes the importance of being able to think cross-functionally and that students would therefore benefit from stronger integration of coursework. This would enhance a student’s ability to solve problems spanning multiple functions in organizations.

The Integrated Case Competition will be offered in a flex teaching format. Students will be given a written case in and a live case from a partner company. Working with faculty and corporate mentors, teams will produce an oral presentation for corporate judges and a consulting report. The themes will be future-focused, combining state-of-the-art technologies with human resources implications. Part-time students will be accommodated through the use of Integrative Case Competition weekends (Friday evening and full day sessions on Saturday and Sunday).

A focus on essential business practices also means we have incorporated a new selection of varied topics including business analytics, strategy and information management and technology. Core program learning will be put to the test during capstone projects providing hands-on work experience.

Further experiential opportunities will be made available during regular industry hosted sessions. TRSM will continue to tap into its large network of companies with which it works, with working executives giving a presentation and making project recommendations.

⁶ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

⁷ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

By maintaining the existing seven required core courses, we are confident that both breadth and depth of student knowledge is maintained. Students will also have three credits of electives, where they can always choose to pursue greater depth if it is desired.

The core curriculum is carefully planned to cover all the business fundamentals, while expanding the students' understanding of complex decisions at an organizational level.

Relevant and Compressed Electives

Through the redesigned core curriculum, students will be immersed in seven courses that will combine critical business skills and knowledge to develop a well-rounded understanding of organizational issues. In addition to the core, students have the opportunity to customize their MBA degree with elective courses to complete a comprehensive degree with general electives, or to complete a selection of electives within a clustered theme.

The current Ted Rogers MBA specializations and elective offerings have proliferated over many years. Course offerings and specializations were created without much input from TRSM stakeholders and primarily driven by perceived industry trend and faculty interests.

As stated previously, one of the guiding principles of the redesign was to avoid conforming to the traditional 12-week course delivery structure. With a large population of part-time students, MBA program participants often struggle with finances, long commute times to TRSM and are challenged by family and work obligations. Taking these challenges into consideration, the MBA Transformation Committee was encouraged to think about how to design and deliver a MBA program that offered a more flexible delivery model. The idea is to help students focus on a singular class by offering it in a shortened six-week format. The rationale for compressed electives include:

- student engagement can be augmented through exclusive attention on the subject matter
- students interact with one another as well as with the instructor on a continuous basis
- provide students with greater flexibility should they choose to incorporate international exchange or experiential learning opportunities into their programming
- students are able to balance family and work obligations over shorter periods of time
- allows for short-term opportunities for faculty exchange and visiting professors to TRSM without taking extended leaves

The program will offer a more compressed set of elective courses combining strengths of TRSM as well as evolving needs of industry. The electives will be offered over six weeks, comprise 18 contact hours and be valued at .5 credit. The electives curriculum is ideally where the core skills and methods become focused on specific management issues.

Current MBA Specializations include:

- Human Resources Management
- International Business
- Marketing
- Real Estate
- Information Systems Management
- Media Management

- Data Analytics
- Entrepreneurship
- Data Security and Privacy
- Sport Business

The continuation of offering specializations to prospective students, which the program is unable to accommodate, will and has, resulted in dissatisfied students. Several student comments solicited in a recent survey suggest that many of our alumni found the cancelling of elective offerings to be disruptive to their academic planning and created course schedules that were not well suited to their work and personal lifestyles. See Appendix C: Elective Course Survey Results

Existing and popular electives were considered for redesign and an invitation to TRSM faculty encouraged consideration of redesign and the proposal of new electives. Considering the extensive range of electives offered and proposed, it was not surprising that narrowing down the electives to a more compressed offering was challenging. To assist and inform decision making, an online survey was conducted to evaluate the various electives offered and proposed. A total of 242 respondents including current MBA students, alumni, and TRSM Advisory Council members completed the survey. The survey was developed using the Qualtrics platform and a link to survey was emailed to stakeholders. We also solicited feedback from a Qualtrics panel (268 responses) which was identified as potential target segment for the MBA program. Feedback received from the surveys was used toward on-going improvement in the quality of course design and selection of electives to be offered.

Survey results have been organized in terms of “most relevant” electives, “least relevant” electives and clustered themes of electives. See Appendix C for full survey responses.

In summary, the survey revealed, that regardless of stakeholder group, there is a high degree of similarity in the selection of electives.

Table 2.2: Electives Considered as Most Relevant in Qualtrics Survey

1. Integrating AI: Business Process Management Perspective	14. Professional Sales
2. Negotiation and Conflict Management	15. Social Media Analytics
3. Predictive Analytics for MBAs	16. Becoming Entrepreneurial
4. Dynamic Decision Making and Problem Solving	17. Talent Management
5. Organizational Decision Making	18. Investment and Portfolio Management
6. Fundamentals of Data Science for Management	19. Funding Your Start-up
7. Acquiring Consulting Skills & Processes	20. Understanding Consultants & Consulting
8. Project Management	21. Strategic HRM
9. Brand Management	22. Sourcing Digital Services
10. Cases in Corporate Finance	23. Causality and Causal Inference Methods
11. Data Science for MBAs	24. Personal Finance
12. Disruptive Digital Transformation	25. Mental Health and Wellbeing in the Workplace
13. International Finance	

Table 2.3: Electives Considered as Least Relevant in Qualtrics Survey

1. Scaling Production	7. Sport Media & Marketing Business Strategy
2. Pop-up Topics in Management	8. Luxury Management
3. Global Issues	9. Sport Media & Marketing Management
4. Making a Prototype	10. Sport Media & Marketing Management Analytics
5. Real Estate Market Analysis for MBAs	11. Financial Management and Analysis for Sport Media & Marketing
6. Digital Transformation of the Health System	

A student may elect to broaden their knowledge and skills by taking electives from different functional areas or may elect to concentrate all of his/her electives in a cluster to gain depth in that area. Students will have three credits of electives from a pre-approved list of 28 courses. The students would continue to receive additional co-curricular skills training in Career Management, as well other skills (these skills components do not involve academic credit). In addition to the 25 courses listed in Table 2.2 above, the recent launch of the Ted Rogers MBA Sport Business initiative necessitated the inclusion of additional elective offerings in sport business that were not identified by survey respondents as “most relevant” in the Qualtrics survey. The sport business initiative is a niche set of electives that will provide students with greater insight into sport marketing, strategy, financial management and business analytics, and better equip them with the skills most sought by industry, with the intent to work closely with Toronto’s leading commercial sport organizations and companies.

Additionally, the inclusion of “Pop-up” Topics in Management” is intended to complement the list of courses in Table 2.2 in which the subject matter or content may vary across terms. Pop-up Topics in Management will be used on a temporary basis to address specific issues within a field of study that do not currently exist as approved courses. Such courses will be used to evaluate demand for new courses or areas of study. These courses will not be included as required courses for the MBA degree program, but can be used as program electives. Pop-up topic courses will not be used to repeatedly offer the same content within sections over multiple terms as a means to avoid proposing a dedicated course through the approval process. As a result, there are 28 electives to choose from.

At the discretion of the MBA Program Director, and with permission of the home department, students may take graduate level course electives from programs within the Ryerson University community. This will allow students with specialized areas of interest to achieve greater depth of knowledge in a particular subject area. For example, Environmental Sustainability and Media Production may be of interest to students. TRSM will work with program departments to identify opportunities for collaboration in this regard in the future.

Additionally, a Directed Reading course will be created when an individual student wishes to specialize in a topic not currently offered as an elective in a given academic year. In this instance, the student and faculty member will create the learning goals, deliverables, resources, timeline, and mechanism for feedback. These courses will not appear on the timetable.

A Directed Readings course is an opportunity for students to work individually with a faculty member and to earn credit for individually designed content. The instructor of a Directed Reading course and the student will have a written agreement in place that specifies the student's responsibilities for the course but does not require a syllabus. When a Directed Reading course is taken, early interaction with the assigned faculty member will be essential in the development of a mutually acceptable course description. At a minimum, such a description will contain an outline of the study topic, specification of the work to be done and the materials to be read, the credit to be given, the type and frequency of faculty-student contact, and a statement of the evaluative criteria to be used by the faculty member.

Only faculty holding a graduate appointment may direct such a course, and they must hold a faculty appointment in TRSM. In general, both the student and instructor should be on campus and the frequency of their meeting will be consistent with other courses.

By changing both delivery methods and curricular content, the redesigned MBA elective curriculum will allow more flexibility when it comes to course selection, and a more compressed set of course offerings from clustered fields of study.

Clustered Electives:

Beyond the traditional choices of full-time and part-time MBA programs, prospective students now choose from an expanded portfolio of more specialized program options, including programs offered in a variety of different formats and delivery methods. This expansion has increased prospective student choice, and simultaneously intensified competition between programs to attract students.

In a 2018, Graduate Management Admission Council Report (GMAC), prospective students on average selected eight curricular areas as "must haves" in their ideal MBA program and include:

- Strategy
- Leadership
- Innovation/Entrepreneurship
- Data Analytics
- Finance
- General Management
- Project Management
- Consulting⁸

Another notable shift in candidate consideration of graduate management programming has occurred among business master's program types. Consideration of the traditional business master's program types—including Master of Accounting, Master of Finance, and Master in Management—has remained stable or declined. Consideration of new and emerging program types—such as Master of Data Analytics, Master of Business Information Technology, and Master of Entrepreneurship—has increased.⁹

Informed by Qualtrics survey data and reports such as that produced by GMAC, the MBA Transformation Committee strategically and thoughtfully reviewed each existing and proposed elective

⁸ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

⁹ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

courses aiming to align with changing best practices and industry and employer standards. The proposed elective offering and clustered themes are current on educational trends and best practices. The redesigned and modern elective curriculum will evolve alongside student needs, best practices, and industry standards through regular update to ensure relevance in a rapidly changing workplace.

An elective cluster is a set of elective courses that will prepare MBA students for work in a particular focus area. Pursuing a cluster is not a requirement of the degree, and they do not receive any special mention on the student's diploma or transcript. Clusters are simply suggestions for students who have an interest in some focus area and are interested in expanding on application obtained through the program core. Clusters and their related electives are presented in Table 2.4 below.

Table 2.4: Clusters of Electives Considered as Most Relevant in Qualtrics Survey

Clustered Theme	Proposed Electives
Consulting	Acquiring Consulting Skills & Processes Understanding Consultants & Consulting
Data Analytics	Causality and Causal Inference Methods Data Science for MBAs Fundamentals of Data Science for Management Predictive Analytics for MBAs Social Media Analytics
Digital Enterprise	Disruptive Digital Transformation Integrating AI: Business Process Management Perspective Sourcing Digital Services
Entrepreneurship	Starting Your Startup Developing Your Startup
Finance	Cases in Corporate Finance International Finance Investment and Portfolio Management Personal Finance
Human Resources	Dynamic Decision Making and Problem Solving Mental Health and Wellbeing in the Workplace Negotiation and Conflict Management Organizational Decision Making Strategic HRM Talent Management
Other Specialized Electives	Brand Management Professional Sales Project Management Pop-up Topics in Management
Sport Business	Sport Business Strategy Sport Business Marketing

Pop-up and Bootcamp Programming

Pop-up topic Electives: The redesigned Ted Rogers MBA curriculum will feature short courses on topics of current interest in management. Known as Pop-up topic courses, these classes are generally speaking, compressed curricular sessions that offer students an opportunity to engage in new material, or activities not typically covered in the traditional curriculum. These dynamic, short-term, for credit classes (just 18 contact hours in duration) bring students and faculty together to explore new ideas and different approaches to the critical issues of our time. The format can vary greatly in pop-ups, and that is one of their strengths. Pop-up topic classes can be one-time-only offerings that are meant to test out the viability of a particular topic, pedagogy or a collaborative partnership. Alternatively, they may be regularly offered subject to student interest and enrolment. Our aim is to offer a special topics course on a pop-up basis once a semester.

The notion of “pop-ups” has shown up in the retail space and the food industry. Designers, artists, and chefs invest their time and energy into a temporary space to create something that is recognizable to the brand, but that tests out new ideas. Once they are finished, they close up shop.

The MBA transformation Committee views pop-up programming as a creative response to students’ needs and interests. The proposed new pop-up topic courses are an attempt to signal to prospective students that TRSM is committed to more relevant and innovative programming.

Bootcamp Workshops: In an ever-changing marketplace, the skills that students need to land a job might not be what they needed a year ago. TRSM’s Business Career Hub (BCH) hosts a constantly evolving series of bootcamps to teach students the technical skills they need to succeed. Bootcamp offerings provide students with experiential learning enrichment enabling implementation of theories and concepts.

The bootcamps emerged from consultations between TRSM’s Business Career Hub (BCH) and potential employers, who identify technical skills that aren’t necessarily covered in the curriculum. Employer needs change quickly, and the skillsets they want right now might not be the ones they want six months, nine months, two years from now.

Recognizing the need for bespoke, just-in-time professional training, the MBA program will collaborate with BCH on developing MBA specific workshops. Bootcamps have grown into a suite of offerings, covering everything from PowerPoint and professional communications, to Argus certification for commercial real estate and Bloomberg for capital markets.

Bootcamp workshops are non-credit bearing offerings and offered in a one-week intensive format. Participation in Bootcamps is not required and participation is voluntary. Bootcamps participation is not reflected on the student transcript. Bootcamps are free to current TRSM students and TRSM Alumni. Proposed bootcamps include one-week sessions in Product Management, Cybersecurity and Consulting Skills.

In the last year, over 2,000 TRSM students have participated in 85 workshops.

Experiential Capstone Options

Currently, during their final semester, all Ted Rogers MBA students focus on the application of theory into practice and conduct real-world analysis of a particular organizational issue, market, or management challenge by completing a major research paper or business plan. The MRP is an individually written major research paper (MRP), under the supervision of a faculty advisor and a second reader (the MRP Supervisory Committee). This project served to ensure all Ted Rogers MBA graduates

are equipped with the critical analytical and writing skills required in the business world. Alternatively, students could opt to complete a Business Plan that is supervised by faculty with entrepreneurial and business plan expertise. Students are expected to have an interest in starting a business.

Additionally, full-time students are currently required to complete one of the three options outlined below (part-time students' current full-time employment meets the internship requirement):

- Internship Experience: enables students to demonstrate the practical and theoretical knowledge they have acquired in the MBA program and explore their own specialized interests.
- International Student Exchange: Students complete two credit courses while studying abroad. Students have studied in Copenhagen Denmark, Calcutta India, Linz Austria, China and Israel.
- Language and Cultural Training Experience: provides students the opportunity to improve existing fluency or develop fluency in a second language. Students take a minimum of two credits and conduct research in the second language for their MRP or business plan.

The current Major Research Paper (MRP), is a key differentiator of the program, but such papers are better associated with research based graduate programs as opposed to a professional course based graduate degree valued by working professionals. We have the capabilities to successfully deliver a differentiated Capstone experience.

In the redesigned MBA, a Capstone experience will still be a required and credit bearing element of the program, however, the MRP requirement will be replaced with students having options to undertake one of a major consulting project with an industry partner, an entrepreneurial experience or an international or Canadian experience with fieldwork. This capstone experience provides MBA students with experiential learning and integration of knowledge. The rationale is to integrate the learning obtained in core courses in real-world projects and simulations.

Non-credit experiences previously available will no longer be a required element of the redesigned MBA, however, the MBA Careers unit at TRSM will continue to provide dedicated help to students looking to develop their career management skills and explore career paths that enable them to ultimately achieve their career goals. Innovative programs, workshops and speaker series coupled with an integrated learning approach prepare our students and give them the skills to make an impact in their careers throughout their lifetime. At the same time, MBA Careers will work closely with alumni and employers to create partnerships that allow employers to connect with students and connect with employment opportunities.

One of the guiding principles of TRSM is for students to become valuable resources and active participants in their community. The Capstone options in the redesigned MBA provides that opportunity. The Capstone course is intended to be the final piece of the students' graduate studies with the objective to integrate concepts learned throughout the MBA program.

Flexible Teaching and Delivery Methods

Changes to the delivery format will now be more flexible. The combination of online, modular and hybrid lectures and live online sessions affords students, including working professionals, the ability to more seamlessly juggle work, family and school responsibilities through a mixture of synchronous and asynchronous classes. Shifting to a new model of delivery will allow students with different learning

styles the ability to shape the courses to their own mode of learning, promoting a successful experience for each student. Greater flexibility in delivery of courses will span all course types across the MBA i.e. foundation, core, electives and capstone. However, delivery of a compressed course format of six weeks and 18 contact hours will be restricted to elective course work.

- modular course structure, enabling flexibility in adapting to the shifting and diverse demands of managers over time and within distinct industries
- case study activities incorporated into courses and TRSM's unique Integrative Case Competition offering, enabling the incorporation of current issues in Management
- innovative consulting project and entrepreneurial opportunities for students and faculty, enabling tighter integration between theory and practice.

The modular, online and hybrid MBA course offering would cater to a segment that values mobility, convenience, and believes that the flexible program fit their learning styles and life circumstances better than existing program.

As a pilot initiative, TRSM is experimenting with its first modular course offering in the Ted Rogers MBA in fall 2019; Managing in a Diverse World (MB/MT8106). The course runs over one Friday & Saturday each month throughout the term (three weekends) for a total of six full class days (9:00 a.m. – 12:00 p.m. and 1:00 p.m. – 4:00 p.m.).

This executive-style learning environment and schedule is designed for working professionals who want to accelerate their academics while still being able to balance their work and family life with a full and/or part-time academic course load. This modular format course has a high enrollment of 110 students.

This course incorporates the following teaching/learning methods:

- case analysis and discussion
- team assignments
- videos and simulations
- field work
- written assignments and oral presentations to faculty and industry panels
- integrative case analysis

Students have ongoing opportunities for active learning in classes and in study groups. Frequent and substantive interaction will occur between professor and students as well as between students. This course develops competencies in managing a global workforce. Students will assess their own managerial and leadership competencies and develop a personal plan for skill development.

The Ted Rogers MBA will continue to explore how it integrates this format into its newly designed program for both full and part time students.

Because of the sense of urgency, TRSM is proposing changes to the existing MBA program that will attract the attention of both potential students and employers. The proposed program will launch in September 2020.

3.0 Curriculum Structure

Traditionally, the Ted Rogers MBA programs require students to complete coursework through in-person lectures held on campus. The program is best suited candidates looking to increase their hiring capacity, expand their networks, gain the advanced education needed for increasing levels of responsibility, and/or those looking to take advantage of a program requiring only one additional year of schooling.

Generally speaking, MBA candidates have the ability to attend the program, on-campus, with fixed schedules, however, the range of MBA candidates at TRSM is much broader, and now includes many people who are only available on a part-time basis as they continue to participate in the workforce. Such candidates are looking for MBA programs that delve into more advanced topics, and specifically geared toward growing their career into leadership and/or management. Because of age, employment, or other life responsibilities, going back to school full-time on a campus may be impossible for some prospective MBA students.

The redesigned Ted Rogers MBA programs will be built around accessibility for a diverse student base. There are various options available, including programs that are online, some that are entirely on campus, modular in nature or hybrid programs that are a mixture of both.

In general, there are three routes a prospective student can take when pursuing the Ted Rogers MBA: a full-time accelerated path (5 courses per semester), standard full-time path (3 courses per semester), and part-time path (1-2 courses per semester).

The full-time accelerated and full-time standard program is a more immersive experience that allows students to step back and focus on their personal and professional development through the academic content, career support, and wider opportunities for experiential learning and networking.

In general, part-time students remain with their employers and the program provides the flexibility some students need to fulfill other commitments and responsibilities.

Flexible programming can also serve driven students who wish to accelerate learning and complete a program in months instead of years. Our redesigned MBA program may include longer class periods, simultaneous online and on-campus courses, and/or modular weekend sessions.

In addition to taking classes, the flexible programming being proposed will still allow students to interact in real-time with an instructor, fellow students and industry leaders, thereby incorporating the important social/networking aspects of MBA education.

Table 3.0: Comparison between Current MBA (Global and MTI) Program and Proposed MBA Program

2017-2018	2018-2019	2019-2020	2020-2021
Core (7 Required)	Core (7 Required)	Core (7 Required)	Core (7 Required)
MB8106: Managing in a Diverse World	MB8106: Managing in a Diverse World	MB8106: Managing in a Diverse World (F19)	MBXXXX: Leadership for Performance and Wellbeing 1.0 Credit
MB8108: Regulation, Government and Social Responsibility Management	MB8108: Regulation, Government and Social Responsibility Management	MB8108: Regulation, Government and Social Responsibility Management (F19/SS20)	MBXXXX: Managing Responsibly 1.0 Credit *Anti-requisite MB/MT8108
MB8109: Financial Management	MB8109: Financial Management	MB8109: Financial Management (F19)	MBXXXX: Financial Management 1.0 Credit
MB8602: Investments and Portfolio Analysis	MB8602: Investments and Portfolio Analysis	MB8602: Investments and Portfolio Analysis (W20)	
MB8103: Strategy in an International Business Environment	MB8103: Strategy in an International Business Environment	MB8103: Strategy in an International Business Environment (F19)	MBXXXX: Strategy in a Disruptive Marketplace 1.0 Credit *Anti-requisite MB8103 or MT8213
MB8107 Advanced International Marketing	MB8107 Advanced International Marketing	MB8107 Advanced International Marketing (F19)	MBXXXX: Managing Customer Value 1.0 Credit

			<p>MBXXXX: Innovation and Technology Management</p> <p>1.0 Credit *Anti-requisite MT8216 or MT8212</p>
			<p>MBXXXX: Business Analytics for Managers</p> <p>1.0 Credit</p>
<p>MB8600: Research & Communication for Today's Managers</p>	<p>MB8600: Research & Communication for Today's Managers</p>	<p>MB8600: Research & Communication for Today's Managers (W20)</p>	
	<p>MT8601: Research and Communication for Today's Managers</p>	<p>MT8601: Research and Communication, Business Plans</p>	
<p>Electives (3 Required) from Specialization or Electives List</p>	<p>Electives (3 Required) from Specialization or Electives List</p>	<p>Electives (3 Required) from Specialization or Electives List</p>	<p>Electives (3 Full Credits Required) from Electives List</p> <p>Each elective is 0.5 credit</p> <p>Note: Students may register for a directed reading course under the supervision of a faculty member. Generally students pursue directed readings on a special topic of interest for which there is no timetabled course in the curriculum.</p>

	<p>MT8220: Advanced Project Management (W20) MB8711: Negotiation and Conflict (F19/W20) MT8313: Social Media Analytics (W20) MB8502: Retail and Commercial Development (W20) MT8312: Business Analytics for Managers (W20/SS20) MT8809 Venture Financing and Planning (W20) MT8810 Product Development, Commercialization (W20) MT8416 Sport Media & Marketing Management (W20) MT8808 Consulting Skills (W20) MB8402 Brand Management (W20/SS20) MT8327 Data Visualization (F19)</p>	<p>MBXXXX: Integrating AI: Business Process Management Perspective MBXXXX: Negotiation and Conflict Management MBXXXX: Predictive Analytics for MBAs MBXXXX: Dynamic Decision Making and Problem Solving MBXXXX: Organizational Decision Making MBXXXX: Fundamentals of Data Science for Management MBXXXX: Acquiring Consulting Skills & Processes MBXXXX: Project Management MBXXXX: Brand Management MBXXXX: Cases in Corporate Finance MBXXXX: Data Science for MBAs</p>
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		<p>MBXXXX: Disruptive Digital Transformation</p> <p>MBXXXX: International Finance</p> <p>MBXXXX: Professional Sales</p> <p>MBXXXX: Social Media Analytics</p> <p>MBXXXX: Developing Your Startup</p> <p>MBXXXX: Talent Management</p> <p>MBXXXX: Investment and Portfolio Management</p> <p>MBXXXX: Starting Your Start-up</p> <p>MBXXXX: Understanding Consultants & Consulting</p> <p>MBXXXX: Strategic HRM</p> <p>MBXXXX: Sourcing Digital Services</p> <p>MBXXXX: Causality and Causal Inference Methods</p> <p>MBXXXX: Personal Finance</p>
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			<p>MBXXXX: Mental Health and Wellbeing in the Workplace</p> <p>MBXXXX: Sport Business Strategy</p> <p>MBXXXX: Sport Business Marketing</p> <p>MBXXXX Pop-up Topics in Management</p> <p>MBXXXX: Directed Reading</p>
Major Research Paper Course (1 Required)	Major Research Paper Course (1 Required)	Major Research Paper Course (1 Required)	
MB8901 MT8902 (only for Business Plans)	MB8901 MT8902 (only for Business Plans)	MB8901 (F19/W20/SS19) MT8902 (only for Business Plans) (SS20)	<p>Choose one from</p> <p>MBXXX1: Capstone Project - Consulting</p> <p>MBXXX2: Entrepreneurial</p> <p>MBXXX3: International or Canadian Experience</p> <p>3 credits</p>

See Calendar Copy in Appendix I

The primary areas of differentiation between a traditional MBA program and a flexible MBA program has to do with a program's structure rather than its curriculum. Traditional MBA programs are designed to be completed in two years of full-time enrollment by students who are available to attend campus-based classes during the workday. Students in a traditional MBA program may have the option of taking some evening or weekend classes, but in general these programs are meant for students who are not working full time and who are able to commit to being on campus for classes on weekdays during normal business hours.

The flexible MBA will be designed to accommodate non-traditional students who have full-time jobs, family commitments, and other demands on their time that preclude attending regularly scheduled classes during typical school hours. The proposed program will utilize distance-learning technologies allowing students to access lectures and complete other course activities and assignments at any time of the day. Some online coursework may be delivered synchronously, which requires students to be logged on to Ryerson University's course management system (D2L) at designated times.

The other structural component that distinguishes the proposed MBA program from a traditional MBA program concerns the number of credits or classes a student is expected to complete per semester. The traditional Ted Rogers MBA often means taking courses over three semesters. The flexible MBA programs will be designed to accommodate the growing part-time enrolment, which allows students to take two or three courses per semester, and self-pacing will be a feature of the program. It is also proposed that elective courses will be offered in shorter, six-week sessions throughout the year, in accordance with YSGS course related dates for two 6-week sessions.

For example, working professionals taking three courses in the first fall semester will take one modular course (leadership), one traditional three-hour, one night per week course (financial management) and one hybrid course (strategy).

Table 3.1 provides an overview of how courses may be sequenced. The course sequence is subject to change based upon enrolment and operational demands.

Table 3.1: Overview of the flexible Ted Rogers MBA					
Full Time Accelerated (5 Courses/Semester)					
Fall 1	Winter 1	Spring/Summer 1			
Strategy in a Disruptive Marketplace	Innovation and Technology Management	Capstone			
Leading for Performance and Wellbeing	Financial Management				
Business Analytics for Managers	Managing Responsibly				
Managing Customer Value	Electives 4X0.5=2.0				
Electives 2X0.5= 1.0					
Part Time (2 Courses/Semester)					
Fall 1	Winter 1	Spring/Summer 1	Fall 2	Winter 2	Spring/Summer 2
			Business Analytics for Managers	Electives 2X0.5=1.0	Capstone
Strategy in a Disruptive Marketplace	Innovation and Technology Management	Electives 4X0.5=2	Managing Customer Value	Managing Responsibly	
Leading for Performance and Wellbeing	Financial Management				
Standard Full Time (3 Courses/Semester)*					
Fall 1	Winter 1	Spring/Summer 1	Fall 2		
Strategy in a Disruptive Marketplace	Innovation and Technology Management	Capstone	Managing Consumer Value*		
Business Analytics for Managers	Financial Management	Electives 1X0.5= 0.5 (Spring)	Electives 4X0.5=2.0		
Leading for Performance and Wellbeing	Managing Responsibly	Electives 1X0.5=0.5 (Summer)			

4.0 Program Admission Requirements

TRSM seeks to create a vibrant and diverse academic environment. To ensure that our student body represents the fullest possible range of social, economic, ethnic and cultural perspectives, the Admissions Committee will consider many factors.

- The general admission requirements for the MBA are listed below. Meeting the minimum admission requirements does not guarantee admission. A holistic approach is taken during the application review process and all components of the application are thoroughly reviewed. The Ted Rogers MBA Admissions Committee reviews every application on an individual basis. All admission requirements are considered, with emphasis on strong academic credentials, work experience and leadership potential. The Ted Rogers MBA considers non-traditional candidates for the MBA program.

The review process will also suggest possible preparatory/foundation and other requisite courses that the student may need to take to satisfy all demands of the program. Applicants who do not meet the normal course requirements for admission will be required to complete foundational level courses in addition to the normal program requirements.

- Four-year bachelor's degree from a recognized institution.*
 - Business bachelor's degrees: Bachelor of Business Administration (BBA), Bachelor of Commerce (BComm) or equivalent business degree exempts applicants from foundation courses.
 - Other bachelor's Degrees: Foundation courses will be required; exemptions are based on courses taken during an undergraduate degree.
- GPA requirement: Overall average of 3.0/4.33 (B) or higher in the final two years of university study, including post-graduate university programs.
- GMAT required or GRE in the place of the GMAT**.
- Applicants must demonstrate English language proficiency to the level required for success in the program of study. Please refer to Ryerson University Policy 163 Section 5.9.
- Applicants must demonstrate English language proficiency to the level required for success in the program of study. Please refer to Ryerson University Policy 163 Section 5.9.
- Work Experience: A comprehensive resume outlining a minimum of two years full-time professional work experience. Applicants with degrees from outside of Canada and less than two years North American work experience will be required to complete bootcamps/workshops to gain knowledge of Canadian business context and practices.
- Co-op/Internship Work Experience: To be considered as part of the 2-year work experience for admission purpose, applicants should submit a comprehensive resume outlining the work experience
- References: Contact information for two references must be provided, one reference should be from a former instructor at the post-secondary level, and the other from a current or recent employer.
- Statement of Interest: Approximately 500 words outlining reasons for graduate study
- Interview: After the submission of application, applicants will be contacted to complete an online video interview.

* Copies of unofficial transcripts must be provided with your online application. Upon receiving an offer of admission, applicants must submit official transcripts from all post-secondary institutions.

** Waiver of the GMAT and/or GRE may be considered for applicants who meet at least one of the following conditions:

- Possesses considerable significant and progressive work experience
- Holds a master's degree from a recognized institution, with a cumulative GPA of 3.0, and holds a professional certification (e.g., CPA, CFA, CHRM) and a minimum of 5 years of professional work experience.
- Individuals with disabilities who were not able to receive necessary testing accommodations.
- Individuals with life experiences that may be assessed on case by case basis.

Consideration of a waiver is at the discretion of the Program Director and only if the applicant can provide sufficient evidence of academic ability. Satisfying any of the above criteria does not constitute an automatic waiver and is determined in joint consideration with the rest of the applicants' submission.

5.0 Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes

The Council of Ontario Universities has established a framework of Graduate Degree Level Expectations (GDLE) that specify what students should know, and be able to do, after successfully completing graduate degree programs. The GDLEs for master level degrees are represented by the following six categories:

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge
4. Awareness of limits of knowledge
5. Level of communications skills
6. Professional capacity/autonomy

The revitalized MBA will prepare its graduates for careers in industry and is designed to provide all students) with strong training in the Management discipline. This major program revision contains a major change and is related to the revision of graduate learning outcomes for the MBA program. This change is in part, in response to the Periodic Program Review (PPR) that took place in 2016 and in part, a response to our ongoing obligation for evolving our Assurance of Learning (AoL) practices for AACSB accreditation purposes.

TRSM's AoL processes have made significant strides in tracking continuous improvement and our process has in fact generated valuable insight into the existing gaps in student learning and it has stimulated productive conversations on curriculum review and redesign.

Revised MBA Learning Outcomes were needed to address the proposed curricular changes and suggested changes to curricular delivery methods. Learning outcomes may only be linked to program

requirements that all MBA student fulfill (e.g., not any elective courses, directed studies, etc. although many electives will contribute to these learning outcomes).

