SENATE MEETING AGENDA

TUESDAY, JANUARY 26, 2021

SENATE MEETING AGENDA

Tuesday, January 26, 2021

Via ZOOM Video Conferencing

5:00 p.m.   **Committee of the Whole Discussion – Zones and Zone Learning:**
John MacRitchie and Richard Lachman

6:00 p.m.   Senate Meeting starts

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1.   Call to Order/Establishment of Quorum

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

3.   Approval of the Agenda
Motion: *That Senate approve the agenda for the January 26, 2021 meeting.*

4.   Announcements

Pages 1-17   5.   Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the December 1, 2021 meeting.*

6.   Matters Arising from the Minutes

7.   Correspondence

8.   **Reports**
Pages 18-26   **8.1 Report of the President**
8.1.1 President's Update

8.4.2.2. For Information:
                    Academic Integrity Office Report for 2019-2020 (Kelly
                    MacKay)

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8.4.2.3. For Information:
                    Update to Procedures of Policy 150: Accommodation of Student
                    Religious, Aboriginal and Spiritual Observance (Kelly MacKay)

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

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8.4.3.1. Periodic Program Review for the Biomedical Physics
                    graduate program

                    Motion: *That Senate approve the Periodic Program
                            Review for the Biomedical Physics graduate
                            program.*

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8.4.3.2. For information:
                     i. Architecture (MArch) – 1 year follow-up report
                    ii. Chemical Engineering (MASc|MEng|PhD) – 1 year
                        follow-up report
                    iii. Civil Engineering (MASc|MEng|PhD) – 1 year follow up
                        report.

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9.   Old Business

10.   New Business as Circulated

11.   Members' Business

12.   Consent Agenda:
      12.1. UPO: Progress Indicators
      https://www.ryerson.ca/content/dam/university-planning/Data-Statistics/ProgIndJan21.pdf

13.   Adjournment

SENATE MINUTES OF MEETING
Tuesday, December 1, 2020
Via Zoom Video Conference

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
L. Barnoff	R. Adams	T. Schneider	L. Armstrong
D. Brown	T. Burke	D. Scofield	C. Bannis
D. Cramb	D. Checkland	N. Thomlinson	N. Chen
G. Craney	M. Dionne	C. Thompson	M. Hickie
T. Duever	L. Escandon	M. Vahabi	F. L. Kakar
C. Falzon	S. Farshadfar	A. Valeo	S. Maitman-Markowski
C. Hack	A. Ferworn	I. Young	Y. Mistry
G. Hepburn	N. George	H. Zarrin	K. Park
R. Iannacito-Provenzano	E. Ignagni		H. Ramzan
M. Lachemi	L. Kolasa		J. Sekhon
S. Liss	L. Lavallée		J. Spagnuolo
K. MacKay	A. McWilliams		
J. McMillen	P. Moore		
I. Mishkel	J. Neil		
D. O'Neil Green	R. Noble		
C. Searcy	D. Oguamanam		
C. Shepstone	R. Ravindran		
P. Sugiman	H. Rollwagen		**EX-OFFICIO STUDENTS:**
D. Taras	S. Sabatinos		J. Rodriguez
D. Young	I. Sakinovsky		S. Satish
S. Zolfaghari	J. Schmidt		

SENATE ASSOCIATES:	ALUMNI:
A. M. Brinsmead	N. Di Cuia
J. Dallaire	S. Rattan

REGRETS:	ABSENT:
G. Carter	S. Benvie
R. Kucheran	G. Bramesfeld
J. Saber	J. Girardo
	N. Ponce de Leon Elphick
	D. Salman
	S. Slonim

Committee-of-the-Whole Discussion:
Racism - How do we balance EDI being a top priority but also the need for academic freedom?

Guest Speakers: Jim Turk and Sanjay Ruparelia
Closing Remarks: Denise O'Neil Green

L. Lavallée, Vice Chair of Senate, introduced the speakers and topic.

Jim Turk:
I'll lay the groundwork with a brief description of Academic Freedom, what it is and what it is not; what are its limits and how they are contested, and then we want to discuss some cases. Academic Freedom in the context of the mission of the university is to educate students and to advance knowledge. To do this, it requires the university to be a protected space – a space in society where there is virtually unlimited opportunity to consider, explore, examine, analyze, evaluate ideas theories and viewpoints in order to come to some better understanding of them.

Starting in the last 19th century and into the early 20th century, there was a concerted attack on academics with displeased wealthy donors, powerful interests and as a result routinely faculty members were fired at the behest of those people when they contacted the Board of the university. That let John Dewey, philosopher and psychologist, and a group of American professors in 1915 to form the American Association of University Professors (AAUP). This was the first activity developed statement on the 1915 Declaration of Academic Freedom, which was the foundational statement on Academic Freedom which has been understood in Canada and the United States since.

- Discussed the case of Harry Crowe, professor of History at United College, University of Winnipeg. He spoke out quite critically about the religious context of United College and how faculty and others were doing things for the church. The president of the university got a hold of this letter and fired him. This caused great controversy and was on the front pages of newspapers around the country. The Canadian Association of University Teachers (CAUT), set up its committee of inquiry and asked its vice president, who was a law professor of the University of Toronto, Bora Laskin, to head up this inquiry. Out of that came a clear conception of Academic Freedom.
- The 1915 Declaration on the American Association of Professors, CAUT policy, the UNESCO Recommendation on the Status of Higher Education Teaching Personnel was a document adopted by the General Conference of UNESCO by 150 countries in 1997, which has a clear articulation of what Academic Freedom is, and that's adopted internationally.

The Ryerson Faculty Association Collective Agreement recognizes all four aspects of Academic Freedom.

- The first is Freedom to Teach, which means not only freedom to use your best professional judgement of the course but also freedom to decide what you're teaching and subsequent methods of practice.
- Second element is freedom of research, scholarship and creative work, which is to ensure that you are able to use your best professional judgement on what you do your research on, how you do your research, and collegial restrictions such as requirements to do your work ethically; where your freedom to publish is not restricted by donors or university administration or other outside interests.
- The third aspect of Academic Freedom is what's called intra-mural Academic Freedom. That's the freedom to express your views about any aspect of what's happening with the university, positively or negatively. It gives you academic freedom to comment on any aspect of your work in the university and how it functions.
- The fourth aspect of Academic Freedom is what's called extra-mural Academic Freedom. That is the freedom to exercise your right as a citizen without sanctions by your employer; i.e, you could be engaged in civil disobedience protests, you may be arrested, it does not protect you from outside activities, but the university cannot sanction you for exercising your rights.

These four parts of Academic Freedom, which includes all the faculty who are in the RFA, is very explicitly protected re language and since Canada has the highest-rated unionization of faculty than any country in the world, it's over 95%, virtually everybody has these aspects of protecting their academic freedoms. Nevertheless, it limits academic freedom.

First of all, academic freedom should not be confused with freedom of expression. In many ways, academic freedom is more than freedom of expression. One example, if you are a professor of biology, you are perfectly free to stand on the corner of Dundas and Yonge and advocate for understanding our origins as to creations but you can't teach that as a science to first-year biology course. You don't have the academic freedom to do that because academic freedom is restrictive partly by disciplinary norms. If you are an astrologist, you can't teach astrology as science, you can't teach creations as biology. Disciplinary norms themselves are subject to conversations and disagreements, so they provide the broad jurisdiction framework but they still can be challenged. You are also constrained by collegial governance, i.e. we recognize that our Faculties and Departments have the right to collegially dictate what courses are offered and what curriculum is designed and within those frameworks you have the freedom to decide how you are going to teach one course material over another but that's another set of restrictions.

The third set of restrictions are basic ethical and pedagogical types of restrictions. You have the academic freedom to tell a person who puts forward an idea that you think it's too flippant, but you do not have the academic freedom right to choose to. If a student asked to be called by a gender-neutral pronoun, then you have an obligation to do that, not to confront, or mock the student or

treat them badly. These are established in law and academic freedom does not give you the right to discriminate against somebody, or to threaten violence, it does not give you the right to violate the collective agreement. These are limits to academic freedom.

On the topic of Racism, how do we balance Equity, Diversity and Inclusion (EDI) within the parameters of academic freedom? Academic freedom is an essential protection to make EDI possible. We cannot have effective conclusion boasting equity without academic freedom in the university.

Sanjay Ruparelia:
What is the relationship between EDI and Academic Freedom? I think of it as sort of a framework in two different ways. On the one hand, Academic Freedom is the cardinal principle of the university in the pursuit of knowledge, truth and understanding. Truth is what defines the study and the knowledge that we do. EDI provides the conditions of possibility of academic freedom. So, if you have practices of inequality or inequity, if you suppress diversity of thought and perspectives and experience; if you exclude, then clearly the conditions of true academic freedom are deeply restricted. My understanding to that question is to say that historically, universities, for all the good they have done in society, there have been many cases where they have been institutions of privilege, of social exclusion, ethnic, racial and gender homogeneity. In that sense, EDI is really crucial if you really believe that the pursuit of knowledge and understanding is going to be most facilitated by having everybody participate in a critical dialogue including all these barriers and restrictions and deficits that inhibit the potential dialogue.
This is the process that we see in the 20th century. Formal restrictions have faded away in universities but actual practices that are barriers to participation and inclusion parity up to today. I think that EDI is really creating the possibility through academic freedom – maximum academic freedom.

On the other hand, I think a lot of the cases that we read about in the papers and we have to struggle with in our own institutions and society in Canada and elsewhere, is to say that are there other circumstances or cases in which claims that invoke (I'm not saying that they invoke correctly) EDI might inhibit or restrict academic freedom. Critics of EDI say that it certainly corrects speech codes, inhibits academic freedom or "institutions", think of the campaigns against the naming of school buildings or institutions. Prescriptions on our curricula should be taught restrictions on academic freedom and I think that those are the cases where we really have a lot of controversy; and against that I would say that what always has to be balanced are certain ideas of institutions that are being advanced, are they hostile? Are they demeaning? Are they worse to the sort of conditions that allow students and faculty to be full equal participants in the dialogue. I don't think that general rules help us in any of this in the same way we think about law or morality. We have a set of principles but we have to apply them to cases because details matter and context matters

and specificity matters. What constitutes a reasonable restriction on academic freedom or a reasonable commitment to advancing EDI? What is considered offensive speech or controversial speech versus hate speech? You only have to consider some of the cases in Canada in the last couple of years. I think that's where the discussions have to take place. There is no general rule that will resolve those, we just have to take them case by case.

Jim Turk:
You and I agree completely on your last point. Generally, everyone is in favour of freedom of expression or most of our Charter of Rights unless and until they come across circumstances when they find an expression is offensive or when it comes to something troubling. But I do want to go back to something you said, that academic freedom has been restricted or suppressing diversity.

Sanjay Ruparelia:
When is a claim or act in the name of academic freedom a threat or a challenge to EDI so that in a sense it's unjustified? And conversely, for those who are worried about this balance on the other side is when is a commitment to EDI a threat to academic freedom? Those are the questions that mirror each other.

Jim Turk:
Another aspect of that is, when is academic freedom a method of helping to achieve EDI? I dealt with academic freedom issues when I was Executive Director of CAUT (Canadian Association of University Teachers) for 16 years. A significant portion of the academic freedom cases were around using academic freedom to defend the rights of marginalized faculty who were under attack -their academic freedom was under attack. We had numerous cases of indigenous academics when they were coming up for tenure or for promotion who were denied their promotion or tenure because their work depended on indigenous knowledge and the claim was that we don't recognize indigenous knowledge; and we challenged that successfully on academic freedom realms, saying that these academics were using their best professional judgement drawing out this knowledge. They would challenge the people in the area of studies, whether it be gender studies, queer studies or Black studies.

Sanjay Ruparelia:
Having spent most of my career in the United States before coming back to Canada and joining Ryerson, my understanding of academic freedom was very contested and very crucial as a principle to uphold in cases where faculty, scholars, students were taking positions that were critical of governments or states or corporations that they felt were responsible for upholding or pursuing social justice.

- Joseph Massad is one example of many scholars from Palestine and the Palestine cause, who were very critical of Israel and its policies in the West Bank territories and the United States government. This was a case in the early 2000s in which a number of donors and outsiders said that he was spreading politics of hate.
- Rashid Khalidi who came in as the Edward Said chair of Policy Studies at the University of Columbia. When he was appointed, there was a campaign against him and headlines saying that he was a professor that was deeply critical of the Israel government policy, but he was also deeply critical of the Palestinian Liberation Organization (PLO) itself and the accords. Those are cases where academic freedom absolutely is a cardinal principle precisely because it is not simply to be critical and to descent from official government policy, but particularly, in this case, of scholars who are from countries themselves who are suffering injustices to speak up on their behalf.

Jim Turk:

You gave these examples about Columbia which happened 15 or 16 years ago, but there are two cases very much like that in Toronto as we speak.

- Human rights scholar who did a lot of work in the Middle East, who was chosen to the be head of the human rights program at the University of Toronto Law School, a well-paid donor from a family who has given millions to the university, and a judge in Canada, called the dean and objected and the offer was withdrawn.
- Faisal Bhabha, who is a professor of Law at Osgoode Hall, was on the panel that the Centre at Ryerson put together on the proposal by the Ontario Government re the international holocaust remembrance alliance definition of antisemitism. We had discussion about two pretty strong pro-Israeli advocates and two critics. A public campaign by B'Nai Brith was made against Faisal and it was demanded that he be prevented from teaching human rights law which was a specialty of the former vice chair of the Ontario Human Rights Tribunal. The president of the university (York) refused to publicly respond to that demand or to defend Faisal.
- Just yesterday, a Black professor of Law at the University of Alberta was singled out by representatives of the Kenyan government including some of his key staff who mocked him on twitter because of his criticisms of how the government has dealt with the pandemic and he was treated that way as a Black scholar. No White scholar of the university has been treated this way. The association is launching a grievance in his defence.

Q: I am wondering about your thoughts: when anti-racism happens in the institutions, we have mechanisms to deal with them, often times academic freedom is a factor in that. Can you comment at all about the processes we have in place in our institutions to deal with issues related to anti-racism (as you know, it's a complaints-driven process and everything becomes

silent at that point, but when academic freedom plays a role in this) – do you have any thoughts on this?

A: Jim: There is work that may be done by an academic that clearly is outside the boundaries of what any discipline would recognize as legitimate academic work, so that loses any academic freedom defence. What gets more difficult is where a person's work, what many of us would view as racist or terrible, is brought within interdisciplinary grounds, in other words the person gets grants and does research and peer review journals. In which case, we deal with things in the university not by throwing people out or by criticizing, ridiculing, showing their faults thereof. It depends on the nature of what's happening

A: Sanjay: That's the one thing that's so troubling today is that what I think is an abuse of the principle of academic freedom to justify or defend racist ideas or expression of them. In the States again, the examples I can give is there is an American thinker, Charles Murray, who, many years ago, wrote a book that was debunk. It was called the Bell Curve and it purported to say that there was some relationship between race and intelligence. This was a book that gained a lot of notoriety in American conservative circles. About two years ago, a student organization at Middlebury College of the American Enterprising Student -a right of centre section thinktank based in Washington. The students invited Murray to come and talk on the campus of Middlebury University. This was not a professor or the university that invited him, but it was an autonomous student organization inviting somebody who had views which were debunked and scorned, but nonetheless invited him to come and speak. There was a lot of outrage by many other students who protested the fact that he should not be speaking on campus whatsoever. In fact, it became a violent incident in the sense that it became physical. So that's a case of how should we deal with that? Should he have been invited or not? Did the students have the right to invite him or not? The question for me becomes is the expression on these ideas simply controversial, offensive or hostile to those in this case, Black students, and other minorities. Actually, it is an injury to their sense of self, their dignity and standing because he's making comments about their capabilities. I think a case like that personally for me is where judgements come to play, is it merely controversial, it is offensive, or is it injurious to the kinds of conditions that we need to have, a dialogue that includes all equal standings.

Jim Turk:

I think you raised two sets of thinking. First of all, I think it's important for universities in their procedures to be very clear with the distinction between speakers who are invited as part of an academic event to speak in class, at commencement and at centres, as opposed to groups who may rent space on campus. The university is not a hotel or a conference and there's no obligation to rent space to anyone. So in your example when it's an academic group of professors, I will argue that the university should protect their right to speak. Let's say that Murray was invited to speak at a centre or a class, then the issues you raised can be very difficult ones because his views are

deeply offensive. But if we started splitting everyone whose views are deeply offensive to some parts of our community given the diversity of our community which we hope will become more diverse, who can we have? Can the fact that if we have somebody like me who's pro-choice, giving a talk, there'll be members of our community who see abortion as murder, genuinely feel that morally. Do they have the right to say this deeply offends me? Can we block them? Conversely, I don't care to hear a pro-life speaker, I don't care to see their side, I'd rather not be there. Do I have the right to say that I find that disgusting that he can compare abortion to a holocaust – it's morally reprehensible. We get into very difficult matters and I believe Sanjay and I are not going to propose answers to these. We are trying to identify problems that we, as a community, are trying to address. The boundary lines are shifting and are determined collegially and collectively.

L. Lavallée – You're so right Jim, that the boundary lines are shifting and we had a similar circumstance when George Elliott Clarke was invited to speak at the University of Regina. What shut that down was public outcry. The university was going to let it go ahead. This was an individual who was supporting the work of a poet who murdered an indigenous woman, Pamela George. The poetry was about missing and murdered indigenous women and girls and he was in jail for 4 ½ years for the murder of Pamela George. The university really drew the line in the sand and allowed him to speak, but it was he who ultimately withdrew. So academic freedom did protect his right to be able to bring a murderer's poetry to the university.

Q: I want to ask a question about the internal effects of concern about these issues? Some of the things that come up within the university have to do with policies. What are we going to do about this? There seems to be people expressing to me in other forums, and I get a sense of it too, it's very hard to actually discuss policies that are dealing with these issues and have genuine disagreements without being thought to be infringing on somebody's freedom or being a racist. So the internal discussion, and that happens in classrooms too, it's an issue that people are saying that they do not get into those issues because of the possibilities of these kinds of things.

A: Jim: It's such a cliché to say we're in deeply polarized times, and how we increase the polarization in the sense that we now have so many sources of contact that we can stay largely within our comfort zones and we have a substantial proportion of content directed at us by the algorithms of Google, Facebook and Twitter. The idea of having open discourse without polarizing them is harder than ever. We see particularly a large version of this in American politics right now. The challenge of the university is being in an environment where increasingly we're trying to treat everything as binary whereas it's the nuance, it's the complexity that makes most things interesting. How do we open that up? – I guest that's what you're asking

Sanjay: I agree with Jim. It's that sense of being afraid or uncomfortable about whether you can talk about certain things or to disagree itself is worrying. If you believe that university is a place where you want to have exchange of views, there's going to be disagreements and sometimes

intense disagreements. On the other hand, I do think that for all of us who have been where you doubt your rights and ability to speak freely about certain things, my sense is that if you belong to communities who have been marginalized or subordinated, you're always trying to fit in. That's not to diminish their concern but that concern has been democratized. So those who have had all sorts of privileges are equally conflicted as they do not want to say the wrong thing. One example, is the use of the "N" word, and then they are sanctioned very severely. Some will say that I said that I made a mistake, I apologize, they might even try to defend it as some sort of pedagogical purpose, but this is a heavy-handed sanction – that's what they'll feel. And lots of people who belong to the Black and indigenous community will say that we felt like that almost all the time. If we say something that is critical of a group or a community that has more power in society, we have been effectively sanctioned or our standing in that conversation has diminished right away.

C: I wonder if the speakers would comment on the recent case at the University of Ottawa when the professor used the "N" word in class. While they apologized for the specific incident, 34 professors rallied to support them and defend the use of it as a tool for education debating academic freedom. The university president refused to outright ban the use of the word saying that there is a need for the professor's to have freedom of expression.

A: Jim: There is a lot of comment we see over the use of the "N" word going on right now in Canada. Two of them at the University of Ottawa, where the word was used as an example of what sociologist inferred as a use of this cumbersome jargon. Subversive resignification of how words are reclaimed. So what do we make of those epithets, and do we distinguish between using the epithet or commenting on the epithet. We need to have more discussion. There is an African-American legal scholar in the United States on quoting epithets in the classroom and observed that the "N" word is really objected to because of its toxic association with lynching but there are other words that have toxic association like KKK, Nazi, Auschwitz, genocide, rape, but avoiding invocation of the "N" word is precisely its association with lynching and violence; yet we allow some and not others. How do we have the discussion without referring to text that contain it?