Table 5.0: Comparing Current MBA (Global and MTI) and Proposed MBA Learning Outcomes

Current MBA Learning Outcomes	Proposed Learning Outcomes
<p>Strategic Analysis:</p> <ul style="list-style-type: none"> • Demonstrate a strong understanding of the key theories and analytical tools of management • Identify key financial ratios, calculate NPV and do break-even analysis. 	<p>LO1 - Strategic Decision making/Problem Solving:</p> <p>LO1.a - Analyze and synthesize information across disciplines/functions in order to evaluate business opportunities and make sound business decisions</p> <p>LO1.b- Apply appropriate management theories and statistical tools to analyze business conditions</p> <p>LO1.c - Evaluate business environment and opportunities and devise strategies for responding effectively to problems, threats, and opportunities</p> <p>LO1.d - Assess and select information from a range of sources appropriate to the scope and discipline of the business question to develop a persuasive and coherent analysis or synthesis of information.</p>
<p>Communication:</p> <ul style="list-style-type: none"> • Graduates will be able to gather information and communicate effectively in a variety of circumstances 	<p>LO2 - Communication:</p> <p>LO2.a - Articulate complex ideas, issues and arguments clearly and effectively in both oral and written formats in a manner that is accessible and appropriate to a variety of audiences</p> <p>LO2.b - Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis</p>
<p>Critical Thinking:</p> <ul style="list-style-type: none"> • Graduates will be able to integrate and apply relevant management theories independently to complex real world problems. 	<p>LO3 - Entrepreneurial/Innovative Thinking:</p> <p>LO3.a - Incorporate previous learning to build new insights and apply knowledge and skills to demonstrate comprehension and performance in novel situations</p>

	<p>LO3.b - Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences</p> <p>LO3.c - Incorporate alternate, divergent, or contradictory perspectives or ideas in an exploratory way</p> <p>LO3.d - Evaluate risk in business scenarios by questioning underlying assumptions and emerging patterns, brainstorming solutions, and investigating factors that can lead to, or have led to success, to incorporate those factors innovatively into future decisions</p>
<p>HR/Diversity:</p> <ul style="list-style-type: none"> • Graduates will be able to understand diversity as part of the management process 	
<p>Ethics:</p> <ul style="list-style-type: none"> • Graduates will be able to identify ethical dilemmas in management contexts and evaluate assumptions and implications of different ethical perspectives. 	<p>LO4 - Ethical Reasoning:</p> <p>LO4.a - Demonstrate ethical behaviour consistent with academic integrity</p> <p>LO4.b - Analyze ethical implications of business practices using advanced levels of ethical reasoning</p> <p>LO4.c - Relate and describe the multidisciplinary, strategic, and evolving nature of Corporate Social Responsibility (CSR)</p>
<p>Team Work:</p> <ul style="list-style-type: none"> • Graduates will be able to work as part of a high-performance team to analyze a business case and to develop a business plan. 	

Critical Self-Reflection:

- Graduates will be able to develop self-awareness and an understanding of how to learn from experience

LO5 - High Performance Leadership:

LO5.a - Develop skills necessary for clear communication and responsible teamwork and to strengthen and inspire professional attitudes and ethics so that students are prepared to play a leadership role in their chosen profession

LO5.b - Demonstrate responsibility for personal and professional wellness and development, positioning themselves for life-long learning.

LO5.c - Articulate and propose steps to address limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines to inform one's own perspective

LO5.d - Collaborate with others, and integrate feedback and new information, to enhance knowledge

LO5.e - Incorporate relevant theories and processes to maximize team performance and successfully meet goals, both as an effective team member and leader

Table 5.1 shows the relationship between the Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes, with a focus on what is expected of students upon completion of the program. The outcomes are focused on the integration of subject matter and development of solid communication skills.

The revised Learning Outcomes established for the MBA program were developed in consultation with Dr. Julia Gingerich, Curriculum Development Consultant from the Office of the Vice Provost, Academic on September 18, 2019.

Table 5.1: Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes

EXPECTATIONS	Master’s degree This degree is awarded to students who have demonstrated the following	Program Learning Outcomes
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO5.c, LO5.d
2. Research and Scholarship	A conceptual understanding and methodological competence that: a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following:	LO1.a, LO1.c, LO1.d, LO2.c, LO3.a, LO3.b, LO3.c, LO4.b, LO5.c

	<p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	LO1.a, LO1.b, LO1.c, LO1.d, LO2.c, LO3.a, LO3.d, LO5.d, LO5.e
4. Professional Capacity/Autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	LO1.a, LO1.d, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO4.c, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	LO2.a, LO2.b, LO2.b, LO3.a, LO3.c, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	LO1.c, LO1.d, LO2.a, LO2.c, LO3.a, LO3.b, LO3.c, LO3.d, LO5.b, LO5.c, LO5.d

We note that TRSM is accredited externally by AACSB (Association to Advance Collegiate Schools of Business), which as part of its five-year Continuous Improvement Review, looks closely at the methods used to assess student learning for each program. This external accreditation provides additional assurance that learning objectives are appropriate and that they are being met. As part of this accreditation process, the school is required to keep a record of how their learning objectives are being measured and the results of those measurements.

TRSM places a significant emphasis on learning outcomes in our graduate programs. Both the Assurances of Learning (AoL) as part of the AACSB accreditation review, and the GDLEs are a baseline to assess whether graduate programs remain current with respect to expectations and societal need and provide students with the required skills for success after graduation. Both the specific metrics associated with the GDLEs and AoL were influenced by TRSM's academic plan. Existing quality assurance practices are well developed within TRSM and the appropriate assessment of learning outcomes is applied to this degree.

Student learning outcomes, teaching methods, and forms of assessment contained within the core curriculum of the MBA address all six of the Master's Degree Level Expectations and are gained through the development of an advanced understanding of management theories and analytical techniques as well as through the application of management theories to solve real world problems. These competencies are developed in course work, integrative case competitions activities and the capstone requirement.

All of the core program components contribute to student professional capacity and autonomy, with Integrative Case Competition and capstone activities requiring a great deal of intellectual independence and personal responsibility. Student awareness of the complexity of knowledge is established particularly in the capstone course, and during the process of completing a major project.

The core curriculum is delivered using a range of approaches, which remain within the traditional realm of delivering graduate content. Knowledge attainment is facilitated by lectures and on-line or face-to face discussion groups and is reinforced through the critical analysis of case studies, academic literature, and other assigned reading materials. Students demonstrate their grasp of key theories and proficiency in successfully applying analytical techniques through presentations and the development of term papers, and a capstone project. Most instructors also employ D2L as a means of facilitating course delivery and tracking grades.

Table 5.2: Assessment of Learning Outcomes and Graduate Degree Level Expectations

R: Reinforced

P: Proficiency

Course Code	Learning Outcomes	LO1				LO2		LO3				LO4			LO5					GDLEs	
		a	b	c	d	a	b	a	b	c	d	a	b	c	a	b	c	d	e		
MB8103	Strategy in a Disruptive Marketplace	R	R	R	R	R	R	R		R	R	R	R	R	R			R	R	R	1, 2a, 2c, 3, 4a, 4c, 4d 5, 6
MB8107	Managing Customer Value		R	R	R	R	R	R	R	R	R	R	R	R	R			R	R	R	1, 2a, 2b, 2c, 4a, 4c, 4d, 5
MBXXXX	Leadership for Performance and Wellbeing				R	R	R	R		R	R	R	R		R	R	R	R	R	R	1, 2a, 2c, 3, 4a, 4b, 4c, 4d, 5
MB8109	Financial Management	R	R	R	R	R	R	R			P	R					R	R	R	1, 2c, 3, 4a, 5,	
MB8212	Innovation and Technology Management	R		R	R	R	R			R	R	R				R	R	R	R	1, 2a, 2b, 2c, 3, 4a, 4b, 4d, 5, 6	
MBXXXX	Business Analytics for Managers	R	R	R	R	R	R	R		R	R	R					R	R		1, 2a, 2c, 4a, 4d	
MBXXXX	Managing Responsibly	R	R	R	R	R	R	R		R	R	R	P	P	P	R	R	R			
MBXXXX	Integrative Case Competition 1 and 2 (Required element of program but not core)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 4d, 5, 6

MBXXXX	Capstone	P	P	P	P	P	P	P	P	P	P	P	P		P		P	P	P	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 4d, 5, 6
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6.0 Changes that are the Result of a Previous Periodic Program Review

MBA Global Periodic Program Review

TRSM's response to the Periodic Program Review of the MBA Global program was completed in 2016 and informed by the stipulated guidelines in Senate Policy 126. The Peer Review Team (PRT) report was carefully reviewed by the Associate Dean, Research and Graduate Programs, TRSM, the Director, MBA Programs, TRSM, the Interim Director, MBA Programs, TRSM) and the Director, Graduate Students, TRSM. Each of these academic administrators participated either in the preparation of the Self Study Report (SSR), or the PRT site visit, or both, and provided input into the PRT Response. The PRT report and the response and was shared with the TRSM Grad Program Council (GPC).

Relevant Recommendation 1:

One area we believe would benefit from further clarification is how the goals and learning objectives, including the Graduate Degree Learning Expectations (GDLEs), align with the Association to Advance Collegiate Schools of Business (AACSB) Learning Goals and Assurances of Learning. The upcoming 2017 [Association for the Advancement of Collegiate Schools of Business] AACSB review may provide an opportunity for the Program to clarify how its various goals, objectives, and learning outcomes align.

Current Modification:

This major program revision contains a major change and is related to the revision of graduate learning outcomes for the MBA program. This change is in part, in response to the Periodic Program Review (PPR) that took place in 2016 and in part, a response to our ongoing obligation for evolving our Assurance of Learning (AoL) practices for AACSB accreditation purposes. See section 5.0 for a list of revised MBA Learning Outcomes.

TRSM's AoL processes have made significant strides in tracking continuous improvement and our process has in fact generated valuable insight into the existing gaps in student learning and it has stimulated productive conversations on curriculum review and redesign.

Revised MBA Learning Outcomes were needed to address AACSB Assurances of Learning and the Ontario Quality Assurance Council Graduate Degree Level Expectations. Learning outcomes may only be linked to program requirements that all MBA students fulfill (e.g., not any elective courses, directed studies, etc. although many electives will contribute to these learning outcomes).

Relevant Recommendation 2.

The PRT site visit identified that use of the name MBA *Global* is only weakly connected to the curriculum and does not appear on the degree itself. The Program may wish to clarify this issue as a part of the ongoing refinement of its curriculum and/or marketing efforts.

Current Modification:

Most MBA programs include substantial international and global material due to the forces of globalization and their impact on organizations, markets, and economies, making it unlikely to contribute to efforts to distinguish the MBA Global Program in the marketplace. Further, annual exit surveys of graduates suggest that students see the MBA Global as simply an MBA. The revised program will remove "global" from its name to better align the program content and its title.

Relevant Recommendation 3:

Overall, we believe that the Program has developed a very effective curriculum that delivers a high-quality management education for value in a very constrained time frame. Our major comments focus on the integrative week, the MRP, and issues with the elective courses.

Current Modification:

Integrative Case Competition: Ted Rogers MBA students will continue to have the unique opportunity to develop their collaborative skills during Integrative Case Competitions, which challenges teams to come up with solutions for real-world management problems.

Students will be given a written case in Integrative Case Competition and a live case from a partner company. Working with faculty and corporate mentors, teams will produce an oral presentation for corporate judges and a consulting report. The themes will be future-focused, combining state-of-the-art technologies with human resources implications.

Major Research Paper: MBA programs differ from other graduate disciplines in so much as they focus more on the practical part of the degree rather than research. It is not that students will not learn about research and theoretical models; it is just not the aim of this degree. The Ted Rogers MBA must be clearly distinguished from the Master of Science in Management (MScM) offering, even though they both are postgraduate degrees in general management. They approach different target groups, provide different learning experiences, and offer different career prospects and, hence, are by no means substitutes. The MRP will no longer be a requirement of the redesigned MBA curriculum. In its place, students will choose from a number of practical, hands-on learning opportunities through the Capstone Project.

Electives: The issues with elective courses stem from the original design and approval of a program that listed far more courses in the Academic Calendar than could be offered, given the size of enrollment in the program. The program was envisioned as attracting between 25 and 34 more students, measured in Full Time Equivalents, than we have been able to attract, given the resource disadvantages in marketing the program relative to more expensive cost recovery programs in the GTA. Some courses have never been offered, and are unlikely to be offered, having been developed more than a decade ago. Some of these courses lack relevance or currency in the current environment of management.

The redesigned MBA will offer a compressed number of electives. The 28 proposed electives will be offered as .5 credit courses over six-week sessions. We believe that better representing the actual number of electives being offered will improve students' perceptions of this issue. Not all electives will be guaranteed to run each academic year and will be dependent on course enrolment. Course intentions will allow program personnel to effectively determine student demand for available electives and possibly pop-up topics. Additionally, if an elective is not selected to run due to low enrollment in five years, it will be replaced with a new elective as part of curriculum refresh.

7.0 Resources Needed

Physical Space provided within the TRSM building includes four dedicated classrooms for the graduate programs (TRS 3-099, 3-109, 3-119 and 3-129). Graduate students also have dedicated cubicles with

personal storage spaces, a kitchen room, and the graduate student workroom (TRS 3-182). These dedicated spaces are accessible only to graduate students and staff. There are also six computer labs in the TRSM building. One lab, TRS 3-180 has 90 workstations shared between the TRSM graduate programs and the undergraduate students. The other five computer labs have 264 workstations and are available between classes. The proposed courses will be held during the traditional academic year and there will be adequate physical space and adequate technological resources to meet the needs of the program.

To implement the flexible teaching format proposed, TRSM will need to invest in technologies such as Zoom licenses, cameras, and support personnel for the processing, production and quality assurance for course accessibility. TRSM will continue to work with the Learning and Teaching Office and TRSM computing support services to implement and assess e-learning course design, technology and flex teaching. However, as we scale up the flex teaching format to all courses in the MBA program, additional support resources may be required.

The most urgent issue that needs immediate attention is resolving our facilities concerns. MBA students are, by definition, professionals. They are used to certain minimum acceptable standards regarding facilities. If we want to increase enrollments, we need to improve the quality of the facilities we are able to offer our students. The condition of our facilities is currently working against us by failing to provide a minimum level of functionality and comfort to our students (and faculty). In this redesign facility needs to be addressed will include:

- Janitorial service on weekends.
- Sufficient electrical outlets. Students need access to electrical outlets for their laptops.
- Collaborative classroom furniture. Collaboration is an important part of the MBA program and current classroom furniture is not suitable for collaborative work.

The MBA program is a cohort-based program of 13 credits (remains unchanged), which would require the delivery of seven core courses and will be taught on load by qualified faculty. The remaining elective credits will be spread across academic departments within TRSM and will generally be taught on an overload basis. It will be possible for TRSM to meet requirements with the existing faculty compliment.

8.0 Comparison of the Existing Curriculum with the Curriculum of the Proposed Amended Program

There are new challenges for managers at all levels and in all types of companies, including managing geographically and culturally diverse teams; managing complex and rapidly evolving mixes of technologies, products and services; and managing large, dispersed amounts of data, information and knowledge for operations, customer service and innovation. In consultation with faculty members, community business leaders and Advisory Council members, there is evidence that indicates that the existing programs are not fully meeting the needs of tomorrow's leaders.

The Ted Rogers MBA will meet the needs of industry both within the GTA, nationally and globally — serving as a resource hub for local and global talent, and local entrepreneurship and innovation. The School will help to serve highly qualified students who are not being accommodated by current management programs in the Greater Toronto Area. In common with other management programs, the

revised MBA program will offer full-time and part time, programming leading to the Master of Business Administration degree.

For students entering the program without the requisite Management/Business related course work, the MBA is preceded by a mandatory set of foundation courses - providing some common ground for moving forward together, since they will be entering the program from widely varying disciplines and with varying competencies. Foundation courses are designed to provide students without an educational background in business the opportunity to develop essential skills required for the core courses. Applicants with an undergraduate business degree or those who have taken equivalent courses may be exempt from some or all of these five foundation courses:

- MB8002 Quantitative Methods for Business
- MB8004 Accounting
- MB8005 Finance
- MB8006 Economics
- MB8007 Principles of Management

The structure of the program for the 2020 – 2021 academic year is as shown in Table 8.0:

Table 8.0: Existing Curriculum with the Curriculum of the Proposed Program

Course Structure	Current MBA Global Program	Current MBA MTI Program	Revised MBA Program
Foundation Courses	5 Courses: <ul style="list-style-type: none"> ● Quantitative Methods for Business ● Accounting ● Finance ● Economics ● Principles of Management 	5 Courses: <ul style="list-style-type: none"> ● Quantitative Methods for Business ● Accounting ● Finance ● Economics ● Principles of Management 	5 Courses: <ul style="list-style-type: none"> ● Quantitative Methods for Business ● Accounting ● Finance ● Economics ● Principles of Management
Core Courses	7 Courses: <ul style="list-style-type: none"> ● Strategy in International Business Environment ● Managing in a Diverse World ● Regulation, Government and Social Responsibility Management ● Financial Management ● Investments, Portfolio Analysis ● Advanced International Marketing 	7 Courses: <ul style="list-style-type: none"> ● Technology and Organization Strategy ● Managing in a Diverse World ● Regulation, Government and Social Responsibility Management ● Financial Management ● Innovation and Organization Theory 	7 Courses: <ul style="list-style-type: none"> ● Strategy in a Disruptive Marketplace ● Managing Responsibly ● Financial Management ● Managing Customer Value ● Innovation and Technology Management

	<ul style="list-style-type: none"> ● Research and Communication for Managers 	<ul style="list-style-type: none"> ● Research and Communication for Managers <p>OR</p> <ul style="list-style-type: none"> ● Research and Communication for Business Start-ups ● Global Markets and Technology Trends 	<ul style="list-style-type: none"> ● Business Analytics for Managers ● Leading for Performance and Wellbeing
Integrative Case Competition	Required one week session	Required one week session	Required element of the MBA program.
Capstone	<ul style="list-style-type: none"> ● Major Research Paper <p>In addition, one of the following Options:</p> <ul style="list-style-type: none"> ● Internship ● International Exchange ● Language and Cultural Training 	<ul style="list-style-type: none"> ● Major Research Paper <p>In addition, one of the following Options:</p> <ul style="list-style-type: none"> ● Internship ● International Exchange ● Language and Cultural Training 	<ul style="list-style-type: none"> ● Capstone Project
Elective Courses	<p>3 Credits:</p> <p>Three courses from any Specialization or Elective list</p>	<p>3 Credits:</p> <ul style="list-style-type: none"> ● Three courses from any Specialization or Elective list 	<p>3 Credits:</p> <ul style="list-style-type: none"> ● Three credits of electives ● Electives may be across disciplines or from a clustered theme <p>Note: Students may register for a directed reading course under the supervision of a faculty member. Generally students pursue directed readings on a special topic of interest for</p>

			which there is no timetabled course in the curriculum.
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9.0 A Rationale for Changes to Electives

Through the Ted Rogers MBA core curriculum, students will be immersed in seven core courses that will combine critical business skills and knowledge to develop a well-rounded understanding of organizational issues. Once the core is completed students will have the opportunity to customize their MBA degree with elective courses to complete a comprehensive degree with general electives, or with electives surrounding a theme through completion of specific electives.

Over the past several years and noted as part of the 2016 MBA Global Periodic Program Review, elective courses stem from the original design and approval of a program that listed far more courses in the Academic Calendar than could be offered, given the size of enrollment in the program. Some elective courses have never been offered, and are unlikely to be offered, having been developed more than a decade ago. Some of these courses lack relevance or currency in the current environment of management. In the redesigned MBA, more elective courses are being considered for removal from the Calendar. We believe that better representing the actual number of electives being offered will improve students' perceptions of this issue.

In a session attended by members of the MBA Transformation Committee, participants identified current practices, priorities and future directions for curricular enhancement across MBA electives. Curriculum development, design, resources and delivery methods were explored and a framework for the redesigned MBA began to emerge. Information gleaned from this session allowed the MBA leadership team to create and map a strategy for elective course enhancement.

To address the issue of the availability of electives and relevancy/currency of electives offered, the MBA leadership team undertook wider consultation with the TRSM community providing an opportunity for faculty to propose new electives and/or propose modifications to existing electives.

The consultation process resulted in a list of 36 proposed electives. See Appendix D for a full list of proposed electives. Additionally, a review of contemporary leading practices and future directions in MBA curriculum reinforced the notion that in order to maintain its relevancy and vision for curricular excellence, the Ted Rogers MBA must view the redesigned curriculum as a process and a series of activities that when complete, achieve the goal of a coherent and well-constructed learning experience for students.

We believe that curricular design and delivery should be the product of current, relevant and evidence-based practices, so as to be credible, sustainable and to meet the needs and priorities of learners, faculty, administrators, community, and industry stakeholders. As such, a survey to assess stakeholder perceptions of relevance of electives currently offered and electives being proposed was undertaken. The survey was sent to TRSM Advisory Council Members, MBA Alumni and current Ted Rogers MBA students, as well an identified group of community members. Students, alumni, industry and community members have multiple, and complex roles and relationships that contribute to and affect the quality of the learning experience. The survey was necessary to signal that these relationships are valued, and that TRSM recognizes the unique and distinct qualities of all stakeholders and enables all involved in curricular processes and activities to understand, identify and work towards achieving shared goals.

Survey Results – Advisory Council

The survey was sent to 150 TRSM Advisory Council Members (this represents all TRSM Council members) and we received 41 complete responses (response rate = 27%). A summary of the top 25 electives deemed “relevant or somewhat relevant” are listed in Table 9.0 below. See Appendix C for full survey results.

Table 9.0: TRSM Advisory Council Members - Transformation Survey - Elective Selections				
Theme	Elective Proposed	# of selections "relevant" or "somewhat relevant"	Total Responses	% of Responses
Top 25 Electives				
Digital Enterprise	Integrating AI: Business Process Management Perspective	39	41	95%
Human Resources	Dynamic Decision Making and Problem Solving	39	41	95%
Human Resources	Negotiation and Conflict	38	41	93%
Data Analytics	Predictive Analytics for MBAs	37	41	90%
Human Resources	Organizational Decision Making	37	41	90%
Other specialized electives	Brand Management	37	41	90%
Data Analytics	Social Media Analytics	36	41	88%
Digital Enterprise	Disruptive Digital Transformation	36	41	88%
Human Resources	Talent Management	36	41	88%
Human Resources	Mental Health and Wellbeing in the Workplace	36	41	88%
Entrepreneurship	Becoming Entrepreneurial	35	41	85%
Finance	Cases in Corporate Finance	35	41	85%
Finance	International Finance	35	41	85%
Other specialized electives	Professional Sales	35	41	85%
Data Analytics	Data Science for MBAs	34	41	83%
Human Resources	Strategic HRM	34	41	83%
Other specialized electives	Project Management	34	41	83%

Data Analytics	Fundamentals of Data Science for Management	33	41	80%
Entrepreneurship	Funding Your Start-up	33	41	80%
Other specialized electives	Global Issues	23	41	56%
Consulting	Acquiring Consulting Skills & Processes	31	41	76%
Data Analytics	Causality and Causal Inference Methods	30	41	73%
Finance	Personal Finance	30	41	73%
Consulting	Understanding Consultants & Consulting	29	41	71%
Digital Enterprise	Sourcing Digital Services	29	41	71%

Survey Results – Current Ted Rogers MBA Students

The survey was sent to 176 Active MBA students and we received 46 responses (response rate = 26%).

MBA Current Students - Transformation Survey - Elective Selections				
Theme	Elective Proposed	# of selections "relevant" or "somewhat relevant"	Total Responses	% of Responses
Top 25 Electives (not including pop-ups)				
Consulting	Acquiring Consulting Skills & Processes	40	46	87%
Data Analytics	Fundamentals of Data Science for Management	36	46	78%
Data Analytics	Predictive Analytics for MBAs	36	46	78%
Digital Enterprise	Integrating AI: Business Process Management Perspective	36	46	78%
Finance	Investment and Portfolio Management	35	46	76%
Consulting	Understanding Consultants & Consulting	34	46	74%
Finance	International Finance	34	46	74%
Human Resources	Organizational Decision Making	34	46	74%
Other specialized electives	Project Management	34	46	74%
Other specialized electives	Brand Management	34	46	74%
Other specialized electives	Professional Sales	34	46	74%
Data Analytics	Data Science for MBAs	33	46	72%
Human Resources	Negotiation and Conflict	33	46	72%
Human Resources	Dynamic Decision Making and Problem Solving	33	46	72%
Data Analytics	Social Media Analytics	32	46	70%
Finance	Cases in Corporate Finance	32	46	70%
Digital Enterprise	Disruptive Digital Transformation	31	46	67%
Entrepreneurship	Becoming Entrepreneurial	31	46	67%
Entrepreneurship	Funding Your Start-up	31	46	67%

Data Analytics	Causality and Causal Inference Methods	29	46	63%
Human Resources	Talent Management	29	46	63%
Human Resources	Strategic HRM	28	46	61%
Digital Enterprise	Sourcing Digital Services	27	46	59%
Finance	Personal Finance	27	46	59%
Entrepreneurship	Scaling Production	25	46	54%

Survey Results – Ted Rogers MBA Alumni

The survey was sent to 705 Ted Rogers MBA Alumni. (The TR MBA has 1103 alumni, of those we have 705 active e-mail addresses on file). We received 155 responses (response rate = 22%).

MBA Alumni - Transformation Survey - Elective Selections				
Theme	Elective Proposed	# of selections "relevant" or "somewhat relevant"	Total Responses	% of Responses
Top 25 Electives (not including pop-ups)				
Data Analytics	Fundamentals of Data Science for Management	132	155	85%
Human Resources	Negotiation and Conflict	132	155	85%
Other specialized electives	Project Management	132	155	85%
Digital Enterprise	Integrating AI: Business Process Management Perspective	131	155	85%
Finance	Cases in Corporate Finance	130	155	84%
Human Resources	Organizational Decision Making	128	155	83%
Human Resources	Dynamic Decision Making and Problem Solving	126	155	81%
Digital Enterprise	Disruptive Digital Transformation	126	155	81%
Data Analytics	Data Science for MBAs	125	155	81%
Data Analytics	Predictive Analytics for MBAs	125	155	81%
Consulting	Acquiring Consulting Skills & Processes	122	155	79%
Finance	Investment and Portfolio Management	121	155	78%
Other specialized electives	Brand Management	119	155	77%
Entrepreneurship	Becoming Entrepreneurial	115	155	74%
Human Resources	Talent Management	115	155	74%
Consulting	Understanding Consultants & Consulting	114	155	74%
Finance	International Finance	114	155	74%
Other specialized electives	Professional Sales	114	155	74%

Entrepreneurship	Funding Your Start-up	112	155	72%
Data Analytics	Social Media Analytics	109	155	70%
Digital Enterprise	Sourcing Digital Services	108	155	70%
Entrepreneurship	Scaling Production	106	155	68%
Human Resources	Strategic HRM	105	155	68%
Finance	Personal Finance	103	155	66%
Data Analytics	Causality and Casual Inference Methods	97	155	63%

Survey Results – Qualtrics Panel

The survey was completed by 268 people in Southern Ontario, ranging from ages 23-29 in age, with completed post-secondary education

MBA Panel - Transformation Survey - Elective Selections				
Theme	Elective Proposed	# of selections "relevant" or "somewhat relevant"	Total Responses	% of Responses
Top 25 Electives (not including pop-ups)				
Finance	Personal Finance	232	268	87%
Other specialized electives	Professional Sales	230	268	86%
Human Resources	Dynamic Decision Making and Problem Solving	227	268	85%
Other specialized electives	Project Management	227	268	85%
Other specialized electives	Brand Management	227	268	85%
Human Resources	Negotiation and Conflict	226	268	84%
Human Resources	Organizational Decision Making	224	268	84%
Finance	Investment and Portfolio Management	222	268	83%
Human Resources	Mental Health and Wellbeing in the Workplace	222	268	83%
Finance	International Finance	220	268	82%
Consulting	Understanding Consultants & Consulting	218	268	81%
Entrepreneurship	Funding Your Start-up	216	268	81%
Finance	Cases in Corporate Finance	216	268	81%
Consulting	Acquiring Consulting Skills & Processes	212	268	79%

Data Analytics	Social Media Analytics	211	268	79%
Digital Enterprise	Integrating AI: Business Process Management Perspective	211	268	79%
Other specialized electives	Global Issues	211	268	79%
Data Analytics	Predictive Analytics for MBAs	210	268	78%
Entrepreneurship	Becoming Entrepreneurial	210	268	78%
Data Analytics	Fundamentals of Data Science for Management	209	268	78%
Human Resources	Talent Management	208	268	78%
Human Resources	Strategic HRM	204	268	76%
Entrepreneurship	Scaling Production	196	268	73%
Digital Enterprise	Sourcing Digital Services	195	268	73%
Data Analytics	Causality and Causal Inference Methods	190	268	71%

In addition to electives offered on an on-going basis, the redesigned MBA will offer “Pop-up” classes related to current events and trends in industry. The temporary nature of the courses is intentional. They are pop-up courses, worth course credits, that are meant to encourage students to engage critically with the world’s events as they unfold. Similar to pop-up shops and restaurants, these courses only last a short time. The goal is to enhance the creative capacity of TRSM students and teach them to navigate ambiguity, and to foster experiential learning.

TRSM faculty will be encouraged to propose pop-up topics in management. It is particularly appropriate to experiment with pop-up course design and delivery as the redesigned MBA aims to challenge TRSM’s assumptions about traditional course offerings.

The benefits of pop-up courses are especially clear for professional schools. The format may be best suited to teaching a particular skill or new technology, and they tie students closer to the industries they hope to enter.

Elective Clusters

As part of the electives requirement, students may take specific courses targeted towards a theme. A theme will help students pursue their advanced studies more deeply and broadly. Students who pursue this route, do not need to declare. With a compressed set of electives available students will now have more options to customize their MBA education. Please refer to the table below for the themes.

Clustered Theme	Proposed Electives
Consulting	<ul style="list-style-type: none"> ● Acquiring Consulting Skills & Processes ● Understanding Consultants & Consulting
Data Analytics	<ul style="list-style-type: none"> ● Causality and Causal Inference Methods ● Data Science for MBAs ● Fundamentals of Data Science for Management ● Predictive Analytics for MBAs ● Social Media Analytics
Digital Enterprise	<ul style="list-style-type: none"> ● Disruptive Digital Transformation ● Integrating AI: Business Process Management Perspective ● Sourcing Digital Services
Entrepreneurship	<ul style="list-style-type: none"> ● Starting Your Startup ● Developing Your Startup
Finance	<ul style="list-style-type: none"> ● Cases in Corporate Finance ● International Finance ● Investment and Portfolio Management ● Personal Finance
Human Resources	<ul style="list-style-type: none"> ● Dynamic Decision Making and Problem Solving ● Mental Health and Wellbeing in the Workplace ● Negotiation and Conflict Management ● Organizational Decision Making ● Strategic HRM ● Talent Management
Other Specialized Electives	<ul style="list-style-type: none"> ● Brand Management ● Professional Sales ● Project Management ● Pop-up Topics In Management
Sport Business	<ul style="list-style-type: none"> ● Sport Business Strategy ● Sport Business Marketing

10.0 Description of Each New or Amended Course (calendar format)

Employers say they want MBAs who are creative and collaborative, and who can step in as leaders their first day on the job. Students say they want to learn to think strategically, work in teams and tackle issues that affect real businesses. In the fall of 2020, TRSM will roll out a new MBA curriculum that responds to these demands and goes beyond. The curriculum renewal is the most sweeping in the program's history. The redesigned curriculum will be innovative and reflect emerging trends in the business world and, at the same time, demonstrate our entrepreneurial drive to stay ahead of the curve in business education.

The changes made are building on a program that already was delivering a solid MBA education but TRSM can't afford to stand pat and expect to stay competitive with the best business schools. This redesign was an assessment of the MBA offering top to bottom.

The broad curricular objectives of the redesigned MBA program are to provide students with the ability to:

- Apply best practices to solve managerial issues
- Integrate theories and practice to perform strategic analysis
- Demonstrate effective written forms of communication and oral business presentations
- Implement leadership skills to work effectively within diverse teams
- Identify and analyze ethical responsibilities of businesses
- Apply decision-making techniques, both quantitative and qualitative analysis, to management issues

These objectives are accomplished through coursework, faculty-student interaction, and the in-depth analyses of problems in the context of a thesis.

Core Course Synopsis:

The Ted Rogers MBA core curriculum consists of seven one-semester courses. A staple of the MBA experience, the core curriculum is designed to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to every business leader's success. Taught by full-time professors, the core leaves students with practical knowledge; case-based lessons and collaborative learning models train students to analyze, decide, and lead while creating a common student experience that fosters a deep sense of community.

Community building begins right at the start of the MBA program, as admitted students are assigned to cohort of fellow students who take all of the core classes together. As diverse as the class itself, each cohort is made up of people from all over the world, with a wealth of different skills, ideas, leadership styles, and backgrounds. By sharing so much of the academic experience together, cohorts become especially close, and this closeness invites a richer learning environment, one where students are more comfortable challenging ideas and each other.

Leading for Performance and Wellbeing

This course will expose students to key theories of leadership, central debates about the obligations of leadership, the role of leaders in modern organizations, and the importance of self-awareness for effective leadership. The goal of this course is to encourage you to think critically about leadership as both a practice and a field of study. Through an examination of theoretical and popular

conceptualizations of leadership, case analysis, applied readings, and self-reflection, the material is designed to help you develop your abilities as a leader and a follower.

Managing Customer Value

This advanced marketing course examines the delivery of value from B2C and B2B perspectives. It focuses on how management of relationships and processes across the value chain contribute to the delivery of value to stakeholders, including shareholders, customers, and community members. The course provides insight into marketing strategies and actions that disrupt the marketplace, society, and sustainability.

Innovation and Technology Management

This course prepares students to manage in turbulent, high technology environments characterized by digital transformation of industries. In their course assignments, students will critically evaluate questions about innovation, such as: What is innovation? How does it unfold? How do organizational structures enable and constrain innovation? What would a manager need to know in order to effectively manage innovation? What types of competitive dynamics emerge in industries experiencing significant innovations? How do management fads affect innovation? How does the larger context of society affect innovation? Students will learn how ways of structuring and managing organizations can foster or stifle innovation.

Strategy in a Disruptive Marketplace

This course is key to the MBA program, providing students with the strategic foundation around which they can build their MBA journey. It is a dynamic course, requiring significant advance preparation, both individually and in groups, and extensive class interaction. Students will be exposed to both traditional approaches to strategy and the new dynamic world in which organizations must now compete. Students will address both multi-divisional corporate strategy issues as well as specific strategic choices for individual business units.

Central to the course is the use of case analysis. Students will be formed into teams of six (a maximum of eight teams in the course) and will prepare nine cases for classroom submission. In Week 2 all teams will present a solution to an assigned case. In subsequent weeks two teams will present each week, on the same case, and a third team will prepare an assessment of each team's presentation. In addition, except for the first case, all teams will provide a written submission, following a standard case framework. Thus, all teams will be well prepared for the related classroom discussion.

In addition, students are expected to prepare their own industry analysis of an industry either selected by them or assigned by the professor.

Financial Management

Building on the foundations in Accounting and Finance, this course further develops an understanding of the challenges for sound financial planning and management in a global environment. Students learn the risk return characteristics of various international financial markets and financial instruments. Topics include financial instrument valuation (stocks, bonds and derivative securities), going public decisions,

initial and seasonal equity offerings, joint venture, venture capital firms and international entry decisions.

Business Analytics for Managers

This course introduces basic data science techniques of Business Analytics in support of evidence-based management. The objective of the course is to help students develop competence for formulating and analyzing business problems, and interpreting the results of data analysis using various business analytics software tools. The course follows an *outcomes based action learning* approach that entails intensive hands-on problem solving with software tools [such as EXCEL Analytics Platform]. The primary focus is on developing competence for applying business analytics techniques for strategic decision making, and improving organizational performance and innovation capabilities. Effective communication is a significant dimension of business analytics work. Students will be expected to construct evidence based arguments for short business cases in order to present the analytics results in a manner appropriate for management consumption

Key topics include: (1) Descriptive Analytics: Visualizing and Exploring Data using distributions (2) Performance Analytics using Theory of Constraints Analysis and Linear Optimization; (3) Predictive Analytics: Market Demand Forecasting using Trend Lines and Forecasting Models for Time Series data; (4) Risk Analytics using Simulation, Decision Trees and Payoff Tables. Each lecture/session comprises theory/concepts and a hands-on problem solving application of the data analytic models. Students will be taught to utilize data analytic software tools to apply these techniques to analyze data and identify patterns in order to derive meaningful managerial insights. Students should expect homework assignments requiring the application of the analytic models to real-world business case problems.

Managing Responsibly

This course focuses on the relationship between law, ethics, and corporate social responsibility as they relate to management. Students learn the importance of law as a facilitator in developing successful business strategies and explore the mutuality reinforcing relationship between law and corporate social responsibility in areas such as corporate governance, environmental protection, privacy, corruption, and free trade agreements. Through an examination of these themes, the course provides students with analytical tools for identifying ethical problems and a framework for managing ethical conduct in organizations.

Integrative Case Competition 1 and 2 (Required element of MBA Program)

This course is comprised of case competitions for students. Students will be given a written case and a live case from a partner company for the second session. Working with faculty and corporate mentors, teams will produce an oral presentation for corporate judges and a consulting report. The themes will be future-focused, combining state-of-the-art technologies with human resources implications. Part-time students will be accommodated with sessions being hosted over weekends.

Capstone Project Options

Students, working in teams under the general guidance of a faculty member, will execute a consulting project for a real client. The project will address a significant problem faced by the client and will allow the students to interact with the client organization to investigate the problem and develop possible

solutions. The aim is to challenge the students to disrupt the marketplace and provide the organization with actionable, innovative ideas.

This capstone project offers students options to integrate knowledge gained from prior courses and experiential activities, based on their career interests. Examples:

1. Management Consulting - Students interested in consulting will have the opportunity to develop skills in managing a real consulting project with a real client from proposal to completion, drawing on the knowledge and skills developed in their MBA journey. The student team will be responsible for all aspects of the client relationship, with a faculty member acting as adviser and observer.
2. International or Canadian Experience - This capstone option allows students to gain an understanding of a specific cultural, business, political, and economic environment impacting businesses. They will meet with business executives and with community stakeholders. Under the guidance of a faculty member, students will work with a community group or business to transfer knowledge or solve a problem. Students will attend pre-travel training and bootcamp sessions prior to departing to select destinations. In the host countries/communities, students will gain first-hand experience and an understanding of a unique business culture directly from industry experts. Students will visit local companies and participate in cultural activities.
3. Entrepreneurial Experience – Based on a selection process, students will have the opportunity to develop a plan to start up a business or further develop an existing start-up.

Early on in the process of selecting an option for the capstone project, students may consult a curriculum advisor to see if there are recommended electives. Prior to the capstone semester students will attend bootcamps/workshops to identify likely clients and form their teams. The project may include the collection of both internal and external data. During the project, students will produce a project proposal/plan, including a work schedule, one or more interim reports to the client and the final report, which will include a presentation to the client.

Elective Course Synopsis

Understanding Consultants & Consulting

Management consulting is a major service industry. This course will examine the nature of consulting work, firm structure and the services that are provided, as well as the ways in which consultants and clients work together successfully. Both the theory and the practice of consulting will be addressed. This course will be relevant to students who anticipate being external or internal consultants and includes elements of self-assessment and career planning.

Acquiring Consulting Skills & Processes

This course will examine consulting process models and their application, and help students develop specific skills to assist in their consulting careers. Students will study real life consulting projects with practitioners in order to explore consulting skills, roles, skills and services.

MT8809: Starting Your Startup This foundation module is designed to stimulate the student's interest in entrepreneurship, thereby cultivating the entrepreneurial spirit. By means of case studies, articles, videos and presentations, students will begin by learning from prominent entrepreneurs who have demonstrated commitment, passion, risk-taking, strategic thinking and implementation, with the ability

to develop core competencies as they create and grow their successful enterprises. Building on these case stories, students will gain a foundation of the theories behind successful entrepreneurship activities and begin an experiential journey into the early stages of starting a new venture and discover the issues and responsibilities facing a new business owner. Whether or not students actually start a business on their own, they will develop an appreciation for the challenges facing the entrepreneur

Developing Your Startup

This experientially based course will empower students to use 21st century entrepreneurship techniques to work on their own business idea. This course focuses on the practical aspects of the start-up and management of a new venture. Students will be exposed, through in-class exercises, to various modern tools used to build their new venture. Students will undertake a major field exercise with early adopters to investigate product fit and likely business models. The fieldwork is finalized in the classroom through facilitated peer discussion.

Social Media Analytics

The Social Media Analytics Course will help students develop a deeper understanding of social media and big data analytics techniques and platforms. Specifically, students will learn how to derive actionable business intelligence from publicly available social media data sets; while following privacy and ethical frameworks of working with user-generated data. Student will also learn how to select the appropriate KPIs and measurement tools to support strategic decision making and improve organizational performance. The course will feature a number of hands-on, experiential learning exercises using commonly available business analytics software tools throughout the term.

Fundamentals of Data Science for Management

This course introduces basic data science techniques for evidence-based management. The objective of the course is to help students develop competence for formulating and analyzing business problems, and interpreting the results of data analysis using various business analytics software tools. The course follows an outcomes based action learning approach that entails intensive hands-on problem solving with software tools. The primary focus is on developing competence for applying basic data science models for strategic decision making, and improving organizational performance and innovation capabilities. Effective communication is a significant dimension of business analytics work. Students will be expected to construct evidence based arguments for short business cases in order to present the analytics results in a manner appropriate for management consumption

Data Science for MBAs

This course introduces MBA students to the fundamentals of data science to leverage extensive proprietary data resources held by firms and businesses of all sizes. The past two decades have witnessed a massive growth in data sets. However, businesses lack the expertise needed to leverage their vast data resources. Thus, businesses are data-rich, but insights poor. This course equips the MBA students with the fundamental knowledge of data science needed to manage, manipulate, and organize datasets.

Predictive Analytics for MBAs

This course introduces MBA students to the fundamentals of predictive analytics to leverage extensive proprietary data resources held by firms and businesses of all sizes. The past two decades have witnessed a massive growth in data sets. However, businesses lack the expertise needed to leverage their vast data resources. Thus, businesses are data-rich, but insights poor. This course equips the MBA students with the fundamentals of predictive analytics with time series and cross-section data.

Causality and Causal Inference Methods

Most business analytics (BA) courses focus on teaching analytical methods that identify correlations, classes, and associations among relevant variables, when the ultimate goal of BA is actually to identify cause-and-effect relationships, in order to design the appropriate policies, strategies and business plans. This course introduces the body of knowledge on causality and causal inference that has emerged during the last 3 to 4 decades. The course material builds up on the core BA course. It aims to provide students with: 1) an in-depth CONCEPTUAL understanding of the challenges and issues around the identification of cause-and-effect relationships, as well as 2) the TECHNICAL aspects, algorithms and tools to carry out causal analyses.

Mental Health and Wellbeing in the Workplace

This course introduces and applies key management functions and related concept/ ideas as applied in organizations in the Home and Community Care sector. Mixing lectures and cases, scenarios and/or simulations, students acquire the language of management as they assess situations faced by coordinators and providers of care in the community. Key concepts covered include ethics, leadership, organization behaviour and theory, innovation and change management, entrepreneurship. Management functions covered include human resources, marketing and entrepreneurship.

Negotiation and Conflict

The primary objective of this course is to help students develop the sophistication to analyze bargaining and conflict relationships and to learn (through class discussion, bargaining simulations and self-assessment) about their own individual bargaining style. The course explores the process of collective bargaining as it is currently practiced by organizations and their unions, as well as the major concepts and theories of the psychology of bargaining and negotiation that this process embraces.

Dynamic Decision Making and Problem Solving

The work of leaders, of government officials and many other professionals, the work that steers the course of many economic and governmental organizations, is largely work of making decisions and solving problems. It is work that involves collecting information, setting goals, finding or designing suitable courses of action, and evaluating and choosing among alternative options. Indeed, managers are constantly bombarded with information that may or may not be reliable or useful. They must regularly choose courses of action in the face of many uncertainties, often much more rapidly than they would like. Effective decision-makers are those who consistently identify and choose the best option among multiple alternatives. Their decisions are strategic, creative, reasoned, and defensible. This course is designed to introduce students to the fundamentals and principals of decision-making and integrative thinking in a dynamic and competitive business environment. It will expose students to theories of thinking, judgment and decision-making, creativity, learning from feedback, and causal reasoning.

Strategic HRM

This course develops competencies in managing a global workforce. Specific topics include the behavioural impact of cultural differences, alternative approaches to organizational structure, cross cultural communication challenges, management of diverse groups, leadership and employee motivation techniques for global managers, and conflict resolution across cultures. Students will assess their own managerial and leadership competencies and develop a personal plan for skill development. A key component of this course is the online Human Resources Management (HRM) simulation. The HRM simulation is an on-line competitive simulation where students take on the role of Human Resource Director for a growing organization.

Organizational Decision Making

One of the most important roles of a leader, regardless of where s/he sits in the organization, is making decisions that guide an organization or unit toward success. Leaders make a variety of strategic and tactical decisions for their group, including those about the strategy of the unit, who is on the team, how the unit will function, and how resources are deployed in pursuit of a goal. Organizational decision-making involves vision, passion, the ability to make decisions under pressure and uncertainty, and the ability to motivate others toward one's vision. Dive into complex managerial issues with this course. You will begin to gain insight into the perspective of a senior manager or leader and to understand the larger context of management. Through experiential exercises and detailed feedback from your peers and the professor, you'll enhance your decision-making. You also will focus on developing your managerial skills, including managing in a global context.

Talent Management

Companies often describe the people they employ as their most important asset. The best companies view talent as a competitive differentiator and a key area where the acquisition, engagement, development, and retention of talent is a strategic priority. Talent management involves individual and organizational development in response to a changing and complex operating environment. It is not just limited to attracting the best people from the industry but also a continuous process that involves sourcing, hiring, developing, retaining and promoting them while meeting the organization's requirements simultaneously. This course will equip students with the necessary skills and knowledge required for talent recognition, management, retention and development; a sure way to ensure continuity and success. It will expose students to methods and practices to identify, acquire, engage, and develop talent; focuses on the development of leaders within an organization; and examines how executive succession is managed. The course will also culminate with a project and in class presentation that allows learnings throughout the semester to be shared and reflected with the full cohort group.

Investment and Portfolio Management

The objective of the course is to understand the fundamental theory and the characteristics of stock, bond and derivative securities. The course will also teach how to apply the knowledge of the securities in portfolio management. It will cover analysis of equity, fixed income, derivative and alternative investments. In the second half of the course, portfolio management will be covered. After completing the course, students will be able to answer investments, equity, fixed income, derivatives and portfolio management part questions of CFA first level questions successfully.

International Finance

In this course, financial theory will be applied to a variety of international finance issues including interest rates, exchange rates, corporate valuation, securities valuation, risk management, and foreign currency derivatives. Practical solutions to real world financial issues will be explored. Students will learn how to evaluate the financial position of a corporation or a trader through examination of portfolio composition, how to analyze financing and investment problems using discounted cash flow framework, how to evaluate the impact of different financing and investment decisions on the multinational corporations' shareholders' wealth, and how various interest and foreign exchange rates are formed. Upon completion of this course, students will be able to name and discuss the issues in international finance and will be able to demonstrate this knowledge by being able to evaluate possible outcomes for various courses of financing and trading actions. This includes analyzing key international economic variables, understanding the international financial system, and application of principles and theories of international finance to corporate financing, investment, and trading.

Cases in Corporate Finance

This course is designed to provide students with a real life, integrated, experience in Advance Corporate Finance topics such as corporate valuation and governance, M&A, and corporate restructuring. Real life cases are used, along with a variety of others in order to give students the chance to develop their skills with respect to real life cases.

Personal Finance

The objective of this course is to introduce students to the subject of personal financial decision making. We will explore the role of the individual decision maker and the role of the financial advisor. Major areas covered by the course are budgeting, tax planning, financing, protecting your assets and income, investments, retirement, and estate planning. You will learn how logic and emotions affect personal financial decisions. After taking this course, you will have learned the tools and activities that will help you manage your own money, and manage money for other individuals and families.

Disruptive Digital Transformation

This elective provides a holistic business view of disruptive digital transformation, with the perspectives of strategy, technology, and transformative change for individuals, the organization and society. Disruptive strategies dominate the business landscape. Powered by digital technologies, new start-ups and established organizations are rapidly creating innovative business opportunities and are challenging traditional business models. Canadian businesses compete with each other locally but the true threat comes from competitors that create global impact using disruptive technologies. Uber threatens local taxi firms, Netflix challenges Canadian cable companies, and Canadian banks now see Apple as a non-traditional financial service rivals. Indeed, Facebook or Bitcoin may displace sovereign currencies.

Integrating AI: Business Process Management Perspective

Artificial intelligence (AI) is fast growing and has been increasingly applied to improve business process performance. This course aims to equip students with fundamental knowledge of AI and concepts and techniques in business process analysis and design through hands-on exercise and guest lectures who

are AI practitioners. Students will learn commonly used notation Business process management notation (BPMN) to capture business processes and easy-to-use tools for diagramming and analyzing business processes. The course is practical in nature, so students shall be able to apply the course content to their work. Ultimately, students are expected to develop a deeper understanding of how AI could be applied to facilitate, not to replace, human beings for better process performance.

Sourcing Digital Services

This two part MBA elective is designed to educate and inform students who will participate in selecting, contracting, managing and evaluating external providers of digital services. The electives can be taken back-to-back or individually. In 1990s and 2000s, industry coined the term IT Outsourcing, often with services delivered from offshore locations. With the advent of cloud services and related digital technologies, the global outsourcing market of \$85 billion has evolved from outsourcing assets such as data centres, servers and software, to a model where organizations acquire digital services as needed. For example, software as a service and cloud data storage, are commonly used by most organizations today. This program prepares students who will be buyers of these services. Often, the services are delivered by some of the largest organizations in the world, such as Amazon, Apple, IBM and Microsoft. A well-educated buyer can begin to understand and manage the sourcing process with the knowledge from this course.

Financial Management and Analysis for Sport Media & Marketing

This course is designed to discuss the fundamental financial management and analysis problems for the sport media and marketing industry. The main objective of this course is to a) develop an understanding of the tools that are used to value sport media and marketing projects and companies (valuation) b) interpret how firms should consider funding related investments (financing) and c) evaluate how valuating and financing decisions are related within the broader sport marketing and marketing industry. In addition, this course will address the variety of unique problems and questions that confront the financial officer of sport media and marketing firms.

Pop-up Topics in Management

This course provides students with the opportunity to pursue advanced studies on interdisciplinary issues and themes of emerging and current significance in Management. It allows students to access leading-edge research and to explore new and emerging theories and models of practice. The particular theme, topic, and structure of the course may vary in response to changes and trends in the field, availability of specialists, and student interest.

Project Management

This course focuses on both the science of project management and the art of managing projects. While exploring common theoretical methods and reviewing the content of the Project Management Book of Knowledge (PMBOK), the major course objective is to provide a comprehensive, integrated understanding of the effective project management process with particular emphasis on its application to real-world business and technology projects. The course will cover project, program and portfolio management concepts enabling students to understand the role of sponsors, managers and experts in the project management process.

Brand Management

This course examines product and service innovation in media industries and investigates trends in consumption of media products and services. It introduces students to ways of understanding consumer behaviour with respect to media products and services. The course examines methods and models that treat consumers as customers, users, and audience members.

Professional Sales

This course in professional selling focuses on the advanced study of the sales process including relationship and account management, negotiation, team selling, sales leadership, and sales technology. It will use active learning methods that will allow you to gain professional sales experience through practice and applied learning. This will be accomplished through a combination of business case class discussion, sales training from experts in the field, and role-play opportunities. Professional selling is an essential component of the promotion or communication mix. After all, there can be no business if there are no sales transactions. Selling is something everybody is involved with even if it is in the form of selling people, opinions, and ideas or proposals as opposed to traditional products/services. You will gain practical influencing and professional selling skills that you can use in any field of business.

Sport Business Strategy

This special topics course will focus on fundamentals of both sport business-level and corporate-level strategy. The course is designed to introduce a wide variety of modern sport strategy frameworks and methodologies, including methods for assessing the strength of competition, for understanding relative bargaining power, for anticipating competitors' actions, for analyzing cost and value structures and their relevance to competition, and for assessing potential changes in the scope of the firm. A sport business strategy consulting project will be the final capstone group project for this course.

Sport Business Marketing

This course is designed to discuss the fundamental management and marketing problems for the sport business industry. The main objective of this course is to a) develop an understanding of the tools and scope that are used to drive leading sport business marketing strategy and relationships within the broader sport marketing industry. In addition, this course will address the variety of contemporary problems and opportunities that confront sport business marketers.

Directed Reading

This course gives students space to study literature that explores the full theoretical and contemporary scope of readings pertaining to a topic of interest. Under the guidance of the professor, the student will select a topic and investigate the area of specialization. The course will involve the exploration of the literature in a particular area guided by a member of the faculty with whom the student will meet regularly to discuss the readings. Students must seek out the approval of the MBA Program Director and faculty instructor prior to enrolling in this course.

11.0 How and When Changes will be Implemented, and Communication Strategy

The modifications made to the MBA program have been presented to and ratified by TRSM's GPC and Faculty Council.

The TRSM GPC is an extension of the TRSM Faculty Council and is accountable for the ongoing development and improvement of the MBA program. The GPC is made up of faculty representatives from each of the teaching areas within TRSM and is led by the Director of Graduate Programs. With respect to program assessment, the GPC is responsible for ensuring student's achievement of the learning goals and outcomes of the program and recommending adjustments and innovations to the program, where warranted. To this end, the GPC is supported by the TRSM Accreditation team who will be responsible for executing the program assessment methodology and providing reports to the GPC on student's achievement of the learning outcomes of the program.

The target implementation date for the revised MBA program is fall 2020. For current students who are yet to complete their core program of study prior to fall 2020, course substitutions will be provided. The intention is to stream existing students to the revised program requirements.

The redesigned program represents the best of both the MBA Global and MBA MTI programs. It should be noted that core courses remain at the same credit value and only elective offerings will be delivered in a compressed .5 credit format.

The program is confident that students currently in program will benefit from transitioning to the redesigned MBA requirements as it will provide them with greater flexibility, a redesigned selection of electives that reflect current management topics and an opportunity to customize their capstone experience.

This GPC provides input and advice on the structure and wording of program-level learning outcomes, as well as the best way to measure/assess those outcomes. The Accreditation team will collect artifacts to be used to assess each learning outcome, in accordance to the Curriculum Map provided. The Accreditation team provides the GPC with a yearly report on the achievement of learning outcomes by students in the program that year.

The TRSM Graduate Programs Marketing and Recruiting team already conducts marketing activities. Once the proposed redesign is approved, the TRSM Marketing and Communications unit and Graduate Programs Marketing and Recruitment team will begin messaging that highlights the new and innovative curriculum, with particular focus on the flexibility that differentiate the program. Students in the MBA program are members of TRSM. The program Director provides a student orientation program for graduate students and also provides ongoing information and support through a variety of methods such as the program website and professional development workshops. The MBA program Director organizes specific graduate orientation for all new graduate students as well as ongoing communication electronically.

12.0 Implications for External Recognition and/or Professional Accreditation

TRSM received initial accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in 2011. AACSB conducted an external Continuous Improvement Review of our program offerings in January 2017 and TRSM received re-accreditation for an additional five years. AACSB provides internationally recognized, specialized accreditation for business and accounting programs. AACSB accreditation ensures a level of currency and quality of offerings including the latest ideas in business, theories and practical skills. Less than 5% of the world's 13,000 business programs have earned AACSB accreditation.

Since the launch of graduate degrees in 2007, TRSM has had a renewed focus on research to complement its success in imparting undergraduate business education. The renewed focus on research got a boost when TRSM was accredited by AACSB. To maintain accreditation, TRSM associated faculty members are required to generate scholarship in a variety of formats, including top-tier journal publications. Unlike other disciplines, business schools are subject to various rankings, which influence their reputation and the ability to attract faculty, students, and philanthropic interest. Research excellence and productivity are key to the success of TRSM. The faculty's SRC plan identifies improving research productivity and excellence as a desired goal.

The proposed program changes will have no impact on TRSM's re-accreditation efforts with AACSB.

13.0 Views of the Graduate Program Council

The MBA Modification Proposal was first circulated to the TRSM Graduate Program Council (GPC) on September 23, 2019. On Sept 30 the committee met to discuss and share their feedback on the proposal. Minor modifications were proposed. At the September 30, 2019 GPC meeting the following motion was put forward and unanimously agreed upon:

“ to approve the MBA Modifications proposal modified as per today's discussion to be circulated among the TRSM Faculty for review”

Following amendments, the proposal was circulated for comments to the TRSM community on October 2, 2019. TRSM community members were asked to provide feedback by October 16, 2019. A total of six individuals shared comments on the proposal, one of whom wrote a departmental response on behalf of faculty members. Please see Appendix H for detailed respondent feedback and the program's response prior to the GPC motion to forward the proposal for Faculty Council approval. Individual respondents were provided with a personalized program response. Again, minor modifications as suggested were incorporated into the proposal.

On October 24, 2019, a revised proposal was sent to the GPC for discussion at its October 31, 2019 meeting. Meanwhile, ongoing email and in-person discussions took place with members of the TRSM department of Law and Business to address their concerns over the perceived lack of topic coverage in the redesigned core curriculum in Ethics, Corporate Social Responsibility and Business Law.

On October 30, 2019, the department of Law and Business submitted an additional email communication to be presented for GPC consideration.

On October 31, 2019, the MBA Modifications Proposal was discussed at the GPC meeting with a particular emphasis placed on the concerns and feedback expressed by the department of Law and Business.

The following is a consolidated summary of comments expressed by members of the TRSM GPC:

- There was a process undertaken by the MBA Transformation Committee to redesign the core curriculum and that process should be respected.
- Ethics and CSR are important topics and outlined in the proposed learning outcomes and should permeate the entire program.
- Upon reviewing topics in the proposed core, there is currently 21 hours of CSR and Ethics content interwoven across the core program.
- The department of Law and Business was approached to provide expert content development, delivery and evaluation of key concepts and topics to be integrated across the core but declined this approach.
- There are never enough slots available to have everyone's wishes accommodated.
- The implication that the department's topic expertise won't be handled well by others might be addressed by having department experts collaborate and deliver in a formalized teaching arrangement in units in the core curriculum. Additionally, the department is invited to offer pop-up courses, providing content oversight and/or take the opportunity to propose elective courses in the future.
- MBA programs need to be dynamic and allow students to "pick their own adventure". CSR is an important topic and should be incorporated into the program.
- The committee did not target any course for exclusion.

Resulting from the above discussion, three motions were put forward for consideration:

Motion 1: To include the MB/MT8108 as a core course in the redesigned MBA curriculum

Result Motion 1: Defeated Unanimously

Motion 2: To amend the MBA Modifications Proposal by articulating how to infuse key concepts and topics, including ethics and CSR, across the proposed core curriculum.

Result Motion 2: Passed Unanimously

Motion 3: To approve the MBA Modifications Proposal with the amendment proposed and to forward to Faculty Council for approval at its November 13, 2019 meeting.

Result Motion 3: Passed Unanimously

On November 8, 2019, following consultation with the Dean, a friendly amendment to the previously voted upon motion related to the MBA Modifications proposal as put forth and approved by members of the GPC on October 31, 2019 was proposed. The amendment proposed respected the spirit and concerns expressed by colleagues in the Department of Law and Business, wider TRSM community and the intentions of GPC regarding the removal of MB8108 : Regulation, Government and Social Responsibility Management course from the core curriculum of the revised MBA program. Noting the lateness of feedback received and pending Faculty Council date, an electronic vote of GPC members took place on the following motion:

Motion: To approve the MBA Modifications Proposal by accepting a friendly amendment that stipulates that topics of "ethics, sustainability and regulation" are critical in MBA education and to include one core course on these topics in the redesigned MBA program and to forward to Faculty Council for approval at its November 13, 2019, meeting.

The motion to approve the amendment was carried. Of the 21 voting members, 11 members voted in favour, 1 not in favour, and there was one abstention.

This amendment necessitated revisions to the MBA proposal. In the interest of advancing the redesign of the MBA program, a modified agenda was sent to Faculty Council on November 12, 2019 with the following motion:

Motion: To approve the MBA Modification Proposal, with the inclusion of the Ethics, CSR and Regulation core course, subject to a revision of the proposal to be communicated to council with GPC approval, no later than December 15, 2019.

This motion was carried with only two minor questions from faculty members in attendance at the Faculty Council meeting.

On March 10, 2020, the MBA Program Director proposed the elimination of a minimum stated GMAT/GRE score for program admission. The Ted Rogers MBA program suggested the elimination of the GMAT minimum stated score of 550 (or equivalent GRE score) listed in the admission requirements for the program with the aim to align better with principles of diversity, inclusion, and accessibility. By doing so, the program appears more accessible to prospective applicants and remain competitive on the market.

Additionally, upon reviewing comparator school data, only five programs of 28 across Canada indicated a minimum score with most institutions stating a competitive score being required.

The proposed change was circulated for discussion to the Graduate Program Council – Admission Committee and the following motion was put forward to the Graduate Program Council for an electronic vote:

Motion: To remove the minimum GMAT/GRE score requirement from the admission criteria for Ted Rogers MBA.

The motion to approve the changed admission requirement was carried. Of the 21 voting members, 13 members voted; 9 in favour, 1 abstention and 3 not in favour.

14.0 Other Programs Affected by the Changes

The MBA Global and MBA-MTI had 5 core courses in common (Strategy, Financial Management, Managing in a Diverse World, Reg. Gov. and Social Responsibility, and Research and Communications) and drew from the same pool of elective courses. Both programs required a Major Research Project. The new MBA maintains a similar structure, with seven core courses, 3 electives, and a capstone business

project, eliminating the Major Research Project. It combines the essential features of the MBA Global and MBA-MTI, while emphasizing that the MBA is a professional degree, not a research degree. This clearly distinguishes the MBA from the MScM, which has undergone changes and is the premier research-based, thesis degree at the Master's level for TRSM. As a result, we are phasing out the MBA-MTI. The new MBA has a required technology component with related elective courses. However, it reflects the breadth of current topics that are essential for managers, including required Leading for Performance and Wellbeing, Business Analytics for Managers courses, and a choice within the capstone course (Consulting Project, Entrepreneurial Project, International or Canadian experience. This creates more, flexible career paths for students.

Supplementary Proposal

a) Consistency of the Curriculum Modification with the Institution's Mission and Academic Plans

Ryerson's mission: "The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi professional fields".¹⁰

Ryerson has earned a reputation for high quality, professional and career related research and education and its programs are in high demand. The redesigned MBA program will stay true to our history with an emphasis on topics with relevance to tackle complex issues in industry and society

The redesigned MBA aims to equip students with advanced Management knowledge. The redesigned program is in line with Ryerson University's Strategic Plan, as well as with TRSM's current Academic Plan in that this professionally based program would be both a catalyst for generating meaningful scholarly and professional experience.

The MBA program builds on the strengths of the university and academic units within TRSM. The program was intended to restore management training and capacity at the Master's level and contribute to enhancing Ryerson University's reputation as a comprehensive university. The program affords students the opportunity to develop their management knowledge and skills that will prepare them for more career-oriented jobs in the private, public, or not-for-profit sectors.

The MBA exposes students to real world problems and provides them with the knowledge and tools necessary to solve such problems. Instilling a deep understanding of and advanced capability in the application of management theory and analytical techniques contribute to increased scholarly and creative activity both within and outside of Ryerson. An increase in the quality and quantity of intellectual output in turn improves the reputation of both TRSM and the University as a whole.

The MBA program is an integral part of the vision and strategic plan to make TRSM a world class business school with high quality programs at multiple levels, as well as a school known for thought leadership and diversity.

The MBA program is highly consistent with Ryerson's mission and Academic Plan, Our Time to Lead, and its priorities as noted below. As a comprehensive university, graduate education is imperative to Ryerson's mission and addressing its four priority areas:

1. *Enable greater student engagement and success through exceptional experiences* - The MBA program builds on and complements the very strong programs in Business that currently exist in TRSM. The MBA program, in the tradition of other TRSM programs, prepares its students to become effective employees upon graduation. Students engage in experiential learning, working closely with faculty and/or organizations to identify suitable project opportunities that is beneficial to the

¹⁰ <https://www.ryerson.ca/about/accountability/mission/>

student, faculty, and organizations. Core and elective programming will help to build knowledge of complex managerial issues and provide insight into how to frame and tackle these issues from a managerial perspective. Students make presentations in class and other venues developing their ability to communicate ideas and findings in clear and understandable ways.

2. *Increase Scholarly Research and Creative excellence, intensity and impact* - This is a practice-oriented program; however, graduates should have the ability to create and implement novel approaches to management and adjust these approaches in the light of unforeseen problems. They should have the ability to make informed judgments on complex issues regarding data analysis and findings. They should also have the ability to research company and economic data in the preparation of case analyses and will be suitably versed in methods of empirical research.
3. *Foster an innovation ecosystem* - Innovation and entrepreneurship are hallmarks of Ryerson and TRSM. As noted in "Our Time to Lead" innovation depends on diversity of experience and thought. TRSM is arguably, Canada's most diverse business school, in terms of student body and faculty composition and collaboration. Faculty members routinely engage in international research collaboration, with 62% of our faculty conducting research across 51 countries; 63% of our faculty attained their academic credentials outside of Canada and 48% were born outside of Canada. TRSM faculty members have research competence and disciplinary backgrounds in areas not traditionally seen in business schools (e.g., law, philosophy, engineering, computer science, geography, and more) which has led us to succeed in securing funding from all three Tri-Council agencies – SSHRC, NSERC, and CIHR. Innovation and entrepreneurship happen at the intersections among fields. The academic diversity of TRSM creates these intersections and therefore opportunities.

Working with expert faculty, students in the redesigned MBA program may choose to integrate the tools and concepts learned from their core and elective courses to participate in the Capstone option; Entrepreneurship Experience.