C: We are here talking about academic freedom; who are the academics? How were they raised? What kinds of privileges do they have? We see Ryerson and most of the academics are white and privileged. Most of the people who make the policies to tell those academics what's right and what's wrong are not the racialized people. So how can they possibly understand if the senior administrators make the rules out of shear preservation – the preservation of power. They don't want to yield power to folks who don't look like them. If we are here talking about racism we are really doing a disservice of the context we are living right now, which is specifically about anti-black racism, which is happening right now at Ryerson, and also anti-indigenous racism, we hear it everyday. So how can we actually change academic freedom when those who

set the rules of what academic freedom is are usually not those who are at the receiving end of the racism?

A: Sanjay: I think the general point being made is actually true. I think that's what the task force against racism at Ryerson is trying to do. What concrete steps we need to take? Who are our faculty, students, staff, etc? How do we create that diverse community in the first place that is very cognizant of these questions of injustice – these realities of injustice? I'm a little uncomfortable with the idea that the purpose is to exclude. I think of my own field of study – certain democracies which is what I studied and teach – while there are all kinds of institutions that were created when our democracies were extremely restrictive and exclusionary but in the design of those institutions – some of them are designed in ways that they continue to exclude and marginalize communities, but in other ways those institutions were quite radical in that they granted everyone equality and the people who designed those institutions often came from the upper echelons of society at that time and were privileged in many different kinds of ways, and yet they could have a radical idea and belief in equality. When we think of the relationships between our institutions, our policies and these outcomes that we are grappling with, it's more complex and it's not that institutions we've created and the policies we have might continue to marginalize and produce inequalities but I'm concerned that people may think that all institutions and policies have that effect because, as with most things, there are multiple purposes and motivations behind them.

Closing Remarks:

Denise O'Neil Green - What I wanted to share with Senate are some other considerations to think about versus pitting EDI, Racism against Academic Freedom - I would just encourage my colleagues to begin to think about the changing landscape that we're in the middle of given what happened this Summer with the murder of George Floyd and more or less an awakening that people are coming to a knowledge of how a system that they weren't even privy to finally they had an opportunity to see upfront, and thinking about that within a context of many different public organizations and public goods like universities.

When we talk about EDI at Ryerson, it's three different things:

- **Equity** is about the fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for under-represented and marginalized groups. And what we will get to first see is that we are not thinking about just simply a mosaic of people with different hues, but going back to a few points that were mentioned earlier, it's really about valuing and respecting the diversity of knowledges and world views and experiences that come from the membership of those different groups and the contribution that diversity can truly make to our organizations and to our communities.

- **Diversity** entails recognizing the resourcefulness of all world views and not privileging just one world view, and I would just pose that the concept of academic freedom was formulated under a particular world view and formulated in the context of universities really being here to serve specific populations.
- **Inclusion** - Now that universities are becoming more diverse and have become more so, they are struggling with these different tenets because, if we really think about inclusion, it is about disrupting an old system. It's about disrupting a system that traditionally did not include racialized people, did not include Black people, Black scholars, Black excellence. So I'll just close with this. Consider what Ryerson would be like if we focus not just on EDI or Racism or for Freedom of Expression, but if we look at the organization from the aspect of being human-rights-centred and recognizing everyone's dignity and humanity, how would that change the way we interpret Academic Freedom or Academic Expression whether it be in a classroom or in other kinds of setting. I know this is a very complicated subject and a lot that can be said, but I just wanted to table those thoughts.

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Senate Meeting:

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1.   Call to Order/Establishment of Quorum

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

3.   Approval of the Agenda
      Motion: *That Senate approve the agenda for the December 1, 2020 meeting.*

      A. McWilliams moved; R. Ravindran seconded.
      Motion Approved.

4.   Announcements - None

5.   Minutes of the Previous Meeting
      Motion: *That Senate approve the minutes of the November 3, 2020 meeting.*

      N. Thomlinson moved; C. Falzon 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) Lockdown Measures – Minor Adjustments
      Update on the University's response to Toronto's move to grey "lockdown" level
      restrictions. Changes to our current model as a result of the move to "lockdown" are limited
      with few minor adjustments:
      • Any in-person course activities that can be moved to a virtual format are no longer
        offered in-person
      • Students who are participating in any form of experiential learning have moved to
        remote working environments
      • SRC activities have been deemed essential by the provincial government, so SRC activity
        at Ryerson continues, following existing safety protocols
      • Communal student study spaces in the Library, the SLC and the DCC will be restricted and
        our fitness facilities are closed
      • Virtual services and resources remain available to students, faculty and staff
      • Essential services employees continue to have permission to work on campus. Other staff
        and faculty are asked not to come to campus unless necessary. And, remote work has
        been extended until at least the end of April 2021.

      The current 28-day restriction period will end just before the university closes for the mid-
      year break. We will continue to monitor updates from our province and keep the
      community informed.

   2) Mental Health and Fatigue – Prioritizing Wellbeing
      Over the last few weeks, I have held small group meetings with over a dozen departments
      and have met with over 200 faculty members. I heard about many of the challenges that
      faculty are experiencing. Some of the main themes that came up were:
      • burnout
      • decreased SRC productivity
      • limited access to labs and experiential-learning opportunities for students
      • concerns about academic integrity, and
      • concerns for pre-tenure faculty, and the numerous challenges that are disproportionately
        affecting female identified faculty.

Based on what we heard, we are introducing additional supports for faculty and contract lecturers.

I heard that additional resources are required for further TA/GA support. This academic year, the university has invested an additional $2.5M in TA/GA support for faculty members. I encourage faculty to work with chairs and deans to access funding for further support where it is needed.

I also heard about the need for technical support. There are several resources available such as the Remote Teaching website from the Centre for Excellence in Learning and Teaching and D2L Brightspace support.

It's important to me that wellbeing remains a key priority for the university. As the pandemic will continue to impact our lives for some time, I am implementing additional Ryerson Recharge days for all employees:

- The university will close for a mental health day on Tuesday, February 16, extending the Family day long weekend to four days, and Staff have been granted an additional Recharge day to use before April 30, 2021.

In addition, in the weeks ahead, we will share details on a series of new initiatives to better support you academically. These will include:

- Expanding faculty reimbursement guidelines, including expanding guidelines for how the Professional Expense Reimbursement Fund (PERF) is used
- Funding to support additional costs related to remote learning and teaching. There will be a one-time allocation of up to $500 per instructional faculty member
- Funding to support CUPE contract lecturers who are teaching remotely will be made available to the unions (to be managed by them)
- Re-distributing some of the Test Centre's funding currently allocated for on-site test invigilation towards hiring a temporary team that will modify supports for faculty and students in a remote environment
- Introducing three new roles to improve key links in the Academic Accommodation Support chain
- Professional development opportunities on best practices for remote teaching and learning.

I hope these new initiatives will help alleviate some of the pressures during these difficult times.

3) <u>Strategic Partnership with SOTI – Aerial Drone and Robotics Research</u>
Update you on a new strategic partnership with SOTI – a business mobility and Internet of Things firm. SOTI has invested $20 million in Canada's technology ecosystem to fund its new aerospace division. The new division will focus on advanced aerial drone and robotics research.

Through a multi-year collaboration, Ryerson's aerospace expertise will support SOTI's research and development of aerial drone technology. SOTI will support a research chair in this field and provide real-world experience in applied aerospace technology for Ryerson students. This collaboration will create new opportunities for our researchers and students to work on cutting-edge projects through enriched learning experiences, internships and scholarships.

4) <u>Famed Photographer Ed Burtynsky – Donating his Archives to Ryerson</u>
A great news update … Award-winning Canadian photographer and Ryerson alumnus Edward Burtynsky has donated his archives to Ryerson. Burtynsky is regarded as one of the world's most accomplished contemporary photographers. His works are included in the collections of over 60 major museums around the world. His iconic images have brought worldwide attention to the impacts of human industry on the natural landscape.

The first installment donated to Ryerson is of 142 images of Burtynsky's early work. Each annual donation will add another chronological stage of Burtynsky's career to the RIC's holdings until his entire career is represented. With the archive, Ryerson will hold the largest institutional collection of his work. This donation is a remarkable gift to the Ryerson Image Centre, and to us all.

A slideshow was presented.

5) <u>Fall Graduation Celebration</u>
On November 17, Ryerson held a virtual graduation celebration for over 2,100 fall graduates. Honorary Doctorate recipient Mohamad Fakih delivered a special address.

We also worked with NexTech AR Solutions, a company founded by Ryerson alumnus Paul Duffy, to create a one-of-a-kind AR 360-degree portal of the Student Learning Centre. Graduates and special guests were able to virtually walk through the portal and browse each faculty to see highlights from the year, congratulate graduates and take pictures.

6) <u>Egerton Ryerson Task Force</u>
We have recently announced the membership of the Egerton Ryerson Task Force.
It will be co-chaired by Joanne Dallaire and Catherine Ellis. The 14 members, which include faculty, students, alumni, external experts, form a balanced and strong task force and I look forward to their recommendations. Community consultations will begin shortly.

7) <u>Strategic Vision</u>
On November 12, we launched the Ryerson Strategic Vision, with a special presentation and panel discussion. The strategic vision is a foundational document for Ryerson, informed by community consultations and aligned with our other key strategic plans.

The strategic vision and recording of the panel discussion are on the President's website.

A short video regarding the Strategic Vision, prepared by Ryerson's Central Communications and Marketing teams, introduced the vision.

8.2   **Communications Report** – included in the agenda

8.3   **Report of the Secretary** - None

8.4   **Committee Reports**
8.4.1   **Report #F2020-3 of the Academic Standards Committee (ASC): K. MacKay**

8.4.1.1. **Modifications to Concentrations in Language and Intercultural Relations - Faculty of Arts**

Motion: *That Senate approve the modifications to Concentrations in Language and Intercultural Relations – Faculty of Arts.*

K. MacKay moved; N. George seconded
Motion Approved.

8.4.2 **Report #F2020-3 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari**

8.4.2.1. **Interim Provost's Update**

The Interim Provost Reported:
1)   **Navitas Update:**
   - I want to provide you with an update on progress towards the launch of the Navitas program – called Ryerson University International College or RUIC (pronounced R-U-I-C).
   - As previously reported, two pilot programs were selected in consultation with the Deans of the Ted Rogers School of Management and the Faculty of Arts. The RUIC program will feed into Business Management program and 'Undeclared' Arts.
   - Marketing began in October and we are expecting a small pilot of about 25 students in Winter 2021.
   - RUIC is planning to offer three courses from the Chang School's inventory for this Winter.
   - Under the agreement, RUIC is required to use Ryerson Instructors for all academic courses. The Instructor Services Agreement with RUIC is in final review with our legal teams and selection for instructors will follow the Chang School process.
   - As was reported in September, we have begun the first step in the Governance Process and the Academic Advisory Committee met for the first time in November. The Committee is chaired by the Vice Provost Academic and includes representatives from the participating faculties. RUIC was represented by its Chief Operating Officer and members of the RUIC Implementation Team. Over time, membership will be expanded to include course coordinators from participating departments as well as the Principal and coordinating team from RUIC.

- The Committee discussed the pilot programs, confirmed courses for the Winter semester and discussed reporting for Senate which, among other things, will include student demographics, grade distribution by course, and retention rates.
- We will report back on the Winter semester towards the end of the Academic term.

2) **Winter Break**
- This will be our final meeting for the semester for 2020, and I would like to acknowledge the tremendous efforts you have all made during the last several months. Dealing with the impact of the COVID 19 virus at home, on campus, and within our communities, has been challenging for all of us. Our winter break is a few short weeks away and I hope you will take the time to be with those closest to you to recharge and come back refreshed and ready to face the challenges that the winter semester will bring. My very best wishes to you and your family, and above all be safe and well.

Q: There is a petition by students asking if they can use the "CRD"/"Non-CRD" for the Fall term.
A: S. Zolfaghari – This option was offered last Winter 2020 at the beginning of the Pandemic. We've had many discussions around this and many supports have been put in place, e.g. extensions for students to submit work in consultation with departments and a decision was made to not offer this option since that term.

8.4.2.2. **Revise Policy 168: Grade and Standing Appeals to include the Faculty of Law (K. MacKay)**

Motion: *That Senate approve the motion to revise Policy 168: Grade and Standing Appeals to include the Faculty of Law.*

K. MacKay moved; N. Di Cuia seconded.

Q: Will the Faculty of Law students be represented by RSU or Graduate Students' Union when it becomes available?
A: This is being worked out and we will get back to you about this.

Motion Approved.

8.4.2.3. **Revise Senate Bylaw #1 to include a Faculty of Law Student Senator (D. Checkland)**

Motion: *That Senate approve the motion to revise Senate Bylaw #1 to include a Faculty of Law Student Senator.*

D. Checkland moved; D. Taras seconded
Motion Approved.

8.4.2.4. **For information: Update on Open Electives (K. MacKay & C. Hack)**
An initiative with respect to Policy 2 to increase choice in electives for students. C. Hack thanked Faculties who assisted and those who are now entering into this.

Q: This is mostly a review of the format. Has there been an opportunity to review the content? Since the 'calls to action', what is being done to include indigenous content in curriculum?

A: This particular initiative is separate and distinct from what you're asking. There is variation in terms of how much work is done. The program reviews coming to Senate will show this review of the curriculum. There is an inventory of courses on campus that currently has indigenous content.

M. Lachemi – Proposed that the Truth and Reconciliation Committee Strategic Plan Working Group make a presentation to Senate about the work that they have undertaken so far, including indigenous involvement.

9.   Old Business - None

10.   New Business as Circulated - None

11.   Members' Business - None

12.   Consent Agenda - None

13.   Adjournment
President Lachemi -

As this is the last Senate meeting of the year, I want to wish you all a wonderful Holiday Season. My best wishes for a healthy and joyous Season. I look forward to continuing our work in the new year.

Meeting adjourned at 6:59 p.m.

Ryerson University
President's Update to Senate
January 26, 2021

Ryerson University

CONGRATULATIONS

Ryerson notables who were appointed to the Order of Canada on November and December 2020 include former presidents *Sheldon Levy* (as Officer) and *Brian Segal*; Chair of the Advisory Committee of the Centre for Labour Management Relations *Peggy Nash* (as Officer); honorary doctors *Martha Billes, Sally Horsfall Eaton,* and *Peter E. Gilgan* (as Officer); and Fashion Design alumna and guest lecturer Susan Keiko Langdon.

Ryerson notables who were appointed to the Order of Ontario on January 1, 2021 include *Sean Conway*, honorary fellow at the Centre for Urban Energy; Distinguished Visiting Professor *Hershell Ezrin*; honorary doctor *Hazel McCallion*; and Professor Emeritus of Law *Audrey Loeb*.

Three Ryerson professors have been awarded Tier 2 Canada Research Chairs. *Damien Lee* (Department of Sociology) has been named Chair in Biskaabiiyang and Indigenous Political Resurgence. *Reza Arani* (Electrical, Computer and Biomedical Engineering) is Chair in Smart Grid Cyber-Physical Security, and *Ali Tavallaei,* from the same department, is Chair in Systems and Devices for Cardiovascular Interventions. In addition, Prof. *Anatoliy Gruzd* (Information Technology Management) has had his Tier 2 CRC renewed; previously Chair in Social Media Data Stewardship, he is now Chair in Privacy-Preserving Digital Technologies.

Ryerson researchers' stellar work and exciting promise have resulted in the university's ranking first for research income growth among comprehensive universities—and first, by percentage, among all Canadian universities—in Research Infosource Inc.'s 2020 list of the 50 top research universities in Canada.

Yanique Brandford, an MSc candidate in Biomedical Physics, has won the inaugural Canada's Hero Award from poverty activism organization Global Citizen. The $10,000 prize will support her work as co-founder of the non-profit organization Help A Girl Out (HAGO), which focuses on reducing period poverty (i.e., poverty associated with menstruation and the need for hygiene and sanitary products) in Canada and in developing countries.

The G. Raymond Chang School of Continuing Education, in collaboration with *Marketing and Creative Services*, won a Gold Crisis Management Marketing Award in the University Professional and Continuing Education Association (UPCEA)'s 2020 Marketing and Enrollment Awards. The award recognized The Chang School's Spring/Summer 2020 advertising campaign "This Way Forward" as having demonstrated a significant ability to pivot and "implement new plans during these testing times."

School of Interior Design professor *Stephanie Davidson* won the award for Best Presentation given in the Interior Design Educators Council's symposium *Teach to Reach*, which was held virtually on September 25, 2020. Her presentation "99 Rooms: Drawing from Home" was based on her teaching of the course Introduction to Digital Communication in Winter 2020, during which she helped students adapt to remote instruction by encouraging them to use rooms from their homes as case studies whose distinctive features they critically examined.

In the 2020 Philanthropy Awards held by the Association of Fundraising Professionals' Greater Toronto Chapter, Chancellor *Janice Fukakusa* was recognized as Outstanding Volunteer, and Assistant Vice-President, Engagement *Krishan Mehta* was named Outstanding Fundraising Professional.

JeRI: The Journalism Representation Index, a project run by professors from the School of Journalism and the Department of Computer Science, has received funding through the Google News Initiative's competitive Innovation Challenge. Powered by an AI "brain," JeRI will analyze news stories and their sources to determine whose voices are being heard and whose are not, in an effort to hold journalists and newsrooms accountable.

In Corporate Knights magazine's Better World MBA rankings, TRSM's Bachelor of Commerce (BComm) program was ranked #1 in Canada, and its MBA program was ranked #3 in Canada and #8 globally. Rankings are based on five factors: sustainability-focused articles published by faculty in peer-reviewed journals, citations from those articles, core courses incorporating sustainable development topics, research institutes and centres focused on sustainable development, and gender and racial diversity among faculty.

PARTNERSHIPS

AEROSPACE RESEARCH – In December, Ryerson and business mobility and internet of things firm SOTI (Soft Object Technologies Incorporated) announced a five-year partnership in aerospace research and education. As SOTI launches its new aerospace division, it is investing $2.5 million in Ryerson to lead research initiatives, as part of which it will support a research chair in the field. The division's research will focus on the use of small, autonomous aerial drones in healthcare (such as long-term care homes) and the search-and-rescue sector. Students in the Faculty of Engineering and Architectural Science (FEAS) and the Faculty of Science (FoS) will receive experiential learning opportunities including co-ops, internships, scholarships.

CITY OF TORONTO COVID-19 RESEARCH PROJECTS – On November 9, the City of Toronto announced its piloting of a partnership model for collaboration on research with Toronto's higher education institutions. Eight collaborative research projects related to COVID-19 are underway or have recently been completed; Ryerson is partnering (or has partnered) with the City on seven:

1) **The Association Between Socio-Demographic Characteristics and COVID-19 Incidence and Severity** – a partnership with Toronto Public Health
2) **Digital Access: Who is Underserved and Why?** – a partnership with the City's Technology Services Division and Humber College, Seneca College, the University of Toronto, and York University

3) **Low-Cost Decontamination Process for Disposable N95 Masks** – a partnership with the Office of Emergency Management and Toronto Paramedic Services

4) **Plausible Futures: What Economic and Labour Market Trends Might the City See Over the Next Three to Five Years?** – a partnership with the Economic Development and Culture Division

5) **Supply Disruption Risk for Personal Protective Equipment (PPE) Procurement** – a completed partnership with the Office of Emergency Management and York University, who together issued a report recommending changes to policies and procedures to offer better protection for City employees and the public

6) **Telework Study – GHG [greenhouse gas] Emission Impacts & Employee Performance** – a partnership with the Environment and Energy Division

7) **Toronto Ambient Air Quality Impacts from COVID-19** – a partnership with the Environment and Energy Division and the University of Toronto

DEVELOPING SKILLS IN ATLANTIC CANADA – On November 25, the Future Skills Centre (FSC) announced two new partnerships to advance skills development in Atlantic Canada. College Transformation des Collèges is a two-year, $3.45-million partnership with Atlantic Colleges Atlantique (ACA), which brings together the region's seven public colleges. The initiative will address labour shortages and skills gaps in priority sectors. It will establish a virtual innovation centre and focus on engaging with, and removing barriers to the participation of, underrepresented groups. The Early Childhood Education Lab is a 16-month, $900,000 partnership with NouLAB, a social innovation lab at the University of New Brunswick. With the support of the four Atlantic provinces' provincial governments, the project will analyze the early childhood education (ECE) workforce and aim to develop strategies to help daycare operators train and retain educators.