Throughout the course, successful entrepreneurs and venture capitalists from the Ryerson ecosystem, will be available to provide useful perspectives on their startup experiences. Students in the Capstone Entrepreneurial Experience will have the opportunity to apply to Zones within the DMZ. Ryerson is home to 10 Zones, each with a distinct focus that provides opportunities to shape initiatives from the ground up and gain experience that prepares students for the real world.¹¹

4. *Expand community engagement and city building* – The program fosters the ability of students to investigate and understand root causes and to engage in the active resolution of organization challenges. Through coursework, Integrative Case Competition and Capstone project, students develop the skills that facilitate local-level innovation, sustainability and organization renewal. The program has redesign has evolved to serve the intellectual and managerial leadership needs of the community and build on existing relationships, create new associations and endeavor to enhance TRSM's role in the community.

In its Academic Plan, Ryerson University explicitly states that it will continue to "strengthen graduate education and implement strategies specifically designed to support the continued development, administration and delivery of graduate education, and enable the strategic expansion of master's and PhD programs." The Academic Plan communicates a desire to increase the number of graduate students

¹¹ <https://www.ryerson.ca/zone-learning/zones/>

entering and completing advanced degrees at Ryerson. With respect to this goal, the plan states that “Graduate students are enriched by their programs. They develop essential research and professional skills, play an integral and vital role in faculty SRC activities and, in turn, receive mentoring, supervision, training and support. As such, stronger linkages between graduate education and research are central to the long-term success and sustainability of a robust SRC culture at Ryerson.” The plan also states that the expansion of master’s and PhD programs is needed to “meet the demand for highly qualified personnel in the private, public and not-for-profit sectors.”

The TRSM academic plan, translates these university wide goals to the context of the business school. This plan includes a number of goals and tactics relevant to the offering of the MBA program.

TRSM Academic Plan

Strategic Objective 1: Redefining Experiential Learning for the 21st Century

Strategic Objective 2: Enhancing Graduate Programs and SRC

Strategic Objective 3: Cultivating our Community Building Reputation

Strategic Objective 4: Improving Our Internal Governance, Communications and Structures to Enable Lasting Innovation

Strategic Objective 1: Redefining Experiential Learning for the 21st century

Experiential learning is the application of theory and academic content to real-world experiences, either within the classroom, within the community, or within the workplace, which advances program or course-based learning outcomes that are specifically focused on employability skills.¹² Experiential learning requires the student to not only engage in the experience activity, but also requires them to reflect upon their learning and how their skills learned through their academic studies can be applied beyond the classroom. Experiences built into the redesigned MBA program will include participation in Bootcamp programming, working with faculty and industry on major consulting engagements, gaining practical experiences through Zone Learning, case competitions, and international/Canadian experiences to name a few.

Strategic Objective 2: Enhancing Graduate Programs and Research

TRSM’s course-based MBA program is focused on providing fundamental business knowledge and leadership skills. Students may focus their studies to meet their own goals and interests through electives, consulting/research projects and opportunities to participate in an international or Canadian experience. Ted Rogers MBA students will enjoy the benefits of one-on-one interaction with instructors and modern learning facilities such as a state-of-the-art management facility equipped with Bloomberg terminals.

An internationally accredited program with a curriculum that is both rigorous and relevant TRSM’s redesigned MBA delivers the business fundamentals and skills to help students succeed locally, nationally and globally.

Supported by the Yeates School of Graduate Studies (YSGS), which offers a comprehensive collection of professional development programs and services, students will be provided with the complementary

¹² <http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/index.html>

skills required to be successful in their lives after graduate school, our MBA graduates are well positioned to transition from the classroom to the boardroom.

Strategic Objective 3: Cultivating our Community Building Reputation

The MBA program in TRSM allows us to better fulfill our responsibility toward cultivating relationships with community stakeholders. By contributing to the pool of advanced degree holders, the expertise and business skill set acquired will allow TRSM to apply entrepreneurial principles and social innovation to address the social and economic issues facing of our local community.

Strategic Objective 4: Improving Our Internal Governance, Communications and Structures to Enable Lasting Innovation

With the formation of the TRSM Faculty Council and Graduate Programs Council (GPC) in 2014, academic governance for graduate programs has been strengthened.

Most importantly, the MBA program supports the TRSM Academic Plan in several ways:

- develop a professionally career oriented graduate program appropriate for close collaboration with local and regional industry partners
- support a rich TRSM history of contributing to the economic and social development of the local community through partnerships with business organizations
- support financial judiciousness by maximizing year-round teaching and learning;
- contribute to the growing number of graduate level programs at Ryerson University

A management school with vibrant graduate programs and revitalized SRC serves the mission of Ryerson far better than a primarily undergraduate focused Faculty.

Equity, Diversity and Inclusion

The Ted Rogers School of Management has an unequivocal commitment to supporting equity, diversity and inclusion (EDI) as defined by the Office of the Vice President – Equity and Community Inclusion at Ryerson University. The Ted Rogers MBA will embrace that diversity includes supporting and respecting the personal experiences, values, and world views that arise from differences of culture and circumstance. These differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, political diversity, socioeconomic status and geographic region, and more.

TRSM is committed to recruiting the most diverse students, faculty, and staff; this enhances our mission, community, and academic excellence. We seek to provide an inclusive environment where all are treated fairly and have equal access to opportunities. This commitment lies at the heart our mission as part of Ryerson University.

Ted Rogers MBA and TRSM EDI Goals include:

- Increase recruitment, enrolment, and retention of underrepresented students at TRSM
- Educate the TRSM community about the importance and value of diversity through educational, and cross-cultural activities for all students

- Support differentiated teaching methods that engage the entire class, not just students who respond to a particular style of learning
- Course offerings are supported by flexible delivery methods that are accessible to students and creating a community of learners (hybrid, on-line, modular etc.)
- Encourage TRSM research that addresses global management challenges and achieves positive societal impact.
- Learning outcomes be designed to support equity, diversity and inclusivity in the curriculum and in the learning environment

The EDI goals serve as guiding principles for the development of all areas in the MBA Modification Proposal.

To support the goals stated above, there are several on campus groups and resources including:

- The Office of the Vice President – Equity and Community Inclusion: This Office consults and assists departments and faculties to strategically infuse the values of equity, diversity and inclusion into everything they do. They also celebrate and support community members focused on advancing EDI.
- Diversity Institute: The Diversity Institute conducts and coordinates multi-disciplinary, multi-stakeholder research to address the needs of diverse Canadians, the changing nature of skills and competencies, and the policies, processes and tools that advance economic inclusion and success. The action-oriented, evidence-based approach is advancing knowledge of the complex barriers faced by underrepresented groups, leading practices to effect change, and producing concrete results.
- Student Organizations: Students can also get involved with a variety of student organizations that support diversity both within TRSM and across the broader Ryerson University community. One example includes TRSM's Women in Leadership organization who delivers inspirational events and workshops that bring together women and men to collaborate in the development of their leadership skills to create positive change in the future of women's leadership.
- Cultural Awareness Committee: The Cultural Awareness Committee is a team of students, staff and faculty from several programs across campus who together works to bring awareness to the many diverse cultures and ethnicities that make up the Ryerson community.

b) Ways in Which the Curriculum Modification Addresses the Current State of the Discipline

In the aftermath of the global financial crisis and recession, calls for change at business schools have come from every corner. Technological innovation, political shifts, and developing economies are all impacting how and where business is done. In this environment, business schools need to adapt to stay relevant. Reshaping and rethinking business education is extremely important, and management education is increasingly being called upon to prepare students for jobs that don't exist yet. At TRSM, this is achieved through an experienced faculty and experts from different industries, who give an insight into current trends and the future of business.

Program Duration

The Ted Rogers one-year program is also known as a fast-track MBA program or accelerated MBA. What differentiates this program from a traditional MBA program is the amount of time it takes to complete the program and earn a degree. Traditional MBA programs typically take two years to complete. The Ted Rogers MBA program allows students to earn their degree in half the time it takes an average student. The one-year MBA is designed for students who want to earn an advanced graduate degree in the shortest time possible.

Prospective students typically consider multiple program types at the beginning of their journey to business school as they determine which is the best pathway to achieve their professional, financial, and personal goals. The average prospective student considers 3.2 different program types.¹³ Across all program types, full-time two-year and one-year MBA programs are considered by the greatest share of prospective students. The program types prospective students most consider are full-time two-year MBA (45% of prospective students) and full-time one-year MBA (44%) programs.¹⁴

While the traditional two-year MBA program is still popular today, more and more students, who are in a rush to add a graduate degree to their resume, are enrolling in accelerated MBA programs. These accelerated programs give students the opportunity to enroll in school one year and graduate the next.

Applicants with an undergraduate Bachelor of Commerce degree from TRSM may be eligible for entry in the 12-month Ted Rogers MBA with 24 months of work experience. Undergraduate co-op or internship placements (adding up to 12 months of work or more) from a recognized co-op employer will also be considered toward the 24-month work experience requirement.

Flexible MBA

When it comes to the MBA, the traditional model of full-time on-campus study does not suit everyone. Flexibility is necessary in order to cater to the different needs of students, and to ensure that everyone has the best chance of learning and improving their skills. According to the current MBA market trend, with technology innovation, there is an increasing trend of the on-line and flexible MBA programs. While the full-time format remains the most popular, the online MBA is growing in appeal. In 2016, the majority of online MBA programs (57%) increased their application volumes, up from 50% in 2015, according to data from the Graduate Management Admission Council.¹⁵

Online/Hybrid Learning: Designed for the busy working professional who would like to combine work and study, online learning delivers a flexible MBA. Online learning does not refer to completely online study in the proposed redesign of the Ted Rogers MBA but rather it is a mixture of both online communication and in person lecture. The school is infusing innovations in the use of technology to adapt several electives into a hybrid format, with on-campus class sessions supplemented with virtual ones. These courses allow for less travel time to and from campus and provide a way for students who

¹³ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.p>

¹⁴ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

¹⁵ <https://www.gmac.com/why-gmac/gmac-news/gmnews/2013/january-2013/whos-pursuing-an-online-mba>

travel for work, have a long commute, or have other personal and professional obligations to continue to participate in their classes in a more flexible delivery method.

The proposed redesign offers numerous ways for students to customize their learning. Students will benefit from the different delivery formats available with 24 electives, running over six week modular options to suit their personal and professional commitments.

Online Delivery: Many Canadian programs have adapted to student demands by offering some facets of online course delivery. While the majority of prospective students want their courses to be delivered in a full-time course format, greater flexibility has become expected from MBA programs to offer more materials via online/hybrid delivery (GMAC, 2018). Looking more closely at the desires of part-time students, 20% of prospective students prefer most of their program to be delivered online, with an additional 11% preferring their entire program be delivered online. With almost half the student FTE within the TRSM MBA registered in part-time studies, an opportunity existed to provide these students greater flexibility in program delivery that makes use of online materials. To better suit the needs of both part-time learners and provide more compelling course content for all learners, the redesigned MBA program makes use of hybrid (in class and online courses) as well as flipped classroom course design to better meet student needs. The use of these delivery methods will allow students greater access to richer-content course materials online at any time of day and as a supplement their classroom experiences.

Modular / Focus Areas: According to GMAC, “prospective students now choose from an expanded portfolio of more specialized program options, including programs offered in a variety of different formats and delivery methods. This expansion has dramatically increased prospective student choice, and simultaneously intensified competition between programs to attract top talent.” Given the hyper-competitive market space that the MBA runs in, and a more discerning prospective student, the redesigned MBA program will expand its electives from 3 full-course electives to 6 half-course electives to permit students access more relevant and timely content. In redesigning the electives, leading areas of focus including human resources, analytics, digital technology, finance, and entrepreneurship will be offered in addition to more specialized areas such as consulting, sport Business, and others. With the new six-week format, content can be compressed and tailored to essential theory and practices to enable students to hit the ground running within their current or future workplaces.

Relevance

Eight curricular areas were identified by prospective students as key to MBA programs. These areas include strategy, leadership/change management, international management and business, entrepreneurship and innovation, project management, general management, data analytics, and finance. Similar trends were also noted within internal surveys of southern Ontario MBA programs in their core course offerings. In response to these trends, the revised MBA program realigns the core curriculum towards these areas of study with revisions to existing courses such as strategy, accounting/finance, and marketing, while introducing newly designed courses in business analytics, leadership, and innovation & technology management. This is in addition to building upon TRSM’s leading and intensive integrative case studies that require students to apply their knowledge and skills within high performance student teams to recommend solutions to real world organizations.

Affordability

According to GMAC, 1 in 4 prospective students are concerned about taking on large student debts to pay for their education. Additionally, prospective students are also concerned about the state of the economy at the end of their degree completion, particularly since the Great Recession and more recent recessionary indicators. In a recent internal survey of southern Ontario MBA programs, TRSM's tuition was below the \$44,000 average and the 3rd most affordable at \$21,265. TRSM Graduate Career Services also helps students find employment after graduation with recent student surveys indicating that graduating students were 90% employed 6 months after graduating and earning above average salaries compared to their peers at other schools. The revised TRSM MBA will maintain its leadership as a high quality MBA program with affordable tuition and exceptional career services.

c) Identification of any Unique Curriculum or Program Innovations or Creative Components

In general, the curriculum of the proposed MBA program is designed to cover the key areas necessary for university graduates who may not have a business education background, or for graduates who need to enhance their undergraduate business education experiences; in order to fill management related positions in a wide range of contexts in public and private sectors, in small to large organizations. TRSM's MBA program shares the general MBA program philosophy. In the proposed redesigned MBA, students must complete the required 13 credits (plus five foundation courses if required); seven core courses, three credits of electives, and a Capstone requirement.

The proposed redesigned MBA core courses include:

- Strategy in a Disruptive Marketplace
- Leadership for Performance and Wellbeing
- Financial Management
- Innovation and Technology Management
- Business Analytics for Managers
- Managing Customer Value
- Managing Responsibly

These core MBA courses are necessary for students to be able to achieve greater understanding of foundational principles in management education. The MBA Transformation Committee developed the new core curriculum to help students prepare to enter the marketplace with depth and breadth of expertise in their field. Employers will expect MBA graduates to be ready, from day one, to add value to their organizations. The development of skills that support effective leadership are nurtured through the core via a combination of readings, lectures, cases, experiential exercises and class discussion, which allow entering MBA students to determine their own leadership strengths and limitations.

Elective courses

Although there is some variation, MBA program curricula tend to consist of required courses during the first semester, and thereafter, students choose from electives, which tend to be narrower in focus. The redesigned MBA curriculum will provide students with exposure to multiple disciplines and perspectives, better equipping them for the complex needs of the modern business world.

Students will choose from 28 available electives with the option of pursuing greater depth of knowledge. All elective courses will be offered in a six-week semester. These concentrated courses provide flexibility in scheduling.

Clustered Theme	Proposed Electives
Consulting	<ul style="list-style-type: none"> ● Acquiring Consulting Skills & Processes ● Understanding Consultants & Consulting
Data Analytics	<ul style="list-style-type: none"> ● Causality and Causal Inference Methods ● Data Science for MBAs ● Fundamentals of Data Science for Management ● Predictive Analytics for MBAs ● Social Media Analytics
Digital Enterprise	<ul style="list-style-type: none"> ● Disruptive Digital Transformation ● Integrating AI: Business Process Management Perspective ● Sourcing Digital Services
Entrepreneurship	<ul style="list-style-type: none"> ● Starting Your Startup ● Developing Your Startup
Finance	<ul style="list-style-type: none"> ● Cases in Corporate Finance ● International Finance ● Investment and Portfolio Management ● Personal Finance
Human Resources	<ul style="list-style-type: none"> ● Dynamic Decision Making and Problem Solving ● Mental Health and Wellbeing in the Workplace ● Negotiation and Conflict Management ● Organizational Decision Making ● Strategic HRM ● Talent Management
Other Specialized Electives	<ul style="list-style-type: none"> ● Brand Management ● Professional Sales ● Project Management ● Pop-up Topics In Management
Sport Business	<ul style="list-style-type: none"> ● Sport Business Strategy ● Sport Business Marketing

Integrative Case Competition and Capstone Experience

The redesigned curriculum of the Ted Rogers MBA is anchored by experiential learning opportunities; a revamped Integrative Case Competition week and new capstone course options. Both courses are designed to sharpen students' writing, speaking and critical-thinking abilities and then put those collective business skills and knowledge to work on team projects for client companies and through case study methods. Teams of students will work on project and cases with oversight from a faculty instructor and access to a team coach.

No other business school in Canada offers the unique Integrative Case Competition component where MBA students to work on compelling, hands-on cases and projects for leading companies in the key sectors that intersect with TRSM's research and position as one of Canada's top 10 MBA programs.

While taking the School in new directions, the revised curriculum will reinforce the Ted Rogers MBA strengths and its hallmarks: a close-knit learning environment, small class sizes and the fundamentals of business, ranging from accounting and finance to marketing, organizational behavior and strategy.

The capstone activity is a 3-credit course and is a major project. The electives and the capstone project enable learners to acquire deeper expertise in a select related field. All quality MBA programs include a capstone activity and so does TRSM's MBA program. The Capstone course provides experiential learning opportunities through formal coursework and hands-on based learning. Students will be given opportunities to engage with faculty and industry leaders providing exposure to business and management in both local and diverse global contexts.

Options available for a Capstone experience include:

Major Consulting Project: At its core, the MBA degree is a general management degree. The Consulting Project capstone option builds off the base of the MBA by providing students with the strategic tools, frameworks, and industry-specific knowledge needed to help organizations move forward.

The MBA Consulting capstone project allows students to put their training into practice and help an organization with a business strategy problem they are facing. Students will identify actual business issues, challenges, or roadblocks that impact the progress and development of a businesses. Student teams work with their clients throughout the semester to conduct research, analyze results, and present conclusions and recommendations that favorably affect the performance of the business.

Throughout the semester, students will develop professional consulting skills by working with the professor and clients to enhance working relationships. This capstone provides a valuable experience in consulting with the opportunity to develop business analytical skills. Whether MBA students will pursue a career in consulting or not, the takeaways from this class can apply to any field. The Consulting Project provides a cost-effective solution for corporations, nonprofits, and governments that lack the time, budgets, or human resources to address specific strategic initiatives. Consulting projects are carried out by teams of students working under the supervision of a TRSM faculty member with extensive consulting and project management experience.

An International or Canadian Experience: This capstone option allows students to gain an understanding of a specific cultural, business, political, and economic environment impacting businesses. They will meet with business executives and with community stakeholders. Under the guidance of a faculty member, students will work with a community group or business to transfer knowledge or solve a problem. Students will attend pre-travel training and bootcamp sessions prior to

departing to select destinations. In the host countries/communities, students will gain first-hand experience and an understanding of a unique business culture directly from industry experts. Students will visit local companies and participate in cultural activities.

An Entrepreneurship Experience: For those who intend to launch their own business, either upon graduation or later, which will embrace the whole Ryerson Innovation & Entrepreneurship Ecosystem. In addition to elective courses and the Capstone course, the Entrepreneurship Experience may include an application to work in one of Ryerson's zones to develop a business. It may also include developing a prototype for a product in Ryerson's Collaboratory, a space and interdisciplinary research hub on the 3rd floor of the Library, accessible via the SLC. The Collaboratory provides graduate students, faculty and their research teams with space and technology resources. Students are also encouraged to apply for the Slight New Venture Competition, which offers 2 prizes of \$25,000. As an aside, every MBA student will be exposed to the Zones.

TRSM's location in downtown Toronto, provides us with a unique perspective. Our curriculum reflects an awareness of the pressing need to build on community strengths and leverage these strengths and engage globally. We are building our programs on our deep community roots and our curriculum has been well received in many different parts of Canada and the world.

Depth and Breadth of Knowledge

Most learners would describe their organizational experience to date as having provided them deep, but narrow, expertise in a specific function of activity (e.g., human resource management, marketing, fundraising, sales, or operations). The goal of such a learner in earning an MBA is to understand the interaction between community and business and gain exposure to development practices and advanced management concepts and skills. The desired outcome is for graduates to be able to complement their acquired expertise in a specialized area with a broad general management perspective, which allows their decision-making skills to integrate issues across the entire organization and the community. By providing graduates with these broad and integrative general management skills, the MBA program will prepare participants for senior leadership roles in their organizations and their communities. Learners complete courses that demand critical analysis and include deliverables that require synthesis, such as marketing plans, business models and plans, development of community plans, organizational strategy, and etc.

AACSB Accredited

TRSM's undergraduate and graduate programs are accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB). AACSB standards are assessed every five years including faculty contributions in meeting the standards for currency as outlined in TRSM's AACSB accreditation. This accreditation is a formal means of ensuring both academic rigor and industry relevance and currency. TRSM recently underwent its five-year Continuous Improvement Review by AACSB and the external peer review team has recommended re-accreditation for an additional five years with no restrictions.

Industry Connections

The redesigned MBA has several mechanisms to ensure that the program stays connected to the profession. TRSM's reputation for collaboration with industry will provide excellent feedback on developments in the field through visiting distinguished professors, executives in residence, Advisory

Council members, and guest speakers. Additionally, TRSM has a Faculty-wide Advisory council that advises the Dean, although these councils do not directly provide counsel to the MBA program, TRSM benefits, as do the individual School/departments in their professional currency.

Career Readiness

Students receive more individualized and extensive career services than most MBA programs. At many MBA programs, recruiting is organized around bringing top firms to the program to recruit students. In contrast, at TRSM, the MBA Career Centre works to provide individual assessments of personality and aptitudes and has adopted a software portal that enables the staff in the Career Centre to screen for students with certain qualifications and experiences, entitled "Who Plus You." The MBA Career Centre is supported by an ancillary fee approved by student referendum and Board of Governors in 2009.

Services offered by MBA Careers include assistance with internship placements, resume/cover letter review, interview preparation and individual targeted job search strategies, on-campus networking events, and specialized career programs. In March 2013, the Career Centre added an advisory board consisting of students, faculty and staff. MBA Careers consists of four staff advisors and two Executives in Residence.

Results from the 2015 survey of graduates suggest that the strong personal and professional development opportunities are providing students with meaningful career progress. The Career Centre boasts a 100% placement rate in the MBA internship program. Average post-MBA salaries are \$85,903, an increase of 41.6% over incoming salary. Finally, 86% of respondents were employed within 3 months post-graduation, with 92% of respondents finding jobs within 6 months of graduation.

d) Indication of the Nature and Suitability of the Major Research Requirements for Degree Completion (if applicable)

The target audience for the MBA is primarily students who recently completed their undergraduate education and have a strong interest in a professional focused career in business. The MBA program is not a research-based degree and is a course-based degree.

Program course work will provide students with the opportunity to develop an advanced-level conceptual foundation in a chosen field. Specifically, the program focuses on the acquisition of advanced knowledge in Management disciplines (Accounting, Entrepreneurship & Strategy, Finance, Global Management Studies, Health Services Management, Hospitality & Tourism Management, Human Resources Management / Organizational Behaviour, Information Technology Management, Law & Business, Marketing Management, Real Estate Management, Retail Management).

e) Proposed Mode(s) of Delivery and Program Learning Outcomes and Degree Level Expectations

The Ted Rogers MBA Program is designed to build on the academic and cultural diversity of its student body. A cohort environment allows students to work and learn together, benefiting from each other's strengths, capabilities and experience. The program carefully integrates group work composed of

students with different academic, cultural and professional profiles. Progressing through the program in these work groups provides students with an enriching learning experience and a unique opportunity to develop their ability to function within a culturally diverse environment.

The revised program requirements consist of .5 and 1.0 unit courses. Semesters have been divided into two sessions, allowing the program to offer .5-unit courses, also known as modules. The modules, normally offered over a six-week period, provide more variety in course offerings and allow flexibility in course delivery, as some modules may be offered in an intensive format such as over three weekends. Depending on enrolments single or multiple sections (day and evening) of each course may be scheduled throughout the academic year; some courses are offered only in the evenings. TRSM may choose not to offer a course for which the demand is too low.

Table 1.0: Proposed Mode of Delivery to Meet Learning Outcomes and GDLEs

Required Course Name	Mode of Delivery	LOs Addressed	GDLEs
Leading for Performance and Wellbeing	<ul style="list-style-type: none"> • Discussion • Lectures • Roundtable discussions • Small group discussions • Guest speakers. 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5
Innovation and Technology Management	<ul style="list-style-type: none"> • Discussion • Critical Readings • Research Synthesis 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.c, LO5.d, LO5.e	1,2a, 2b, 2c,2d, 3,a, 4b, 4c ,5,6
Strategy in a Disruptive Marketplace	<ul style="list-style-type: none"> • Discussion • Independent Reading • Class presentations • Pre-class Video Viewing 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5, 6
Financial Management	<ul style="list-style-type: none"> • Lectures • Problem Based Solving • Independent Readings 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a,	1, 3, 4a, 4b, 4c, 5

Business Analytics for Managers	<ul style="list-style-type: none"> ● Readings ● In-class Assignments ● Discussion ● Lecture 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c	1, 2, 3, 4b, 4c, 5
Managing Customer Value	<ul style="list-style-type: none"> ● Independent online material ● Lecture ● Case Studies ● Oral Presentation ● Guest Speakers 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5, 6
Managing Responsibly	<ul style="list-style-type: none"> ● Lecture ● Independent online material ● Readings ● Videos ● Case Studies ● Guest Speakers ● Discussion 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO4.c, LO5.a, LO5.c, LO5.d	
Integrative Case Competition 1 and 2 (Required element of the MBA program but not a core course)	<ul style="list-style-type: none"> ● Class Presentations ● Guest Lecture ● Group Discussion ● Corporate Mentorship 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 2b, 2c, 2d, 3, 4a, 4b, 4c, 5, 6
Capstone	<ul style="list-style-type: none"> ● Bootcamp Workshop ● Independent Readings 	LO1.a, LO1.b, LO1.c, LO1.d,	1, 2a, 2b, 2c, 2d, 3, 4a, 4b, 5, 6

	<ul style="list-style-type: none">● Group Presentations● Client Presentations	LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	
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f) Proposed Methods for the Assessment of Student Achievement of Program Learning Outcomes and Degree Level Expectations

The purpose of identifying learning outcomes is to express the desired results of a learning experience. Instructors decide how students provide evidence of their learning through assessment tasks. Assessment tasks are the activities learners will undertake to confirm whether or not 'the outcome has in fact been achieved during and at the end of the learning process. Assessments tell how well students are learning in relation to the stated learning outcomes and to provide feedback to students. There are many different kinds of assessment proposed and include exams, quizzes, cases, reports, presentations, reflective papers, projects etc.

Table 1.1: Methods for the Assessment of Student Achievement of Program Learning Outcomes and Degree Level Expectations

Required Course Name	Assessment Methods	LOs Addressed	GDLEs
Leading for Performance and Wellbeing	<ul style="list-style-type: none"> ● Cases ● Reading of Articles ● Self Awareness Assignment ● Leadership Analysis Paper ● Final Paper 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5
Innovation and Technology Management	<ul style="list-style-type: none"> ● Weekly Article ● Short Reports ● Group Paper 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.c, LO5.d, LO5.e	1, 2b, 2c, 3, 4a, 4b, 4c, 5, 6
Strategy in a Disruptive Marketplace	<ul style="list-style-type: none"> ● Cases ● Industry Report 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c, LO5.d, LO5.e	1, 3, 4b, 4c, 5, 6

Financial Management	<ul style="list-style-type: none"> ● Connect Lab ● Quizzes ● Assignments ● Final Exam 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a,	1, 3, 4a, 4b, 4c, 5
Business Analytics for Managers	<ul style="list-style-type: none"> ● Analytic Assignments ● Final Business Case 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c	1, 2b, 2c, 2d, 3, 4a, 4b, 4c, 5
Managing Customer Value	<ul style="list-style-type: none"> ● Case Assignment ● Online Participation ● Podcast or Video Creation ● Group Case Analysis 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5
Managing Responsibly	<ul style="list-style-type: none"> ● Memo Assignments ● Final Exam ● Integrative Case ● Participation 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c	1, 3, 4a, 4b, 4c, 5
Integrative Case Competition 1 and 2 (Required element of MBA program but not a core course)	<ul style="list-style-type: none"> ● Cases ● Reflection Paper 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 2a, 2b, 2c, 2d, 3, 4a, 4b, 4c, 5, 6
Capstone Project	<ul style="list-style-type: none"> ● Project Proposal ● Project Activity Reports ● The Team's response to an End-of-Project Report from the Client Organization ● Final Report ● A Peer Assessment ● End-of-course Personal Reflection 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 2a, 2b, 2c, 2d, 3, 4a, 4b, 4c, 5, 6

g) Completeness of Plans for Documenting and Demonstrating the Level of Performance of Students, Consistent with the Institution's Statement of its Degree Level Expectations

Table 1.2: Assessment of Learning and Graduate degree Level Expectations

Course Name	GDLE	Learning Outcomes	Evidence Confirming Expectation Has Been Achieved
Leading for Performance and Wellbeing	1, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.c, LO1.c, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> Analyze the value of the leadership theories for explaining effective leader behaviour. Develop insight into personal strengths and weaknesses and create an action plan for how to maintain and develop leadership skills and abilities. Integrate the theoretical perspectives on leadership with practical knowledge to demonstrate how theory can inform leadership practice.
Innovation and Technology Management	1, 2a, 2b, 2c, 3, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> Students will be expected to identify different types of qualitative, quantitative, and mixed-method research approaches used in management research and summarize factors considered when selecting a research design Students will plan and evaluate common analysis methods of qualitative and quantitative data Students will recognize the structure of a research proposal and a research report Students will be expected to design a research method appropriate for the research objectives, which include choosing a research method based on research question and/or research hypotheses or propositions; conducting data analysis appropriate for the type of data and research question/hypothesis and reporting research findings in proper format

			<p>and level of details Develop a critical and forward-looking view of innovation, including both individual and organizational characteristics</p> <ul style="list-style-type: none"> ● Assess the role of technology change in innovation ● Understand the role of administrative innovations in analyzing innovation trajectories. ● Analyze the competitive dynamics and disruption created by innovation within and across industries ● Identify the characteristics senior leaders need to have to initiate and manage innovation, ● Demonstrate how diversity contributes to innovation and creativity, ● Explain how organizations buffer innovative units to allow innovation to develop ● Recognize the important role of project teams in driving innovation and change.
Strategy in a Disruptive Marketplace	1, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> ● Develop a critical and forward-looking view of innovation, including both individual and organizational characteristics ● Assess the role of technology change in innovation ● Understand the role of administrative innovations in analyzing innovation trajectories. ● Analyze the competitive dynamics and disruption created by innovation within and across industries ● Identify the characteristics senior leaders need to have to initiate and manage innovation, ● Demonstrate how diversity contributes to innovation and creativity, ● Explain how organizations buffer innovative units to allow innovation to develop ● Recognize the important role of project teams in driving innovation and change.
Financial Management	1, 3, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b,	<ul style="list-style-type: none"> ● Perform value-added analysis of potential capital investments □ Evaluate alternative methods of financing the firm's operations

		LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.c,	<ul style="list-style-type: none"> Analyze the risks and rewards of international expansion and expansion via a merger, acquisition, or joint venture Understand the basics of derivatives and their use in managing risk
Business Analytics for Managers	1, 3, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.b, LO5.c,	<ul style="list-style-type: none"> The student must demonstrate an understanding of different types of business analytics models and techniques, and their appropriate application The student must demonstrate competence in defining a business problem, formulating a solution strategy and executing the appropriate analysis using different analytical models The student must demonstrate competence in interpreting the results of specific analytical models and techniques and writing a business case report for management decision making
Managing Customer Value	1, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.b, LO1.c, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> Develop the ability to make critical marketing decisions in a dynamic, competitive, global environment. Analyze a complex marketing problem and critically evaluate alternative courses of action in response to competitive reactions and adjust marketing strategies accordingly. Evaluate the financial results of marketing decisions in a dynamic, competitive environment. Research and communicate theories and practices related to marketing management that are innovative, alternative, divergent, or contradictory. Analyze ethical implications of marketing practices using advanced levels of ethical reasoning. Relate and describe the multidisciplinary, strategic, and evolving nature of Corporate Social Responsibility (CSR) as it relates to marketing management. Present the marketing recommendations coherently in a manner that is appropriate and accessible to a variety of audiences. Develop the ability to work within a team in the decision-making process under tight timelines.