LED PRINTER – Ricoh Canada has installed a Pro TF6250 flat-bed UV LED printer in the Creative Technology lab at FCAD, where it is available for use by students throughout the faculty's 26 programs. The device is able to print images of up to 2.5 metres by 1.3 metres on a range of material up to 110 millimetres thick, including glass, metal, wood, and foam core. Originally designed for businesses creating décor, graphics, and signs, the printer will be integrated into FCAD's Graphics and Communications Management curriculum. Other potential uses include printing set backgrounds for the School of Performance, archival prints for the School of Image Arts, and interior finishes for the School of Interior Design. FCAD will be collaborating with Ricoh on workshops about applications for the printer.

LIGHTS-ON – Ryerson University's School of Creative Industries at the Faculty of Communication & Design (FCAD) has partnered with the Toronto Arts Council and the Toronto Arts Foundation to create the initiative #Lights-On: Recovery and Reboot in Live Entertainment. It brings together leaders and experts from a wide range of fields to help Toronto's live entertainment sector recover from the devastating impact of the pandemic. On November 12, as part of its outreach activities, #Lights-On announced the release of a guide for the safe reopening of live entertainment venues. Accessible online at lights-on.guide, it is designed to help venue managers and organizers develop procedures specific to their venues for lowering the risk of transmission among staff, artists, and customers. The guide will be continually updated to reflect changes to legislation and public health recommendations.

SUZANNE ROGERS FASHION INSTITUTE – On November 18, the Edward and Suzanne Rogers Foundation announced a $1-million gift to the Suzanne Rogers Fashion Institute (SRFI) at the Ryerson School of Fashion. The gift will secure funding for the institute for a further five years. The SRFI was founded in 2016 with an original gift of $1 million from the foundation. It welcomes upper-year undergraduate students and recent graduates in fashion design with outstanding potential as fellows. They are given opportunities tailored to their education and professional needs, including master classes, mentorship, and funding to enter competitions and study abroad. The foundation's contributions to the institute together represent the largest contribution a donor has made in direct support of emerging fashion designers in Canada.

TECHTALENT ACCELERATOR – In partnership with the Computing Technology Industry Association (CompTIA), Ryerson has launched an initiative to help students from all faculties gain experience in the technology industry. The TechTalent Accelerator, which has received funding from the Ontario Ministry of Labour, Training and Skills Development, will run two programs: ExploreTech and ExperienceTech, both of which will launch in February 2021. The former will be open to all students and will include seminars on innovation and access to the annual 45-hour team-based hackathon HackTech. The latter is a training and internship program open to students in the final year of their undergraduate or graduate programs. It offers four training modules, a two-day job shadow at collaborating technology companies, and an internship lasting at least four months. Companies that have partnered with the accelerator include AMD, Benchmark, Cisco, CompuCom, Cybersecurity Compliance Corp., Datex, Hewlett Packard, Intel, Lenovo, ProServeIT, Veritas, and The Winning Practice.

WORKERS AND THE LABOUR MARKET – On December 14, the FSC announced a two-year, $3-million partnership with Canada's Labour Market Information Council to help Canadians make informed decisions about work. Together, the organizations will create a cloud-based data repository with easy access to practical information about the shifting labour market. They will develop resources to offer guidance and career planning for workers, whether they are just entering the job market, in mid-career, or considering a change of career.

EVENTS AND INITIATIVES

EGERTON RYERSON TASK FORCE – On November 10, Ryerson announced the members of the Egerton Ryerson task force to examine the legacy of our university's namesake. Co-chairing the task force will be Joanne Dallaire, elder (Ke Shay Hayo) and senior advisor – Indigenous Relations and Reconciliation, and Catherine Ellis, Board member and professor of history. Task force members include professors T'hohahoken Michael Doxtater (Creative Indigenous Practices), Riley Kucheran (Design Leadership), Heather Rollwagen (Sociology), and Gerald McMaster (Tier 1 CRC in Indigenous Visual Culture and Curatorial Practice, OCADU); Indigenous Human Resources Lead, Recruitment and Retention Tracey King; former vice-president, academic Dennis Mock; president of the Ontario Black History Society Natasha Henry; liaison librarian Cecile Farnum; and students Tay Rubman (History) and Julia Spagnuolo (Urban & Regional Planning); as well as Amorell Saunders N'Daw (partner and equity, diversity, and inclusion lead at human resources firm Knightsbridge Robertson Surrette) and Frank Walwyn (partner at WeirFoulds LLP).

EDWARD BURTYNSKY ARCHIVE – On November 24, the Ryerson Image Centre (RIC) announced a multi-year donation of archival photographs by world-renowned photographer and Ryerson alum Edward Burtynsky (Photographic Arts, '82). The RIC has received the first instalment, of 142 works dating from 1976 to 1989, some of which Burtynsky originally submitted to his Ryerson instructors in his student portfolios. Burtynsky credits his Ryerson instructor Ron Gooblar, who assigned him to photograph "evidence of man," with prompting him to observe the world as if he were an alien, studying the relationship between humankind and the environment. This concept continues to influence his large-scale work today. The RIC has made 25 of Burtynsky's early photographs public in a virtual gallery at ryersonimagecentre.ca/collection/the-edward-burtynsky-collection.

TWO WOMEN IN POWER – On November 26, the Ryerson Democracy Forum and Women in the House program co-hosted the event "Two Women in Power: How They Made History," featuring former premiers Kathleen Wynne (Ontario) and Rachel Notley (Alberta), who spoke virtually with host and Ryerson Visiting Practitioner Martin Regg Cohn. The former premiers, both of whom remain Members of Provincial Parliament, addressed questions including systemic problems with gender imbalance in politics, the ways women premiers have worked together to help achieve common goals, and reasons why women seem to be more likely than men to continue representing their local constituents after losing elections as leaders—whether out of dedication or perhaps, as Premier Notley suggested, being "guilted into" staying.

INDUSTRY CHALLENGE AWARDS – On December 3, the Ryerson Venture Zone in Brampton held its inaugural Industry Challenge Awards Event, showcasing the top health and wellness innovations being devised by the zone's startup teams. Hosted by ET Canada Entertainment reporter Sangita Patel, the online event featured a keynote speech by Sonny Kohli, co-founder and chief medical officer of healthcare platform Cloud DX. Brampton Mayor Patrick Brown gave out a total of $20,000 in awards to the top three teams, as determined by judges from industry and community partners. First prize ($5,000 cash plus $5,000 in business reimbursements) was won by MedaKi, which organizes same-day delivery of over-the-counter products from pharmacies.

DAY OF REMEMBRANCE – On December 4, Ryerson community members participated in a virtual memorial for the National Day of Remembrance and Action on Violence Against Women. The event provided a chance to mourn the women killed in 1989 at L'Ecole Polytechnique in Montreal as well as women and girls who have been killed more recently. Their names were read aloud by Arianna Economou and Carol Wasef, co-presidents of Ryerson's Women in Engineering Student Society. Farrah Khan, manager of the Consent Comes First office, spoke about how to support co-workers or students who may be subject to violence. Toronto poet Cassandra Myers gave a reading, and the event concluded with support and action breakout groups, including a room for "Men as Allies." The memorial was hosted by Consent Comes First, the Faculty of Engineering and Architectural Science, Student Affairs, CESAR, Human Rights Services, OVPECI, and Ryerson Athletics and Recreation.

LAND DEFENDERS AND THE RANSOM ECONOMY – On December 9, in partnership with North American social justice organization The Leap, Yellowhead Institute hosted the virtual event "The Ransom Economy: What #ShutDownCanada Reveals About Indigenous Land Rights." Hosted by Geography and

Environmental Studies Acting Professor Anne Spice, the panel discussion was moderated by Leap co-founder Naomi Klein and featured Indigenous land defenders Kanahus Manuel, Suzanne Patles, Molly Wickham, and Skyler Williams. Together, they discussed international Indigenous human rights, injunctions, the criminalization of land defenders, the uncertainties of Canadian claims to land and sovereignty, and strategies for achieving Indigenous self-determination.

LEGAL INTERVENTION IN MAJOR CASES – Between December 16 and 23, the Centre for Free Expression was granted the right to intervene as a friend of the court in three major court cases—two before the Supreme Court of Canada and one before the Ontario Court of Appeal. The latter case, Canadian Federation of Students v. Ontario (Colleges and Universities), is an appeal of the Divisional Court's decision to quash the Ontario Cabinet's directive to allow college and university students to opt out of ancillary fees. The Supreme Court cases are Canadian Broadcasting Corporation v. Her Majesty the Queen, et al., which concerns courts' discretionary publication bans of evidence, and City of Toronto v. Attorney General of Ontario, an appeal of the decision that found the Ontario government could unilaterally alter Toronto city council seats and boundaries during an election.

from the **President's Calendar**

November 9, 2020: For the online announcement of the City of Toronto's new research partnership model with Toronto's higher education institutions, I delivered remarks about how both students and GTA businesses will benefit.

November 9, 2020: I met online with professors and instructors in the Faculty of Arts, checking in on how they are dealing with the challenges posed by the pandemic.

November 10, 2020: Along with other Ryerson leaders, I participated in a session led by Senator Wanda Bernard on anti-black racism.

November 10, 2020: I had an introductory meeting with Sandeep Goel, president & CEO of ICICI Bank Canada to discuss the potential for collaboration between our institutions.

November 10, 2020: I met with Naveed Mohammad, president and CEO of the William Osler Health System, to discuss potential partnership related to health care in Brampton.

November 10, 2020: I participated in a Universities Canada online meeting with Deborah Paul, Canada's ambassador to Vietnam, about international student recruitment and opportunities in the country.

November 11, 2020: I attended Ryerson's virtual Remembrance Day ceremony, for which I had pre-recorded remarks encouraging all community members to reflect on and remember all those affected by wars and conflicts around the world.

November 12, 2020: I met online with members of the Ryerson International team, checking in on how they are dealing with the challenges posed by the pandemic.

November 12, 2020: For the launch of Ryerson's Strategic Vision, I was pleased to participate in a panel discussion online with Dean of the Faculty of Community Services Lisa Barnoff; Vice-Provost, Students Jen McMillen; and Chief Human Resources Officer Jenny O'Donnell.

November 17, 2020: I was pleased to attend the virtual Graduation Celebration for members of the Class of Fall 2020, for which I had pre-recorded remarks.

November 17, 2020: I had an introductory online meeting with Abdul Hameed, consul general of Pakistan in Toronto, exploring opportunities for future partnership.

November 17, 2020: I met online with Ryerson honorary doctor and former Department of History faculty member Margaret MacMillan to discuss Ryerson's task force on the legacy of Egerton Ryerson.

November 17, 2020: I met online with provincial Associate Minister of Small Business and Red Tape Reduction Prabmeet Sarkaria to continue our discussion about Ryerson's presence in Brampton.

November 18, 2020: I participated in a Universities Canada online meeting with Marco Mendicino, Canada's minister of Immigration, Refugees and Citizenship. We discussed the federal government's plans for helping bring international students to Canada.

November 19, 2020: I attended a virtual meeting of the Empire Club of Canada, during which Associate Minister Sarkaria spoke with Lisa Raitt, former deputy leader of the federal Opposition and now vice-chair of global investment banking at CIBC Capital Markets, about the impact of the pandemic on small businesses in Ontario.

November 19, 2020: I attended a meeting organized by the McConnell Foundation about the role of universities in engaging with and supporting their local communities.

November 19, 2020: I participated in a Universities Canada online meeting with Peter MacArthur, Canada's ambassador to The Philippines about international student recruitment and opportunities in the country.

November 20, 2020: I met online with faculty members in Urban and Regional Planning, checking in on how they are dealing with the challenges posed by the pandemic.

November 22, 2020: I attended OCAD University's online gala "A Virtual Happening," which celebrated former president and vice-chancellor Sara Diamond.

November 23, 2020: I attended FCAD's annual SRC showcase RUBIX, which was hosted virtually this year and featured 38 innovative projects from faculty members pushing boundaries in creative industries, design, and media.

November 24, 2020: I had an introductory meeting with Adam Nanjee, managing director, Canada and global FSI lead at Microsoft, to discuss opportunities for collaboration with Ryerson.

November 24, 2020: I met online with faculty members in the Department of History, checking in on how they are dealing with the challenges posed by the pandemic.

November 25, 2020: I had an introductory meeting with André Roy, president of the Université de l'Ontario français.

November 25, 2020: I was a panellist for The Canadian Urban Institute (CUI)'s event "Cities in the Time of COVID-19: What is the future of universities in cities?" In a discussion moderated by the CUI's president and CEO, Mary Rowe, I, along with University of Toronto President Meric Gertler and MacEwan University President and Vice-Chancellor Annette Trimbee, spoke about post-pandemic changes in curricula and business models in academia, and universities' role in rebuilding cities.

December 1, 2020: I was pleased to deliver remarks at an online commemoration of the life of Ryerson supporter George Vari (Honorary Doctorate '07), who passed away in December 2010. I had the opportunity to thank his wife, Helen Vari (Honorary Doctorate '17), of the George and Helen Vari Foundation, for her generosity and commitment to Ryerson engineering students.

December 1, 2020: I delivered remarks online to a cohort of Ryerson students participating in the last session of their 11-week holistic Thriving in Action program. I emphasized the university's support for them as they balance academic and other demands and encouraged them to use what they have learned in the program to attain their dreams.

December 1, 2020: Along with Assistant Vice-President, University Relations Jennifer Grass, I met online with Lisa Raitt to further Ryerson's ongoing conversation and working relationship with her, which began when she was in politics.

December 2, 2020: I attended the 2020 Philanthropy Awards ceremony hosted online by the Association of Fundraising Professionals' Greater Toronto Chapter, during which Janice Fukakusa and Krishan Mehta received awards.

December 2, 2020: I delivered introductory remarks at the virtual event Motivate to Create, which was organized by fourth-year RTA School of Media student Eunice Yeung, as a way to encourage students to remain motivated and positive. I offered the students advice about finding support and pursuing innovation as a tool to enrich their lives.

December 3, 2020: I met online with faculty members in the Department of Mechanical and Industrial Engineering, checking in on how they are dealing with the challenges posed by the pandemic.

December 3, 2020: I participated in a Universities Canada online meeting with Marcel Lebleu, Canada's ambassador to Colombia, about international student recruitment and opportunities in the country.

December 3, 2020: Along with Jennifer Grass and Deputy Provost and Vice-Provost, University Planning Glenn Craney, I met online with Naveed Mohammad and Ann M. Ford, executive vice-president, strategy and corporate services with the William Osler Health System, to discuss potential collaboration on healthcare education.

December 4, 2020: For Ryerson's virtual memorial for the National Day of Remembrance and Action on Violence Against Women, I delivered introductory remarks about the tragic focus the pandemic has placed on gender-based violence. I reiterated Ryerson's commitment to addressing and preventing violence against women.

December 4, 2020: I participated in a regular online meeting of the executive heads of the Council of Ontario Universities (COU).

December 4, 2020: As a member, I participated in a meeting of the advisory committee of the accelerator OneEleven.

December 7, 2020: Along with a small group of executive heads from Universities Canada, I participated in an online meeting with Sean Fraser, parliamentary secretary to the ministers of finance and middle class prosperity and associate minister of finance, during which we discussed aligning Universities Canada's priorities with those of the federal government.

December 7, 2020: I met online with Ryerson librarians, checking in on how they are dealing with the challenges posed by the pandemic.

December 7, 2020: I participated in a Universities Canada online meeting to go over the results of the organization's survey on Indigenous education and reconciliation, and to discuss strategy for Indigenizing the academy.

December 8, 2020: As a member, I participated in an online meeting of the National Research Council.

December 8, 2020: Along with other Ryerson leaders, I participated in an online meeting with representatives of Navitas to discuss COVID-19's global impact on student mobility.

December 9 2020: I chaired an online meeting of Ryerson's Opportunities Working Group.

December 9, 2020: I had an introductory online meeting with Adam Kassam, president-elect of the Ontario Medical Association, to discuss Ryerson's vision for healthcare education.

December 10, 2020: I had an introductory meeting with representatives of developer Concord Pacific to discuss collaboration on real estate and capital development.

December 10, 2020: I met online with representatives of Navitas to discuss opportunities to serve international students overseas.

December 14, 2020: Along with Vice-President, University Advancement and Alumni Relations Ian Mishkel, I met online with Steve Gupta, founder and chairman of developer The Gupta Group to discuss fundraising.

December 15, 2020: As a cabinet member, I attended a regular online meeting of the United Way Campaign Cabinet.

December 15, 2020: At a joint online meeting of the executive group and the academic planning group, I delivered remarks welcoming guest speaker Paul LeBlanc, president of Southern New Hampshire University and board chair of the American Council on Education, who gave us his informed perspective on the present and potential future of online education.

December 17, 2020: I met online with faculty members from the Department of Architectural Science, checking in on how they are dealing with the challenges posed by the pandemic.

December 17, 2020: Along with other Ryerson leaders, I participated in an online discussion with representatives of Deloitte about organizational agility and flexibility, and the future of work at Ryerson.

December 18, 2020: I welcomed David Piccini, parliamentary assistant to Ross Romano, Ontario minister of colleges and universities, to campus for a walking tour of Ryerson, which we filmed to echo the province's announcement of its investment in capital funding for colleges and universities. Ryerson will receive $16 million through 2022–23 for renewal, maintenance, and repairs of facilities and buildings.

December 18, 2020: I chaired a regular online meeting of the board of directors of COU Holding Association Inc.

December 18, 2020: Along with Vice-President, Administration and Operations Deborah Brown and Assistant Vice-President, Facilities Management and Development Glenda Mallon, I met online with the leadership of real estate developer Fengate to discuss potential partnership in capital project development.

December 21, 2020: As incoming co-chair, I participated in an online information session about the Tri-Agency Institutional Programs Secretariat's Advisory Committee on Equity, Diversity, and Inclusion Policy (ACEDIP).

December 22, 2020: As a founding member, I participated in an online meeting of the Coalition of Innovation Leaders Against Racism (CILAR).

December 23, 2020: Along with Co-Founder and Executive Director of the Ryerson Leadership Lab Karim Bardeesy, Chang School Dean Gary Hepburn, and Glenn Craney, I met online with Mitchell Davidson, executive director of the StrategyCorp Institute of Public Policy and Economy, to discuss the future of microcredentials in Ontario.

Marketing & Communications
Monthly Metrics & Reach
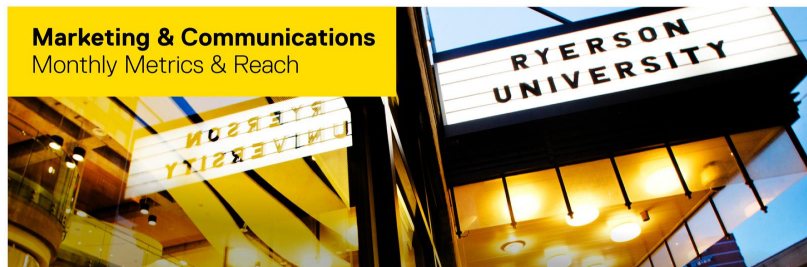
November 2020

Media Relations

- Supported the RIC in pitching media on Edward Burtynsky donation, securing coverage with the Toronto Star, Canadian Press (which was then picked up by 75 media outlets), and CBC Radio.
- Media trained Catherine Ellis and Joanne Dallaire, co-chairs of Egerton Ryerson Task Force.
- Provided media relations support to Future Skills Centre as it announced NouLAB was joining Atlantic Canada partners to enhance skills training. Secured coverage in Academica, Huddle and Education News.
- Secured coverage in Betakit for iBoost on new program to help commercialize deep tech research.
- Pitched and promoted the P.J. Patterson, Jamaica's sixth prime minister, memoir launch for Alumni Relations.
- Conducted media outreach for the Faculty of Arts "IID panel: The day after - Making sense of the U.S. election" securing coverage on 980 CFPL Global News Radio.
- Generated extensive media coverage by pitching Ryerson faculty experts on various breaking news topics including the U.S. election and its impact, Donald Trump's campaign lawsuits, the Ontario budget, COVID-19 zones, lockdown changes and vaccine announcements.

Publications

- Ryerson Today published 13 editions in November
- Most clicked edition, at 44.5%, was the Nov. 23 issue with a community update on new lockdown restrictions and how they affect campus.
- Most clicked story was 'Members announced for Presidential Task Force' with 1,495 clicks.
- November 16 was a special edition on Access to education, from the Provost office.
- Work on Winter 2021 edition of Ryerson University Magazine continued.