Managing Responsibly	1, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.c, LO1.c, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> ● Understand the key areas of overlap, and separation, between ethical and legal restrictions on the conduct of business. ● Understand the role of ethical decision-making and corporate social responsibility in modern management. ● Apply critical thinking skills to assess the relevant factors in making an ethical decision. ● Demonstrate a sophisticated ability to give voice to ethical reasons for, and objections to, a particular course of action.
Integrative Case Competition 1 and 2 (Required element of MBA program but not a core course)	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> ● Demonstrate an understanding of the strategic management process through business case analysis. ● Present a detailed analysis of the internal and external environments of a firm. ● Prepare a written report that summarizes all findings, conclusions, and recommendations bearing on a strategic issue from a business case. ● Prepare and present an oral report that summarizes all findings, conclusions, and recommendations bearing on a strategic issue from a business case. ● Explore, articulate and defend choices in making ethical judgments related to a business situation. ● Apply basic tools for analyzing financial statements in order to make financially viable strategic decisions. ● Develop an effective team process analyzing business cases. ● Develop critical reflection and self-confidence through competitive case presentations.
Capstone Project	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 5, 6		<ul style="list-style-type: none"> ● Integrate and apply their knowledge gained from their course work and experiential activities in a real-world context ● Evaluate organizational and business environments to devise a strategy for responding effectively to problems, threats, and opportunities ● Choose a variety of information sources appropriate to the scope and discipline of the question and select sources after considering the importance of the multiple criteria used

			<ul style="list-style-type: none">• Understand the role of ethics in business decisions and gain an appreciation of issues of corporate social responsibility where applicable• Present solutions to senior management through written and oral communication
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h) Adequacy of the Administrative Unit's Planned Utilization of Existing Human, Physical and Financial Resources, and Any Institutional Commitment to Supplement Those Resources, to Support the Curriculum Modification

Financial Resources

To achieve its overall mission in an increasingly complex and competitive environment, TRSM's operating plans are integrated with academic planning for overall financial viability and management. The evaluation of strategic alternatives within the planning process not only helps to maintain productive capacity to meet current objectives but, more importantly, the analysis within this process drives continuous improvement, particularly when resources are scarce. By evaluating TRSM programs and carefully matching resources with strategic objectives at the School and University levels, we ensure funds are used efficiently and productively.

Our graduate programs are funded through a combination of student tuition and governments grants. Ryerson's MBA fees are \$22,328.57 (domestic) and \$35,818.86 (international), among the lowest in the Greater Toronto Area (GTA). In order to ensure that we are able to offer a high-quality graduate program and attract the best students, there is an endowment through the Ted and Loretta Rogers Scholarships and Awards, which provides 18 awards of \$20,000 each. Additionally, The Ted Rogers School of Management Graduate Entrance Awards of \$15,000 each are available to MBA applicants who have applied to full-time graduate studies at TRSM. The criteria for the awards are based on demonstrated excellent academic achievement, extracurricular involvement in the community, work experience and unmet need.

The University collects all government funds and student fees and reallocates them among the Faculties. Much of this allocation is based on student enrolment. Most academic and administrative staff salaries are provided by central administration, subject to approved faculty and administrative staff allocation. The annual budget allocated to TRSM is comprised of baseline and One Time Only allocations.

The overall TRSM budget is comprised of separate allocations to each academic department, graduate programs, service units, and to the Dean's Office. Each unit maintains fiscal responsibility for its annual budgetary allocation. Coordination of budget allocations across departments is supported by TRSM's Chief Administrative Office. TRSM's total operating budget is \$58.9 million presently. The allocation of resources is primarily informed by the strategic priorities outlined by Faculties, support services and student enrolment.

The TRSM operating budget provides resources for the delivery and enhancement of its academic programs, enables year-round functioning of its student support services, and provides travel/research support for the professional development of faculty and staff. The operating budget also supports investments in infrastructure to support Faculty growth.

Administrative Support

The TRSM Graduate Program Council (GPC) and its subcommittees governs all graduate programs housed within TRSM, including the MBA Global and MBA MTI. The bylaws define the mandate of the council:

“Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The GPC is the principle mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program.”

The TRSM GPC contains representatives of faculty, elected from the members of YSGS, and includes faculty who teach courses in the TRSM’s three graduate programs, those who supervise graduate students, as well as the Associate Dean, Graduate Programs, both MBA Directors, the Director, Graduate Program, and the Graduate Program administrators. Staff representatives are non-voting, ex officio members. Graduate student representatives are also part of the GPC. The subcommittees of the TRSM GPC include:

- Admissions, which sets admissions policy for the MBA Global and MBA MTI that is implemented by the two Directors, who approve individual admissions;
- Curriculum, which recommends all curriculum changes and advises on curriculum policy matters to facilitate the development of curriculum;
- Program Membership, which evaluates applicants and makes recommendations to the Dean of YSGS on membership; and
- Scholarships & Awards which sets policy for entrance Awards and Scholarship, which are awarded by the two Directors, as well as awarding other awards whose eligibility is determined after admission.

Motions that affect only graduate programs within TRSM can be ratified by the TRSM GPC, while those with an impact outside the graduate programs are recommendations subject to approval by TRSM Faculty Council and YSGS Council, and subsequently Ryerson Senate.

The two MBA programs (Global and MTI) are currently supported by a MBA Graduate Program Director, and the two degrees are administered within a single program structure, which is the result of changes made in response to the first periodic program review of the MBA –MTI in 2013-2014. The Director, of Graduate Students, which is an appointment made by the Dean of the TRSM, is responsible for programming outside the classroom. Additionally, a Director of Graduate Program Administration was hired. All three Directors report to the Associate Dean, Graduate Programs. See Appendix E for the MBA Administrative Organization Chart.

Career Support

Students receive more individualized and extensive career services than most MBA programs. At many MBA programs, recruiting is organized around bringing top firms to the program to recruit students. In contrast, at TRSM, the MBA Career Centre works to provide individual assessments of personality and aptitudes and has adopted a software portal that enables the staff in the Career Centre to screen for students with certain qualifications and experiences, entitled “Who Plus You.” The MBA Career Centre is supported by an ancillary fee approved by student referendum and Board of Governors in 2009.

Services offered by MBA Careers include assistance with internship placements, resume/cover letter review, interview preparation and individual targeted job search strategies, on-campus networking events, and specialized career programs. Six-week extracurricular programs offered in Entrepreneurship, Consulting, Financial Services, Marketing, and soft skills are also hosted by our Graduate Career Coaches.

In March 2013, the Career Centre added an advisory board consisting of students, faculty and staff.

Results from the 2015 survey of graduates suggest that the strong personal and professional development opportunities are providing students with meaningful career progress. The Career Centre boasts a 100% placement rate in the MBA internship program. Average post-MBA salaries are \$85,903, an increase of 41.6% over incoming salary. Finally, 86% of respondents were employed within 3 months post-graduation, with 92% of respondents finding jobs within 6 months of graduation.

Faculty Support

The current faculty complement is adequate to manage the supervision of students expected to be enrolled at any one time. No teaching release is given to faculty for supervising students in this program and thus supervision of students will not have an impact on teaching loads.

i) Participation of a Sufficient Number and Quality of Faculty Who Are Competent to Teach and/or Supervise in the Program When the Curriculum Modification Is Implemented

One of TRSM's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management as well as those who are experienced with the broader strategic overview that is necessary for successful management in public, private and nonprofit realms.

TRSM faculty represent a focused array of academic and professional qualifications within the field of Management, and research interests. Considered collectively, our scholarly, research, and creative (SRC) activities capture a spectrum of Management issues and topics.

Teaching capacity for this program will be drawn from current program faculty. This includes 163 full-time equivalents of tenured/tenure-track faculty and full-time equivalents of Limited Term Faculty (LTF) with long-standing experience and success in teaching. All faculty teaching in the program will be academically or professionally qualified, as defined by the Yeates School of Graduate Studies (YSGS), and internal AACSB qualifications standards used at TRSM.

MBA courses are taught by faculty members from the Ted Rogers School of Management (TRSM). The Office of the Dean at TRSM supports a wide variety of faculty development activities for faculty to collectively and individually demonstrate significant academic and/or professional engagement that supports the mission of TRSM. TRSM employs appropriately qualified faculty to accomplish the mission and goals of the School.

All new tenured and tenure-track hires must possess a terminal qualification. Of note, TRSM secured an additional 20 tenured or tenure-track positions for the school year 2016-17 & 2017-18. TRSM efforts to enhance research intensity and quality are well underway and include: a competitive post-doctoral fellowships program; providing formal and informal mentoring; integrating research into teaching to enhance the student learning experience at all levels; and increasing internal and external communication about research in TRSM.

The academic backgrounds of faculty teaching and/or supervising in the MBA program cover a wide range of disciplines, including business administration/management, computer science, computer engineering, information systems, sociology, recreation and leisure studies, geography, information studies, urban planning/studies, kinesiology, industrial engineering, law, economics, and finance. This diversity of academic expertise translates into a faculty complement that has solid foundations in a wide

variety of quantitative and qualitative methodological approaches and techniques grounded in the social sciences, natural sciences, and engineering.

Course development and design will be completed by the faculty teaching the course in partnership with the Ryerson University Learning and Teaching Office and TRSM's IT support team.

Further, the school is accredited by the AACSB (Association for the Advancement of Collegiate Schools of Business). In order to maintain compliance with accreditation requirements, faculty and instructional academic staff have the obligation to maintain currency and qualifications in accordance with the accreditation standards and institutional policies. This designation is shared with most top tier business schools in North America, but has been earned by only approximately 5% of business schools globally.

TRSM intends to develop its proposed course offerings over the next year. Some of the online/hybrid material already exists from professors who have flipped their classrooms. Some of the material will be new. Admittedly, the first time an online/hybrid course is developed, it is initially time-consuming for the faculty developer. However, once the content is recorded and testing materials developed, that content is something that is not only part of that course; it becomes part of the overall learning environment. TRSM will continually monitor the faculty resources consumed and adjust faculty and instructor levels to meet demand.

j) Evidence That There Are Adequate Resources to Sustain the Quality of Scholarship Produced By Graduate Students' Scholarship and Research Activities, Including Library Support, Information Technology Support, and Laboratory Access

Library services required by the Ted Rogers MBA will continue to emphasize electronic access to various research collections and databases. The proposed delivery of courses will rely on optimizing access to digital resources while maintaining convenient access to print materials. Students accessing library resources typically utilizes electronic databases, journals, and print materials available in libraries and does not ordinarily have special requirements.

k) Evidence That Faculty Have the Recent Research or Professional/Clinical Expertise Needed to Sustain the Program, Promote Innovation and Foster an Appropriate Intellectual Climate

TRSM faculty are expected to remain current in their disciplines as active scholars, with greater research expectations for those who hold terminal degrees and tenured or tenure track positions. These research expectations are in line with AACSB standards for an accredited business program.

Faculty members teach in their areas of expertise and interest, and they bring applied, real world knowledge to the classroom, along with close ties to practicing professionals, which enables them to present a relevant, applied curriculum and engage students by incorporating their own research and insights into course materials and discussions. Our commitment to research excellence has produced a

faculty actively engaged in both research publications and graduate student supervision, and it is clear that researchers in finance within TRSM are influencing the field of both research and practice.

Ensuring accessibility to research findings and reflecting the multicultural communities in which students, staff, and faculty live and work is another goal to which TRSM aspires and achieves. Several faculty members have published articles in niche journals aimed at diverse audiences, such as bilingual journals and journals with an emphasis on addressing issues in particular communities and/or in certain parts of the world. This is in addition to publishing in some of the most prestigious journals in business management.

Indicators of research quality and advancing reputation include several awards/recognitions received by members of faculty (see Table 1.4) and active participation in service to the research community, such as editorships, referee positions, appointments and elections to research boards/organizations. These faculty are members of the Yeates School of Graduate Studies.

Table 1.4: Faculty Awards and Recognition 2011 - 2019

Award Title	Description	Faculty Member
A Prof Who Made a Mark	Recognizes Ryerson professors who have made a positive impact on the academic experience of students.	Dr. Frances Gunn (2013) Dr. Anthony Chan (2014) Dr. Ranjita Singh (2015)
Chancellor's Award of Distinction	Recognizes life-long career commitment to teaching and learning as evidenced by an outstanding and sustained record of teaching excellence	Jean Golden (2013) David Schlanger, MBA (2015)
Collaborative Research Award	Recognizes researchers involved in projects and research undertaken as part of a multi-disciplinary or multi-institutional team.	Dr. Deborah Fels (2015) Dr. Anatoliy Gruzd (2018)
Deans' Scholarly, Research and Creative Activity Award	Recognizes outstanding achievement in scholarly, research and creative activities and impact on disciplines during the previous academic year.	Dr. Rachel Dodds (2011) Dr. Guoping Liu (2012) Dr. Dave Valliere (2013) Dr. Shavin Malhotra (2014) Dr. Sari Grabin (2015) Dr. Sui Sui (2016) Dr. Philip Walsh (2016) Dr. Rupa Banerjee (2017) Dr. Horatio Morgan (2017) Dr. Seung Hwan (Mark) Lee (2018) Dr. Hossein Zolfagharinia (2018) Dr. Jonathan Farrar (2019) Dr. Morteza Zihayat Kermani (2019)

Deans' Service Award	Recognizes exceptional or distinguished service to a department, school, faculty and/or the university.	Dr. Christopher Gibbs (2012) Dr. Philip Walsh (2012 & 2013) Dr. Alan Kaplan (2014) Dr. Kelly MacKay (2014) Dr. Sean Wise (2015) Dr. Deborah De Lange (2016) Dr. Margaret Yip (2016) Dr. Martin Pyle (2017) Dr. Linying Dong (2015 & 2018) Dr. Yuanshi Li (2019)
Dean's Teaching Award	Recognizes continuing teaching excellence and achievement in instruction.	Dr. Roy Morley (2011) Dr. Yuanshun Li (2014) Dr. Christopher Gibbs (2015) Dr. Boza Tasic (2016) Dr. Anthony Francescucci (2017) Dr. Farid Shirazi (2017) Dr. Julie Kellershohn (2018) Dr. Melissa Toffanin (2018) Dr. Tom Griffin (2019) Dr. Laleh Samarbakhsh (2019)
Innovative Entrepreneurship Education Course Award	Recognizes excellence in Entrepreneurship education course development	Bradley McMaster, PhD Candidate
Yeates School of Graduate Studies Outstanding Contribution to Graduate Education Award	Recognizes excellence in the complex process of mentoring graduate students to prepare them for productive careers.	Dr. Ron Babin (2013) Dr. Ken Grant (2015) Dr. Kimberly Bates (2016) Dr. Deborah Fels (2017) Dr. James Tiessen (2018) Dr. Hong Yu (2019)

Faculty members are also associated with TRSM's 14 Research Centre/Institutes and play a central role in research and educational activities that span a wide variety of disciplinary topics. The Centres/Institutes build close relationships with organizations in a wide variety of industries and work with them in providing an active forum where communities can gather to exchange and cross-pollinate ideas and share expertise on management related issues.

Central to the TRSM mission is the goal to increase research intensity and to promote impactful and relevant research. TRSM strives to be a recognized leader in societally relevant, rigorous research with local, national, and global impact. Consequently, the intellectual contributions of faculty in TRSM include both peer-reviewed journal (PRJ) articles and a range of other intellectual contributions (IC) that reflect our mandate of producing scholarship that is geared toward innovative problem-solving through a social responsibility lens – reports, books, book chapters, conference papers, policy papers, software development, etc. In total, 3,147 ICs were made over the period of 2013–2017. The majority, 89% of faculty members produced ICs during the five-year period. Total annual ICs reached 765 in 2017 versus 488 in 2013, representing a 57% increase in research output in five years.

TRSM's unique collection of Schools and Departments greatly expands potential students' options for faculty supervisors. The diversity of our faculty's interests and disciplinary backgrounds is celebrated at TRSM and expands our audiences reached. Between 2013 and 2017, TRSM core faculty authored 527 PRJ articles, 60% of which are classified as being practice-focused, and therefore relevant to industry, community, and government stakeholders. TRSM saw a 45% increase in PRJ output over the five years, from 93 in 2013 to 135 in 2017. Table 1.5 below summarizes research output by TRSM core faculty in the 2013-17 time period.

Table 1.5: Research Output of TRSM Faculty

Research Type	2013	2014	2015	2016	2017
Peer Reviewed Journal Articles	93	92	96	109	135
Papers in academic conferences (peer-reviewed)	221	234	206	205	221
Papers in professional conferences	0	0	0	6	9
Published Case Studies	1	1	2	1	1
Other R&D Publications	35	77	74	65	56

In the last decade, international research collaboration at TRSM has intensified. Cooperation with academic colleagues around the globe is an important priority for TRSM. TRSM is achieving global impact through strategic linkages and projects with other parts of the world. In the past two years, research centres have hosted international visiting scholars and partnered with researchers in 36 different countries such as China, South Africa, Australia, India, Germany, Mexico, Russia, Israel to name a few.

Research collaboration and internationalization are increasingly important in the academy. They ensure the continued intellectual development of scholars as networks grow, partnerships form, and different types of knowledge are mobilized across the globe. TRSM faculty have put a great deal of emphasis on building connections locally, nationally, and globally, which is enhancing the quality and impact of their research. Students in the MBA program will have the opportunity to interact, learn, and conduct projects with partners from across the globe, enriching their academic experience and providing a head-start in building relationships and networks that will serve them well in their careers.

In the past two years, TRSM researchers have collaborated with over 450 external partners from government, industry, non-profits, and community organizations and have made significant contributions to projects funded by other global entities such as the European Union and the Western Norway Research Institute. These activities are in addition to collaborative research activities conducted as part of joint research agreements with international academic institutions such as the Hong Kong Polytechnic University, Tsinghua University School of Economics and Management and Fudan University. Many scholarly partnerships have been spearheaded by several of the TRSM research institutes and centres such as the Canada-China Institute for Business and Development.

For example, the Entrepreneurship Research Institute is devoted to investigating the role that entrepreneurs play in modern economies. In keeping with the reputation of TRSM as a leader in entrepreneurial education, ERI focuses on research of high academic and intellectual value, with clear applicability to practitioners in the business community:

- The Government of Bhutan reached out to ERI for help in understanding the role of entrepreneurship as a viable career path for youth living in rural areas of the country who are unemployed and lack adequate education. The research project has resulted in many academic publications and an opportunity for TRSM student research assistants to participate in a unique

international research collaboration. It has already provided educators and policy-makers in Bhutan with vital information to inform their development of actionable strategies for increasing entrepreneurship among its at-risk youth.

- ERI continues to work with Futurpreneur Canada to implement a research program devoted to better understanding the causes of successful mentoring and support for new youth-based ventures. Based on this success, it continues to expand this work to include similar research programs with equivalent partner organizations in Australia, New Zealand, South Africa, and UK.

Our international recognition is expanded further by high profile research service activities:

- 88 editorial roles (e.g. editorships, associate editorships, guest editorships) at international journals and conferences, including the *Journal of Business Ethics*, *European Journal of Information Systems*, *Journal of Sustainable Tourism*, and the *Association for Information Systems*.
- 24 keynote presentations at international symposiums and conferences, including the 2nd UNWTO Conference on Destination Management in the Mediterranean, the American Council for the Blind Conference, and the University of the West Indies Sustainable Tourism Symposium.
- 121 editorial board memberships at international journals and conferences, including the *Journal of Business Research*, *Journal of Information Technology*, and the *International Journal of Contemporary Hospitality Management*.
- 128 chair/organizational roles at international workshops, symposia, and conferences, including the Academy of Management Conference, International Conference on Human-Computer Interaction, and the International Conference on Social Media & Society – an annual gathering of leading social media researchers from across the globe organized by TRSM's Social Media Lab.

Research Funding

Total external research funding in the most recent five-year window (2013-2018) reached \$14,113,404.79, up 93% from the \$7,320,187.31 total in the previous five-year window (2008-2013). An area in which TRSM excels is societally-relevant research in collaboration with industry, government, community and other academic partners. There has been a tremendous increase in externally funded projects with industry and non-profits, which now account for over half of the grants received (56%). In the past five years, industry/non-profits have contributed over \$6 million to support research projects with TRSM faculty members. In addition to industry/non-profit funding, TRSM faculty secured \$3.3 million in funds from all three of the tri-agencies (SSHRC, NSERC, and CIHR) – a unique feat for a business school and indicative of TRSM's disciplinary diversity.

I) Evidence of How Supervisory Loads will be Distributed, and the Qualifications and Appointment Status of Faculty who will Provide Instruction and Supervision (if appropriate)

Core faculty in the proposed program are active researchers in their fields, publishing cutting edge research in leading journals, and collaborating with, applying or creating leading research in management. The current faculty complement is sufficient to launch the redesigned program.

Table 1.6: TRSM Faculty Count by Department

Department	LTF	Probation	Tenured	Grand Total
TRSM Accounting	3	2	10	15
TRSM Entrepreneur & Strategy	3	1	13	17
TRSM Finance	0	4	10	14
TRSM Global Management Studies	0	5	10	15
TRSM Health Services Mgmt	0	1	4	5
TRSM Hospital. & Tourism Mgmt	0	2	9	11
TRSM HR & Org Behaviour	0	3	9	12
TRSM Information Tech Mgmt	5	4	17	26
TRSM Law and Business	1	2	8	11
TRSM Marketing	3	2	9	14
TRSM Real Estate	1	1	4	6
TRSM Retail Management	0	2	6	8
Grand Total	16	29	109	154

Eligible Teaching and Supervisory Personnel

YSGS membership consist of three groups: those who are RFA faculty employees of Ryerson University (Assistant, Associate, Full Professors and Limited Term Faculty), those who are not (research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors) and retired members of YSGS who continue to meet the membership criteria.

Graduate education at Ryerson University is overseen by the YSGS Council. The council deals with such issues as the development and evaluation of new graduate programs and policy that is relevant to graduate programs and students. The council is comprised of the Vice-Provost and Dean of Graduate Studies as well as affiliated faculty members from each of Ryerson's faculties, graduate program directors and students.¹⁶

Eligible Teaching

YSGS membership consist of three groups: those who are RFA faculty employees of Ryerson University (Assistant, Associate, Full Professors and Limited Term Faculty), those who are not (research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors) and retired members of YSGS who continue to meet the membership criteria.

Role	Eligibility and Requirements
MBA Teaching Faculty	All faculty are required to maintain either academic or professional qualification based on the following criteria. Faculty tenure status, rank, and degree:

¹⁶ <https://www.ryerson.ca/graduate/faculty-staff/membership-policy/>

- Tenure-track Assistant Professors holding a doctoral degree
- Tenured faculty of any rank holding a doctoral degree
- Non-members of the RFA which may include: research scientists, research associates, postdoctoral fellows, adjunct professors and visiting professors.

Academic Qualification Requirements:

Education: Master's degree or higher in a field relevant to the teaching area (individuals with a graduate degree in law will be considered qualified to teach business law and the legal environment of business).

Professional Qualification Requirements:

1. Non-teaching professional activities: Demonstrate significant and sustained non-teaching activity in two of the following categories within the past five years:
 - a. Sustained professional management work (e.g. financial manager, accounting manager, lawyer, HR professional in a company)
 - b. Management consulting activities that are material in terms of time and substance.
 - c. Professional development activities of no less than 12 hours per year that are related to the subject/discipline taught in the classroom and can be documented or verified as needed (e.g. satisfying the requirements for maintaining standing in professional associations; professional workshop attendance; enrolling in an advanced academic course; registration for noteworthy business-related events)
 - d. Other professional activities (e.g. serving on a board of directors, leadership positions in recognized professional/academic societies, teaching for executive education programs, membership and service in a professional society, production of industry-related publications).

Exception: will consider an alternative combination of professional activities that are significant and sustained over the past 5 years on a case-by-case basis.

Additional requirements:

- Member of Yeates School of Graduate Studies Note: Membership is strongly recommended, but may not be required in some programs, to teach graduate level courses.
- May teach a maximum of two courses in the MBA program per year, for example:
 - One core or capstone course and one elective course
 - One core or capstone course and one foundation course
 - One foundation course and one elective course
 - Two elective courses

Note: A course refers to a standard single instructor course.

MBA Workload Allocation

Faculty seeking to teach in the MBA program will go through an established application process. The Director, MBA Programs will maintain a database of the graduate level teaching and supervisory profile of academic staff within TRSM, including the number of courses taught and MRP supervisions being carried by each academic staff member.

Teaching faculty who have taught a course for the first time are normally permitted to teach it a second time consecutively before it may be reassigned to another instructor. In case of a leave, administrative appointment, or other special circumstances, faculty members may be given the opportunity to teach it once more after their return. Consecutive requests to teach the same course will be negotiated with appropriate program area faculty and academic chair/director by the MBA program Director. Teaching in the MBA program will be restricted to a maximum of two courses per year.

For non-RFA members (sessional lecturers, Visiting Professors, Postdoctoral Teaching Fellows, Adjunct Professors, and other Instructor Ranks), teaching allocation will be based upon academic and professional qualifications, appropriate background, quality and effectiveness of work performed, expertise, performance reviews, departmental needs and availability of the instructor.

MBA Core and Capstone Courses

- Teaching in the MBA program will be restricted to one core or capstone course per year.
- Normally, a faculty member who is assigned teaching responsibilities for an MBA core or capstone course, will do so as part of their normal workload allocation.

MBA Elective Courses

- Generally speaking, a faculty member who is assigned teaching responsibilities for an MBA elective course, will do so above their required teaching load, for which a stipend will be paid.
- It is not financially viable for the University to offer courses with very low enrolment. Moreover, offering courses in alternate years may improve enrolment numbers and minimize the number of courses with low enrolment. Elective courses with very low enrolment, i.e., fewer than 15 registered will not be offered.

Faculty involved in the teaching and supervision of students must balance this responsibility with their existing obligations to teaching, research and service. The Ryerson University Collective Agreement sets out the calculation of workload allocation. In accordance with the provisions of the Collective Agreement, including Article 7 and the academic responsibilities of members in Article 10, the norm is two half course equivalents in one semester and two half-course equivalents in the other semester. For the purposes of determining teaching load, graduate supervision does not count as part of the 2+2 course load and any points system for graduate supervision that existed previously was discontinued when Departments/Schools achieved a 2 + 2 teaching load.

m) Indicators That Provide Evidence of Quality of The Faculty (e.g., Qualifications, Research, Innovation and Scholarly Record; Appropriateness of Collective Faculty Expertise to Contribute Substantively to the Proposed Curriculum Modification)

TRSM faculty members have the necessary qualifications, experience, and expertise to ensure that the MBA program provides a rigorous and rewarding program of study that prepares students to become leaders in industry and their community. Faculty members have received advanced training in a variety of disciplines and methodological orientations, and have been instrumental in training research assistants, graduate students, and post-doctoral fellows within TRSM and Ryerson, as well as at other academic institutions. Additionally, given that 60% of our faculty obtained their academic credentials outside of Canada, TRSM faculty bring a global perspective to management issues, which is essential to understanding and effectively tackling problems in the contemporary globalized world.

The program can be initially staffed without substantial adjustments to workload. No additional resources will be required in the initial offering of the program. The information below indicates teaching assignments with TRSM graduate programs with assignments in the new program added. All faculty selected to teach in the program are members of YSGS and familiar with our teaching methodologies, expectations and commitments. The faculty are noted for their excellence in teaching and/or research within the School. See Appendix F for TRSM Members of YSGS.

TRSM employs appropriately qualified faculty to accomplish the mission and goals of the School. All new tenured and tenure-track hires must possess a terminal qualification. Of note, TRSM secured an additional 20 tenured or tenure-track positions for the school year 2016-17 & 2017-18. TRSM efforts to enhance research intensity and quality are well underway and include: a competitive post-doctoral fellowships program; providing formal and informal mentoring; integrating research into teaching to enhance the student learning experience at all levels; and increasing internal and external communication about research in TRSM.

The academic backgrounds of faculty cover a wide range of disciplines, including business administration/management, computer science, computer engineering, information systems, sociology, recreation and leisure studies, geography, information studies, urban planning/studies, kinesiology, industrial engineering, law, economics, and finance. This diversity of academic expertise translates into a faculty complement that has solid foundations in a wide variety of quantitative and qualitative methodological approaches and techniques grounded in the social sciences, natural sciences, and engineering. See Appendix G for a faculty CVs.

Indicator 1: Publications in Top-Tier Journals

The Australian Business Deans' Council (ABDC) Journal Quality List is used to guide faculty in identifying appropriate outlets for their work. In the 2013-2017 time period, 47% of the PRJ's were published in journals on the ABDC list and almost a quarter (23%) of all peer-reviewed journal articles (PRJs) were published in ABDC list top-tier journals (A* and A). The other PRJs (53%) were published in journals not on the ABDC List. This is not surprising due to the diversity and breadth of the intellectual expertise of TRSM faculty, which goes beyond traditional business schools. Many of our faculty publish in top-tier

journals in information technology (Decision Support Systems 5-Year Impact Factor: 4.903, Information & Management 5-year Impact Factor: 5.346, International Journal of Information Management 5-year impact factor: : 6.327), digital media (New Media & Society, 2015 5-Year Impact Factor of 3.957 | Cyberpsychology Behavior and Social Networking, 2015 5-Year Impact Factor of 3.246) sustainability and energy (Applied Energy 2015 5-Year Impact Factor of 4.783 | Renewable Energy 2015 5-Year Impact Factor: 4.068 | Journal of Cleaner Production, 2015 5-Year Impact Factor: 5.315), management science (OMEGA: The International Journal of Management Science, 2015 5-Year Impact Factor of 4.289), ethics and law (American Journal of Bioethics, 2015 5-Year Impact Factor of 4.943), and health science journals (PLOS ONE, 2015 5-Year Impact Factor of 3.535).

Ensuring accessibility to research findings and reflecting the multicultural communities in which students, staff, and faculty live and work is another goal to which TRSM aspires. Several faculty members have published articles in niche journals aimed at diverse audiences, such as bilingual journals and journals with an emphasis on addressing issues in particular communities and/or in certain parts of the world. This is in addition to publishing in some of the most prestigious journals in business management, including the *Academy of Management Journal*, *International Entrepreneurship and Management Journal*, *MIS Quarterly*, *Annals of Tourism Research*, *Journal of Consumer Research*, *Journal of Business Ethics*, *Strategic Management Journal*, and *Organization Science*.

Indicator 2: Award Winning Intellectual Contributions

The high quality of TRSM intellectual contributions is also recognized externally via awards for outstanding scholarly works, including best/highly commended/distinguished papers, best posters/presentations, best paper proceedings, top-ranked grants/grant proposals, and PhD dissertation excellence awards. Table 1.7 below lists a sample of awards received by TRSM faculty members between 2013 and 2017 for exceptional scholarship.

Table 1.7: A Sample of TRSM Award Winning Intellectual Contributions

Recipient(s)	Award	Awarding Body/Organization
Gunn, F., Lee, S.H.	Best Paper Award for “Profiling People’s Perceptions of Retail Management Careers”	European Association for Education and Research in Commercial Distribution
Lee, S.H., Kandaurova, M. *, Sergueeva, K. *, Griffin, T., Dimanche, F., Guttentag, D., & Giberson, J.*	Best Paper Award - Tourism & Sports Management Division for “Virtual Reality Enhances Visual Comprehension and Memory of Tourism Destinations”	2017 Administrative Sciences Association of Canada Conference
Gandomi, A. & Haider, M.	Article “Beyond the Hype: Big Data Concepts, Methods, and Analytics” Ranked 1st Among the “Most Downloaded Articles” of the Journal (April 2015 to December 2016)	International Journal of Information Management – Elsevier

Gibbs, C. & MacKay, K.	2016 Highly Commended Paper Award for "Social Media Usage in Hotel Human Resources: Recruitment, Hiring and Communication"	International Journal of Contemporary Hospitality Management, Emerald Literati Network
Lee, S.H.	2016 Best Article of the Year Award for "Learning Beyond Negotiation Tactics: The Sales Marketplace"	Journal of Advancement of Marketing Education
Lee, S.H.	2016 Best Paper Award - Tourism & Sport Management Division for "Forgiving Sports Celebrities with Ethical Transgressions: Parasocial Relationships and Regulatory Focus Orientation"	2016 Administrative Sciences Association of Canada Conference
Malhotra, S. & Sui S.	Best Paper Proceedings Award for "The Influence of Entry Density on the Survivability of SMEs in International Markets"	2015 Annual Meeting of the Academy of Management
Dodds, R.	Best Paper Award for "Sustainable Tourism Using a Watershed Management Approach"	2015 Advances in Hospitality and Tourism Marketing and Management Conference
Gruzd, A.	Best Paper Award for "Politically Polarized Online Groups and their Social Structures formed around the 2013-2014 crisis in Ukraine"	2014 The Internet, Policy & Politics Conference, University of Oxford
Scofield, D.	2014 Highly Commended Paper Award for "Broker Use and the Price of Liquidity in Commercial Real Estate Investment" in the Journal of European Real Estate Research	Emerald Publishing
Lee, S.H.	2014 Best Paper Award for "A CIT Investigation of Disruptive Student Behaviors: The Students' Perspective" in Marketing Education Review	Marketing Education Review

*TRSM student

Indicator 3: Scholars Recognized for Contributions to Theory and Scholarship

Many TRSM faculty members have been recognized by external bodies and organizations for their impact on and contributions to furthering academic scholarship. In the 2013-17 time period, TRSM faculty have received awards and honours for outstanding reviewing activities and their overall influence and contributions to a field of study. Table 1.8 below lists awards and honours received by TRSM faculty recognizing their impact on theory and scholarship.