Marketing

- Finalized the Strategic Vision Plan (print and digital experience) and worked, in collaboration with Central Communications, on a video and visuals for the virtual launch event (Nov. 12).
- Worked with International Enrolment on the development and execution of a new recruitment campaign. The Awareness phase launched Nov. 30 and the Recruitment phase, which will target 10-15 countries, launches Feb.
- Wrapped Law Recruitment campaign (ran Aug. 20 to Nov. 1). Results were very positive and contributed to a significant increase in applications for Ryerson Law.
- Developed creative for OVPRI Globe and Mail print ad announcing Ryerson's two recent Royal Society of Canada honourees (Nov. 27).
- Activated platinum sponsorship for Toronto Region Board of Trade Transportation Summit (Nov. 25),

Ryerson University

which included panel moderator Cherise Burda from City Building Ryerson.

- Led Brand Positioning project for the Faculty of Law to help develop their Mission, Vision, Key Message and Differentiators.
- Developed and kicked off the Chang School Winter Campaign focused on adult learners and undergraduates. Also created a digital campaign for Chang School to target adult learners in Calgary (set to launch Dec.).
- Created retargeting assets for TRSM MBA Campaign.
- Finalized design of the YSGS 2020 Viewbook.
- Completed templates/assets for the Ryerson Venture Zone's new brand/identity.
- Created a Remembrance Day Virtual Ceremony video for the Ryerson community.
- Working with University Advancement on the development of a Year-End Campaign, focused on increasing donations to support student mental health (kicks off Dec. 1).

Website

- Comparing November 2019 to November 2020, the website experienced a drop of 2.4% in visits, a drop of 2.9% in pages viewed, but a slight increase in visitors by 0.6%.

Social Media

- **Facebook:** Gained 374 fans to reach 78.2K. Most engaging post was a fall campus photo gallery.
- **Instagram:** Gained 381 followers to reach 35.4K. Most engaging post featured a red and pink sunset in the Ryerson neighbourhood.
- **Twitter:** Gained 77 followers to reach 59.4K. Most engaged-with tweet was a comms announcement about the Neill-Wycik fire.
- **LinkedIn:** Gained 2,298 followers to reach 252K. Most engaging post was about Ryerson being one

of the first Canadian universities to adopt a name pronunciation tool.

Digital Marketing

- Launched (and managing in-house) the International Enrolment Office large-scale international undergraduate recruitment campaign and the digital campaign for Advancement's Giving Tuesday and Year-End Giving. Also launched a short event campaign for Arts.
- Continued working with agency partners on the Reputation campaign, The Chang School's winter enrolment campaign including a Calgary campaign and an info session campaign, YSGS recruitment campaign, TRSM's BComm recruitment campaign and the MBA recruitment campaign.
- Created online dashboards and analytics reports for various campaigns and clients.
- Facebook advertising continues to require many hours of troubleshooting across most campaigns for the digital team.

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2021–1; January 2021

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
- **PERIODIC PROGRAM REVIEW – Midwifery Education Program, Faculty of Community Services**
- **PERIODIC PROGRAM REVIEW – Biomedical Engineering, Faculty of Engineering and Architectural Science**
- **For Information: 1-year follow-up report for Periodic Program Review: Nursing; 2-year follow-up report for Periodic Program Review: Graphic Communications Management**

A. PERIODIC PROGRAM REVIEW – Midwifery Education Program, Faculty of Community Services

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

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE MIDWIFERY EDUCATION PROGRAM
The Midwifery Education Program (MEP) submitted a self-study report to the Vice-Provost Academic on November 6, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from students, alumni, and employees along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the MEP and all other instructors who have recently taught core courses.

Two arm's-length external reviewers, Dr. Kellie Thiessen, Associate Professor and Director, Bachelor of Midwifery Program, College of Nursing, Rady Faculty of Health Sciences Helen Glass Centre for Nursing, University of Manitoba, and Deepali Upadhyaya, Associate Professor and Interim Coordinator, Bachelor of Midwifery Program, Faculty of Health, Community, and Education, School of Nursing and Midwifery, Mount Royal University, were appointed by the Dean of the Faculty of Community Services from a set of proposed reviewers. The Peer Review Team (PRT) reviewed the self-study documentation and then conducted a site visit at Ryerson University from January 21 to 22, 2020.

The visit included meetings with the Vice-Provost Academic; Dean, Faculty of Community Services; Associate Dean, Undergraduate Studies, Students and Pedagogy; and the Director, MEP. The PRT also met with several other members of the MEP including staff, students, preceptors, teaching practice coordinators, faculty members, as well as with alumni, Ryerson student services representatives, Executive Director of the OVPECI, and the Chief Librarian. A general tour of the campus was provided, including Library services, Student Learning Centre, Human Rights Services, Aboriginal Student Services, Daphne Cockwell Health Sciences Complex, Clinical Simulation Lab, and the MEP offices. The PRT also toured the Toronto Birth Centre, which included a discussion with students in interprofessional placements at the Centre.

In their report, dated February 18, 2020, the PRT provided feedback that describes how the MEP meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The main areas of strength identified by the PRT include the embeddedness of Indigenous content into the curriculum, as well as its hiring and outreach practices, interprofessional placements which allow students to experience a 'bigger picture', and incorporation of an 'Academic Day' in the clinical courses.

The PRT also identified areas for improvement, including application of a critical lens on the program's admissions policy to address potential inequities, more structured peer review of cases that students experience in clinical courses, and a redesign of the Reproductive Physiology course.

The Director of the MEP submitted a response to the PRT Report on April 2, 2020. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Community Services on August 17, 2020.

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

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report by June 30, 2022, to include:

1. Updates on the status of the initiatives outlined in the Implementation Plan;
2. A review and update of course outlines to ensure compliance with Policy 166 Course Management.

Presented to Senate for Approval: January 26, 2021
Start date of next Periodic Program Review: 2023-24

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

RECOMMENDATION 1. The MEP Aboriginal Student Coordinator (ASC) who supports Indigenous students and Indigenizing efforts of the programs is a part-time position. However, reviewers were given the recommendation by stakeholder interviewees that the hours of this position had decreased and that it was recommended to be 24 hours per week at a minimum.
Department's Response: It is an accurate observation that we had been unable to find an ASC to fill this position adequately during the Fall semester. The newly hired ASC however has re-established a visible presence, office hours and is actively engaging with Indigenous students in an effective way. This role is vital. It is obvious that the compensated work hours in this role should be increased. We are hoping to sustain this role with more permanency than can be offered with the multiple grants that currently fund this part-time position.
Dean's Response: The role is currently funded through a variety of small grants, and the School is hoping to sustain the role with a more permanent form of funding. While the Dean's Office cannot now commit to more funding for this position, we support the School's response and efforts to maintain this position. Additionally, the Dean's Office encourages the School to draw upon and work with Lynn Lavallee, Strategic Lead, Indigenous Resurgence for FCS to support the work of the School-based ASC.

RECOMMENDATION 2. Ensure financial assistance for Indigenous students.
Department's Response: The National Council of Aboriginal Midwives (NACM) and the Association of Ontario

Midwives (AOM) have been in discussions with the MEP to widen the endowments, scholarships, and grants for Indigenous students.
Dean's Response: The Dean's Office supports the School's response and approach and encourages the School to utilize Lynn Lavallee, Strategic Lead, Indigenous Resurgence for FCS to support these efforts.

RECOMMENDATION 3. Ensure outreach to Indigenous communities is completed and maintained.
Department's Response: The ASC performs community outreach to attract Indigenous students. The MEP will continue to forge relationships in the Indigenous communities and to partner with Indigenous recruiters in HR and the rest of the university.
Dean's Response: The Dean's Office supports the School's response and approach. The Dean's Office encourages the School to contact Dani Gomez-Ortega, Manager of Student Experience, for additional supports relating to outreach to Indigenous applicants.

RECOMMENDATION 4. Ensure Indigenous students are given the opportunity to be mentored by Indigenous midwives. This has been seen to work especially well with clinical placements at Seventh Generation Midwives of Toronto and with various placements that access the Toronto Birth Centre.
Department's Response: Currently the Black, Indigenous, and People of Color (BIPOC) mentorship program, National Aboriginal Council of Midwives (NACM) and the ASC provide access to Indigenous mentors. This could be strengthened. The hiring of an Indigenous midwifery professor will allow more midwifery courses to be taught by an Indigenous professor. The ASC and NACM will be consulted for improving branding, media communications, community activities (e.g., powwows) to make the MEP a more visible option for prospective Indigenous students. Continue to advocate with the Canadian MEPs for Indigenous placements nationally when the numbers of provincial placements are inadequate.
Dean's Response: The Dean's Office supports the School's response and approach.

RECOMMENDATION 5. Ensure more curriculum taught and developed by Indigenous midwives.
Department's Response: Agreed. The development of the Indigenous Anatomy & Physiology course continues. Indigenous content is being infused into MWF11A/B and will be evaluated. Indigenous courses will be embedded into the proposed Master's program curriculum.
Dean's Response: The Dean's Office supports the School's response and approach.

RECOMMENDATION 6. Although the Truth and Reconciliation Commission of Canada (2015) recommends a required Indigenous course in nursing and medical schools with various elements (e.g., Indigenous history/health, anti-racism, conflict resolution, etc.), it is recommended that in addition to the course Aboriginal Childbearing, the content may also be scaffolded into the RU MEP curriculum.
Department's Response: Agreed. This content is already included in MWF150 and MWF11A/B but the newly developed core Indigenous competencies could be used by Indigenous faculty within other existing courses.
Dean's Response: The Dean's Office supports the School's response and approach.

RECOMMENDATION 7. Formalize BIPOC designated clinical placements.
Department's Response: Agreed. Presumably, there are two reasons for this recommendation, 1. Provision of cultural safety for racialized students and 2. Providing clinical experts who work within BIPOC communities which marks the first step in passing along their expertise and knowledge in working with their communities and thereby growing their own community midwives. The consortium placement committee will be consulting about the development of special BPOC or Black Alliance third year placements that will be focused on policy, research and creative change or social innovation. The committee is also considering risk benefit analysis of also having specially designated BPOC placements identified and run similarly to the Aboriginal placements currently designated.
Dean's Response: The Dean's Office supports the School's response and approach.

RECOMMENDATION 8. Increase and improve current mechanisms for supporting students of colour.
Department's Response: Agreed. The BIPOC mentorship program is being evaluated to see how improvements might be made. Funding has been requested to increase the number of media and digital tools or webinars that could be organized to build esteem and promote resilience of both BIPOC midwifery mentors and student mentees. In particular the needs of students who self-identify as both students of colour or from the African Diaspora and also Indigenous have been identified. Current challenges and critical issues within the student body who hold intersecting identities and experience multiple oppressions or isolation are surfacing. Creative ways of addressing their needs, providing expert advice and referrals for support are currently being addressed.
Continue mentorship program, and support student-led equity strategies, make referrals to HR, OVPECI and equity specialists. The student union, ARMS, has begun initiatives such as communication workshops to build capacity for diverse students within the MEP to work more effectively with each other and to manage intra-student conflict. Just as an equity book club has been launched for faculty, staff and students will be invited to have their own equity reading circles.
Dean's Response: The Dean's Office supports the School's response and approach. The Dean's Office has launched an Anti-Black Racism Action Plan for the coming academic year and encourages the School to draw upon
Faculty-level supports in this arena.

RECOMMENDATION 9. Invest more in resources for mentoring students of colour.
Department's Response: Student engagement funding has proven to be inadequate to meet all the needs. External funding will be sought to supplement internal funding.
Dean's Response: The Dean's Office supports this response and encourages the
School to draw upon Faculty-level supports that are available as part of the FCS Anti-Black Racism Action Plan.

RECOMMENDATION 10. Share knowledge resources related to diversity and inclusion with clinical teaching practice sites.
Department's Response: There is a dearth of resources for equitable teaching and learning (both in academia and clinical placements). Many of the resources amassed so far are represented in web resources such as www.equitymidwifery.org. The director is a member of an international educators' equity consortium that is currently seeking funding for building a database and think-tank for this reason. Seminars, equity training and faculty development continues locally. Consultant Stacy Alderwick has been contracted to deliver the first day-long workshop for the consortium Feb 11, 2020 (http://www.companylisting.ca/Alderwick_Associates/default.aspx)
Dean's Response: The Dean's Office supports the School's response and approach.

RECOMMENDATION 11. Reproductive Physiology (MWF201) has too much emphasis on embryology; consider broader teaching of physiology as it relates to the peripartum period. A recommendation is to support the current contract faculty to redesign the course through expertise in the RU Centre for Excellence in Teaching in Learning. Of note, other Canadian programs also report similar revision suggestions to their reproductive physiology courses.
Department's Response: Agreed. There will be a curricular review of MWF201 to decrease the embryology content. This course is taught using lecture and flipped classroom. It is not an online tutorial or problem-based methodology any longer.
Dean's Response: The Dean's Office supports the School's response and approach.

RECOMMENDATION 12. The Interprofessional (IP) Courses (i.e., MWF305, 315) have content that does not relate to placements and too much of an emphasis on discussion boards. In addition, learners stated that the Problem-Based structure does not work well with online courses. One suggestion is for more structured peer review of cases that students experience in clinical.
Department's Response: The MEP has begun a review of the third-year IP courses.

Dean's Response: The Dean's Office supports the School's response and approach.

RECOMMENDATION 13. IP courses should be evaluated to ensure the complexity of courses is more organized and benefits learners in a more efficient way without draining RU MEP resources.
Department's Response: The MEP recognizes that these third-year courses are due for re-evaluation. This process has just begun. Considering feedback from students and preceptors, namely that one year of IPE placements might contribute to the uneven skills acquisition demonstrated by the MWF320 students, it may be necessary to reduce the IP placements to one semester only and to increase the number of midwifery placements in both second and third year. This is currently being reviewed by the Consortium. There will be challenges in acquiring adequate midwifery placements to meet this goal. It is hoped that any curricular changes would still afford students the option of having international, rural, and remote or Northern placements. These have been consistently sought by students who desire the opportunity to prepare for the future career opportunities in low resource settings.
Dean's Response: The Dean's Office supports the School's response and approach.

RECOMMENDATION 14. In the case that a student withdraws or fails a clinical course there is no immediate option for remediation. A student will have to wait until the next iteration of the clinical course, which is typically in a year's time. In the interim, a student, who likely needs more support and not less, will suffer deskilling and lack of access and a means to practice and strengthen skills. One way to combat this issue is to create a floating independent clinical course, which can be offered or canceled based on student need. Such a course would have individualized learning objectives tailored to each student situation and suffice to count for the failed/withdrawn clinical or to retain clinical skill until the next iteration of the course. They would be a requirement in the case that a student failed and CUPE instructors could be hired to act as tutors based on need.
Department's Response: Agreed the curriculum does not immediately permit a student to repeat a course but they must wait for the following year when the course is offered. It is one of the most stressful aspects of our program. The course MWF370 already exists and it is utilized for students to regain or to build clinical skills prior to commencing a clinical course. It is strategically scheduled at the students' convenience prior to the next clinical course taken and lasts at least 8 weeks. There is no academic work; nor are there any clinical evaluations or assessments. It provides a flexible opportunity for the student to make up for leaves of absence or to build confidence after a failed course.
This course information might not have been provided, although it was mentioned in the P&I handbook. It may also become necessary to provide an updated course description for the MEP Calendar so that this course is not necessarily restricted to international students wishing to audit Canadian midwifery models (the course was also utilized in this way in the past.).
Dean's Response: The Dean's Office supports the School's response and approach.

IMPLEMENTATION PLAN

RECOMMENDATION 1. The MEP Aboriginal Student Coordinator (ASC) who supports Indigenous students and Indigenizing efforts of the programs is a part-time position. However, reviewers were given the recommendation by stakeholder interviewees that the hours of this position had decreased and that it was recommended to be 24 hours per week at a minimum.
Rationale: Indigenous students in the BIPOC student collective report difficulties engaging with the ASC in 2018 when there was a transition to a new ASC.

Implementation Actions:
- *Wide search for ASC*
- *Obtain referrals from Indigenous midwives and instructors*
- *Obtain referrals from Lynn Lavallee, FCS Lead for Indigenous Resurgence*
- *A new hire was made in Spring of 2019 of Denise McLeod Booth who is well known in the Indigenous community due to her outreach, activism, work with the Toronto Birth Centre and teaching at George Brown College. She has already engaged students with online socials, feasts, research RA positions and student surveys to explore concerns and desires of Indigenous students. Monthly faculty meeting items to report starting January 20, 2021.*
- *Findings of her research, evaluation of her student engagement in 2019-2021 will be presented to faculty by Spring 2021.*

Timeline: *Re-evaluate by 1 year report, June 30, 2022.*

Responsibility for
  a) **leading initiative:** *Director*
  b) **approving recommendation, providing resources, and overall monitoring:** *Dean FCS*

RECOMMENDATION 2. Ensure financial assistance for Indigenous students.

Rationale: The RBC health professional loan is no longer available and low resourced students such as Indigenous students face significant financial barriers to enrollment in the MEP despite the Aboriginal
Admissions Process.

Implementation Actions:
- *Review with faculty*
- *Work with FCS Advancement staff to acquire new scholarships, grants, loans*
- *Engage assistance of RASS and Lynn Lavallee, Faculty Lead for Indigenous Resurgence in FCS.*
- *Ensure that students are aware of the supports and resources through the National Aboriginal Council of Midwives (NACM)*
- *reviewing the program policies around taking breaks from the program and readmission to the program*
- *Monitor student enrolments with Admissions Committee*
- Quarterly Admissions meeting items starting January 20, 2021.

Timeline: *Re-evaluate by 1 year report, June 30, 2022.*

Responsibility for
  a) **leading initiative:** *Director*
  b) **approving recommendation, providing resources, and overall monitoring:** *Dean FCS*

RECOMMENDATION 3. Ensure outreach to Indigenous communities is completed and maintained.

Rationale: This is a key part of maintaining Indigenous student enrollment.

Implementation Actions: *e.g.*
- *Review with faculty*
- *Continue to consult with Indigenous-identified faculty and instructor, practices and preceptors, as well as NACM.*
- *Monthly ASC meeting items starting January 13, 2021.*
- *Include Indigenous/Aboriginal Student Coordinator (ASC) in faculty meetings, plans for Midwifery Speaker Series, and other student engagement activities*
- *Ensure that Indigenous student RAs are hired for Indigenous-related research and activities*

Timeline: *Re-evaluate by 1 year report, June 30, 2022.*

Responsibility for
  a) **leading initiative:** Indigenous faculty and director
  b) **approving recommendation, providing resources, and overall monitoring:** Dean FCS

RECOMMENDATION 4. Ensure Indigenous students are given the opportunity to be mentored by Indigenous midwives. This has been seen to work especially well with clinical placements at Seventh Generation Midwives of Toronto and with various placements that access the Toronto Birth Centre.

Rationale: The student surveys and focus groups indicate that concordant learning where an Indigenous midwife is paired with an Indigenous student and also learning Indigenous traditions is more effective and satisfying than simply pairing students into a midwifery practice group that is "designated Indigenous" by virtue of 35% of the clientele and midwives self-identifying as Indigenous (the recommendation of the National Aboriginal Council of Midwives which sought to maximize the numbers of specially designated Indigenous Placements).

Implementation Actions:
- Re-evaluate the definition of "Indigenous Placements" with the help of the newly formed Consortium MEP Anti-racism and Action Committee, and the Indigenous community and NACM.
- Review across the Consortium at the director, faculty and Placement Committee levels.
- Implement a study of the numbers of Indigenous placements that could offer traditional knowledge sharing as defined by self-identified Indigenous midwives.
- Formalize the process for responding to students' requests for interprovincial midwifery placements in their own Indigenous communities despite the current funding agreements from the MOHLTC to prioritize Ontario placements. NACM sought to maximize the number of placements. The process began in 2019-2020. Re-evaluate 2022.
- Explore funding mechanisms for out-of-province preceptors.
- Work with Placement Committee to redefine placement types in the Policy & Procedure Manual and to be transparent in the definitions used to minimize confusion
- Monitor demand for Indigenous placements following new definitions of specially designated Indigenous placements. Monthly faculty meeting items starting January 13, 2021.

Timeline: Course development complete by Winter 2022 Proposal to Senate by June 2022
Active in calendar and available for students to enroll by Sept of 2023

Responsibility for
  a) leading initiative: e.g., Program Chair/Director
  b) approving recommendation, providing resources, and overall monitoring: e.g. Faculty Dean, UPO

RECOMMENDATION 5. Ensure more curriculum taught and developed by Indigenous midwives.