Table 1.8: Awards and Honours Recognizing Impact of TRSM Researchers on Theory and Scholarship

Recipient(s)	Type of Award/Honour	Award/Honour	Awarding
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			Body/Organization
Cukier, W.	Honouring Research Accomplishments	2017 Social Innovation and Action Research Award	Ryerson University
Fels, D.	Research Award (Nomination)	Named Finalist for a 2017 SSHRC Insight Award	Social Sciences and Humanities Research Council
Gruzd, A.	Honouring Research Accomplishments	2017 Collaborative Research Award	Ryerson University
Gruzd, A.	Honouring Research Accomplishments	Named as a Member of the College of New Scholars, Artists and Scientists (2017)	Royal Society of Canada
Dimanche, F.	Recognizing Research Accomplishments	Listed in Top 0.5% of Researchers by 30-Day Views (April-May 2016)	Academia.edu
Farrar, J.	Fellowship	Named Associate Research Fellow	Tax Administration Research Centre, University of Exeter
Farrar, J.	Fellowship	Named Doctoral Fellow	CPA Ontario
Gruzd, A.	Research Award	Named Canada Research Chair (Tier II) in Social Media Data Stewardship	Canada Research Chairs
Gruzd, A.	Fellowship	Named Ontario/Baden-Württemberg Faculty Research Fellow	Ontario Universities International
Ngwenyama, O.	Fellowship	Appointed Professorial Research Fellow in the Department of Information Systems and Business Analytics	Faculty of Business and Law – Deakin University (Australia)
Ngwenyama, O.	Visiting Scholar	Appointed Visiting Professor	Institut d'Economie et Management de Nantes – Université de Nantes (France).
Ngwenyama, O.	Honouring Research Accomplishments	Inducted as a Member	Academy of Science of South Africa

Ngwenyama, O.	Recognizing Research Accomplishments	Named One of the Top 100 Information Systems Researchers (1990-2015)	Association for Information Systems (AIS)
Fels, D.	Honouring Research Accomplishments	2015 Collaborative Research Award	Ryerson University
Sui, S.	Best Reviewer Award – Journal	Best Reviewer Award, Strategic Management and International Business Area (2015)	Canadian Journal of Administrative Sciences
Lee, S.H.	Best Reviewer Award – Journal	Best Reviewer of the Year Award (2015)	Marketing Education Review
Middleton, C.	Honouring Research Accomplishments	Named to the Royal Society of Canada College of New Scholars, Artists and Scientists (2014)	Royal Society of Canada
Dimanche, F.	Fellowship	Elected a Fellow of the International Academy for the Study of Tourism (2013)	International Academy for the Study of Tourism
Fels, D.	Honouring Research Accomplishments	Margaret R. Pfanstiehl Memorial Achievement Award for Research Contributions and Development in Audio Description (2013)	American Council of the Blind

Indicator 4: Impact on Theory and Scholarship Through Service

TRSM faculty members also influence theory and scholarship through their roles in scholarly organizations. Table 1.9 below lists the organizations for which TRSM faculty members have served through leadership roles, editorial activities, and as members of advisory boards and on boards of directors.

Table 1.9: Sample of Editorial Activities and Significant Roles in Scholarly Organizations

Type	Organization
Editorships & Co-Editorships (Peer-Reviewed Journals and Academic Conferences)	AIS Transactions on Human-Computer Interaction ALSB Journal of Employment and Labor Law Association for Information Systems Big Data & Society Journal

	<p>Business Ethics Journal Review European Conference on Information Systems European Journal of Information Systems Global Journal of Business and Economics Global Science & Technology Forum - Journal of Business Review Human Behavior and IS track - International Conference on Information Systems Decision Analytics and Support track - International Conference on Information Systems International Journal of Information Systems and Change Management IT Implementation, Adoption, and Use track - International Conference on Information Systems Journal of Business Ethics Journal of Small Business and Entrepreneurship Journal of Sustainable Tourism Journal of Tourism Challenges and Trends Journal of Tourism Futures Networked Influence - American Behavioral Scientist Online Communities for Information, Communication & Society Social Media Research and Analytics track - European Conference on Information Systems Special Issue on Human-Computer Interaction in the Web 2.0 Era - AIS Transactions on Human-Computer Interaction Technology and Disabilities Teoros Special Edition: Innovations in Sustainable Tourism Tourism Analysis: An Interdisciplinary Journal</p>
<p>Editorial Board Memberships (Peer-Reviewed Journals and Academic Conferences)</p>	<p>ARA Journal of Travel Research Athens Institute for Education and Research Contemporary Accounting Research Electronic Journal of Knowledge Management EUMMAS 2014 International Conference on Marketing, Management and Economics European Retail Research i-Manager's Journal on Management International Journal of Applied Geospatial Research International Journal of Business Environment International Journal of Contemporary Hospitality Management International Journal of Hospitality & Tourism Administration International Journal of Hospitality and Event Management International Journal of Sport Marketing and Sponsorship International Sport Facility and Event Management Journal Journal of Business Research Journal of African Business Journal of Business Ethics</p>

	<p>Journal of Place Management and Development Journal of Travel Research Journal Recent Patents on Computer Science Papers in Applied Geography SMEDA Research Journal Strategic Management Journal Sustainability Journal Teoros Journal The Shield: International Research Journal of Physical Education and Sports Science</p>
Leadership Roles	<p>Association of Information Systems Special Interest Group on Decision Support and Analytics Association of Internet Researchers International Congress on Environmental Modelling and Software Journal Review Foundation of the Americas Travel & Tourism Research Association Canada Travel and Tourism Research Association Europe</p>
Membership on Boards of Directors	<p>CANARIE (Canada's Advanced Research and Education Network) Consortium for Aerospace Research and Innovation in Canada Iranian Scholars Worldwide Japan Studies Association of Canada Travel & Tourism Research Association Travel and Tourism Research Association Europe</p>
Membership on Advisory Boards	<p>1st Biannual Forum - Advances in Destination Management Business Ethics Journal Review Business Specialty Group, American Association of Geographers Canadian Business Ethics Research Network Canadian Journal of Non-profit and Social Economy Research Centre for Outsourcing Research and Education (CORE) Equity Policy of the Canada Research Chairs Program International Journal of Contemporary Hospitality Management Journal of Information Policy Journal of Information Technology Journal of Natural Resources and Development Journal of Non-profit and Public Sector Marketing Sports Marketing and Management Conference Strategic Outsourcing, International Journal Summer Research Institute, Consortium for the Science of Socio-Technical Systems Tourism Review International</p>

Indicator 5: Impact on Practice Through Service

The impact of TRSM faculty on practice is demonstrated by faculty service roles in industry, government, and community organizations. The significant roles listed in Table 1.10 below testify to the influence of TRSM faculty on practice in various fields and sectors. Their contributions have resulted in enhanced decision-making and in the implementation of strategies capable of improving quality of life and achieving economic, social, and environmental goals at the local, national, and international level.

Table 1.10: Significant Roles in Industry, Government, and Community Organizations

Role	Organization
Advisory Roles & Membership on Advisory Boards, Boards of Trustees, and Boards of Directors	Big Brothers and Sisters Canada Oriental Culinary Society Canadian Association of Fairs and Exhibitions Canadian Entrepreneurship & Innovation Platform Crossbar Group (Diversity & Inclusion Study) Environics Institute Flybits, ICT startup Guelph Community Sports The Icarus Foundation International Data Corporation Ontario Ministry of Community and Social Services Municipal Property Assessment Corporation of Ontario NEST Network Board of Directors NPower Canada Regional Advisory Board Online Revealed Canada Ontario Government Changing Workplaces Review Social Policy Advisory Council (Government of Ontario) St Joseph's Rehabilitation Corporation The Responsible Gambling Council of Ontario Toronto International Film Festival United Nations Global Compact (ISO 26000 Social Responsibility Standard) Women's College Hospital Board of Directors
Membership on Committees and Task Forces	American Collegiate Retailing Association Baycrest Health FIPPA Committee Baycrest Health Privacy Committee Brazil-Canada ICT Working Group Canadian Association of Chiefs of Police, Quality Assurance Committee Canadian Committee for International Standard ISO 37500 Canadian Industrial Relations Association (CIRA) CFA Award of Excellence Committee, Canadian Franchise Association Complaints Committee Society of Management Accountants of Ontario CSR Centre of Excellence for Extractive Sector Diversity Forum, Toronto Board of Trade Ecobiz Tourism Commission, Nice French Riviera Chamber of Commerce Equity & Community Advisory Committee, Women's College Hospital

	<p>Greening Events Committee, The Icarus Foundation, Canada</p> <p>Canadian Retail Group Committee, International Council of Shopping Centres</p> <p>International Women's Forum</p> <p>Laser Safety in Health Care Facilities for CSA Standard Z386, Technical Committee</p> <p>North American Research Taskforce, International Council of Shopping Centres</p> <p>PRIDES (Pôle Régional d'Innovation et de Développement Economique Solidaire), Tourisme d'Affaires et de Congrès</p> <p>Research Advisory Committee, Real Property Association of Canada</p> <p>Rules Committee, Ontario Court of Justice</p> <p>Services Advisory Board, Statistics Canada</p> <p>Sustainable Canada Dialogues Initiative (Ontario)</p> <p>Telecom Valley M-tourism Commission</p> <p>Toronto Community and Cultural Centre</p> <p>Toronto Region Immigrant Employment Council Advisory Council</p> <p>Transportation Options (Canada)</p> <p>Women's College Hospital Foundation</p> <p>Women's College Hospital, Quality Assurance Committee</p>
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n) Evidence of a Program Structure and Faculty Research that will Ensure the Intellectual Quality of the Student Experience

Guidelines for new program development and curriculum modification that ensures curriculum planning, development, implementation, and evaluation are consistent with Ryerson's mission and vision and the standards set by the Council of Ontario Universities.

YSGS program development and curriculum modification guidelines take program developers through the process of developing a new program from concept to approval to implementation and guides them through the process of revising existing courses and programs.

Academic colleagues developing a new course will be supported by a new Instructional Course Designer and Ryerson University's Learning and Teaching Office.

Course development, and associated delivery methods will take a capacity-building approach, allowing course developers to adopt the skill of creating clear and measurable outcomes that demonstrate appropriate levels of learning. The course developer is the subject matter expert.

TRSM Professors developing and/or revising courses will ensure each course in the program contains learning outcomes that map to the overall program learning outcomes and GDLEs using sound curriculum structure.

Program mapping provides a visual blueprint of the program curriculum, enabling faculty to see where program learning outcomes appear in the program, where there are gaps or where there are overlaps. The program map is an essential tool for faculty in understanding the structure, progression, and laddering within the program.

AACSB-International accreditation standards require that accredited business schools be able to demonstrate that their faculty members are both academically prepared and current in their fields of teaching responsibility and that a substantial cross-section of the business school’s faculty are engaged in research. AACSB also requires accredited business schools to adopt an explicit policy and process for determining whether or not individual faculty members are educationally prepared and current in their fields. As indicated by the TRSM Academic Plan, the faculty aspire to produce students who are ready to meet the needs of local businesses and to assist in economic and community development. Graduates must be able to make decisions based on theory augmented by practical experience and engagement activities. To reach this level of preparation, students must be instructed, guided, and mentored by Faculty who have a solid grounding in the theory of their chosen field, as well as faculty who have experience in applying this theory in industry. Table 1.11 provides a sampling of faculty members’ subject-specific research skills and scholarly research activities to support the intellectual quality of the student experience. (This table is a placeholder and will include the names of faculty who are likely to be teaching in the program).

Table 1.11: Faculty Research Interests and Teaching Expertise

<p>Accounting</p> <ul style="list-style-type: none"> • Dr. Kathrun Bewley’s teaching focus currently is on auditing and intermediate financial accounting. Main research interest has been in developing accounting approaches to bring environmental impact information into corporate reporting. • Dr. Shadi Farshadfar’s research interests include financial reporting quality, earnings management, international accounting, disclosure regulation, and accounting education. She has published in refereed academic journals including <i>the International Journal of Accounting, Accounting and Finance</i> and <i>Pacific Accounting Review</i>. Dr. Farshadfar was awarded the Ted Rogers School of Management Scholarly, Research and Creative Activity Award for research excellence. • Dr. Oliver Okafor’s research investigates sustainable development issues especially those relating to the United Nations goals. He has published in referred journals such as the Accounting Forum and the <i>International Journal of Managerial Finance</i>. • Dr. Thomas Schneider research focus is on social and environmental accounting. It ranges from exploring the capital market effects of environmental related accounting rules and securities regulations to the triple bottom-line implications of energy policy at the grass-roots level. He is a member of the Expert Group on Resource Classification (EGRC) of the United Nations Economic Commission for Europe.
<p>Finance</p> <ul style="list-style-type: none"> • Dr. Yi Feng’s academic research focuses on corporate finance issues, including executive compensation, corporate governance, and corporate restructuring. She has published several articles in <i>Financial Markets, Institutions and Instruments, Journal of Economics and Business, and Spreadsheets in Education</i>. She recently published in the Journal of Banking and Finance. • Dr. Yuanshun Li current research interests include real option investment decisions, mergers and acquisitions, structured financial products and pension fund management. He is currently doing a research project for PPP Canada and working on a joint research project

with Hong Kong Polytechnic University focusing on the game theoretic real option investment decision and its applications to Canada-China strategic partnership and collaboration in energy industry.

- Dr. Sergiy Rakhmayil publishes research papers in **international finance, asset valuation, corporate finance, and finance education**. He is a member of **editorial boards at Athens Institute for Education and Research and at *Journal of Applied Business and Economics***.
- Dr. Laleh Samarbakhsh research interests include **empirical corporate finance, investments, fixed income and derivatives**. She has presented her research in various international academic conferences, including **Financial Management Association, European Financial Management Association, Northern Finance Association, Asian Financial Management Association, Eastern Finance Association, Midwest Finance Association, and the Administrative Sciences Association of Canada**.

Global Management Studies

- Dr. Ojelanki Ngwenyama is an expert in **organizational innovation and design**, with an emphasis on finding innovative solutions to real-world technology management problems. Dr. Ngwenyama is the Director of the Institute for Innovation and Technology Management.
- Drs. Howard Lin, Horatio Morgan, and Sui focus on **international business strategy**, including international joint ventures, foreign direct investment, emerging markets, cross-cultural & comparative management, and transnational & immigrant entrepreneurship. Dr. Lin is the Director of the Canada-China Institute for Business and Development.
- Dr. Ojelanki Ngwenyama is an expert in **organizational innovation and design**, with an emphasis on finding innovative solutions to real-world technology management problems. Dr. Ngwenyama is the Director of the **Institute for Innovation and Technology Management**.

HR Management

- Dr. Fei Song has been awarded many research grants and awards, and has published widely in top management and social science journals such as the ***Academy of Management Journal, Academy of Management Discoveries, Organizational Behavior and Human Decision Processes, Management and Organization Review, Game and Economic Behavior, Journal of Economic Behavior and Organization, International Journal of Conflict Management, Experimental Economics, and Journal of Economic Psychology***.
- Dr. Timothy Bartkiw is an Associate Professor in the Department of Human Resources and Organizational Behaviour and **Director of the Centre for Labour and Management Relations**. He is also a qualified lawyer and previously practiced labour/employment law for several years. His academic research interests span the fields of **labour/employment law and policy, industrial relations, and political economy**
- Dr. Rupa Banerjee's primary research interest lies in the **employment integration of new immigrants to Canada**. She is particularly interested in the institutional barriers facing new immigrants in the Canadian labour market. In addition, she is interested in workplace diversity and ethno-racial discrimination, particularly as it applies to second-generation immigrants. Dr. Banerjee's research has appeared in such journals as ***International Migration Review, Ethnic and Racial Studies, Journal of International Migration and Integration, Journal of Labor Research and Relations Industrielles/Industrial Relations***.

Marketing Management

- Drs. Cheri Bradish and Katie Lebel conduct research in **sport marketing and business strategy**. Dr. Bradish is the Director of the Future of Sport Lab and the current Loretta Rogers Research Chair in Sport Marketing.
- Drs. Joanne McNeish, Norman Shaw, Chris Gibbs, and Anthony Francescucci explore **technology and innovation adoption by consumers and businesses**.
- Dr. Martin Pyle researches **word-of-mouth**, developing theory to explain why people choose certain language to share their experiences, and the effect this has on people who receive the message.

Real Estate Management

- Dr. Murtaza Haider focuses on the use of analytics and statistical models to analyze issues related to **urban economics, housing markets, urban planning, and transport planning**. Dr. Haider is the Director of the Urban Analytics Institute.
- Dr. Cynthia Holmes studies **real estate finance and housing policy**.
- Dr. David Scofield examines **microfoundations of real estate markets, real estate investment and development**, and the **effects of organization, networks and institutions on liquidity and transaction costs in commercial real estate**.
- Dr. Youngme Seo researches **mortgage default, real estate finance, urban housing economics, and spatial econometrics**.
- Dr. Dogan Tirtiroglu focuses on real estate (in particular **REITs and house price indices**), **banking, and corporate finance**.
- Dr. Tony Hernandez is an expert in **retail location decision-making, strategy, planning, and analytics**. He is the Director of the Centre for the Study of Commercial Activity and the current Eaton Chair in Retailing. As Eaton Chair in Retailing, Dr. Hernandez is tasked with fostering retail research excellence in Canada through the dissemination of results-oriented research and information that would profile the strategic significance of the Canadian retail economy.

Entrepreneurship

- Dr. Wendy Cukier is an expert in **social innovation strategy** and led Ryerson's social innovation strategy during her time as Vice-President, Research and Innovation. Dr. Cukier has received numerous honours in recognition of her work, including the Governor General's Meritorious Cross, and in 2013 was named as one of Canada's Top 25 Women of Influence. She is currently the Director of the Diversity Institute.
- Dr. Ken Grant examines **knowledge management and innovation**.
- Dr. Mary Han is recognized for her work on the relations between **organization adaptation, multinational strategy in emerging markets, strategic entrepreneurship and business model innovation**.
- Dr. Andre Laplume studies the **competitive and institutional barriers** preventing potential entrepreneurs from launching new ventures successfully as well as the **preparatory experiences of entrepreneurs** that help to develop entrepreneurial capacity.
- Dr. Charlene Nicholls-Nixon studies **entrepreneurship in emerging markets** and the **role of start-up incubators in entrepreneurship**. Dr. Nicholls-Nixon is the Director of the Entrepreneurship Research Institute.

- Dr. Dave Valliere researches **entrepreneurial finance** and the **social and cultural determinants of entrepreneurial intent**.
- Dr. Philip Walsh examines **innovation, sustainability, and finance in the energy sector**.
- Dr. Sean Wise studies **venture finance and start-ups**.
- Dr. Kim Bates explores **innovation and corporate governance**.
- Drs. Alison Kemper, Deborah de Lange, and Kernaghan Webb research the **impact of social and environmental issues on business strategy/corporate social responsibility**. Dr. Webb is Director of the Institute for Corporate Social Responsibility.

Law and Business

- Drs. Avner Levin and Atty Mashatan conduct research in **cybersecurity** – Levin focuses on the protection and legal regulation of personal and private information, while Mashatan’s work involves information systems security, cryptography, and combinatorics. Dr. Mashatan is the Director of the Cybersecurity Research Lab.
- Dr. Kernaghan Webb the Director of the Ryerson University **Institute for the Study of Corporate Social Responsibility**. Dr. Webb has published extensively on regulatory and CSR issues, and his work on regulatory offences has been cited and followed by the **Supreme Court of Canada**.
- Dr. Chris MacDonald’s expertise in the field of ethics has led to him receiving a number of awards over the years, including being named one of the **“100 Most Influential People in Business Ethics,”** for the past four years by *Ethisphere magazine*. He has also been recognized as one of the **“Top 100 Thought Leaders in Trustworthy Business Behaviour”** by *Trust Across America* in 2011 and 2012. Dr. MacDonald is also the creator and co-editor of the ***Business Ethics Journal Review*** and the author of the highly-regarded ***Business Ethics Blog***.

Business Technology Management

- Dr. Catherine Middleton is a former two-term Canada Research Chair (Tier II) in Communication Technologies in the Information Society who studies policy issues in **digital/mobile communication**. In 2014, she was named as a Member of the Royal Society of Canada’s College of New Scholars, Artists and Scientists.
- Drs. Youcef Derbal and Aziz Guergachi are experts in **modeling of complex problems**.
- Drs. Ozgur Turetken and Morteza Zihayat Kermani research the **application of big data analytics techniques to individual-level decisions**.
- Drs. Farid Shirazi and Youcef Derbal have technical and research expertise in **big data and cloud computing**.
- Drs. Anatoliy Gruzd and Bouchaib Bahli examine issues involving **social media**. Dr. Gruzd is a Canada Research Chair (Tier II) in Social Media Data Stewardship and was named a Member of the Royal Society of Canada’s College of New Scholars, Artists and Scientists in 2017.
- Drs. Julien Meyer, Aziz Guergachi, and Youcef Derbal research the **application of information technologies in the healthcare sector**. Dr. Meyer examines the transformative role of information technologies in healthcare organizations, while Guergachi and Derbal apply complex modeling to better understand disease and improve health outcomes.
- Dr. Donna Smith examines **business-to-business (B2B) partnerships in the retail industry**.
- Dr. Linying Dong studies **business processes in the enterprise**.
- Dr. Sameh Al-Natour studies **behavioral decision making and e-commerce**.

- Dr. Deborah Fels studies the use of information **technologies to improve inclusivity** and is the Director of the Inclusive Media & Design Centre.
- Drs. Ron Babin and Joanne McNeish research **disruptive innovation**, with Dr. Babin focusing on IT and Dr. McNeish focusing on consumer products.

Hospitality and Tourism Management

- Drs. Frederic Dimanche, Rachel Dodds, Sonya Graci, and Tom Griffin examine **marketing, consumer behaviour, and service design in the hospitality and tourism sector**. Dr. Sonya Graci is the Director of the Institute for Hospitality & Tourism Research.
- Dr. Rachel Dodds is a Professor as well as **past Director of the Hospitality and Tourism Research Institute**. Her recent research examines **sustainable tourism, environmental management, festivals, marketing and tourist motivations**. Rachel has published hundreds of articles about sustainable tourism and is internationally regarded as an expert in this field.
- Dr. Graci is the **Director of the Hospitality and Tourism Research Institute**. Dr. Graci has worked on numerous projects around the world related to **sustainable tourism development** and has focused her attention on community capacity building in Honduras, Indonesia, Canada, Fiji and China. Dr. Graci is the author of **two books and several journal articles** and industry publications.
- Dr. Chris Gibbs recent research looks at the **Airbnb pricing, Airbnb Entrepreneurship and Video Game Tourism**. Prior research has investigated **hotel mobile applications, responsive website design, use of twitter** for sports, and use of social media for hotel human resources. Beyond his academic research he has done research for a diverse group of organizations; **Royal Bank, Tourism Toronto, Fairmont Hotels and Resorts and Miles Destination Marketing**.

Retail Management

- Dr. Hong Yu researches **consumer behaviour and marketing strategies in the context of the experience economy**, with an emphasis on the shopping experiences of particular consumer groups and the role of product innovation and retail environment and service designs in marketing strategies.
- Drs. Jenna Jacobson and Donna Smith analyze the **consumer and producer perspectives of digital technologies** with a focus on social media, branding, and user behaviour.
- Dr. Tony Hernandez is an expert in **retail location decision-making, strategy, planning, and analytics**. He is the Director of the Centre for the Study of Commercial Activity and the current Eaton Chair in Retailing. As Eaton Chair in Retailing, Dr. Hernandez is tasked with fostering retail research excellence in Canada through the dissemination of results-oriented research and information that would profile the strategic significance of the Canadian retail economy.
- Dr. Frances Gunn researches **service quality and innovation in retail services**.
- Dr. Seung Hwan (Mark) Lee focuses on the **effect of sensory marketing and virtual reality (VR) on consumer behaviour**.

TRSM is home to 14 Research Centres/Institutes that support interdisciplinary networks addressing critical questions in Management. Research Centres/Institutes play an integral role in advancing the

research mission of TRSM and are also excellent at bringing about collaboration among faculty, students and local companies. TRSM Centres/Institutes play a lead role in strengthening TRSM's capacity to innovate by undertaking applied research that leverages strong industry and community connections.

TRSM Research Centres/Institutes offer students excellent opportunities to connect with faculty and industry by way of public talks, seminars and conferences.



Proposed Curriculum Changes

Master of Arts in International Economics and Finance

Department of Economics

Faculty of Arts

Revised March 2020

Economics Graduate Program
www.ryerson.ca/economics/graduate/

Table of Contents

List of Tables	4
List of Forms	4
List of Appendices (Source: Periodic Program Review 2019)	4
PROGRAM GENERAL INFORMATION	5
1. Name of the Program and the Proposed Curriculum Change(s)	5
2. Identification of the Designated Academic Unit	5
3. Program Governance Structure.....	5
4. Department Members involved in Proposal Development.....	5
PROGRAM OVERVIEW.....	5
5. Program Rationale	5
6. Anticipated Demand	6
7. Comparable Programs	7
8. Program Alignment with Institution’s mission and academic plans	8
9. Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes (LOs)	8
10. Periodic Program Review Recommendations.....	10
Curriculum Overview	11
Curriculum Structure.....	12
Program’s Relationship with Other Ryerson Programs	16
11. Overlap and Integration with Other Programs	16
PROGRAM DETAILS.....	16
12. Program History.....	16
13. Degree Nomenclature.....	17
Admissions.....	17
14. Admission Requirements	17
15. Admission Requirements and Student Achievement of Learning Outcomes.....	17
16. Alternative Requirements (if applicable).....	18
Program Content and Curriculum.....	18
17. Curriculum and Current State of the Discipline	18
18. Professional Licensing/Accreditation (if applicable)	18
Mode of Delivery and Graduate Degree Level Expectations	18

19. Planned Modes of Delivery18

Assessment of Teaching and Learning and Graduate Degree Level Expectations (GDLEs).....19

20. Intended Teaching Methods19

21. Assessment Methods for Student Achievement and Learning Outcomes and Graduate Degree Level Expectations (GDLEs).....19

22. Promotion and Graduate Requirements (if applicable)20

Resources20

23. Human, Physical, and Financial Resources20

24. Implementation and Communication Strategy.....20

25. Number of Faculty and Support Staff21

26. Tuition21

27. Student Financial Assistance21

28. Library21

Quality and Other Indicators22

29. Indicators That Provide Evidence of Faculty Quality22

30. Intellectual Quality of Student Experience24

EXECUTIVE SUMMARY24

List of Tables

Table 1 Current curriculum (Fall 2019)..... 13

Table 2 Proposed curriculum (Fall 2020)..... 15

PROGRAM GENERAL INFORMATION

1. Name of the Program and the Proposed Curriculum Change(s)

This document proposes to revise the current curriculum for the Master of Arts in International Economics and Finance (MA). The department is proposing to rename “Master’s Research Paper”, one of the current mandatory requirements, as “Master’s Paper”, and to replace the Master’s Paper requirement with the option to choose one of the following: Master’s Paper, Internship (one term in length) or the choice to take an additional course (one credit).

2. Identification of the Designated Academic Unit

Graduate Program in Economics
Department of Economics
Faculty of Arts

3. Program Governance Structure

The Graduate Program in Economics is governed by the program’s Graduate Program Council. The program is managed by the Program Director - Graduate Studies and is administered by the Graduate Program Administrator. No change is currently anticipated as part of the proposed curriculum changes.

4. Department Members involved in Proposal Development

- Haomiao Yu, Program Director, Graduate Studies, Department of Economics
- Claustre Bajona, Chair, Department of Economics

PROGRAM OVERVIEW

5. Program Rationale

Offered on a full-time (12-month completion time) and part-time (24-month completion time) basis, the Master of Arts is currently comprised of a non-credit Mathematics and Statistics review course, seven one-credit courses and a Master’s Research Paper.

It is important to note that the Master’s Research Paper submitted for the MA in International Economics and Finance is more in line with a research essay; see Appendix II for guidelines. The Master’s Research Paper should be no more than 40 double-spaced pages in length (excluding any appendices) and is written under the guidance of a faculty supervisor over the course of one semester, and evaluated by the supervisor and a second (faculty) reader. There is no presentation and is a milestone graded as pass/fail. Thus, it is equivalent to one-credit course.

However, we note that the acronym (MRP) of the Master’s Research Paper is the same as the Major Research Paper which may be equivalent to two or more credit courses in other graduate

programs at Ryerson. Thus, to avoid any possible confusion due to the acronyms, we propose to change the name “Master’s Research Paper” to “Master’s Paper”.

The more substantive changes in this proposal are to include two additional options to the Master’s Paper requirement: an internship and an additional course. In today’s competitive market, work experience is a highly sought asset. Students who complete our Master of Arts and who have prior work experience perform much better in the job market. A larger number of organizations are offering or wish to offer internships to students in Masters programs. Even without a formal internship option, we are increasingly approached by a number of organizations wanting to offer internships to our students. The proposed changes to the program address this new opportunity while providing more flexibility for students to tailor the program based on their particular needs.

The option of taking an additional course in lieu of a research paper gives students who are not research-focused, the opportunity to develop their interests further. Such an option (course-only) is used in departments of Economics at other universities (e.g., Toronto, Queens, Guelph, York).

Thus, the internship or an additional course, addresses the students who may not be interested in developing a formal research project. Approval of our proposal gives choices to students with differing academic goals and allows flexible options that may attract a larger pool of potential applicants.

6. Anticipated Demand

With more flexibility, it is anticipated that the Master of Arts (International Economics and Finance) program will attract more high-quality students. The program has always attracted a sufficient number of students (please see Appendix I.b). Over the last 5 or 6 years we received 200 to 300 applications to our Master’s program. Consequently, the program has achieved a good reputation in Canada and has high graduation and employment placement rates. Approximately 70-80% of our full-time students graduate within one year and the remainder within two years (please see Appendix I.d). This, in turn, has had a positive impact on the subsequent PhD degree (inaugurated in 2010). Application data consistently shows that the Master of Arts program receives approximately 250 full-time applications, domestic and international, in total (minimum number 168 in 2008 and maximum of 304 in 2013) and we only accept roughly twelve percent of the total full-time applicants. The part-time program also attracts many students (between 20 and 35 each year) and we accept roughly twenty-five percent of these students. The program has had no issues with meeting the domestic targets set by the Yeates School of Graduate Studies.

Given the population growth rate in Toronto, the academic rigor of the Master of Arts (International Economics and Finance) program, and Ryerson’s attractive location, we anticipate that we will continue to have a healthy demand in the upcoming years. The major difficulty we face is the limited number of international students we can accept even though

the majority of the full-time applications are international. Typically, we accept the very best of the international applicants and they succeed superbly.

7. Comparable Programs

Note that there is no defense requirement for the current Master's Paper. The Master's Paper requirement is similar to an MA essay, and is equivalent to one course (one credit). Thus, in total there will be nine (one non-credit Mathematics and Statistics review course and eight one-credit courses) courses in the proposed course-only option. The nine-course (including Mathematics and Statistics review) requirement is the same as many existing course-based MA programs in economics in Ontario such as McMaster University, University of Guelph, University of Toronto, and York University.

For example, in addition to the math review, Economics at Queen's offers three choices (see "program details" in <https://www.econ.queensu.ca/graduate/ma/prospective-students>):

- (1) Eight courses
- (2) Seven courses + a master's essay
- (3) Six courses + a master's thesis.

Another example is Guelph, which offers two choices (<https://www.uoguelph.ca/lang/ma-economics-finance-specialization-option>): besides math review,

- (1) Eight courses
- (2) Six courses + a major research project (which requires seminar presentation).

Note that a major research project at Guelph is similar to a master's thesis at Queens, whereas our current Master's Paper is similar to a master's essay at Queens.

York and the University of Toronto only have one MA option:

- (1) Eight courses, in addition to the math review
(York: <https://economics.gradstudies.yorku.ca/ma/ma-degree/>
UofT: <https://www.economics.utoronto.ca/index.php/index/graduate/maprograms>)

In Appendix I.g, we present all **Master of Arts in Economics** programs offered by eight universities geographically closest to Ryerson (University of Guelph, McMaster University, Queen's University, University of Toronto, University of Waterloo, Western University, Wilfrid Laurier University, York University) and the University of British Columbia. There are no other specialized degrees in Canada in International Economics and Finance. Guelph in addition to a Master of Arts in Economics, also offers a Master of Arts in Economics with a Finance Specialization. Western has a PhD stream Master of Arts in Economics where students take core PhD courses.

All Master of Arts in Economics programs require students to take a preliminary Mathematics and Statistics Review and then core masters' courses in Microeconomics, Macroeconomics and Econometrics, as Ryerson does in the Master of Arts (International Economics and Finance). Since Ryerson's program is International Economics and Finance and the University of Guelph

program has a finance specialization, these two programs both require two more courses in finance or international trade.

Four (including Ryerson) out of five programs that provide the Masters' Paper option require eight courses (including the Mathematics and Statistics Review course) and the Masters' Paper. Queen's University and the University of British Columbia give students the choice of seven courses and a master's thesis. Guelph gives students the choice of seven courses and a Major Research Paper which requires seminar presentation.