Rationale: Representation is important to Indigenous students. Indigenous midwives provide mentorship, empowerment and diverse epistemologies. *The BIPOC students have repeatedly requested more representation.*

Implementation Actions:
- *For the last hiring round, the posting highlighted the goal of the MEP to diversify the faculty and extra points were provided for lived experience of race.*
- *The MWF108 Aboriginal Childbearing course was changed from an elective to a required course.*
- *Complete development of The Indigenous Anatomy & Physiology (A&P) course, which could be launched by 2022 Winter and could be taught by an Indigenous instructor.*
- *Review with faculty*
- *Implement assessment/approvals process for integration of Indigenous concentrations into a masters curriculum*
- *Monthly faculty meeting items starting January 13, 2021.*
- *Clearly communicate availability of concentrations and registration process to students.*
- *Monitor course availability*
- *Monitor student enrollments in BLG10A/B versus the new Indigenous A&P course.*
- *Faculty course evaluations and MEP student evaluations of this course will be conducted and reviewed.*

Timeline: *Re-evaluate by 1 year report, June 30, 2022.*
Responsibility for
a) **leading initiative:** *Director and Indigenous faculty*
b) **approving recommendation, providing resources, and overall monitoring:** *Dean FCS*

RECOMMENDATION 6. Although the Truth and Reconciliation Commission of Canada (2015) recommends a required Indigenous course in nursing and medical schools with various elements (e.g., Indigenous history/health, anti-racism, conflict resolution, etc.), it is recommended that in addition to the course Aboriginal Childbearing, the content may also be scaffolded into the RU MEP curriculum.
Rationale: The new CMRC competencies and BIPOC students call for increased attention to TRC recommendations. The TRC was primarily focusing on Indigenous students rather than BPOC.
Implementation Actions:
• *Develop tracking of Indigenous historical, health, anti-Indigenous racism and conflict resolution with Curriculum Committee*
• *Review with faculty: 2 courses per year will be evaluated until the entire curriculum is reviewed; Senior research RAs will be hired to assist in this work. Monthly faculty meeting items starting January 13, 2021.*
• *At the annual Work & Planning for both the RU MEP and the Consortium develop new required content for each course across the curriculum*
• *Clearly communicate this intention with students through student-faculty meetings, school newsletter, School Council.*
• *Monitor student evaluations*
Timeline: *Re-evaluate number of courses reviewed/revised by 1 year report, June 30, 2022.*
Responsibility for
a) **leading initiative:** *Director*
b) **approving recommendation, providing resources, and overall monitoring:** *Dean FCS*

RECOMMENDATION 7. Formalize BIPOC designated clinical placements.
Rationale: Specially designated BIPOC placements have been recommended by students, midwives. The research supports concordant learning in BIPOC populations.
Implementation Actions:
• Create the Consortium MEP Anti-racism Action Committee (completed in summer 2019)
• MAAC will propose new Specially Designated Placement (SDP) definitions for Black, Indigenous and People of Colour. August 2020 Black SDP placements were defined in collaboration with students at consortium-wide BIPOC student town halls and implemented for the first time with the MWF120 first clinical placement lottery in 2019 Fall. These placements launched in Winter 2020 for the first time.
• Monthly faculty meeting items starting January 13, 2021.
• Implement assessment and evaluation into the existing preceptor/practice evaluation process
• Implement preceptor's feedback feed-back on online survey after every placement to address their perspectives re. curricular changes and student-preceptor relationships.
• Add demographics to measure concordance in the Placement Evaluation Tool.
• Move to online, survey-type preceptor and practice evaluation (Google Form or Opinio) to facilitate accessibility
• Clearly communicate new SDP to preceptors, tutors, and faculty.
• Prepare report for the first full year of SDP by Spring 2021.
Timeline: BPOC placements available to students beginning with Fall 2020 lottery
POC placements planned to start with Fall 2021 lottery

Responsibility for
a) **leading initiative:** Clinical Experience coordinator and Director
b) **approving recommendation, providing resources, and overall monitoring:** Dean FCS

RECOMMENDATION 8. Increase and improve current mechanisms for supporting students of color.
Rationale: the student focus groups and race reports describe reports of trauma, dissatisfying learning environments, and lack of expertise in addressing disputes**.** *There are significant numbers of incidents in the classroom and clinical placements identified by students.*
Implementation Actions: *e.g.*   *Continue to evaluate the BIPOC mentorship program*   - Widen search for a more permanent BIPOC mentorship administrator position held by a graduate prepared BIPOC instructor who can devote the time to improved administration, pairing of mentors and continuing education/support of student mentees and midwife mentors.   - Complete evaluation of the BIPOC mentorship program by February 2021 and report findings to the Consortium
Consult EDI, Human Rights, Legal, and Disability Studies departments at Ryerson.
Timeline: *Re-evaluate by 1 year report, June 30, 2022.*
Responsibility for
a) **leading initiative:** *Director, Clinical Education Coordinator, BIPOC mentorship Senior Research Associate*
b) **approving recommendation, providing resources, and overall monitoring:** *Dean FCS*

RECOMMENDATION 9. Invest more in resources for mentoring students of color.
Rationale: The student focus groups and race reports describe reports of trauma, dissatisfying learning environments, and lack of expertise in addressing disputes.
Implementation Actions: *e.g.*   *Develop online tools, social media, newsletter,*   *Continue to evaluate the BIPOC mentorship program*   - Utilize funding from equity grants and student engagement grants to fund research, evaluation and activities.   - Develop BIPOC student engagement portal to house resources for BIPOC students (The D2L Everyone's MEP Orientation ORG was developed in 2019 but this can be transitioned into more accessible resources on the MEP website, possibly using a Moodle).   - January 2021, new website with accessible IT was launched & web designers are currently working on development of the portal for BIPOC students & placements.   - Widen search for a more permanent BIPOC mentorship administrator position held by a graduate prepared BIPOC instructor who can devote the time to improved administration, pairing of mentors and continuing education/support of student mentees and midwife mentors. This was achieved in January 2021 with the hire of a PhD prepared senior researcher for the BIPOC mentorship program administrator role.   - Engage EDI consultant to advise re equity infused, non-complainant driven dispute resolution processes. Feb 2021, Stacey Alderwick contracted to address faculty in Work & Planning Meeting.   - Proposal of Associate or Assistant Director Role 1.0 FTE with 0.5 teaching and 0.5 clinical placement coordination and liaising with practices.   - Monthly faculty meeting items starting January 13, 2021.   - Proposal to OVPFA by Winter 2021 in hopes of posting for hire by Summer 2021.   - Monitor how well the increased hours and protected hours of work for placement liaison work improves resources for preceptor training.
Timeline: *Re-evaluate by 1 year report, June 30, 2022.*

Responsibility for
   a) **leading initiative:** *Director & BIPOC mentorship Senior Research Associate*
   b) **approving recommendation, providing resources, and overall monitoring:** *Dean FCS*

RECOMMENDATION 10. Share knowledge resources related to diversity and inclusion with clinical teaching practice sites.

Rationale: Clinical Placements continue to be a challenging and traumatic experience for some BIPOC students.

Implementation Actions:
- Develop more accessible and engaging methods of continuing education for preceptors
- Develop anti-racism, anti-oppression, trauma informed content for continuing education based upon consultation with equity experts.
- Continue to recruit placements with a commitment to anti-racism and diverse preceptors.
- Implement new policies to make current preceptor training mandatory prior to placement of students
- Clearly communicate these strategies with students at student-faculty meetings, School Council, newsletter
- Monitor & evaluate trends in disputes surrounding clinical placement
- Continue to develop anti-racism training specific for midwifery education. Commenced in 2020.
- Annual Work & Planning Meetings with consortium staring February 16, 2021 and with RU specific quarterly starting Sept 2021.
- Begin curriculum for continuing education and graduate program courses on infusing equity into clinical education that is trauma informed.
- New Placement liaison/Assistant Director position: Proposal to OVPFA by Winter 2021 in hopes of posting for hire by Summer 2021.
- Monitor how well the increased hours and protected hours of work for placement liaison work improves resources for preceptor training.

Timeline: *Re-evaluate by 1 year report, June 30, 2022.*

Responsibility for
   a) **leading initiative:** *Clinical Education Coordinator &Director*
   b) **approving recommendation, providing resources, and overall monitoring:** *Dean FCS*

RECOMMENDATION 11. Reproductive Physiology (MWF201) has too much emphasis on embryology; consider broader teaching of physiology as it relates to the peripartum period. A recommendation is to support the current contract faculty to redesign the course through expertise in the RU Centre for Excellence in Teaching in Learning. Of note, other Canadian programs also report similar revision suggestions to their reproductive physiology courses.

Rationale: Student focus groups indicate that the course could do with redesign. The last course revision in 2012 increased the vaccination and immunology content but did not address other content.

Implementation Actions:
- Develop new content in collaboration with Curriculum Committee
- Review with faculty (Science lead)
- Implement assessment/approvals process for integration of new content into curriculum by October 2021 Calendar deadline.
- Clearly communicate plan and process to students.
- Monitor student evaluations of new course.
- Once per semester faculty meeting items starting May, 2021.

Timeline: *Course revision Winter and S/S 2021*
New course outline available for students Fall 2021.

Responsibility for
  a) **leading initiative:** *Director & Science Course Lead*
  b) **approving recommendation, providing resources, and overall monitoring:** *Dean FCS*

RECOMMENDATION 12. The Interprofessional (IP) Courses (i.e., MWF305, 315) have content that does not relate to placements and too much of an emphasis on discussion boards. In addition, learners stated that the Problem-Based structure does not work well with online courses. One suggestion is for more structured peer review of cases that students experience in clinical.

Rationale: The course has not been revised since 2009 and is due for evaluation and revision based upon student feedback.

Implementation Actions: e.g.
- Develop concentrations with Curriculum Committee
- Review with faculty
- Implement assessment/approvals process for integration of concentrations into curriculum
- Clearly communicate availability of concentrations and registration process to students.
- Develop any core elective courses required for the concentration, if needed
- Monitor course availability
- Monitor student enrolments in concentrations
- Annual faculty meeting items every Dec and May at the ending of clinical semesters for 3rd year starting May, 2021/

Timeline: Re-evaluate by 1 year report, June 30, 2022.

Responsibility for
  a) **leading initiative:** Director & Third Year Faculty Lead
  b) **approving recommendation, providing resources, and overall monitoring:** FCS Dean

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RECOMMENDATION 13. IP courses should be evaluated to ensure the complexity of courses is more organized and benefits learners in a more efficient way without draining RU MEP resources.

Rationale: The course has not been revised since 2009 and is due for evaluation and revision based upon student feedback.

Implementation Actions:
- Develop new definitions for required interprofessional placements
- Review with faculty
- Implement assessment course description changes, sending revisions to Senate by October deadline as necessary.
- Clearly communicate planning and process to students and revise Calendar as necessary.
- During the COVID-19 pandemic, 2019-2020 and 2020-2021 academic years, these curricular changes were initiated without needing Senate approval due to restrictions to placements and hospital access. These will be evaluated for outcomes, student satisfaction etc. by Summer 2021.
- Monthly faculty meeting items starting January 27, 2021.

Timeline: Re-evaluate by 1 year report, June 30, 2022.

Responsibility for
  a) **leading initiative:** e.g. Program Chair/Director
  b) **approving recommendation, providing resources, and overall monitoring:** e.g. Faculty Dean, UPO

RECOMMENDATION 14. In the case that a student withdraws or fails a clinical course there is no immediate option for remediation. A student will have to wait until the next iteration of the clinical course, which is typically in a year's time. In the interim, a student, who likely needs more support and not less, will suffer deskilling and lack of access and a means to practice and strengthen skills. One way to combat this issue is to create a floating independent clinical course, which can be offered or canceled based on student need. Such a course would have individualized learning objectives tailored to each student situation and suffice to count for the failed/withdrawn clinical or to retain clinical skill until the next iteration of the course. They would be a requirement in the case that a student failed and CUPE instructors could be hired to act as tutors based on need.

Rationale: There was very little in the way of systematic, documented explanation for withdrawals and attrition in the PPR.

Implementation Actions: e.g.
- The exit interview process continues but is not well documented and not made to be a compulsory step for the director to complete.
- Arrange with Program Manager to notify director whenever a student withdraws or does not return from a leave.
- Exit interview by phone Zoom, Google Meet or in person should be formalized.
- Report on statistics, trends on why students withdraw or predicating circumstances.
- End of semester meetings with Program Manager starting end of January 2021.

Timeline: Re-evaluate by 1 year report, June 30, 2022.

Responsibility for
  a) **leading initiative:** *Director & Program Manager*
  b) **approving recommendation, providing resources, and overall monitoring:** *FCS Dean*

RECOMMENDATION 15. Submit to ASC and Senate for approval of a variation from the specified program balance per Senate Policy 2.

Rationale: The current program balance is necessary due to the accreditation requirements of the Midwifery Education Program. The Academic Standards Committee recommended that the program submit a request for a variation to ensure that the variation is explicitly noted in the Senate Policy.

Implementation Actions:
- Prepare a written proposal for a program balance variation.
- Seek internal approvals (School/Faculty level)
- Submit to Academic Standards Committee for review and recommendation to Senate

Timeline: August 31, 2021

Responsibility for
  c) **leading initiative:** *Director & Program Manager*
  d) **approving recommendation, providing resources, and overall monitoring:** *FCS Dean*

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the Midwifery Education Program Bachelor of Health Sciences (Midwifery) - Faculty of Community Services.*

B. PERIODIC PROGRAM REVIEW – Biomedical Engineering, Faculty of Engineering and Architectural Science

FINAL ASSESSMENT REPORT (FAR)

In accordance with the Institutional Quality Assurance Process (IQAP)**,** this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate

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

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE BIOMEDICAL ENGINEERING PROGRAM

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

One arm's-length external reviewer, Dr. Bob Dony, School of Engineering at the University of Guelph, and one internal reviewer, Dr. Michael Kolios, Department of Physics at Ryerson University, were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on May 23 and 24, 2019.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, Faculty of Engineering and Architectural Science; Chair, Electrical, Computer and Biomedical Engineering; and the BME Program Director. The Peer Review Team (PRT) also met with several members of the BME program within the Department of Electrical, Computer and Biomedical Engineering, including staff, students, and faculty members. A general tour of the campus was provided, including a tour of the program facilities, labs, classrooms, and the library.

In their report, dated May 23-34, 2019, the PRT provided feedback that describes how the BME program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT also noted the pride exhibited by all those involved in the BME program, particularly as the first stand-alone biomedical engineering program in Canada to have received accreditation by the Canadian Engineering Accreditation Board (CEAB).

The main areas of strength identified by the PRT include:
- An innovative program that was the first accredited stand-alone biomedical engineering program in Canada.
- Strong curriculum with a focus in the fields of devices and software, and signals and systems, building on the existing expertise of the ECBE department.
- Excellent student population as the program attracts high achieving students.
- Student population at gender parity, an achievement unique across all engineering programs at Ryerson by a wide margin.
- Excellent calibre of faculty, with a high proportion of female faculty dedicated to the BME program.
- Excellent opportunities for experiential learning through labs, projects, and the Biomedical Zone.

The PRT also identified areas for improvement. The most significant recommendations for enhancing the undergraduate program include an increased effort on student internships specifically focused for biomedical engineering, and a broader BME curriculum to include more in-depth coverage of areas such as biomechanics and tissue engineering.

The Chair of the Electrical, Computer, and Biomedical Engineering program submitted a response to the PRT Report on November 18, 2019. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of the Faculty of Engineering and Architectural Science on November 5, 2020.

The Academic Standards Committee completed its assessment of the Chemical Engineering Program Review on December 10, 2020**.** The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report by June 30, 2022**,** as follows:

> 1. Update on the status of the initiatives outlined in the Implementation Plan

Presented to Senate for Approval: January 26, 2021
Start date of next Periodic Program Review: 2023-24

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

RECOMMENDATION 1. Explore further opportunities within existing courses to integrate the regulatory aspects of the Professionalism Learning Outcome (LO) within the context of the more technical material as this is of particular importance to the biomedical engineering field.
Department's Response: Currently the Professionalism LO (as defined by the corresponding CEAB GA) is being assessed in representative courses in the early, middle, and graduating courses. Five of the higher year courses (i.e. 7th and 8th semester courses) cover this LO and 4 out of these 5 courses are technically specialized courses including EDP. In addressing the specific comment on including regulatory aspects of professionalism in the context of technical material, this is currently covered to certain degree in design intensive courses such as EDP (BME700/800 via Faculty Lab Coordinators) and BME674. In the near future, we will expand this and include relevant regulatory aspects in higher year courses (7th and 8th semester) covering engineering design, safety aspects, therapy, bioethics, and applications to health care.
Dean's Response: In 2017, FEAS developed an overarching philosophy, the All-In Approach to Education, that recognizes how a student's success depends on their academic, personal, community and professional experiences at Ryerson University and beyond. The All-In Approach is a framework that guides our improvements in both the curricular and co-curricular realm.
At present, regulatory aspects of professionalism are covered in design intensive courses such as Engineering Design Projects (EDP) (BME 700/800) and BME 674. In the near future, we will be including the relevant regulatory aspects of engineering design, safety aspects, therapy, bioethics, and applications to health care in upper year courses (7th and 8th semesters). In line with the Faculty's All-In Approach to Education and in compliance with the graduate attributes set out by the Canadian Engineering Accreditation Board, the biomedical engineering program maintains a strong focus on both technical and durable skill development.

RECOMMENDATION 2. While Biology (SBI4U) could be considered as one of the admission requirements given the nature of the program, the students still do very well in this part of the curriculum. Further, this requirement would potentially limit the pool of eligible applicants as it would be the only engineering program with such a requirement. If in the future biomedical engineering students have difficulties with the topic, it could added as an admission requirement.
Department's Response: We appreciate the suggestion of the reviewers. Currently the BME students (without SBI4U) are provided with ample exposure to biology over 3 courses in the curriculum to the extent needed for

a Biomedical Engineering student. Based on the student performance in these courses and their comfort level in integrating and applying this knowledge in the higher year technical courses that demand this background, we do not foresee the lack of SBI4U having any negative impact. It is further noting that the admission averages are amongst the highest in engineering, thus attracting outstanding students.

Dean's Response: The PRT's recommendation to consider including Biology (SBI4U) as an admission requirement has been taken under consideration. It is important to note that current BME students are provided with ample exposure to biology over three courses (BLG 143, BLG 601, and BLG 701) offered in the curriculum. Based on recorded student performance in these courses and students' demonstration of comfort integrating and applying their knowledge in the upper year technical courses, we are not considering changing the admission requirements at this time.

RECOMMENDATION 3. Both students and faculty have expressed interest in having more advanced courses in areas such as biomechanics and tissue engineering. The addition of such courses would alleviate the perception expressed by some that the program has too narrow of a focus in electrical and computer engineering.

Department's Response: Currently the BME UG curriculum does include Biomechanics (BME406) and Tissue Engineering (BME703). BME is highly interdisciplinary with a larger span of specialized areas compared to traditional engineering programs. While it may be desirable to cover this large span as much as possible, considering it is a 4-year program (i.e. unlike 5 year BME programs) and to avoid venturing into too narrow specialization that will defeat the "systems approach" of the current program, it would be more appropriate that we allow the our graduate BME program to cover such advanced versions of courses in these areas.

Dean's Response: The current biomedical engineering program includes Biomechanics (BME 406) and Tissue Engineering (BME 703). Furthermore, BME 674 covers instrumentation for medical devices and the department has plans to develop new courses on devices and the regulatory aspects related to medical device development. Biomedical engineering is a 4-year program and highly interdisciplinary. Given these differentiating factors, the program has avoided narrow specializations in the undergraduate program in favor of achieving a systems approach that better prepares prospective graduate students to choose advanced courses that support their own decisions to specialize in the areas of their choice.

RECOMMENDATION 4. The faculty did express concern that the current departmental structure may not be conducive to hiring additional faculty with expertise in biomechanics or tissue engineering.

Department's Response: One of the BME strategic hires is a well-known tissue engineering expert while we leverage the expertise available in the Mechanical Engineering for Biomechanics. All BME hires in the recent past had BME representation in the hiring committee and ALL BME faculty members were consulted during each of the BME hiring. In fact, right from deciding on the expertise requirements and position description until the hiring is complete, ALL BME faculty members have been closely consulted.

Dean's Response: n/a

RECOMMENDATION 5. The department initially created the BME program with minimal additional resource requirements, drawing on the existing expertise and infrastructure within the department. While additional resources have been added with faculty hires and new laboratory equipment, the growth in the program is placing strains on the current abilities of the department to deliver the program. Although the department continues to deliver an excellent program that attracts top students, the reviewers feel that the current situation is not sustainable. With a minimal faculty complement, the program is vulnerable to both scheduled and unscheduled faculty member leaves. Because of the number of recent hires, the faculty is relatively young. As a result, the program has not yet had to deal with the full regular cycle of sabbatical leaves. This is a concern. As well, the younger faculty profile most likely means a higher than average number of parental leaves in the near future. Again, with an already minimal faculty complement, such leaves could significantly affect the department's ability to deliver the program.

Department's Response: The program is in its 11th year, we currently have more BME specific faculty members than we originally started. Hence, in relative terms we are in much better situation in terms of number of faculty members (with another new addition next year). We expect the situation to only continue to improve with accumulation of experience by faculty members. While we do need new additional faculty members specific to BME for stability and expansion, being housed in the largest departments of the University, and having run this program for 11 years with lesser resources than the current situation, we do not foresee that we will be unable to deliver the program.

Dean's Response: We have been extremely impressed with the caliber of talent that the biomedical engineering program has attracted. Over the last three academic years, the number of faculty members in the biomedical engineering program has a net increase of three. Already the three new hires have been committed to specialized courses and/or developing new specialized courses. Our dedicated biomedical engineering faculty members represent a diversity of research interests and expertise. Their dedicated teaching, research and service are further enhanced by the fact that FEAS is home to over 25 interdisciplinary faculty members who conduct research in the expansive field of biomedical engineering.

RECOMMENDATION 6. One of the features of an accredited engineering program is the culmination with a capstone engineering design project (EDP) course. Such a course requires a significant amount of supervision by the faculty advisor assigned for each design group. With a low faculty complement, some faculty end up taking on a large number of EDP groups. The students mentioned a case where a single faculty member had been advising 8 student groups. Others mentioned they could not find suitable projects. The quality of advising can only suffer in such instances. The low number of faculty also means that the graduate student pool from which to draw teaching assistants for undergraduate courses is limited. Again, given the specialized nature of many courses in the program, it can be a challenge finding qualified people from this limited pool.

The capstone EDP experience could be enhanced in several ways. With an increased faculty contingent, the quality of advising would be improved as the number of groups per faculty would decrease. Further, there is an opportunity for improving the integration with hospital-based projects through iBEST. While the structure currently exists, closer collaboration with the engineering faculty and hospital physicians would significantly enhance the opportunities for student projects.

Department's Response: Specific to EDP groups, in BME, each EDP group consist of a maximum of 3 students (i.e. unlike typical 6 or 7 students in other programs). So 8 groups consist of a total of 24 students, which is a fairly small and optimal group of students (amounting to approx. a typical "section" at Ryerson) for a faculty member to supervise. At dept. of ECBE, we follow the principle of assigning designated faculty members (with a P.Eng. license) with significant experience and expertise to EDP to deliver quality learning experience for students. Unlike, allowing every faculty member to supervise 1 or 2 groups, our approach is geared towards highly trained and experienced faculty members to handle EDP. With decades of positive acknowledgements and appreciations received for the way the dept. of ECBE runs the EDP course, we believe our approach of using fewer trained and experienced faculty members to supervise more groups is effective in delivering quality learning experience.

Regarding the unavailability of suitable topics, of course this is a common complaint, however, considering the vastness of BME discipline it would be unrealistic to cover all the areas. Most importantly, our philosophy is not to put the focus on what the project is, but to emphasize and train the students in design process and project management irrespective of the topic. The topic is only a vehicle to make the student journey through the design process and project management.

Regarding low number of faculty members, we are in the process of expanding with 3 new hires in the recent past specifically for BME with one more addition next year. Already the 3 new hires have been committed to specialized courses and/or developing new specialized courses. We do need additional new faculty members for stability and expansion of the curriculum.

Regarding hospital collaboration for EDP, this is currently being done through both iBEST initiated Clinician participation and through individual EDP faculty member's hospital research collaborations.

Dean's Response: The PRT made mention of a low number of faculty members dedicated to the Engineering Design Projects (EDP)/Capstone Projects. The EDPs are carried out in groups consisting of a maximum of three students. A faculty member supervises eight groups consisting of a total of 24 students, which amounts to approximately a typical "laboratory section" at Ryerson. ECBE adheres to a principle of assigning designated faculty members with a P.Eng. license with significant experience and expertise in engineering design projects to deliver quality learning experiences for students. ECBE's approach is geared towards highly trained and experienced faculty members to handle EDP. Thus far, the Department has received positive acknowledgements from students and faculty alike and is confident with its decision to focus on fewer highly trained faculty members to effectively deliver a focused quality learning experience.

The Department acknowledges that there will always be a student demand for more topics than are provided. This is a common complaint. The Department's philosophy involves using an EDP topic as the vehicle to support students learning journeys through the design process and project management. ECBE emphasizes training students in the design process and project management skills irrespective of specific topics and as such are confident in the learning outcomes of their approach. With the addition of new faculty member in the biomedical engineering program, it is expected that more topics would be available for biomedical engineering students.

RECOMMENDATION 7. The BME program, like other engineering programs at Ryerson, has an internship option for students. A single staff member supports the three programs within the department. Not only is this a concern for the additional workload of the BME program, but the nature of the positions makes this a bigger concern. As a University and Faculty the prides itself on providing the best experiential learning opportunities, we consider the lack of dedicated resources to finding internship opportunities in what the City of Toronto has designated as the "Discovery District", home to seven world-renowned hospitals and more than thirty specialized medical and related sciences centres, a missed opportunity.

Department's Response: We agree with the reviewers; we definitely need additional staff members (as also noted by CEAB visitors) for BME and resources to improve our outreach in obtaining internship opportunities for students.

Dean's Response: In late 2017, FEAS launched a central office to manage optional co-operative internship programs (CIP) for all of the engineering programs except Chemical Engineering which has a mandatory co-operative program. Since this time, the team has grown from 1 staff member to 5. This team collaborates with existing embedded staff within departments (including ECBE) to support all aspects of CIP including new on-line platforms (Salesforce and Orbis) for efficient student and employer engagement related to applications, job postings, etc; student and employer recruitment events and workshops; administration and evaluation of the placement experiences; and delivery of soft skill development modules associated with career readiness and professional networking. In Fall 2019, the FEAS CIP office rolled out the first centralized student enrolment in FEAS CIP.

The FEAS CIP office is continuing to work on improving the co-op placement rate of BME and other engineering students through the following activities: 1) identifying and working closely with students who are less engaged (i.e. do not apply to posted jobs, apply but do not secure interviews and/or job offers), 2) continuing to work with existing employers and promote jobs that are more relevant to specific engineering disciplines, 3) developing more partnerships with new employers/industries interested in specific engineering disciplines, aiming towards a 3 job postings to 1 student ratio, and 4) planning employer engagement events/opportunities that target specific engineering discipline students. We are reaching first and second year students to promote CIP earlier so that they are better prepared to meet the expectations set by the program and employers.

RECOMMENDATION 8: Both students and faculty have identified a lack of identity of the program within the department. While the recent name change does acknowledge the new BME program within the

department, there is still the feeling that the other two programs are the primary focus of the department. This sentiment was particularly strong from the students we interviewed.

Department's Response: We agree with the reviewers; however, we have already started moving in the right direction with the name change. In addition, with the recent new hires specific for BME and plans for increasing BME student interactive events is expected to change the sentiment over time. (Example interactions will include, town hall style meetings, pizza lunch with faculty members, hospital visits, iBEST activities etc.]

Dean's Response: Ryerson University Senate unanimously approved the name change of the Department in May 2018, at which point the Department of Electrical and Computer Engineering changed its name, all branding and marketing materials to the Department of Electrical, Computer and Biomedical Engineering. Since that time, there has been a focused and intentional effort to ensure biomedical engineering students feel welcomed and engaged within their department and the wider faculty.

In line with our All-In Approach to Education, we are working diligently to significantly improve the student experience through five co-curricular hubs—Well-being, Academic Success, Leadership, Career Development and Experiential Learning. We provide a multitude of resources and opportunities within these hubs to help students grow into imaginative and exceptional leaders. For example, in light of the COVID-19 pandemic, FEAS launched a new Peer Networking Program that involves 47 paid student staff positions to serve in various peer advisor capacities to support all FEAS students by answering their questions, providing support and facilitating skill building workshops. BME students constitute the largest ratio of these paid student positions.

The student experience and available co-curricular opportunities are one of the program's greatest strengths. For example, BME students have access to join over 15 student design teams, student government opportunities through Ryerson Engineering Student Society (RESS), as well as countless student groups like the Biomedical Engineering Society (BMES), IEEE Engineering in Medicine & Biology Society - Ryerson Chapter, Engineers Without Borders (EWB), EngOUT, Institute of Healthcare Improvement, and National Society of Black Engineers (NSBE). BME students are also heavily engaged in Ryerson's Zone Learning ecosystem and have been some of the most successful recipients of the Esch Engineering Innovation and Entrepreneurship Awards. While FEAS believes strongly in the benefits of a more centralized suite of offerings for students to ensure greater interdisciplinarity and to increase peer networking across programs, the Department of ECBE also offers biomedical engineering student specific events in the form of orientations, pizza parties, co-operative internship recruitment events and special lectures and workshops from the biomedical engineering industry. These examples will continue to increase and improve in quality as they coincide with a commitment to increase alumni and employer engagement in ways that improve the student experience.

RECOMMENDATION 9: Given the extra complexity of the regulatory requirements within the biomedical engineering field, there appears to be a lack of integration of regulatory issues within the technical subjects within the curriculum.

Department's Response: In addressing the specific comment on including regulatory aspects of professionalism in the context of technical material, this is currently covered to certain degree in design intensive courses such as EDP (BME700/800 via Faculty Lab Coordinators) and BME674. In the near future, we will expand this and include relevant regulatory aspects in higher year courses (7th and 8th semester) covering engineering design, safety aspects, therapy, bioethics, and applications to health care.

Dean's Response: n/a

RECOMMENDATION 10: While there is an advisory committee at the department level, a specific advisory committee for the program that includes representation from the surrounding hospitals and BME related companies would provide a more focused forum on program issues.

Department's Response: The BME program does have an advisory committee including representation from hospital and external members.

Dean's Response: n/a

ADDITIONAL PROGRAM RECOMMENDATIONS IN SELF STUDY
1. Increase the number of 4th year professional electives available to students.
2. Improve TA support to undergraduate courses with overall increased stringency on the requirements for selection and also with adequate training and preparation.
3. Integrate opportunities for students to improve and build on soft skills (e.g., leadership, oral presentation, professionalism)
4. Increase the number of co-op internship jobs available to students in BME

IMPLEMENTATION PLAN

Priority Recommendation #1: *Increase the number of 4th year professional electives available to students*
Rationale: *There is an urgent need to introduce more technical electives in the 7th and 8th semester to give students more choice. Elective courses in specialized areas of bio-robotics, advanced medical instrumentation, etc. would be valuable additions.*
Implementation Actions: • *Identify advanced topics that are lacking in the curriculum;* • *Design courses around the advanced topics identified above*   • **Timeline: (***2018/19: identify topics that can be introduced through new 4th year professional electives* *2018-2020: design and integrate into curriculum 4 courses over 2 years*
Responsibility for **a) leading initiative:** *Department Chair, Program Director, Curriculum Committee, Stream* **b) approving recommendation, providing resources, and overall monitoring:** *Curriculum Committee, Stream*

Priority Recommendation #2: *Improve TA support to undergraduate courses with overall increased stringency on the requirements for selection and also with adequate training and preparation*
Rationale: *Notwithstanding our efforts to select appropriate graduate students as teaching assistants in our labs, our recent surveys have indicated that there are courses where the TAs are not well prepared to assist students.*
Implementation Actions: • *identify key courses that have a large number of TAs;* • *increase preparation/training hours for TAs in those courses;* • *require TAs to perform and complete all labs that undergraduate students will be doing;* • *introduce and hire Lab Leads to roam labs and provide extra support and supervision.*
Timeline: 2020-21 academic year
Responsibility for **a) leading initiative:** *Department Chair* **b) approving recommendation, providing resources, and overall monitoring:** *Department Chair, Dean*

Priority Recommendation #3: *Integrate opportunities for students to improve and build on soft skills (e.g., leadership, oral presentation, professionalism)*
Rationale: *Our student survey identified skill areas that are not well addressed. Soft skills are not formally part of the engineering curriculum but they are essential skills for a professional engineering in industry.*
Implementation Actions: • *identify key core courses where students can present orally* • *provide leadership opportunities to senior graduate students by creating a program that will allow them to mentor students in early years* • *work with career centre to have them visit classes and hold seminars to relay to students the aspects of professionalism that are essential and to help them cultivate them*

Timeline: 2020-21 academic year
Responsibility for **a) leading initiative:** *Department Chair, Program Director, Stream* **b) approving recommendation, providing resources, and overall monitoring:** *Department Chair, Dean*

Priority Recommendation #4: *Increase the number of co-op internship jobs available to students in BME*
Rationale: *Our internship program is proving to be very popular. In 2018/19 we will be having 80 students on internship, which is a record. Unfortunately, only 4 of these positions were in Biomedical Engineering.*
Implementation Actions: *Identify potential employers in GTA and Southern Ontario*   *Create 1-page prospectus/flyer that provides quick info on our co-op internship and benefits to the employer*   *Plan site-visits with potential employers to discuss their participation*
Timeline: 2020-25 academic year
Responsibility for **a) leading initiative:** *Department Chair, FEAS* **b) approving recommendation, providing resources, and overall monitoring:** *Department Chair, Dean*

Recommendation

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

For information: 1-year follow-up report for Periodic Program Review: Nursing; 2-year follow-up report for Periodic Program Review: Graphic Communications Management.

***i.* NURSING One-Year PPR Follow-up Report**

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Science in Nursing (BScN) degree program, approved by Senate in March 2019.

1. A report on the status of the initiatives outlined in the Developmental Plan.

Recommendation/Priority #1: Curriculum Redevelopment
Objective: To build a comprehensive, socially accountable and innovative curriculum that actively involves students, faculty, external partners, and community members to promote health equity and social justice. The objectives are: - Integrate social responsiveness and social innovation as core threads throughout all programs   - Facilitate socially innovative practice placements for students   - Enhance curriculum with respect to emerging issues and learning opportunities (i.e., NCLEX, simulation, Indigenous health) in order to prepare nurses to practice in 2020 and beyond   - Conduct and enhance continuous program evaluation for both undergraduate programs, with shared- and program-specific metrics
Actions: Collaborate with internal and external partners to design new courses and policies   - Working groups consisting of multi-site and multi-program faculty and staff continue their work   - Professional development sessions are held as required   - Establish relationship with Aboriginal Education Council   Collect and analyze data

- Identify NCLEX competency gaps with HESI aggregate data; share this information with educational partners in support of robust relationships
- Employ data analyst (See priority 5)

Increase integration of simulation and Indigenous health, improve writing skills development and build social innovation into the curriculum (See priorities 1.a, b, c, and d)

These four areas are priorities in their own right, but also closely interrelated to the curriculum redevelopment project – implementing these actions will be an iterative process over years

Timeline: Aiming for September 2020 implementation of new curriculum

Responsibility for leading initiative: Director, DCSN; Associate Directors for Collaborative and PDDP programs; Curriculum Redevelopment Steering Committee

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office

Status for 1-year Follow-up Report:

Within the Collaborative Program, the academic team from all three sites successfully worked together to develop the content for the 1st year courses of the redeveloped curriculum that was approved by Senate on November 15, 2019. Delivery of the redeveloped curriculum was initiated in the F2020 term.

Within the PDDP, the academic team is reviewing the redeveloped curriculum and is planning to submit the proposal to Standards and Senate in the Spring 2021.

The Collaborative teaching team partnered with Dr. Lynn Lavallee, Strategic Lead of Indigenous Resurgence at the FCS. Both the Collaborative Program and the PDDP met with Dr. Lavallee in December 2020 to discuss the indigenization of content into both curriculums. We agreed to continue the discussion to explore plans that will facilitate the effective integration of indigenous issues throughout both curriculums.

The Collaborative Program has been integrating the HESI resource into their course delivery in order to identify students' NCLEX competency gaps and to help to prepare them to prepare for the NCLEX licensure exam.

In the W2021, the PDDP program will introduce the Nurse Achieve resource with the PDDP students instead of the HESI to help them be better prepared for the NCLEX licensure exam.

Recommendation/Priority #1a: Integrate simulation into program curricula

Objective: Full integration of simulation across the Collaborative and PDDP curriculum

Actions:

- Develop a plan to balance the use of the lab between the two programs.
- Build faculty expertise in simulation. This may include providing training opportunities and simulation professional development days, and participating in simulation workshops/conferences. Currently, there is a Collaborative Simulation Committee. Renewing the role of this committee will be a priority to support simulation integration.
- Support research within the school to develop virtual gaming simulation as an evidence-informed alternative for real-life clinical experiences. For example, maternal and infant health assessment is a high demand content area, for which strategies for curriculum development is continually sought. We are currently supporting research by members of the Collaborative program to develop and integrated virtual gaming for this content into our two undergraduate nursing programs.
- Develop a simulation course(s) specific to individual RPN and IEN competency requirements.

Timeline: Short term, Fall 2019

Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report:

Since the inauguration of the new labs in the Daphne Cockwell Building, it was determined that there was a high demand for the labs' usage by both programs. In response, the PDDP in coordination with the Collaborative

Program scheduled their labs to ensure that scheduling conflicts are avoided. In response to the demand for lab space, we have a plan to secure a room that will be a designated as a PDDP assessment room with examining tables. This plan reflects the differences in course requirements between the PDDP and Collaborative programs. Our plans for a designated assessment room is anticipated to decrease the demand on our existing full bed unit labs and will free them for a much-needed clinical simulation use in the Collaborative Program. These plans are however currently on hold due to the COVID situation.

Faculty members had the opportunity to participate in "Creating Virtual Gaming Simulations"; an online workshop that was held on May 12-13, 2020.

The Collaborative Simulation Committee meets regularly to support the use of simulation in the Collaborative Program. In-person simulations are included in courses across all four years of the program, but have been on hold or modified for 2020-21 due to the pandemic related limitations. Over the past seven years, the Collaborative Program faculty have created several virtual gaming simulations (VGS) - many of which have been integrated into nursing courses. A VGS was created specifically for NSE101 Communication for the Nursing Professional, a revised curriculum course which was offered for the first time in the Fall 2020 semester. The value of VGS for nursing education has increased with the remote learning model required in response to the pandemic. The DCSN has received a generous philanthropic donation that was specifically directed towards the purchase and development of both in-person and virtual simulations. This generous gift enabled us to buy three high-fidelity manikins and develop several VGS. Applications submitted in response to our "Call for Proposals" for simulations development are currently under review.

The integration of the VSim (a virtual simulation product) into the PDDP and Collaborative Program, has provided students with the opportunity to work through case studies in a variety of nursing practice settings and to further develop their critical thinking and clinical planning skills with patients.

This initiative is ongoing as the needs of both programs and demands for virtual and in-person simulation evolves.

Recommendation/Priority #1b: Respond to the Truth and Reconciliation Calls to Action
Objective: Incorporate Indigenous health content throughout the curriculum.
Actions: • Identify existing Indigenous curricular content within course teams • Hire a tenure-stream professor with a research background in Indigenous health • Partner with Aboriginal Initiatives to development curriculum content
Timeline: Short term (1-2 years**)**
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Status for 1-year Follow-up Report: In F2020 term, The Collaborative Program hosted an Indigenous speakers' panel over two nights with four speakers as part of the NSE 101 course titled "Communication for the Nursing Professional". This session was important considering the recommendations of the Truth and Reconciliation Report, and the Canadian Association of Schools of Nursing (CASN) and College of Nurses of Ontario (CNO)-competencies about Indigenous content in undergraduate nursing programs. Our teaching team partnered with Dr. Lynn Lavallee, Head of Indigenous Resurgence within Faculty of Community Services (FCS) for the planning and delivery of these panels. The guiding questions of the panels were: What knowledge is important for nursing students to have about Indigenous people? What should nursing students consider in order to promote a culturally-safe communication encounter between the nurse and the Indigenous client? What should nursing students be aware of when performing a health history interview of an Indigenous client? The panel was hosted via Zoom webinar with over 600 students. The speakers included:

(1) Kim Wheatley is an Anishinaabe Grandmother from Shawanaga First Nation. She is turtle clan and deeply committed to promoting awareness of the Indigenous perspective utilizing her gifts of song, storytelling and Traditional teachings.

(2) Jane Harrison, a member of Anishnawbe Health Toronto and formerly employed by Native Child and Family Services of Toronto to develop and implement the high-risk infant program. Jane has participated on various levels of governance as an advisor to inform healthy policy development.