The course-only programs in the Appendix 1.g require 9 courses, i.e., eight courses in addition to the Mathematics and Statistics Review course. The course-only option we proposed here is in line with these course-only programs.

8. Program Alignment with Institution's mission and academic plans

1. **Our Time to Lead**, Ryerson's five-year academic plan (Provost & VP Academic):

- Enables greater student engagement and experiential success by providing them the flexibility to choose the academic path that is right for them;
- Increases quality of SRC as students can apply their strengths accordingly; and
- Fosters community ties through internship placements.

The values identified in the *Our Time to Lead* plan will continue to be implemented and honoured through our innovative MA program that provides an opportunity for students to apply the latest economic theories and empirical techniques to current issues. Students learn and collaborate with faculty members, leading practitioners and researchers who bring with them a range of experiences and a future-smart knowledge of economics.

2. **Momentum**, YSGS strategic five-year plan:

- Building a community and culture of inquiry
- Elevating excellence in graduate education
- Attracting and retaining outstanding graduate student talent
- Delivering leading academic and administrative supports and services

By providing internship and course-based options alongside the option of a Master's Paper we are allowing students the flexibility to tailor their MA in International Economics and Finance to meet their needs and goals; especially students who are not research focused. The internship would give our students valuable industry experience and create connections within industry before they complete their degree.

9. Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes (LOs)

The Master of Arts program is a highly specialized program designed for students in the early stages of their professional careers. Compulsory core courses (microeconomics, macroeconomics, econometrics, and financial theory) are designed to provide students with a solid background in economic theory, financial theory, and econometrics. Field and elective

courses provide specialized training related to the core area of the program: international economics and finance.

There are six broad learning outcomes (or goals) that students are expected to have upon graduation. The proposed changes are consistent with the program outcomes listed below:

Goal 1a: Demonstrate knowledge of General Economics and Finance in the Areas of:

- a) Microeconomics
- b) Macroeconomics
- c) Econometrics
- d) Financial Theory

Goal 1b: Demonstrate knowledge in the Core Areas of the MA program:

- a) International Economics
- b) International Finance

Goal 2a: Demonstrate Knowledge of Theoretical Methodologies.

Goal 2b: Demonstrate Knowledge of Empirical Methodologies.

Goal 3: Demonstrate the Ability to Apply the Theoretical and Empirical Methodologies and Knowledge.

Goal 4: Demonstrate the Ability to Present Scientific Results and Analyses clearly and concisely to General Public, Government, and within Scientific Community both:

- a) Orally and
- b) In written form

Goal 5: Demonstrate the Awareness of the Limits of Knowledge

Goal 6: Demonstrate Autonomy (Confidence and Perseverance) and Professional Competence, including Accountability, Ethical and Professional Integrity and Social Responsibility

A Master's Paper allows students to develop research skills and explore a particular topic of their choice in greater detail. It is the only milestone option in the current curriculum. Following Ryerson tradition, the program emphasizes the application of theory.

The program is ideal for students who wish to acquire the skills needed to practice as a professional economist in the public or private sectors. As the program combines rigorous analytical training with an empirical orientation, graduates are well suited for research and management positions in national or international financial institutions, international organizations and provincial or federal governments. Moreover, students are provided with the rigorous academic background required to pursue their studies at the PhD level.

With the proposed changes to our program, our students will continue to meet and now exceed these goals as noted above and previously outlined in our Periodic Program Review. The course-based option will continue to meet the program learning outcomes as our field and elective courses will provide the same level of specialized training to students who do not wish to pursue research. The addition of an internship option will serve to enhance the program's learning outcomes - most notably Goals 4 and 6.

At graduation, students should be able to communicate effectively and persuasively in a professional setting using written and oral presentations and reports. To this end, the Master of Arts program involves several courses that offer plenty of engagement in research projects and presentations, (Goal 4). In addition to the Master's Paper, a number of courses contain a writing component. The option to take an additional elective would further enhance this engagement. Meanwhile, an internship option would also allow students to present scientific results and analyses clearly and concisely to the general public, government and within the profession.

Students should have the ability to critically evaluate and investigate possible solutions to challenges relevant to economic policy, and business practices in Canadian and International contexts. Moreover, students should have the capacity to think independently and develop plans for continual professional development. At graduation, students should be able to describe academic and professional obligations as an economist and act with academic and professional integrity and social responsibility, (Goal 6). An internship option would allow students to achieve this goal through hands on experience.

The Graduate Degree Level Expectations (GDLEs) represent the threshold level for skills and knowledge that Ontario students must demonstrate in order to successfully complete their programs. The GDLEs form an integral part of Ontario's Quality Assurance Framework. Graduates at specified degree levels are required to meet these standards.

In Appendix I.a, we have mapped GDLEs to learning outcomes. We have also mapped graduate courses to learning outcomes. Students at the Master's level are expected to understand and apply existing economic theories and techniques - the curriculum mapping includes Reinforcing (R) and Proficiency (P). As demonstrated, our learning outcomes are consistent with our goals and with the GDLEs. The addition of an internship option serves to enhance LO4 and LO6.

10. Periodic Program Review Recommendations

We made the following recommendation in our Periodic Program Review:

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation # 2
Recommendation: <i>We should consider giving students in our Master of Arts (International Economics and Finance) a choice of course only, Master's research paper or internship.</i>

Rationale: <i>Comparator programs offer more choices in their master's programs than we do. We need to be competitive. We already have a successful internship program for our BA students and can build on our existing partnerships and connections to build a successful one for our MA students</i>
Objective: <i>We need to demonstrate to the university that this would make our Master of Arts (International Economics and Finance) program more competitive with comparator programs.</i>
Actions: <i>We would put this proposal to departmental council in Fall 2018.</i>
Timeline: <i>We would hope to include this by 2019-20.</i>
Responsibility for leading initiative: <i>Program Chair/Director</i>
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: <i>Dean of Arts, Dean of YSGS</i>

All responses have been favourable and in support of our proposed changes.

The Peer Review Team's response was as follows: "We endorse this initiative. Allowing choice to disparate students with differing goals is a worthy idea, which at the same time, economizes on the limited resources of research-active faculty." They also state that "providing some flexibility to MA students should help those who fail to develop an interesting research project, and an internship is a valuable alternative."

The Dean of Arts indicated that she "strongly supports this and is very interested in reviewing the program's assessment of the feasibility and plan for moving forward on this."

The YSGS response indicates that it "supports the Program and Faculty responses." It also "notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127." This response was approved by the PCC on November 13, 2019.

In addition, the Graduate Program Council is in full agreement with the proposed changes. It has been agreed that these changes would make our program more competitive amongst other universities by attracting a broader range of potential students with differing academic goals. It will also continue to make our graduates more desirable to both potential PhD programs and the job market.

Curriculum Overview

Current Program Overview

The requirements for the MA in International Economics and Finance program are the completion of the Mathematics and Statistics Review course, seven one-credit courses, and the

Master's Research Paper. The MA program can be completed in 1-year (12 months consecutive) of full-time study, or 2-years (24 months consecutive) of part-time study.

This program only offers a Fall in-take.

Mathematics and Statistics Review Course

All students entering the MA program must attend and pass the Mathematics and Statistics Review Course. This course is normally scheduled during the last two weeks in August (prior to the start of the official school year). Its frequency is five lectures per week length 3 to 4 hours in length each. The exam, which is scheduled immediately before regular classes commence, is graded on a pass/fail basis. Students who do not pass will be permitted one more attempt during the Fall term. If a student does not pass during his/her second attempt, he/she will be asked to withdraw from the MA program.

Master's Research Paper (with "Master's Paper" as the new name proposed)

The Master's Paper is completed under the direction of a Supervisor and Second Reader from the participating teaching faculty. Students are not required to obtain a supervisor prior to the start of the program. Students will choose a topic and research supervisor at the end of the second (Winter) term. During the Spring/Summer term students work to complete their research paper.

Curriculum Structure

The current and proposed curricula are presented in Tables 1 and 2 respectively. Table 1 is the current curriculum for the Master of Arts, International Economics and Finance, and Table 2 shows the proposed modified curriculum. There will be no change to the elective courses offered as they already provide our students with the specialized training they need.

Table 1: Current curriculum (Fall 2019) as per Yeates School of Graduate Studies 2019/2020 Calendar

DEGREE REQUIREMENTS	Credits
EF8100 Mathematics and Statistics Review	(non-credit)
EF8901 Microeconomics	1
EF8902 Macroeconomics	1
EF8903 Applied Econometrics	1
EF8904 Financial Theory	1
EF8911 International Finance (field 1)	1
OR	
EF8931 International Trade Theory & Policy (field 2)	1
AND	
2 electives (one of which may be the other field elective)	2
Master's Research Paper	(Milestone)
ELECTIVES (2 or 1 if both fields are chosen)	
EF8912 Country Risk Analysis	1
EF8913 Empirical Topics in International Finance	1
EF8914 Financial Econometrics	1
EF8915 International Corporate Finance	1
EF8932 International Trade Under Imperfect Competition	1
EF8933 Empirical Topics in International Trade	1
EF8934 Global Institutions and the International Economy	1
EF8935 The Law and Regulation of International Trade and Investment	1
EF8936 International Public Economics	1
EF8937 Labour Economics	1
EF8938 Development Microeconomics	1
EF8939 Topics in Econometrics	1
EF8940 Environment Economics	1
EF8941 Topics in Development Economics	1
EF8942 Industrial Organization	1
EF8943 Monetary Economics	1
EF8944 Panel Data and NL Model Analysis	1
EF8945 Nonparametric Data Analysis	1

See Appendix 1.f for course descriptions and prerequisites.

There will be no change to elective courses offered to students. The calendar description of the Master's Research Paper will require a change in the name to Master's Paper; the description itself will remain the same. However, the proposed changes to the curriculum will require the introduction of a new milestone for the internship option.

Master's Internship (NEW proposed milestone)

Approved students will undertake an internship in the Economics and Finance fields. The internship is to allow students to explore careers and develop links between the theoretical knowledge received in a classroom setting and professional/practical application experience. One academic term in length, students will be required to submit a detailed report at the end of the internship as well as an employer evaluation. This is a "Milestone" and is pass/fail.

Table 2: Proposed curriculum (Fall 2020)

DEGREE REQUIREMENTS	Credits
EF8100 Mathematics and Statistics Review	(non-credit)
EF8901 Microeconomics	1
EF8902 Macroeconomics	1
EF8903 Applied Econometrics	1
EF8904 Financial Theory	1
EF8911 International Finance (field 1)	1
OR	
EF8931 International Trade Theory & Policy (field 2)	1
AND	
2 electives (one of which may be the other field elective)	2
AND one of the following OPTIONS	
Master's Paper option	(Milestone)
Internship option	(Milestone)
Course-only option	
One additional elective	1
ELECTIVES	
EF8912 Country Risk Analysis	1
EF8913 Empirical Topics in International Finance	1
EF8914 Financial Econometrics	1
EF8915 International Corporate Finance	1
EF8932 International Trade Under Imperfect Competition	1
EF8933 Empirical Topics in International Trade	1
EF8934 Global Institutions and the International Economy	1
EF8935 The Law and Regulation of International Trade and Investment	1
EF8936 International Public Economics	1
EF8937 Labour Economics	1
EF8938 Development Microeconomics	1
EF8939 Topics in Econometrics	1
EF8940 Environment Economics	1
EF8941 Topics in Development Economics	1
EF8942 Industrial Organization	1
EF8943 Monetary Economics	1
EF8944 Panel Data and NL Model Analysis	1
EF8945 Nonparametric Data Analysis	1

Program's Relationship with Other Ryerson Programs

11. Overlap and Integration with Other Programs

Not applicable.

PROGRAM DETAILS

12. Program History

We launched the Master of Arts (International Economics and Finance) in 2005-2006. The program was initially comprised of a non-credit Mathematics and Statistics review course, *eight* one-credit courses and a Master's Research Paper. In 2013-2014, the program reduced the number of required courses by one as almost all masters in economics programs in comparator universities required less courses than our initial requirement (see Appendix 1.g). Thus, the program is now comprised of a non-credit Mathematics and Statistics review course, *seven* one-credit courses and a Master's Research Paper. Students must take four compulsory courses (one in each of microeconomics, macroeconomics, econometrics and financial theory). In addition to the four compulsory courses, students have to take three elective courses, one of which has to be a Field Elective; either International Finance or International Trade Theory and Policy.

In 2011-2012,

- We changed the title of EF8937 International Labour Economics to a broader title of EF8937 Labour Economics.
- We changed the title of EF8938 Microeconomics Issues: Industry, Development and International Economics to EF8938 Development Microeconomics.
- We changed the title of EF8939 Nonparametric Econometrics to a broader title of EF8939 Topics in Econometrics.

In 2012-2013,

- We added EF8943 Monetary Economics to the list of electives.
- We changed the course title of EF8903 Econometrics I to EF8903 Applied Econometrics and put a greater emphasis on empirical analysis.

In 2013-2014,

- We changed the course title of EF8911 International Macroeconomics to EF8911 International Finance. We changed the course title of EF8913 International Financial Markets to EF8913 Empirical Topics in International Finance. These two changes would provide students with both a theory and empirical course in International Finance complementary to those we already had in International Trade.
- We changed the course title of EF8940 Environment and Economic Growth to a broader title of EF8940 Environment Economics.

In 2014-2015,

- We changed the course title of EF8941 Topics in International Economic Development to a broader title of EF8941 Topics in Development Economics

In 2015-2016, we had increased our faculty size and expertise and therefore,

- We added EF8944 Panel Data and Nonlinear Model Analysis to the list of electives.
- We added EF8945 Nonparametric Data Analysis to the list of electives.

In 2017-2018, we added one-hour tutorial for all core courses and field electives.

In this proposal, we propose to replace the one current Master's Research Paper requirement with the following three options: a Master's Paper, an internship (one term in length) or a choice to take an additional course (one credit).

13. Degree Nomenclature

The option of choosing additional elective course (1 credit) will have no effect on nomenclature. The same level of electives will be continued to be offered with no change to calendar descriptions. The internship option will be noted on the official transcript as a milestone and would be pass/fail; keeping in line with other graduate master's programs at Ryerson.

Admissions

14. Admission Requirements

There will be no changes to the program's admission requirements. The program will continue to require applicants have the necessary background to succeed in masters 'level graduate work in international economics and finance. A strong background in intermediate macro and microeconomic theory, econometrics, calculus and linear algebra, international economics and finance will continue to be a focus.

For admission into the MA in International Economics and Finance program, applicants must fulfill normal university admissions procedures and meet the program specific requirements as the current ones (see Appendix I.b).

15. Admission Requirements and Student Achievement of Learning Outcomes

The admission requirements are appropriate for the learning outcomes because they ensure potential students will have the academic, research and 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 allow the admissions committee to assess applicants' prior experience in the academic and/or professional field of economics.

The statement of interest allows the admissions committee to assess applicants' ability to achieve learning outcomes 6, 7 and 8 as they relate to written, verbal and visual communication. A meeting with the Graduate Program Director prior to admission can further add to this assessment.

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

16. Alternative Requirements (if applicable)

Not Applicable.

Program Content and Curriculum

17. Curriculum and Current State of the Discipline

There are two new options proposed: the course-only option and the internship option. The course-only option is to allow students to take an additional elective. This give students who are not research focused to further engage with faculty and enhance their knowledge through the classroom. The internship option would provide students with the invaluable experience and exposure that only working as an economist within the industry can provide.

18. Professional Licensing/Accreditation (if applicable)

Not applicable.

Mode of Delivery and Graduate Degree Level Expectations

19. Planned Modes of Delivery

Course option (proposed) – no change in delivery as the electives we currently offer are suitable and meet the intended program learning outcomes and degree level expectations.

Internship option (proposed) – industry placements meet all the intended program learning outcomes and degree level expectations and serves to enhance 4 and 6 as outlined in the proposal. The department will assist eligible students with the preparation of their CVs and with interview skills.

Master's Paper (MP) option (current) - will follow the mode of delivery for the current MA Master's Research Paper option in Economics.

Assessment of Teaching and Learning and Graduate Degree Level Expectations (GDLEs)

20. Intended Teaching Methods

Teaching and the Master's Paper supervision remain the same as our current MA program. There is no teaching requirement for the internship option. Internship reports will be reviewed by the Program Director.

21. Assessment Methods for Student Achievement and Learning Outcomes and Graduate Degree Level Expectations (GDLEs)

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. The assessment of GDLEs for the Master's Paper option will be the same as before.

Regarding the internship option, students may undertake an internship placement that aligns with the goals of the International Economics and Finance Master's program. In particular, students must have a minimum CGPA of 3.5 or higher and submit a complete application package (resume, cover letter and writing sample) to be considered for the Master's internship. Internships are a minimum 350 hours and normally completed over a four month period.

If selected, the student will then complete an internship agreement form. This form is to inform the Department of Economics of the student internship opportunity, and assist student and employer in specifying objectives, expectations and details of the existing internship opportunity at the onset. Students should complete this form in consultation with their internship employers/supervisors, then vet with their internship advisor. Students should submit this form to the Department of Economics Placement Coordinator at the beginning of the internship.

Upon completion of the internship placement, students must complete a project report to the Program Director outlining the activities and the deliverables of the internship, a personal reflection about their experience, as well as an evaluation form completed by the employers. Periodic mid-term checks with the employers to assess student performance and receive feedback will also be done.

The internship option will be assessed as pass/fail by the Graduate Program Director and recorded as a milestone on the student's transcript.

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

22. Promotion and Graduate Requirements (if applicable)

It is not anticipated promotion and graduate requirements will vary from Ryerson's policies on grading, promotion and academic standing.

Resources

23. Human, Physical, and Financial Resources

The proposed change to the program has minimal resource implications. Currently, we have an Internship Placement and Program Coordinator for the Bachelor of Arts (International Economics and Finance). The same person will coordinate the internship option in the master's program. Some of their duties include building strong, collaborative partnerships with potential and active partners for local and international internship opportunities, and establishing communication plans with partners for internship opportunities. These duties are common for the Bachelors and the Master internships and will not need to be duplicated. In fact, in the past two years, these collaborative partnerships have secured internship placements for some of our Master's graduate students.

Nevertheless, the internship option in the Master's program will require the Internship Coordinator to devote some more time exclusively to master students involved in the internship option. This time will be required to prepare student packages (one-on-one consultations preparing resumes and cover letters), coordination of schedules and interviews, communicating offers and issuing tax credit letters to employers, and organizing an interview preparation workshop. We estimate that the time required will be around 40 hours per academic year. The department is strongly committed to strengthening and further developing the internship, and will actively explore initiatives to raise additional funding to cover this expense.

In addition to requiring minimal additional resources, this proposed change would economize on the limited resources of a research active faculty. Also, since there will be no changes to the electives offered and only minimal resource implications, other departments will be not be impacted by the proposed change.

24. Implementation and Communication Strategy

Proposed changes would be implemented prior to the start of the Fall 2020 academic year. The Department of Economics has already proven to be successful in placing students for the required internship in the Bachelor of Arts degree in International Economics and Finance. The internship option will employ the existing resources as there is already an Internship Coordinator who has been in contact with possible internship placements and has already successfully placed some of our Master's students. The current format of email updates, information sessions and CV/interview prep would continue. Updates to both the Department of Economics and YSGS websites will aide in getting the proposed changes out to potential applicants.

25. Number of Faculty and Support Staff

It is anticipated that the department's current operating structure will administer the proposed changes. No additional faculty members or support staff are required to deliver the proposed curricula.

26. Tuition

No change.

27. Student Financial Assistance

No change from current funding models. The number of students admitted would not change as sources of funding remain unchanged. However, as the MA internships in economics are paid, the internship option would provide an increase in financial assistance for students who qualify and procure placements.

28. Library

The current library resources are sufficient to support the curricula change. Currently, Ryerson University Library's overall strength in infrastructure, collection, services and technology has kept it well-positioned to support the graduate degree programs offered by the Department of Economics. This library report has carefully considered the focus of the PhD and MA programs, assessing how library support can supplement the "rigorous training in economic theory, financial theory econometrics and mathematical economics" and help "to prepare students to undertake cutting-edge research in international economics and finance."
(<http://economics.ryerson.ca/index.php/graduate>).

It is worth noting that the library has written several reports affirming its ability to support programs in the areas of economics and finance, industrial mathematics, international economics, and business administration at both the undergraduate and graduate levels. Where appropriate, this report has incorporated relevant information from these previous evaluations.

Since the last evaluation for the proposed graduate programs in International Economics in 2008, the library has made significant changes in the collection development methodology. An approval plan for book collection designed for graduate level ensures timely delivery of the most relevant items for research. The plan is supplemented by the Demand-Driven Acquisitions process for print and e-books. Increased availability of e-books has contributed to the expansion of library's electronic resources. Where possible, the library provides business case studies, as part of the popular One-Stop Course Readings service. Besides the traditional reference desk service or class instruction on search techniques and collection access, "Search Everything", the discovery interface on the library main page, has fast become the default tool to look for electronic resources within and beyond the collection.

The library's serials collection continues to be strong. Since 2008, almost all subscribed databases provide access to full-text journal literature. No new subscriptions have been placed while cancellations were made after thorough reviews in consultation with departments. A

detailed comparison of aggregator databases resulted in the cancellation of Ebsco's Business Source Elite and Academic Search Premier in 2016. Thomson Reuter's Datastream was not renewed because similar data is available from various statistical sources, including major national and international data banks. Graduate students have access to Bloomberg Professional held by the TRSM, providing them with the latest business and industry news and analytics for the US and global markets. The library has strengthened data support by expanding the Geospatial Data Centre and creating a Data Librarian position.

Quality and Other Indicators

29. Indicators That Provide Evidence of Faculty Quality

29.1 Faculty Qualifications

We currently have twenty-three tenure-stream faculty and three limited term faculty. They are listed in Appendix I.e. In this table we also included faculty who have left during the period 2007 to 2018. The terminal degree for the discipline is the Ph.D. and this remains the ideal standard for instructors of economics. All of our tenure stream faculty have PhDs. Further Faculty data (fields, courses taught, search funding, graduate supervision) and the curriculum vitae of tenure stream faculty are found in Appendix I.c and in Appendix III respectively.

29.2 Scholarly, Research and Creative Activities

Our faculty's innovative, relevant and forward-thinking research is recognized by and published in top economic journals such as: American Economic Review, Econometrica, Review of Economics and Statistics, Journal of Monetary Economics, Journal of Economic Theory, Journal of Econometrics, Journal of Public Economics, and Journal of International Economics to name a few. Collectively our faculty has been invited to present their research hundreds of times, at conferences, to other universities and to government institutions. We incorporate our research into the program curricula particularly in advanced courses.

Research funding is also an area that was minimal in the past but is increasing significantly. Prior to 2000, for example, no faculty member in the Department of Economics had received a grant from the national Social Sciences and Humanities Research Council (SSHRC). Over the years more and more faculty have been awarded research grants. Applications for SSHRC funding have been substantially higher in recent years. In 2018 alone, faculty in our department were awarded three SSHRC Insight Grants and one SSHRC Insight Development Grant totaling \$332,381. Internal funding, although much less important for program and faculty reputation, has been high in recent years.

Research success of the faculty is always difficult to assess. We use raw publications in fifteen of the leading peer-reviewed economics journals as a measure of the quality of departmental research. We use Tilburg University's database on the number of publications in economics journals by university (please see <https://econtop.uvt.nl/rankingsandbox.php>) and Research Papers in Economics h-index for journals to rank the top fifteen economics journals (please see <https://ideas.repec.org/top/top.journals.hindex.html>). In Appendix I.i.viii, we show our

research ranking among Canadian universities using the raw number of publications in the top fifteen of our leading economics journals (excluding survey journals) for two periods 2013-2017 and 2016-2017. We list the journal titles in Appendix I.I.viii. In terms of refereed publications, the Department of Economics used to lag behind most other comparator institutions. Less than a decade ago, we ranked joint 25th among all Canadian universities based on peer-reviewed publications. We had an average of fifteen tenure stream faculty not in full time administration during this period. Part of the reason for the low ranking would be the average age of faculty, as the Department of Economics is primarily composed of individuals who were within 10 years of their Ph.D. In this way, certain faculty members have not yet had the opportunity to build extensive research portfolios. Other contributors to the relative lack of publications have been the service and teaching loads of faculty (which historically have been higher at Ryerson than at other universities) and the past focus on teaching.

Research output of faculty has significantly improved in the last five years. We now rank joint 9th among all Canadian universities based on publications in the fifteen peer-reviewed journals mentioned above during the five-year period 2013 to 2017. During this period, we had an average of eighteen tenure stream faculty not in full time administration. Some faculty who had retired during this time were not researchers and were hired when Ryerson was a teaching college. Their replacements on the other hand conduct high quality research. These changes in tenure stream faculty represented a major increase in the quality and quantity of our research output. The improvement is even more dramatic once you consider that we are a very small department relative to others (please see Section 7.a.i below) and we are only counting the absolute number of publications in these journals. We continue on this upward trajectory. We actually rank 7th among all Canadian universities based on these peer-reviewed publications during the last two years. Adding more journals penalizes departments with a small number of faculty such as our department.

Appendix I.i.vii presents the ratio of faculty full-time equivalents (FFTE's) to student full-time equivalents (FTE's) and makes a comparison between student enrollment and the number of faculty in the Department of Economics. For each year, Ryerson University, the Faculty of Arts and the International Economics and Finance program, the ratio of FFTE's to FTE's has risen over the life of the program. However, the ratio is significantly higher in the Department of Economics, almost 40 percent higher than the university average in 2015-17. This is up from 17 percent in 2006-07. The Department of Economics also has the highest ratio in the Faculty of Arts. Some of the numbers produced by the University Planning Office underestimate this ratio as the denominator includes limited term faculty who are employed because faculty are on leave together with the faculty on leave they were hired to replace. A better indicator, which is not produced by the University Planning Office, would be the ratio of the number of enrolments to the number tenure stream faculty. Based on this indicator, the Department of Economics would have one of the highest ratios in the university (it is 540 in 2017-2018). Given the emphasis on student contact at Ryerson and the commitment of the open-door policy at the Department of Economics, this is a very major cause for concern. The increase in the student to faculty ratio is a result of the large increases in the number of enrollments relative to the small increase in tenure stream faculty. While this is mainly due to undergraduate

enrollments it affects the number faculty available for graduate teaching. This limits the number of elective courses that can be offered to graduate students. As mentioned above the choice of elective courses received a low percentage mark in the graduate survey. The department will continue to advocate for an increased faculty complement.

29.3 Part-time Faculty

Only full-time tenure stream faculty teach graduate courses in this program.

29.4 Teaching, Supervision, and Commitment to Student Mentoring

Only tenure stream faculty do graduate supervision. We try to keep graduate supervision by pre-tenure faculty to a minimum. Most tenured faculty members have supervised between 10-20 aster's students since 2006. That will continue to grow as the program matures and pre-tenure faculty become tenured.

29.5 Faculty Funding

See Appendix I.e, we present a breakdown of faculty funding. There has being a significant increase in faculty funding in the last 10 years.

30. Intellectual Quality of Student Experience

The students in the Master of Arts (International Economics and Finance) program will have developed intellectually by having been exposed to a balanced and rigorous curriculum in the related areas of international trade and international finance. The program has enhanced the students' analytic and applied skills, critical thinking and understanding of current policy issues in the context of both the contemporary Canadian economy and the global economy. Their careers have been advanced significantly and the majority of them have found gainful employment in the private and public sectors in Canada and abroad, within a short period after graduation. Around 10 percent of our MA graduates have been admitted to highly prestigious PhD programs in Canada and the US, attesting to the solid analytical background they have received from the Master of Arts (International Economics and Finance) program. One of our MA graduates (2005) is currently an Assistant Professor at Arizona State University and another one is an Assistant Professor at University of Toronto (teaching stream).

We expect the new added internship option and course-only option will enhance the student experience further.

EXECUTIVE SUMMARY

Since 2000, the Department of Economics has undergone major change. Before then, Economics was a service department and responsible for the curriculum of the Bachelor of Commerce (Business Management) - Economics and Management Science Major, which is currently offered by the Ted Rogers School of Management. In 2000, we launched the Bachelor of Arts (International Economics and Finance). In 2005, we launched the Master of Arts

(International Economics and Finance). In 2010, we launched the Doctor of Philosophy (Economics) program.

Over the years, we have made changes to the curriculum of both the Master of Arts (International Economics and Finance) and Doctor of Philosophy (Economics) programs. Like all previous changes, the proposed curriculum changes are to improve the choice and quality of the course offering to students. The proposed changes to the curriculum are straightforward. Instead of the Major Research Paper being required, we allow the students a choice of doing a Major Paper, another elective course or an internship.

The Department of Economics has already proven to be successful in placing students for the required internship in the Bachelor of Arts degree in International Economics and Finance. The optional internship program in the Master of Arts will employ the existing resources and connections established for the Bachelor of Arts', as some of those employers are increasingly requesting Master's students for some of their available internships. In particular, in the past two years we have placed ten Master of Arts students in the Ontario Ministries (four in 2018 and six in 2019) and they have requested to interview more of our students for summer internships in 2020.

The additional course option will allow students to choose an additional course from the existing elective course list, and hence will not require additional resources either. Such an option is also similar to the course-only MA options in economics offered at other universities such as University of Toronto, Queens, York and Guelph.

The internship and course-based options would provide flexibility that potential applicants may be looking for, and give the program a competitive advantage over other similar programs offered in the province/country.



**1 YEAR PPR FOLLOW-UP REPORT
and Proposed Ted Rogers MBA Modifications Summary**

Last Updated: Mar 30, 2020

Graduate Program: Master of Business Administration (MBA)
Ted Rogers School of Management

Peer Review Team: Dr. Linda Schweitzer (Carleton University)
Dr. Roy Suddaby (University of Victoria)
Dr. Cory Searcy (Ryerson University)

Site Visit: June 20 and June 21, 2016

PRT Report: July 13, 2016

Program Response: Sept 27, 2016

YSGS Response: Oct 27, 2016

PPR Approved by Senate: March 7, 2017

1 Year Follow Up Report: Winter, 2018 (postponed due to major
curriculum review)

Submitted March 18, 2020

The appointment of Dr. Daphne Taras as Dean of the Ted Rogers School of Management (TRSM) inspired the reimagining of the Ted Rogers MBA Global and MBA MTI programs. The challenge put forward by the Dean was to design a model for graduate education in the management discipline that provides students with greater choice, embraces flexible program formats, invests in skill development and is nimble in its structure to adapt quickly to the needs of students and employers.

Guided by the mission and vision of Ryerson University and the TRSM Academic Plan, a collaborative effort has been used to propose a revised MBA program. The redesign effort was launched by Dean Taras with the hosting of a two-day MBA retreat in March 2019. The attendees were faculty from all generations, some who teach in the MBA and some who don't, and staff with an interest in change, and current MBA students. The overall purpose of the retreat was to engage stakeholders in the process of curriculum reform through various design thinking and planning activities.

Following the retreat, and motivated by a highly competitive market, the Associate Dean, Graduate Programs, assembled an MBA Transformation Committee with wide membership from academic departments and multiple affected administrative units across the School in the spring of 2019. The MBA Transformation Committee met weekly for six weeks to better understand the voices of the program's constituents and collected substantial data.

The committee's work included a review of the 2016 Periodic Program Review Self-Study, speaking with others who had been involved in the submission of the previous self-study and AACSB Accreditation efforts, as well as, reviewing documents associated with recommendations put forward by the external Peer Review Team assigned to the MBA Global review.

The Peer Review Team provides a lens into the responses of the Ted Rogers MBA to the 2016 Self Study. There was a total of nine recommendations that not only reflects the School's past and current unwavering commitment to the University's mission, but highlights future areas that need more focus and attention for continued growth and development.

The PRT report was reviewed by Dr. Kelly MacKay (Associate Dean, Research and Graduate Programs, TRSM), Dr. Kim Bates (Director, MBA Programs, TRSM), Dr. Chris MacDonald (Interim Director, MBA Programs, TRSM), and Dr. Dale Carl (Director, Graduate Students, TRSM). Each of these academic administrators participated either in the preparation of the Self Study Report (SSR), or the PRT site visit, or both, and has provided input into this PRT Response. The PRT report and this response will be shared with the TRSM Grad Program Council (GPC), which will guide the subsequent development of motions necessary to implement the developmental plan.

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up

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

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 incorporates the Peer Review Team (PRT) recommendations and is part of a larger redesign project that has been developed and approved by the TRSM Graduate Program Council and TRSM Faculty Council.

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.

This report was originally to be submitted in the Winter of 2018, however, at that time a major curriculum revision was being proposed. With the support of YSGS, the MBA Program Director at that time requested an extension for the submission of the 1-year follow-up status report.