(3) James Carpenter is a recognized Traditional Healer with Ojibwa, Cree and Chippewa ancestry. James works as an Oshkabewis (helper) at Anishnawbe Health Toronto in the Traditional Healing Services Program. He has gained the respect and knowledge of various healers and uses his gifts with the purpose of helping our communities heal.

(4) Justice Seidel, who is from Moose Cree First Nation, who has a Bachelor of Science and a Masters of Indigenous Relations from Laurentian University. Her research explored patients' experiences from Moose Factory and Moosonee area who traveled to larger urban cities for medical appointments. Her work illuminates challenges faced by Indigenous people seeking health care and offers critical recommendations that are important considerations for health care providers.

In response to the success of the Indigenous speakers' panel, we have decided to offer this panel again in F2021 and we will open it to all students both in the Collaborative program and PDDP.

The indigenous initiative is ongoing for the PDDP curriculum, as it moves forward with the redeveloping the courses. We have plans to hire an indigenous consultant who will assist with the review of course content and will provide recommendations for the indigenization of courses in the program.

The hiring of a tenure-stream professor with a research background in Indigenous health continues to be a priority. Our current job postings for tenure track positions put a special emphasis on and gives preference for applicants of Indigenous background and expertise.

Recommendation/Priority #1c: Writing Skills	
Objective: Improve students' critical reading and writing skills to foster their learning and academic engagement	
Actions:	

- Explore the inclusion of a critical writing/professional communication course into the new curriculum.
- Facilitate faculty professional development in online delivery for IENs with English language barriers, and who require an enhanced understanding of the Canadian context of care.
- Invest in writing initiatives outside of the classroom for students in both programs such, as writings workshops. These workshops may be planned and facilitated by faculty members who are currently engaged in unstructured writing mentorship with students, and who have produced publications, conference presentations and research studies, specific to critical writing development. Evidence from these writing mentorship relationships will be used to guide future writing initiatives.

Timeline: Immediate, in place	
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs	
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean	

Status for 1-year Follow-up Report:
The redeveloped Collaborative Program curriculum includes the new course (NSE 101) titled "Communication for the Nursing Professional", which addresses professional communication and scholarly writing. The Open Education Resource titled "The Scholarship of Writing in Nursing Education" was developed for this course and has been made available for inclusion in other courses as well. The FCS's "Writing Skills Initiative" continues to be offered to students in the Collaborative Nursing Program and it is providing students with beneficial 1:1 writing support.

During 2019-2020, the PDDP had an in-house writing support person who provided writing support sessions for students. Student feedback on the initiative indicated that it was helpful and supportive of the development of their writing skills.

In the Winter 2021, students in the PDDP will benefit from student engagement funds that will support the delivery of in-house writing support through workshops and 1:1 sessions.

Recommendation/Priority #1d: Building Social Innovation into the Curriculum

Objective: Use flexible and innovative delivery options for a socially responsive, innovative curriculum

Actions:

- Create a shared definition of curriculum innovation and determine how to integrate innovative concepts across our curriculum and be attentive to emerging opportunities and technologies.
  - In the spring of 2017, we will conduct a forum with faculty and FCS' John C. Eaton Chair in Social Innovation and Entrepreneurship.
- Explore preceptor development strategy to enhance the incorporation of social responsiveness and innovation into clinical practice.
- Explore innovative technologies with the Chang School to advance online learning and socialization of RPNs and IENs to BScN role.

Timeline: Longer term, within 3 years

Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report:

The Collaborative Program faculty have created several virtual gaming simulations (VGS) over the past seven years, many of which have been integrated into nursing courses. A VGS was created specifically for the "Communication for the Nursing Professional" course - NSE101, a revised curriculum course which was offered for the first time during the Fall 2020 semester

In response to COVID19, both undergraduate programs have integrated online simulation products into the curriculum to support students' learning, and in response to COVID19 negative impact on available clinical placements (i.e., compensate for lost placement hours for the clinical practice courses due to the social distancing requirements).

The PDDP continues to work closely with the Chang School to advance online learning. In response to COVID 19 all PDDP courses were moved to 100% online including the weekly heath assessment labs that were filmed pre-lockdown.

In response to COVID19, and a result of remote teaching, Collaborative Program faculty have worked together to develop creative approaches to deliver the program's content including film clips, modular learning, case studies in breakout rooms, and flipped classes.

Our redeveloped curricula for both programs provide special emphasis on socially innovative care that prepares our students to especially values social justice, equity, and inclusion.

Our work on social innovation is ongoing as we continuously explore new ways to deliver online content and consider social and healthcare evolutions.

Recommendation/Priority #2: Increase SRC Output

Objective: The DCSN goal for SRC is to be a national leader in innovative research that promotes health and well-being for individuals, families and communities.

Actions:

- Create a shared vision for SRC across faculty.
  - Plan and implement visionary research day to promote dialogue about a shared vision for SRC across DCSN faculty
- Support individual programs of research through SRC infrastructure.

- o Facilitated by the office of Associate Director, SRC, develop a long-term plan to create sustainable human and material infrastructure that supports day-to-day SRC work and influences the direction of individual programs of research. This plan may include allocating departmental administrative support for literature search, grant editing, budget development, and creating linkages to community research networks. This may also include strategies to renew the influence and contribution of our school's SRC committee.
- Build internal and external partnerships to further socially innovative initiatives
  - o Support and facilitate collaborations to increase prospects for interdisciplinary grants and research studies, and provide experiential SRC opportunities for students in international universities and/or internship programs. Building partnerships and relationships inside and outside Ryerson that lead us to socially innovative initiatives is well aligned with the university' academic plan.
- Strengthen the culture of discovery among faculty and students
  - o Currently, SRC achievements of our faculty and students are communicated/shared through a monthly SRC newsletter and FCS magazine. We feel it is important to comprehensively promote the SRC work of our faculty, students and collaborators, using innovative and broadly accessible means. The school will explore the development of a DCSN Online Journal that features the creative and scholarly work of faculty, students, and products of intellectual mentorships between faculty and students. This is an opportunity to expose our expertise to attract collaborators nationally and internationally

Timeline: Short term

Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs; Associate Director, Scholarly Research and Creative Activities, DCSN.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report:

Despite the COVID19 pandemic, our faculty continued to make significant SRC contributions in terms of external and internal grant funding (including CIHR and SSHRC), relevant research that advances and informs socially responsive care (e.g., immigrant health, People living with HIV, COVID19, etc.), publications and presentations, and serving at national and provincial panels and committees. Several of our faculty were awarded national awards and fellowships in recognition of their SRC contributions.

In the Winter semester 2021, the DCSN will welcome the inaugural class of our PhD program in Urban Health. This interdisciplinary program will create new SRC opportunities for students and faculty that we expect will have a significant impact on quality and quantity of our SRC contributions

The DCSN has launched a review of the role of the AD-SRC. We are currently in the process of appointing a new AD-SRC who will be in charge of supporting SRC activities at the school and creating new opportunities for faculty and students

In 2020, Dr. Josephine Wong was appointed as a Chair in Urban Health at the FCS. In this role, Dr. Wong is able to provide invaluable support to junior faculty and students pursuing research in this field.

During the 2019-2020 academic year, an MN Student Research Day was held during the Winter and Fall semesters to allow students with the opportunity to showcase their research projects that they completed as part of their MN program. All faculty, instructors, staff and students were invited to attend.

During the 2019-2020 academic year, the SRC AD secured a total of 15 MITACS Globalink Research Awards which resulted in: 1 student attending the University of Western Sydney (Australia) to work with researchers, and 14 students travelling to Brazil to work with researchers in nine Federal Universities.

During the 2019-2020 academic year, the SRC AD secured a total of 15 MITACS Globalink Research Awards resulted in: 1 student being able to go to University of Western Sydney (Australia) to work with researchers, and a total of 14 students being able to go to Brazil to work with researchers in 9 Federal Universities.

Dr. Guruge and Dr. Zanchetta received a MITACS Globalink Research Award to support the research stay of a postdoctoral fellow from University of Turin (Italy).

During February and October of 2020, a team of 14 faculty within the DCSN delivered a Research Assistant Volunteering Training Program that was attended by 41 students.

In 2019 the SRC AD offered five Knowledge Transfer workshops, a total of 119 students attended (Mostly undergraduate students) and the SRC AD collaborated with the MN Program Director to offer a series of 5 workshops about medical cannabis that was open to faculty, students and the general public. These workshops were attended by a total of 165 people.

During the 2019-2020 academic year, three MOU were signed with Universities in Brazil and one with UWS-Australia, one MOU was signed with the University of Turin (Italy).

During the 2019-2020 academic year there were a total of four visiting professors and one visiting PhD student from international Universities.

Currently there are four remote visiting professors from international Universities and Dr. Zanchetta was selected for a Visiting Professorship at University of Turin.

Recommendation/Priority #3: Student engagement and experience

Objective: Develop students as "full people" who have a sense of purpose about nursing, see education and learning as part of their ongoing practice, and who feel empowered to take actions.

Actions:
- Increase the support and infrastructure necessary to develop nursing champions who can think critically, broadly, creatively and make respectful connections with others in the classroom and in practice.
  - Provide ongoing development on socially responsive and innovative teaching; assess creative teaching methodologies across the programs; and create a reservoir of diverse approaches to student engagement to be shared with both part-time and full-time faculties, and to inform the curriculum design. This process will be important to help us define and integrate higher level critical skills across the new curriculum – e.g. critical thinking, problem solving, collaboration, and advocacy.
- Engage students in co-creating the learning environments they want, in classrooms and across the school.
  - Students from all years will be invited to a critical dialogue forum focused on defining their learning. Students will be asked for their input on the most engaging ways to spend their time in the classroom. This discussion will help to inform teaching methodologies across the program.
- Increase the integration of dynamic teaching elements and assignments into curriculum redevelopment.
- Support faculty-student intellectual mentorship for engagement, research and innovation.
  - Explore and formalize opportunities for pairing lower and higher level students for student mentorship and support. This could involve upper years' students supporting orientation activities, being classroom guest speakers, and providing tutoring opportunities. The school will also initiate a student mentorship focus for part-time and internationally educated nurses that is unique to their learning needs, as these student cohorts have typically been marginalized by generic approaches, designed for domestic full-time students.
  - Explore and formalize an approach that enables greater SRC collaboration and shared learning between faculty and students. This would involve intellectual mentorship outside of the classroom – e.g. co-publishing or doing research with students, providing opportunities to support students to pursue scholarly work/going to conferences. A more formalized process will help shape a learning environment that enables deeper practice/learning links. Discussions and decisions relating to defining this process will be conducted with representatives of Nursing Student Union (NSU) and the Canadian Nursing Student Association (CNSA).
- Continue engaging students via Town Hall meetings, curriculum development, school council meetings

Timeline: Short term

Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Status for 1-year Follow-up Report:
Guest speakers have been invited for annual professional development days to provide further knowledge and understanding of strategies for teaching and course development.
As the Collaborative Program's redevelopment process continues, instructors and faculty members from all three sites meet regularly to discuss course development and ongoing teaching strategies with current and revised courses. Within the PDDP, during the F2020 term, faculty members met twice a week to develop courses outlines for the redeveloped curriculum. During these meetings new and innovative teaching strategies have been discussed and are being planned with the delivery of the revised curriculum. Central to these processes is the creation of opportunities to maximize student engagement.
During the F2021 term, in response to COVID19 all courses moved to remote teaching, both programs held multiple town halls for all students in all years to gain an understanding of what was working/positive with the remote deliveries, identify issues and to engage students in solutions/plans for the effective delivery courses.
Prior to COVID19, within the Collaborative program, student-led workshops were held in certain courses that are identified as being particularly challenging to support students' success in these courses. Students plan to offer these workshops online during 2020-21. As well, 3rd & 4th year students had the opportunity to work as assistants with 1st year students during skills labs. This mentorship program initiative is on pause due to COVID19-related lab restrictions.
During the 2019-2020 academic year, students from both undergraduate programs had the opportunity to engage in SRC activities with faculty members including volunteering on research teams and attending conferences. Within the PDDP, students are regularly placed with faculty that are conducting research as part of their clinical placements; a practice that opens opportunities for them to engage in research activities.
In 2020, we have secured $19,000 in funding from the Faculty of Community Services (FCS) to support a wide range of student engagement activities such as student writing workshops, panel discussions, student-student mentoring program, SRC engagement, etc.

Recommendation/Priority #4: Relational Development
Objective: Build strong and respectful relationships among faculty and staff at all levels**.**
Actions: - Address silos between RFA, CUPE Instructors and Administrative staff   - Support opportunities that encourage dialogue and interactions between faculty members e.g., retreats, lunches, birthday celebrations   - Encourage research collaborations between RFA and CUPE Instructors   - Support joint student and faculty recognition award ceremonies
Timeline: Short term
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Status for 1-year Follow-up Report: In F2020, the leadership team held two Community Halls (town halls) that provided all staff, faculty and instructors (CUPE I and CUPE II), the opportunity to come together to discuss concerns and issues in response to COVID. As well, each month, the PDDP have full faculty meetings that include RFA, CUPE and staff. This event services as an opportunity for everyone to feel included, provide updates, share experiences and raise issues and concerns that they may have. In F2020, within the DCSN there were several zoom breakfast meetings for all staff, faculty and instructors and in December there was a zoom holiday gathering/celebration for all staff, faculty and instructors. Prior to COVID19 these meetings were held in-person. Professional Development Days are held each year in February and are open to all staff, faculty and instructors.

Throughout the last two years, there have been simulation developments that have included both faculty, and instructors. This has also resulted in joint publications by the developers.

In the Fall, our director presented a new initiative of having awards for faculty and instructors, to acknowledge contributions and achievements within the DCSN. This initiative is ongoing.

In 2020, the DCSN established a new committee that has the mandate of promoting a collegial work environment through education and social activities

Faculty from both programs work collaboratively in various committees (e.g., Program Evaluation Committee) and course offerings and planning).

Overall, our work on relational development initiatives is ongoing as we hope to continue to address issues of silos, and encourage collaboration and promote discussions with all members in the DCSN including staff, instructors and faculty.

Recommendation/Priority #5: Data Management and Analysis
Objective: The development of a data management infrastructure to inform program evaluation in real time to respond to changing student demographics
Actions: • Advocate for resources to support the creation of a full-time, permanent data analyst position whose role will be specific to data collection, storage and analysis. It will include the development of an accessible forum for data storage for both programs. Data will be used broadly for curriculum redevelopment, accreditation, periodic program review, and program evaluation opportunities.
Timeline: Immediate
Responsibility for leading initiative: Director, DCSN; Administrative Officer, DCSN
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Status for 1-year Follow-up Report: To date, a request has not been made to the FCS Dean for the hiring of a staff person to collect, manage and analyze data within the DCSN. This initiate is ongoing and will be considered in the next budgetary cycle. Both programs have representation at the Program Evaluation Committee, which has the mandate of collecting, gathering, and analyzing data pertaining to program delivery, student performance, and student experiences. In Fall 2020, the Dean approved a new Associate Director's Position within the DCSN- Associate Director for Quality Assurance (AD-QA). Appointment of the AD-QA is currently underway. Responsibilities of the AD-QA will include assisting with the data collection and analysis that is associated with various required program reviews such as CNO Approval, CASN accreditation, and Ryerson PPR. It is anticipated that the AD-QA will work closely with the Program Evaluation Committee to establish a process for these activities.

2. An update on the refinement of the programs' learning outcomes.

The position statement of baccalaureate education of the Council of Ontario University Programs in Nursing (COUPN) and the College of Nurses of Ontario, Standards of Practice for Nursing were considered with the development of the revised Program Outcomes for both the Collaborative and Post Diploma Degree Completion Programs. The Program Outcomes for each program will guide the development and delivery of theory and practice courses in each of the courses within the redeveloped programs. The Program Outcomes are available via: https://drive.google.com/file/d/1NXA6IMLA5rg_dZUI-BF_eicG03b2rPWk/view?usp=sharing

The revised program outcomes were reviewed and approved by Dr. Tina West, The Director of Quality Assurance, OVPA and Dr. Paola Borin, Curriculum Development Consultant, OVPA.

The differences in some of the Program Outcomes between the Collaborative Program and the Post Diploma Degree Completion Program (PDDP) are in response to and supportive of the varying needs of the two

different cohorts of students that are admitted into each program. Within the Collaborative Program, a four-Year program, students are mostly admitted directly from high school, with the exception of a small percentage who are admitted with previous university experience in a non-nursing field.

Within the PDDP, a two-year program, the cohort of students in this program are nurses from three distinct groups:
1. RNs with a diploma from a Canadian college
2. IENs with an international RN degree that is not recognized in Canada and who have completed an IEN bridging program
3. RPNs with a diploma from an Ontario college, who have completed a bridging program at an Ontario college

These students enter the program having some foundational knowledge, education and experience of nursing and the health care system prior to being admitted to the PDDP. Many of the students in the PDDP are considered to be at the novice entry to practice level). The PDDP provides this cohort of students the ability to increase their knowledge and understanding of the nursing profession, the Canadian and Ontario Health Care Systems, standards of practice, and jurisprudence of practice in Ontario/ Canada at a BScN level. It also helps them build their critical reasoning and thinking and decision making within the nursing profession at a BScN level

3. The results of updated student and graduate surveys.

As a result of COVID19, graduates from the two undergraduate nursing programs were not surveyed as many of the graduates are front line workers and it was believed that surveying them would only add to the enormous demands they are currently experiencing in their daily lives. As an alternative, students in the last year of the programs (graduating in S2021, year 4 students in the Collaborative Program and year two students in the Post Diploma Program), were invited to attend online sessions where they could provide feedback on the programs. Two development consultants from the Office of the Vice Provost Academic carried out the online sessions.

Two sessions were held with the PDDP students. All students in the Full-time and Part-time deliveries of the program were invited to attend these sessions. Within the report that was provided
https://drive.google.com/file/d/1H1XrYfj0uGRRYCITTlRF9okIHkznJg91/view?usp=sharing

Students identified the following as being positive about the program:
- Overall, faculty members are supportive, and respond quickly to questions.
- The length and flexibility of the delivery of the program is reasonable.
- Having specific days set for classes and due dates for assignments.
- The layout of the course syllabi.

Students identified the following areas that were not working in the program:
- There was content overlap in content in some of the courses in PDDP.
- There was content overlap in content in PDDP courses with courses in previous programs.
- The documentation for the Vsim (virtual learning) product is lengthy and time consuming.
- In response to COVID, there was limited access to clinical placements during the F2020 term.
- Students did not feel that they were prepared to write the licensing exam (NCLEX).

Students provided the following suggestions for changes for the program:
- There should be an increase in the number of clinical placements as they did not find Vsim (virtual resource) to be a good replacement for clinical placements.
- Having access to labs to practice their clinical nursing skills.

- Pathophysiology and pharmacology should be further integrated into the courses that are delivered in the program.
- There be resources provided to help them prepare for the NCLEX exam.

In response to concerns about limited placements, the PDDP expanded the process of acquiring placements for students. Students enrolled for W2021 clinical placements were requested to provide the names and contact information of their places of employment. All organizations that were identified by the students were contacted by the Central Placement Office in the DCSN secure clinical placements for these students at their place of employment. The response to this initiative was very positive and has resulted in an increase in the number of clinical placements for the W2021 term. As well, students that were in VSim (virtual learning) settings in the F2020 term have been prioritized for actual clinical placements in the W2021 term. We remain hopeful that we will be able to provide all students in the W2021 term with clinical placements.

To address students' concerns about feeling unprepared to write the NCLEX licensure exam and their request for resources and additional pathophysiology and pharmacology content, students will be provided with access to the "Nurse Achieve" at no cost to the student. This is a product that prepares students for the NCLEX exam by providing them with NCLEX-like exam questions and test taking strategies. In addition, we will be setting up monthly online NCLEX exams via the Nurse Achieve product that students will be able to write and receive feedback on their performance on each question at their convenience. As well, throughout the months of February to July, students will have access to all of the educational materials within the product and they will be able to take additional tests on specific topics at the time of their convenience. As well, PDDP students will be invited to sign up for week-long boot camp(s) (no cost to the students) that will include reviews of content and daily practice NCLEX like exams. This boot camp will run weekly throughout the months of May and June, after the students have graduated during the time they are preparing to write their licensing (NCLEX) exam.

To address students' concerns about the overlapping content in PDDP courses, the PDDP's curriculum is being redeveloped. One of the objectives of this redevelopment process is to identify and eliminate content overlaps with the courses in the PDDP. There is a plan within the redevelopment for incorporating a Pathotherapeutics course in the curriculum. As well, pathophysiology and therapeutics will be incorporated into other courses of the curriculum.