In addition to major modifications proposed for the MBA, significant changes in the leadership team within TRSM prompted further delays in the submission of this report. Most pointedly was the resignation of the Dean of TRSM, Dr. Steven Murphy in the Fall of 2018. Following Dr. Murphy's departure, and awaiting the hiring of TRSM's new Dean (Dr. Daphne Taras) in July 2018, planned modifications were suspended until such time that the new Dean could evaluate proposed changes to the program. During this transition in leadership, further changes in personnel were made at the program administration level contributing to further postponement of this report.

Upon receipt of the PRT report in 2016, and approval of the Periodic Program Review by Senate in the winter of 2017, the program's administration began planning for some PRT recommendations, but with major revisions planned for the program, most program responses were addressed in the subsequent MBA Modifications proposal submitted in February of 2020. The table below represents both planning that was underway in 2017 – 2018 and during the planning stages for the revised MBA.

YSGS AND MBA GLOBAL RESPONSES WITH IMPLEMENTATION PLAN

Academic Recommendations

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
<p>Review and renew the curriculum of the MBA Global.</p>	<p>The program will assess the relevance of MBA specializations. Courses that are either never offered or rarely offered will be eliminated or revised.</p>	<p>Graduate Program Director 2016/17 to initiate curriculum review</p>	<p>YSGS supports the recommendation of identifying efficiencies in the set of MBA specializations and course offerings. The elimination or revision of courses will aid the program in maintaining current, sector-relevant offerings.</p>	<p>Completed: The current Ted Rogers MBA specializations and elective offerings have proliferated over many years. Course offerings and specializations were created without much input from TRSM stakeholders and primarily driven by perceived industry trend and faculty interests.</p> <p>The continuation of offering specializations to prospective students, which the program is unable to accommodate, will and has, resulted in dissatisfied students.</p> <p>Several specializations and associated electives have been eliminated.</p> <p>Since the creation of the TRSM GPC, 16 half credit (.5) and 4 full courses have been removed from the calendar because they had not been offered in recent years, or had never been offered. More courses are being considered for removal from the Calendar, by the Curriculum Committee of the TRSM GPC, with proposals developed by the MBA</p>	<p>Approved by TRSM Faculty Council: Through the redesigned core curriculum, students will be immersed in seven courses that will combine critical business skills and knowledge to develop a well-rounded understanding of organizational issues.</p> <p>Following completion of the core, students have the opportunity to customize their MBA degree with elective courses to complete a comprehensive degree with general electives, or to complete a selection of electives within a clustered theme.</p> <p>Building on the foundation and core curriculum, the redesigned program will offer a more compressed set of elective courses combining strengths of TRSM as well as evolving needs of industry. The electives curriculum is ideally where the core skills and methods become focused on specific management issues.</p> <p>Existing and popular electives were considered for redesign and an invitation to TRSM faculty encouraged consideration of</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
				<p>Programs Director in consultation with departments within TRSM.</p> <p>We also display to students the planned delivery of courses on the MBA website, and linking to the planned schedule from the student MBA content delivery portal.</p>	<p>redesign and the proposal of new electives.</p> <p>Considering the extensive range of electives offered and proposed, it was not surprising that narrowing down the electives to a more compressed offering was challenging.</p> <p>To assist and inform decision making, an online survey was conducted to evaluate the various electives offered and proposed. A total of 242 respondents including current MBA students, alumni, and TRSM Advisory Council members completed the survey. The survey was developed using the Qualtrics platform and a link to survey was emailed to stakeholders.</p> <p>We also solicited feedback from a Qualtrics panel (268 responses) which was identified as potential target segment for the MBA program. Feedback received from the surveys was used toward on-going improvement in the quality of course design and selection of electives to be offered.</p> <p>A student may elect to broaden their knowledge and skills by taking electives from different functional areas or may elect to concentrate</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
					all of his/her electives in a cluster to gain depth in that area. Students will have three credits of electives from a pre-approved list of 28 courses.
Strategically position the MBA Global program.	The program will conduct a market study to clarify the issues surrounding lack of differentiation (external), and then incorporate a revised curriculum to improve differentiation (internal). Based on the above results, the program will consider rebranding MBA "Global".	Graduate Program Director 2016/17 concurrent with curriculum review	YSGS supports the proposed market study. Depending on the results of the study, a change in the name of the program to highlight its global elements might be appropriate.	Deferred: Following a report to the TRSM GPC and this research, we will develop a more detailed plan for adjusting nomenclature and marketing of MBA Global, while retaining a focus on our inclusive, diverse, and urban themes within the TRSM academic plan.	Approved by TRSM Faculty Council: TRSM proposes to eliminate the nomenclature associated with the two existing streams of the Ted Rogers MBA programs (they offer the same degree). The proposed nomenclature is simply, Master of Business Administration. This is consistent with other programs offered under the umbrella of Management education. Given that the revised program is not focused in one specific area of business, the nomenclature related to MBA Global and MBA MTI is no longer reflective of the program's offering. Administratively, we are merging the two programs and the refreshed program will be the Master of Business Administration.

Administrative and Financial Recommendations

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
<p>Calibrate the tuition. This may involve considering asking the Ministry to re-evaluate the current level of tuition. Privatising the program would require changes that may not align with the vision of the University and the School. However, the current level of tuition is significantly lower than its proximal, Ontario and Canadian competitors.</p>	<p>We propose to study this issue to seek an increase in international student tuition.</p>	<p>Graduate Program Director 2016/17 to initiate study; Request for tuition increase 2017/18</p>	<p>The Board of Governors, in consultation with the UPO and YSGS, sets tuitions for graduate programs. While the issue of international student tuition is complex, we will lend support for well-researched and substantiated proposals from the program for adjustments to international student tuition.</p>	<p>Completed: On November 15, 2017, Faculty Council approved an increase in tuition for international students to be equal to the revenue generated from domestic tuition and the Weighted Grant Units (WGU).</p>	<p>Proposed: In the fall of 2019, the Associate Dean, Graduate Programs at TRSM undertook a comprehensive comparator review of tuition and ancillary fees across Canada. This review not only compared MBA tuition and ancillary rates but considered all graduate programs at TRSM. The comparator analysis was presented to Deputy Provost and Vice-provost, University Planning Office. A tuition increase has been proposed for international fees related to the MBA.</p>
<p>Embed individual capabilities in the organizational structure (specifically the MRP case coaching). There is a noted reliance on the tacit knowledge and goodwill of some individuals on faculty and staff. While the current approach is effective, we are concerned that this approach is not sustainable and we</p>	<p>We propose changes in the way that MRPs are managed including using the research methods course, MB 8600 to acquaint students with supervisors who are not course instructors. To decrease reliance on the Director of Graduate Students, more case team coaches will be recruited and</p>	<p>Graduate Program Director Winter 2017</p>	<p>YSGS supports the decentralization of the organizational structure of the management of MRPs, to increase flexibility and redundancy. We encourage the broadening of the pool of case team coaches. Further, we request the MBA to consider the relevance of the MRP to their program, and evaluate the possibility of a course-only option.</p>	<p>Originally, it was proposed that the MBA Programs Director, after consultation with MB 8600 instructors, to add an assignment to MB 8600 requiring students to produce a report on the research of a potential supervisor who is not a current course instructor, and who is a member of YSGS, in order to increase knowledge amongst the students, about</p>	<p>Approved by TRSM Faculty Council: The current Major Research Paper (MRP), a is a key differentiator of the program, but such papers are better associated with research based graduate programs as opposed to a professional course based graduate degree valued by working professionals.</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
<p>encourage the school to take steps to routinize these capabilities and distribute responsibility for them in broader institutional roles and systems.</p>	<p>mentored by the current Director.</p>			<p>research qualified faculty.</p> <p>The identification of a proposed faculty supervisor would also become part of the final deliverable for the course, which is a research proposal.</p> <p>The proposal was to be presented to the TRSM GPC in Fall 2016.</p> <p>Completed: On January 18, 2018 the TRSM Graduate Program Council was presented with a motion to modify the existing course description for MB8600 as stated above.</p> <p>Members of the TRSM GPC approved the course modification unanimously.</p> <p>Completed: A database of faculty supervisors has been accomplished by the creation of a complete set of faculty profiles on the revamped TRSM website, which is searchable, and should assist students in learning about faculty members' research areas of</p>	<p>We have the capabilities to successfully deliver a differentiated Capstone experience.</p> <p>In the redesigned MBA, a Capstone experience will still be a required and credit bearing element of the program, however, the MRP requirement will be replaced with students having options to undertake one of a major consulting project with an industry partner, an entrepreneurial experience or an international or Canadian experience with fieldwork.</p> <p>This capstone experience provides MBA students with experiential learning and integration of knowledge. The rationale is to integrate the learning obtained in core courses in real-world projects and simulations.</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
				<p>expertise.</p> <p>Completed: New deadlines for finding a supervisor has been added to the MRP schedule in each term, and monitored using the D2L MRP portal currently used to track student progress, including confirmation from the supervisor to the MBA Programs Director, who is assisted by a member of staff. This replaced the previous system in which the Director worked with students to arrange meeting with potential supervisors.</p> <p>Completed: Originally it was proposed that the number of MRPs per supervisor will be limited to 5 students per term, unless there are exceptional circumstances, approved by the Director.</p> <p>On December 11, 2017, a motion was put forward to the TRSM GPC to develop a new MRP format for implementation in Spring/Summer 2018.</p> <p>The MRP has changed in</p>	

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
				<p>delivery from the previous individual supervision format. Faculty members are being loaded into sections of 15 students each. No changes to the existing course description were necessary.</p> <p>Students will be working in groups of 1 or 2, during the transition to the new format. Due to timing of changes, some individual supervision is allowed, but on a volunteer basis only.</p> <p>Members of the TRSM GPC approved the new MRP format unanimously.</p>	
<p>Implement incentives designed to nurture the emerging research culture.</p>	<p>This is beyond the scope of the MBA Global program. The information has been provided to the Associate Dean Research; plus, a description of current efforts and a response to the perceptions raised is included in the body of this response report.</p>	<p>Associate Dean Research and Graduate Programs</p>	<p>YSGS supports the program level response.</p>	<p>As stated in our original PRT Response document, this recommendation is beyond the scope of the MBA program.</p>	<p>It is understood that a strong research faculty must be supported by substantial resources in the form of funding, support services and skills development opportunities. We have made significant efforts in this regard since the PRT visit in 2011. Financial support is provided to assist faculty members at various stages of the research process. An annual competition is held for up to 15 Internal Development Grants (\$7,000)</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
					<p>to launch new projects or lines of research. Research presentations at peer-reviewed conferences are facilitated by the SRC Travel Grant (\$2,000), available to faculty members upon application. TRSM also has financial assistance programs for registration costs associated with attending a conference within the Greater Toronto Area (\$250), graduate student conference attendance, and journal publication/submission fees to ensure that professors are able to publish their work in the most appropriate publications. Newly hired tenure-track faculty members are provided with a research start-up fund to help launch their careers as scholars.</p> <p>In addition to funding for faculty, investments have been made in three full-time research positions. A Research Support Specialist tracks and monitors scholarly activity and facilitates the implementation of research support programs and</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
					<p>services. A Research Accounts Support Officer assists faculty members in managing their research grant budgets, accounts, and expenses. A Research Facilitator provides statistical/econometric consulting and grant application/research paper editing support. Additional support is provided by way of a seminar series hosted by the Associate Dean of Research and Graduate Programs that provides a platform for recipients of TRSM Internal Research Grants to showcase their research to other professors and receive valuable feedback. The seminar series also facilitates research collaboration and dialogue amongst colleagues from different departments.</p>

The following table provides additional program responses to comments shared within the PRT report. The comments expressed by members of the PRT were not recommendations. The program responses stated below are meant to demonstrate the program’s ongoing commitment to continuous program and curricular improvements. Additionally, because the following do not represent PRT recommendations, there are no associated YSGS responses.

PRT Comments	Original MBA Program Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
<p>Clarify how the goals and learning objectives, including the Graduate Degree Learning Expectations (GDLEs), align with the Association to Advance Collegiate Schools of Business (AACSB) Learning Goals and Assurances of Learning.</p>	<p>We agree with this assessment, and will strike an ad hoc committee of the TRSM GPC to evaluate and align the GDLEs with the Assurances of Learning (AoLs) in the 2016-2017 academic year, based on the assessments of the AoLs since TRSM received AACSB accreditation.</p>	<p><i>Deferred:</i> To strike an ad hoc committee of the TRSM GPC to evaluate and align the GDLEs with the Assurances of Learning (AoLs) in the 2016-2017 academic year, based on the assessments of the AoLs since TRSM received AACSB accreditation.</p>	<p><i>Approved by TRSM Faculty Council:</i> A major program amendment in the redesigned MBA is related to the revision of graduate learning outcomes. This change, is in part, in response to the Periodic Program Review (PPR) that took place in 2016 and in part, a response to TRSM’s ongoing obligation for evolving Assurance of Learning (AoL) practices for AACSB accreditation purposes.</p> <p>TRSM’s AoL processes have made significant strides in tracking continuous improvement and the process has in fact generated valuable insight into the existing gaps in student learning and it has stimulated productive conversations on curriculum review and redesign.</p> <p>Revised MBA Learning Outcomes were needed to address AACSB Assurances of Learning and the Ontario Quality Assurance Council Graduate Degree Level Expectations. Learning outcomes may only be linked to program requirements that all MBA student fulfill (e.g., not any elective courses, directed studies, etc. although many electives will contribute to these learning outcomes).</p>
<p>The Program appears to be under-resourced relative to its competitor programs in Southern Ontario.</p>	<p>We propose to study this issue to seek an increase in international student tuition.</p>	<p><i>Completed:</i> On November 15, 2017. Faculty Council approved an increase in tuition for international students to be equal to the revenue generated from domestic tuition and the WGU grant.</p>	<p><i>Proposed:</i> In the fall of 2019, the Associate Dean, Graduate Programs at TRSM undertook a comprehensive comparator review of tuition and ancillary fees across Canada.</p>

PRT Comments	Original MBA Program Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
			<p>This review not only compared MBA tuition and ancillary rates but considered all graduate programs at TRSM.</p> <p>The comparator analysis was presented to Deputy Provost and Vice-provost, University Planning Office.</p> <p>A tuition increase has been proposed for international fees related to the MBA.</p>
<p>The support staff is likely over-stretched and relies heavily on the high degree of commitment of its members. For example, the career team seems under resourced in terms of Full Time Employees.</p>	<p>While the program has fewer staff than most MBA programs there has been recent investment in both the MBA Career Centre and MBA Recruiting and Program Staff.</p> <p>There is also a commitment to hire a marketing staff position to focus on recruitment.</p>	<p><i>Completed:</i> The overall staff complement within the graduate program’s portfolio has remained relatively unchanged in terms of FTEs, however, a reorganization/allocation of staff resources and primary responsibilities was undertaken in the winter of 2019. In particular, the program has appointed a FTCE staff Director who provides operational program oversight and staff mentorship. In addition, the Graduate Career Co-ordinator role is now a FTCE position.</p> <p><i>Completed:</i> A Manager of Recruitment was hired to promote all graduate programs within TRSM.</p> <p><i>Completed:</i> Within the MScM program, a new Program Assistant has been hired and thus reduces program advising and administrative functions typically managed by MBA administrative staff.</p>	
<p>Both of the current Directors, Professors Kim Bates and Dale Carl, appear to be going well beyond the normal expectations for academic administrators. This is commendable, though it</p>	<p>We have given serious consideration to this point, and those considerations are reflected in this response, as these positions need to be sustainable. We are proposing specific changes</p>	<p><i>Completed:</i> The plan for MRP supervision will place more responsibility for finding a supervisor onto the student, with the Director working to ensure that</p>	<p><i>Approved by TRSM Faculty Council:</i> The current Major Research Paper (MRP), a is a key differentiator of the program, but such papers are better associated with research based</p>

PRT Comments	Original MBA Program Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
<p>does raise questions about the sustainability of many of the Program’s initiatives when the current Directors step down. This is something for the Program to consider moving forward.</p>	<p>going forward as part of our developmental plan related to the MRP, Assurances of Learning, student advising through Programs of Study, and in attracting more mentors and coaches for case teams.</p>	<p>no one faculty member is overloaded. Assurances of Learning metrics are now being collected as part of the TRSM wide measurement system, and the MBA report is being written by the team responsible for TRSM as a whole. Student advising for program of study plans, which were done individually with each student in the past, will be focused on students whose course of study does not follow a regular plan due to requirements that students take Foundation Term courses. Students will soon be able to complete their own registrations for specific courses (e.g., required courses) that the MBA Program would designate, as part of a YSGS-wide initiative, and this should also lessen the administrative burden upon the Director. Finally, we have begun recruiting more coaches for case teams, with the Director of Graduate students providing mentoring in case study analysis and coaching. Together, we believe these initiatives will result in a more manageable workload for the directors.</p>	<p>graduate programs as opposed to a professional course based graduate degree valued by working professionals.</p> <p>We have the capabilities to successfully deliver a differentiated Capstone experience.</p> <p>In the redesigned MBA, a Capstone experience will still be a required and credit bearing element of the program, however, the MRP requirement will be replaced with students having options to undertake one of a major consulting project with an industry partner, an entrepreneurial experience or an international or Canadian experience with fieldwork.</p> <p>This capstone experience provides MBA students with experiential learning and integration of knowledge. The rationale is to integrate the learning obtained in core courses in real-world projects and simulations.</p>
<p>Finally, it is important to note that some issues were raised regarding the resources provided through the library. In conversations with faculty and the library staff, it was also noted that the library budget has been under growing pressure over the last several years. This has hampered the ability of several faculty members to conduct research. For example, access to databases has become a particular challenge.</p>	<p>Library resources are also an issue that pertains to the University, and where the MBA Global program’s concerns are symptomatic of a larger resource issue. The lack of databases is a problem both for faculty research, and for student research in MRPs.</p>		<p><i>Proposed:</i> The Library at Ryerson University has recently received an increase to their acquisitions budget this year. The Chief Librarian has indicated that they are currently in the process of investing and reinvesting in numerous academic resources - especially for TRSM programs.</p>



1 YEAR PPR FOLLOW-UP REPORT

Last Updated: March 13, 2020

Graduate Program: Environmental Applied Science and Management, Master and PhD

Peer Review Team: Dr. John Robinson (University of Toronto)
 Dr. Peter Victor (York University)
 Dr. Myer Siemiatycki (Ryerson University)

Site Visit: May 1 & 2, 2017

PRT Report: May 23, 2017

Program Response: October 26, 2017

YSGS Response: November 3, 2017

PPR Approved by Senate: May 1, 2018

1 Year Follow Up Report: March 13, 2020

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will be also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

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

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

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

Implementation Plan
 Academic Recommendations

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March, 2020
1) Increase the number of cross-appointed faculty.	YSGS has submitted an application for increased faculty cross-appointments and we await a decision. The GPD has been in communication with the Associate Dean during Fall 2017 to discuss priority hires. If the proposal is effective, the program will work with the Dean's office, and the relevant academic departments to establish a recruitment and hiring process	Graduate Program Director, Ryerson EnSciMan Graduate Program	This is dependent upon the timing of a decision (regarding the proposal put forward by YSGS). If approved, the program anticipates a hiring process beginning Fall 2018 at earliest. If multiple cross-appointed hires are approved, these hires may be staggered over more than 1 year.	The Vice-Provost and Dean of YSGS, continues discussions with the Provost on proposals regarding cross-appointments or secondments.
2) Explore the use of faculty secondments.	Action on secondments will be decided, pending the decision on the YSGS proposal (see above)	Graduate Program Director, Ryerson EnSciMan Graduate Program	The timeline is contingent on the timeline of a decision on the YSGS proposal	As above, discussions continue between the Associate Dean and provost
3) Implement a methods requirement for MASc. students.	Currently, we are surveying MASc students to determine appetite and what they would wish to see in such a course. We will offer initially as a Special Topics course to allow refinement, ultimately embedding as core curriculum	EnSciMan Admissions and Studies Committee – chaired by GPD	Course is to be developed deliberately in 2018-2019, and offered as a Special Topics course in Fall 2019; expected to become a core course in 2020-2021	We launched a series of methods modules (3-hour blocks) to allow Masters students to choose, <i>à la carte</i> , those that would be most beneficial to their research. These modules launched Winter term, 2020. They may become the basis of a Methods course in time, where a student could elect a number of modules to satisfy requirements for a single course credit

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March, 2020
4) Broader societal and systems perspective in the curriculum.	Initiate a new mid-PPR curriculum review to consider this, among other curriculum matters	EnSciMan Admissions and Studies Committee – chaired by GPD	Beginning Spring-Summer, 2018	Discussions have begun, but we will launch a broader curriculum review in 2020-2021
5) Utilize the course substitution process for ES9001 for PhD students who have already completed ES8920.	This is now being done	EnSciMan GPA initiates, approved by GPD	Completed Fall 2017	Done
6) Provide explicit guidance for Summer supervision of the program’s students.	EnSciMan Admissions and Studies Committee is discussing introducing a new milestone requiring students to have established a committee, and to have provided the committee a draft proposal at end of Winter term, first year. Needs approval of program council	EnSciMan Admissions and Studies Committee – chaired by GPD	Have proposal ready for discussion next Program Council meeting, implementation Winter 2019.	Done
7) Explore the use of blended courses and the creation of a Professional Master’s diploma (PMDip).	The program will await the outcome of the proposal regarding cross-appointments, which is necessary to provide the capacity	EnSciMan Admissions and Studies Committee – chaired by GPD	Of the actions discussed on this list, the creation of the PMDip has relatively low priority. There is no established timeline, but we will discuss the option in Program Council to explore the appetite within the program.	There remains limited appetite for this initiative

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March, 2020
8) Expand engagement with partner organizations.	Establish conversations with interdisciplinary research centres to better explore opportunities for engagement. Many of the EnSciMan members are actively engaged in one or more of these centres	EnSciMan Program Membership Committee – chaired by GPD. The GPD will continue to have discussions with executives of research centres to determine where EnSciMan can integrate with those centres.	ongoing	We have begun co-sponsoring events with research centres and other graduate programs to deepen engagement
9) Move ES8930 (the Master's seminar course) to MASc. Semester 2 of Year 1.	In 2018-2019, the course will be offered to 2 nd year students in Fall semester, and to first year students in Spring	GPD, with support of Admissions and Studies Committee	2018-2019 academic year	The seminar course is more focused on articulation of research, and not about developing a research plan. We now require formulation of a supervisory committee. The research proposal is developed by end of Semester 2, Year 1. Given this, there is no plan to change the timing of the seminar course
10) Increase cross-listed courses and team teaching.	We have provided a letter of support for a new graduate program in Occupational Health and Safety that would involve cross-listing of several EnSciMan courses	GPD, in concert with GPDs of other graduate programs	ongoing	The curriculum committee is exploring courses offered in other programs, and courses offered in EnSciMan that might be cross-listed.
11) Create an External Advisory Council.	Bring forward for discussion at next Program Council meeting	GPD	Fall, 2018	No action yet

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March, 2020
12) Require the formation of MASc. committees in Year 1.	Implement, pending approval of Program Council	GPD, with support of Admissions and Studies Committee	Implementation for 2018-2019 academic year	Done
13) Update the program's review of competing programs.	Revisit curricula of competing programs, updating previous review	GPD, with support of Admissions and Studies Committee	Spring – Summer 2018	Ongoing and is part of the broader curriculum review that is being planned.
14) Reword program documentation to better reflect breadth of the environmental sector.	This will be done as part of updating content and structure of our materials, particularly optimizing for phone browsing	EnSciMan Admissions and Studies Committee – chaired by GPD	Summer, 2018	Ongoing, with current focus on updating content and optimization of the program website.

Administrative and Financial Recommendations

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March 2020
15) Explore creating a Council of Deans to coordinate engagement in EnSciMan.	Discuss further with YSGS the mechanism for bringing matters specific to EnSciMan to this council's agenda	GPD – in conversation with YSGS Dean and Associate Deans	Spring, 2018	Currently GPD participates in Faculty of Arts, Faculty of Sciences, and YSGS GPD Council Meetings. There are currently 4 Interdisciplinary Graduate Programs in YSGS, involving different faculties. All Ryerson University Deans meet regularly. Issues pertaining to EnSciMan and other interdisciplinary graduate programs are raised by the Vice-Provost and Dean of YSGS with the Deans of other Faculties as needed.
16) Extend multi-year funding commitments to students.	Maintain conversation with YSGS to consider options	GPD – in conversation with YSGS Dean and Associate Deans	ongoing	This issue has been raised with the Vice-Provost and Dean of YSGS. The university is currently unable to make multi-year funding commitment.

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March 2020
17) Make strong efforts to increase student funding.	Continue conversations with departments regarding commitments of RA and GA positions for EnSciMan. Engage with Deans, perhaps through Council of Deans or individual meetings, support for fourth year PhD students.	GPD, YSGS Associate Deans	ongoing	We continue conversations with departments and faculties, and recognize that specific commitments to support of EnSciMan students will continue to be a mosaic
18) Establish common EnSciMan space.	While this is outside the purview of the program, we will continue conversations with University space planning regarding initiatives to find space suitable for co-housing all EnSciMan students	GPD, in conversation with YSGS Associate Deans and Space Planning	ongoing	Opening imminently in the 7 th floor of DCC.
19) Consolidation of GPD and GPA offices in the same building.	No action to be taken at present. We await an outcome of the proposal currently under consideration	GPD will remain in conversation with YSGS Associate Deans regarding this proposal	unknown	GPA and GPD will hold office hours in the new space for EnSciMan students to improve student access, and to encourage students to make good use of the space
20) Increase the emphasis on events and communication.	We are in conversation with students regarding, not only the nature of events, but what factors will increase participation, to avoid the disappointing outcome of past initiatives; explore cohosting events with interdisciplinary research centres	GPD, in conjunction with executives of interdisciplinary research centres	ongoing	We are co-sponsoring a seminar series with Ryerson Urban Water and exploring other co-sponsorships to increase the number of relevant events for students without a redundancy in effort

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March 2020
21) Implement stable Library funding.	No direct action to be taken, maintain dialog with resource librarians	EnSciMan Admissions and Studies Committee – chaired by GPD	ongoing	Beyond the jurisdiction of the program

Summary Statement/Conclusion: In conclusion, we thank the external reviewers and colleagues in Environmental Applied Science and Management for a very thorough assessment of the strengths and challenges of the Master and PhD programs. The PRT recommendations and EnSciMan’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.



1 YEAR FOLLOW-UP REPORT

Last Updated: March 30, 2020

Graduate Program: Film + Photography Preservation and Collections Management (F+PPCM) (MA)

Peer Review Team: Dr. Vincent Lavoie (Université de Québec à Montréal)
 Dr. Gene Allen (Ryerson University)
 Professor Susan Oxtoby (University of California, Berkeley)

Site Visit: December 5 and 6, 2017.

PRT Report: March 6, 2018,

Program Response: April 4, 2018.

YSGS Response: April 5, 2018.

PPR Approved by Senate: May 29, 2018

1 Year Follow Up Report Due: May 29, 2019

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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.

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ACADEMIC RECOMMENDATIONS

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing	YSGS Response	F+PPCM 1 Year Follow-Up
<p>1. Increase the number of core faculty.</p>	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	<p>Ongoing.</p>	<p>YSGS acknowledges the arguments for an increased number of core faculty.</p> <p>YSGS also notes, however, that these appointments need to be considered in the context of departmental- and faculty-level planning. The appointment of new faculty is outside of the purview of YSGS.</p> <p>YSGS encourages the program to work with FCAD Dean’s office on a plan for new hiring.</p>	<p>Core faculty remains the same, although a new hire resulting from IMA faculty consultation with the dean is projected for July 2020 will increase this number by 1.</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing	YSGS Response	F+PPCM 1 Year Follow-Up
<p>2. Find a sustainable way of attracting and enrolling more international students.</p>	<p>Fundraise scholarship and bursary funding for international students.</p> <p>Ongoing recruitment of international students supported by foreign bursaries (e.g. the German DADD).</p>	<p>Chair/Director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</p> <p>Faculty, FCAD Dean, YSGS Dean.</p>	<p>Ongoing.</p>	<p>YSGS notes that the program is able to accept international students (with permission from the Vice-Provost and Dean of YSGS). This, however, does require the program to explore funding streams outside of what YSGS provides.</p> <p>YSGS also acknowledges that the first priority is to ensure that domestic targets are met since it is tied to funding. YSGS also notes that, as a publicly funded institution, Ryerson’s priority must be to satisfy domestic demand first.</p> <p>YSGS also notes that it recognizes the challenges and opportunities associated with increased international enrollment.</p> <p>YSGS further notes that changes to international enrollment are not entirely in its purview, but it will continue to advocate for increased opportunities and funding for international students.</p>	<p>Some funding for international students in the film stream was provided by the Archive/Counter Archive SSHRC-funded partnership grant. Funding for other international students was provided by FCAD Dean in July 2019. The program continues to advocate for international student and is grateful for YSGS and FCAD dean’s support.</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing	YSGS Response	F+PPCM 1 Year Follow-Up
<p>3. Offer a more practical course in film preservation</p>	<p>Adjust content of PP8156 Film Production Processes to emphasize practical aspects of preservation.</p> <p>Locate CUPE instructor with experience in film preservation to teach the course.</p>	<p>Faculty and program director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: GPC council, YSGS council as per Policy 127.</p>	<p>Fall 2018: Curriculum adjustment, search for appropriate faculty.</p> <p>Winter 2019 introduce new course content into PP8156.</p>	<p>YSGS supports the program response.</p> <p>YSGS will support the program as needed for any minor or major curriculum modifications, per Policy 127.</p>	<p>A CUPE faculty member was hired to teach PP8156 to great success in Winter 2019 and continues to teach the course.</p> <p>Curriculum meetings held throughout Fall 2019 have resulted in streaming and content co-ordination of three preservation courses: PP8110, 8107 and 8207. Course content changes have been approved by graduate council. Course delivery schedule will change in Fall 2020 with PP8207 moving from Winter in the first year to Fall in the second year. Yet a third course, PP8153 Management of Film Collections will move from Fall of second year to Winter of first year with content change still to be determined.</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing	YSGS Response	F+PPCM 1 Year Follow-Up
<p>4. Provide a stronger connection to film and moving image archivists.</p>	<p>Ensure continuity of Ryerson International grant supporting students at FIAF Summer Restoration Workshop in Bologna Italy (first such grant awarded Spring 2018) .</p> <p>Support existing student chapter of AMIA (American Moving Image Archivist Association).</p> <p>Support student attendance at yearly Nitrate Festival in Rochester, NY and Orphan Film symposium in NY, NY.</p> <p>Invite TIFF’s Reel Heritage speakers to give workshops and fund same.</p> <p>Monitor student participation in Archive Counter Archive: Activating Canada’s Moving Image Heritage (SHRC Partnership grant to which F+PPCM and Ryerson faculty were co-investigators).</p>	<p>Film Stream faculty, Program Director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: FCAD Dean, Program Director.</p>	<p>Ongoing for AMIA; F2018 for TIFF; W2019 for Ryerson International/ FIAF Bologna/Orphan Film symposium and Nitrate Festival.</p>	<p>YSGS commends the program’s efforts in securing additional grants.</p> <p>YSGS also supports the program response regarding its consideration of potential curriculum changes. As noted above, YSGS will support the program as needed for any minor or major curriculum modifications, per Policy 127, if the program chooses to make changes.</p>	<p>In Spring 2018, the AD, graduate studies FCAD. provided support for four students to attend the AIMIA conference in Portland Oregon.</p> <p>Student participation in Archive Counter Archive is ongoing and productive. The grant provided a monthly stipend for 2 students and the travel to the 2019 AIMIA conference for 4. Students made a presentation at this conference.</p> <p>A workshop funded by A/CA was planned but did not occur. Another is planned for fall 2020.</p> <p>FIAF Bologna: no student applied to the summer school.</p> <p>Reel Heritage at TIFF: student attendance is monitored but presenters have not been invited to Ryerson because of the additional funding required.</p>

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing	YSGS Response	F+PPCM 1 Year Follow-Up
<p>5. Hire a Graduate Program Assistant who will work exclusively for this program.</p>	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	<p>Ongoing.</p>	<p>YSGS notes that the appointment of a full-time GPA is outside of its purview. As the program notes, that is at the discretion of the FCAD Dean’s office.</p> <p>YSGS encourages the program to continue working with the FCAD Dean’s office to address this issue.</p>	<p>Daniel Garcia took over as GPA for F+PPCM and Doc Media and resolved most of the issues hampering the program.</p> <p>Unfortunately, he was made manager of FCAD GPAs, so that while he continues to be a boon for the program, he is spread thin.</p>
<p>6. Assign permanent space for faculty offices and student activities in the film stream of the program.</p>	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	<p>Ongoing.</p>	<p>YSGS supports the program response and encourages it to continue working with the FCAD Dean’s office to address this issue.</p>	<p>Nothing to report. Faculty continue to work with the Dean.</p>