In response to students' request for open labs, the PDDP is planning to open simulation lab times for PDDP students post the COVID-19 pandemic so that they can review and practice skills.

Similar to the sessions that we held with the PDDP, all students in year four in the Collaborative Program were invited to attend two online sessions where they could provide feedback on the Collaborative Program. Two development consultants from the Office of the Vice Provost Academic carried out the online sessions. All forth year students were invited to attend the sessions). Within the report that was provided: https://drive.google.com/file/d/1iKf51X1uJElFnCqmgZAww5JrvyvuuxXu/view?usp=sharing, the Collaborative Students identified the following as being positive about the program:
- Having clinical placements each term
- Instructors being supportive and inclusive
- Having labs where they can practice clinical skills
- Virtual simulation

Students identified the following areas that were not working in the program:
- The types of placements, most placements were in Long Term Care Facilities rather then Acute Care Settings
- The geographic location of placements was often far away from where the students lived

- The "all community" placement in 3rd year made students to feel they "lost their clinical skills".
- VSim was demanding and lengthy to complete.

Students provided the following suggestions for changes for the program:
- There should be more placements in acute care settings
- Students should be exposed to different types of placements (e.g. peds, maternal health, mental health)
- The curriculum should be spread out, as 2nd year is the hardest, most difficult content

Students' concerns about the curriculum have been addressed in the curriculum redevelopment process, which has incorporated many of the students' suggestions. The Year 2 practice content has been spread out more evenly between the fall and winter semester courses, and pathophysiology content now includes a 4th year course, which allows content to be spread out while also giving the students the opportunity refresh and further develop pathophysiology knowledge as they near completion of their program. The establishment of theoretical courses focussing on maternal/child health and mental health, and accompanying clinical practice courses, increases the opportunity for exposure to placements in these areas of practice.

For both programs, in response to concerns about the availability of clinical placements, the Central Placement Office (CPO) continues to make requests to all acute care settings for placements in the GTA and beyond for placements. All placements sites are chosen to allow for students to meet the course learning outcomes. While the CPO makes every effort to place students in locations at a reasonable travel distance from their home, the availability of placements (or lack thereof) in specific geographic locations affects the CPO's ability to do this; especially given the large size of our student body. This situation has become even more challenging with the pandemic related restrictions on clinical placement. In response to COVID19, many clinical partner institutions reduced the number of students that they are able to receive due to social distancing requirements and the difficulty in finding preceptors among exhausted frontline nurses. Students who require opportunities in clinical practice to demonstrate course learning outcomes will be offered placements in the S/S 2021 term (as an exception and in coordination with the Office of Registrar), if all required Winter 2021 placements cannot be secured. Students who were in 100% VSim (virtual settings) during the F2020 term, have been prioritized for placements in W2021 term (at the time of writing this report, clinical placements for all of these students have been secured). The VSim resource that we provided to students served as an excellent adjunct to clinical practice; while the scenarios are demanding time consuming, they do provide students with the opportunity to develop their critical thinking and decision-making skills.

4. Updated Tables to 2016/17 for data that were not available at time of submission.
Enclosed via the following link:
https://drive.google.com/file/d/1NiwSQWE6OcFwq7WuydHFJamj6zEoIGEV/view?usp=sharing is a copy of the data and updated tables for the 2016-2017 academic year. Upon review of the tables, there is nothing noteworthy of further elaboration. The trends remain consistent, there were no identified significant changes during this academic year.

5. An updated library report. Enclosed via the following link:
https://drive.google.com/file/d/11vCTic12tb7z6tWx_BgjaN9N1nR_J409/view?usp=sharing is a copy of the Library Report dated September 18, 2020. This report confirms that Ryerson's Library is appropriately equipped with resources to support both the Collaborative and Post Diploma Degree, Undergraduate Nursing Programs. The report acknowledges that both the book and journal collections that support both of the undergraduate nursing programs are extensive and comparable to collections in other similar sized libraries. There were no concerns raised in the report about the Library's ability to meet the needs of the undergraduate nursing programs.

In response to the changes in innovation and the digital delivery infrastructures at the library, the report identifies the need for Ryerson University to continue investing in the library, so that it is able to meet the demands of programs, students and faculty across the University.

ii. GRAPHIC COMMUNICATIONS MANAGEMENT Two-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Technology (BTech) in Graphic Communications Management degree program, approved by Senate in April 2018, as well as the recommendations following the one-year follow up report review (October 2019).

1. Survey with the graduating class of 2018/19 and 2019/2020 to assess the effectiveness of the revised curriculum.

A study on the revised curriculum's effectiveness took place mid-June into the first week of July 2020. The survey was sent out to 258 students from the graduating class of 2019/20 and 2018/19. Overall there were 113 responses from these graduating classes resulting in a response rate of 43.8%. The majority of the responses (85%) came from the graduating class of 2019/20.

The survey contained several questions. Important trends and highlights will be discussed in this report. The supplied answers show that 89% of the respondents graduated after four years of study and 94% of the respondents agreed that this was attainable.

Concentrations - The revised curriculum from 2015 also introduced concentrations into the program. Of the respondents, 76% chose a concentration. Also, 74% of the respondents deemed the ability to complete a concentration as either important or very important.

Minors - The students were also asked if they completed a minor as part of their students. Of the respondents, 69% completed a minor and, the most frequently taken minor was Marketing followed by Communication Design. How important minors are to the students in Graphic Communications Management can be seen in that 77% of the respondents deemed it either very important or somewhat important to have the ability to complete a minor.

Working in the industry - The students were also asked in what industry they would like to work in upon graduation. In total 72% of the respondents are working in the industry or in industries related to packaging or in an industry related to their GCM degree. From the respondents 6% wanted to continue their studies in a field related to their degree. One question asked students if they were working in an industry related to their studies. Results showed that 66% of the respondents have employment that is related to their GCM degree. Also, 94% of respondents said their degree provided them with access to employment opportunities they otherwise would not have found. Overall, 77% of respondents replied that their GCM degree prepared them for employment. Students also reported that the program provides them with excellent connections to the industry they would like to enter.

Hands-on learning experience - One of the revised curriculum goals implemented in 2015 was to provide students with more opportunities for hands-on learning. When asked if they would prefer more lectures or more lab hours, 58% of respondents would prefer more lab hours in the curriculum, whereas 34% feel the balance of lecture to lab hours is about right. 8% of respondents would prefer more lecture hours. Almost 50% of students say a balance exists between required and elective courses, whereas 16% would prefer more required courses and 37% would prefer more elective courses. Having this balance in the curriculum is an essential outcome of this study.

2. Update on the suggestion by ASC to reduce the number of courses from 44 to 40.

In the spring of 2020, GCM faculty held a virtual retreat, and one of the topics of the agenda was to discuss the suggestion by ASC to reduce the number of courses from 44 to 40. At the same retreat, the department discussed the tremendous growth and success of the program, and as a result of those discussions the School is investigating the possibility of offering a second undergraduate program focusing on packaging. It was decided that if the School is going to do a comprehensive review and overhaul of its undergraduate

curriculum, it is logical to revisit the number of courses at that time, since the outcome of such an endeavour would be two programs considerably different than the one that exists today. It is anticipated that the review and possible modification of the GCM undergraduate programming will commence in fall 2021.

3. Consideration of:
- **how GCM might Indigenize and decolonize the curriculum through ways such as course redesign, rethinking pedagogical practices and adding authors/work that is reflective of Indigenous and post/anti colonial perspectives.**
- **bringing in guest presenters who speak to EDI issues and linking these presentations back into student assessments.**
- **how having more female faculty members will or could transform the program.**

EDI Initiatives - Equity Diversity and Inclusion remains a top priority for GCM, and we continue to evolve to ensure that the School is an inclusive, safe space for everyone. Over the last year, there have been several significant initiatives instituted by GCM with regards to EDI. These include, but are not limited to:

● The creation of an EDI committee. The role of the EDI committee is to identify key issues relating to EDI within the School, and recommend key strategies to improve EDI within the fabric of the program.

● In the spring of 2020, the School denounced the use of Shirley Cards in the industry, and made the decision to remove all use and reference of Shirley Cards from the curriculum. Shirley Cards are images used for colour calibration in photo labs and on printing presses all over the world, and either contain all-white female models, or an image of racially mixed women often depicted in insensitive stereotypes. A good summary of the issue around Shirely Cards can be read here: https://www.upworthy.com/a-brief-history-of-color-photography-reveals-an-obvious-but-unsettling-reality-about-human-bias

● As of Fall 2020, the following EDI statement was added to the GCM Course outline template: "The School of Graphic Communications Management supports a non-sexist, non-transphobic, non-homophobic, non-ableist and non-racist environment and is committed to upholding the values of equity, diversity and inclusion. The School also supports an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength."

● In Winter 2020, the School advertised for two full-time RFA teaching positions. The School worked very closely with HR to ensure that the job postings were advertised in places that maximized exposure to underrepresented groups in an attempt to diversify the type of applications received. As an outcome of the hiring process a female and a male instructor were hired who come from diverse backgrounds.

As mentioned earlier in this report, GCM is preparing to do an exhaustive review of its undergraduate curriculum that could result in a new undergraduate program offering. As part of this process, it will be necessary to reimagine the current undergraduate curriculum. This will be an ideal time for the School to build EDI, decolonization and indigenization into the foundational core of the curriculum as opposed to trying to adapt to what already exists. The School is committed to making EDI, decolonization and Indigenization top priorities as it explores this major curricular overhaul. Similarly, GCM is in the process of developing a letter of intent for a Master program, and the same considerations and care will be put into that process and development.

The School continues to diversify guest speakers in both background and subject matter. For example, one professor, acknowledging that the student population at GCM is predominantly female, only invites female industry guest speakers to present to the class. Similarly, the School endorses the "Girls Who Print" initiative (https://girlswhoprint.net/). These initiatives are very well received by the students, and are congruent with current industry efforts to better recognize and promote female leaders within the graphic communications industry.

Other instructors within GCM are also seeking ways to diversify the backgrounds of guest speakers and course topics when possible. In one example, in the Special Topics course delivered in Fall 2019, there was a topic and class presentation about typefaces for Canadian Indigenous languages.

GCM continues to advocate for more female faculty members and instructors to better reflect the predominantly female composition of our student body. The School feels that this is extremely important. Not

only will the faculty complement better reflect the student population, but female faculty members bring their own unique perspectives to the classroom that can be quite transformational for the School and the students.

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:
Charmaine Hack, Registrar
Donna Bell, Secretary of Senate
Kelly MacKay, Chair and Vice-Provost Academic
Denise O-Neil Green, Vice President, Equity and Community Inclusion
Bettina West, Director, Curriculum Quality Assurance
Amy Peng, Faculty of Arts, Economics
Dale Smith, Faculty of Arts, English
Gavin Adamson, Faculty of Communication and Design, Journalism
Robert Clapperton, Faculty of Communication and Design, Professional Communication
Eric Liberda, 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
Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering
Miranda Kirby, Faculty of Science, Physics
Gagan Gupta, Faculty of Science, Chemistry and Biology
Farid Shirazi, Ted Rogers School of Management, Information Technology Management
Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy
Sari Graben, Faculty of Law
May Yan, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Julia Spagnuolo, Student
Yazad Mistry, Student

Academic Governance and Policy Committee (AGPC)
Report #W2021-1 to Senate

Academic Governance and Policy Committee Report – S. Zolfaghari

1.   Interim Provost's Update

2.   For Information – Academic Integrity Office Report 2019-2020 (K. MacKay)

3.   For Information - Update to Procedures of <u>Policy 150</u>: Accommodation of Student Religious, Aboriginal and Spiritual Observance (Kelly MacKay)

Respectfully submitted,

S. Zolfaghari, Chair,
Interim 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. Sugiman, Dean, Faculty of Arts
D. Checkland, Faculty Senator, Faculty of Arts
J. Neil, Faculty Senator, Faculty of Communication & Design
I. Young, Faculty Senator, Faculty of Community Services
R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
A. Ferworn, Faculty Senator, Faculty of Science
A. McWilliams, Senate Chairs' Representative
J. Saber, Faculty Senator, Ted Rogers School of Management
A. M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education
G. Carter, Undergraduate Student Senator
J. Spagnuolo, Undergraduate Student Senator
F. L. Kakar, Yeates School of Graduate Studies Student Senator

Academic Integrity Office Annual Report to Senate

September 1, 2019 – August 31, 2020

Designated Decision Makers' Council

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

- Tsasha Awong
- Nicole Bennett
- David Checkland
- Barbara Chyzzy
- Eric Da Silva - Chair
- Louis-Etienne Dubois
- Jamal El Ali
- Mohamed Elmi
- Cecile Farnum
- Chris MacDonald
- Richard Meldrum - Chair Designate
- Margaret Moulson
- Maureen Reed
- Heather Rollwagen
- Jane Schmidt
- Fatih Sekercioglu
- Kim Snow

Academic Misconduct Data Summary – September 1, 2019 – August 31, 2020

Policy 60: Academic Integrity Section 22 states:

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

The statistics for the 2019-2020 academic year are reported below. Some points to note:
- The total number of suspicions of academic misconduct reported to the AIO in 2019-2020 was **1134**, versus 587 for the previous year. Please note that the increase in suspicions reported to the AIO began after the University moved online in March 2020.
- Once again, the majority of reported suspicions 580 (51.14%) fell into the category of plagiarism. This was followed by cheating at 384 (33.86%) and contract cheating at 84 (7.4%).
- Of the total number of suspicions 80.50% resulted in a finding of academic misconduct while 19.50% resulted in no finding of misconduct.
- As a result of progressive discipline, 24 warning letters were sent to students with two Disciplinary Notations (DNs) in lieu of penalty hearings.

The AIO has taken a number of actions to respond to the increase in reported suspicions including:
- An extensive Ryerson-wide educational campaign
- Development of new educational resources for students including the "Academic Integrity in Space" game, and for faculty on how to promote academic integrity in an online environment
- Hiring an additional Academic Integrity Specialist to assist with education and processing Policy 60

Academic Integrity Office - Data Report: September 1, 2019 – August 31, 2020 (with comparative data provided in tables for September 1, 2018 – August 31, 2019)

I. Reporting Suspicions of Academic Misconduct

The total number of suspicions of academic misconduct reported to the Academic Integrity Office (AIO) between September 1,2019 and August 31, 2020 was 1134

Suspicions of Academic Misconduct	
September 1, 2018 – August 31,2019	587
September 1, 2019 – August 31,2020	1134

Of the total number of reported suspicions of academic misconduct (1134), the majority, 580 (51.14%) fell into the category of plagiarism.

Largest Category of Suspicions of Academic Misconduct (Plagiarism)	
September 1, 2018 – August 31,2019	432 (73.59%)
September 1, 2019 – August 31,2020	580 (51.14%)

Of the total number of reported suspicions of academic misconduct (1134), 1085 (95.68%) involved undergraduate students, 21 (1.85%) involved continuing education students registered either in a Certificate or Non-Certificate program in The G. Raymond Chang School, and 28 (2.47%) involved graduate students.

	Undergraduate Students	Continuing Education Students	Graduate Students
Sept.1, 2018 – Aug. 31,2019	541 (92.16%)	17 (2.90%)	29 (4.94%)
Sept.1, 2019 – Aug. 31,2020	1085 (95.68%)	21 (1.85%)	28 (2.47%)

Pursuant to Policy 60: Academic Integrity, instructors or Chairs/Directors requested a "Facilitated Discussion" with a representative from the Academic Integrity Office (AIO) in 1006 (88.71%) of the total reported suspicions to provide the student(s) with an opportunity to respond. Instructors or Chairs/Directors opted for a "Non-Facilitated Discussion" with the student(s) in the remaining 128 (11.28%) of all reported suspicions.

	Facilitated Discussions (FD)	Non-Facilitated Discussions (NFD)
Sept. 1, 2018 – Aug. 31, 2019	491 (83.65%)	96 (16.35%)
Sept. 1, 2019 – Aug. 31, 2020	1006 (88.71%)	128 (11.28%)

II. Findings of Academic Misconduct and Penalties

Of the total number of suspicions of academic misconduct (1134), 913 (80.51%) resulted in a finding of academic misconduct, while 221 (19.5%) of the total cases resulted in a no finding.

	Findings of Academic Misconduct	No Finding of Academic Misconduct
Sept. 1, 2018 – Aug. 31, 2019	420 (71.55%)	167 (28.45%)
Sept. 1, 2019 – Aug. 31, 2020	913 (80.50%)	221 (19.50%)

Of the total number of findings of academic misconduct (913), in 565 (61.88%) cases the student received a "zero" (0) mark and in 297 (32.53%) cases the student received a grade reduction for the academic work at issue - the minimum penalty that can be assigned for a finding of academic misconduct within a course for undergraduate and continuing education students.

	Penalty of "Zero" (0) on the work	Penalty of Grade Reduction (other than "Zero" (0))
Sept. 1, 2018 – Aug. 31, 2019	240 (57.38%)	143 (34.05%)
Sept. 1, 2019 – Aug. 31, 2020	565 (61.88%)	297 (32.53%)

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

The Academic Integrity Council (AIC) heard a total of 83 hearings consisting of 33 (39.76%) penalty hearings and 50 (60.24%) academic misconduct appeal hearings. There are currently 35 cases still waiting to be heard or awaiting decision by the AIC. Of the total number (51) of progressive discipline cases (i.e., students with 2 DNs on their record) 24 (47.06%) warnings were sent in lieu of penalty hearings.

	Appeal Hearings	Penalty Hearings	Warnings
Sept. 1, 2018 – Aug. 31, 2019	28 (59.57%)	19 (40.42%)	9 (42.86%)
Sept. 1, 2019 – Aug. 31, 2020	50 (60.24%)	33 (39.74%)	24 (47.06%)

Of the 50 academic misconduct appeal hearings heard by the AIC, 44 (80%) appeals were denied, 6 (12%) appeals were granted. There are currently 18 academic misconduct appeals awaiting decision or yet to be heard before the AIC. It should be noted that in this time period, 16 (19.05%) appeals were withdrawn.

	Appeal Hearings		
	Granted	Denied	Withdrawn
Sept. 1, 2018 – Aug.31, 2019	8 (28.57%)	19 (67.86%)	7 (19.44%)
Sept. 1, 2019 – Aug.31, 2020	6 (12%)	44 (80%)	16 (19.05%)

Of the 33 penalty hearings, 27 (81.82%) of the penalty recommendations were upheld, 1 (3.02%) was upheld and increased and 5 (15.15%) of the penalty recommendations were overturned by the AIC. There are currently 17 penalty cases awaiting decision or yet to be heard before the AIC.

	Penalty Hearings		
	Upheld	Upheld and Increased	Overturned
Sept. 1, 2018 – Aug. 31, 2019	16 (84.21%)	0 (0%)	3 (15.79.00%)
Sept. 1, 2019 – Aug. 31, 2020	27 (81.82%)	1 (3.02%)	5 (15.15%)

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

	Appeal Hearings				Penalty Hearings	
	Granted	Denied	Withdrawn	Dismissed	Upheld	Overturned
Sept. 1, 2018 – Aug. 31, 2019	2	3	0	1	1	0
Sept. 1, 2019 – Aug. 31, 2020	2	3	0	4	4	1

The Senate Appeals Committee (SAC) received 9 academic misconduct appeal applications and held 5 automatic[1] SAC hearings under Policy 60[2] between September 1, 2019 and August 31, 2020. Of those 9 appeal applications, 5 (55.55%) cases were heard and 4 (44.45%) were dismissed. Of the 5 cases that were heard, 3 (60%) were denied and 2 (40%) were granted. 4 automatic hearings were held, with the penalty recommendation being upheld.

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

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

RYERSON UNIVERSITY
POLICY OF SENATE

ACCOMMODATION OF STUDENT RELIGIOUS, ABORIGINAL AND SPIRITUAL OBSERVANCE

Policy Number: 150

Approval Date: October 1, 2013

                        May 5, 2009; November 8, 2005; October 2, 2001

Originally Submitted By: Ad Hoc Committee to Review Policy on
                           Accommodation of Student Religious Observance Obligations

Implementation Date: Fall, 2013

Policy Review Date: Fall 2014

Responsible Office: Provost and Vice President Academic

Preamble

Ryerson is a community which celebrates diversity and places a high value on inclusion and respect for differences. Ryerson recognizes that the religious, Aboriginal or spiritual observances of students may conflict with their academic obligations and could potentially lead to a disadvantage if an accommodation is not arranged. Ryerson also accepts that sincerely held beliefs by members of the same religious group or Aboriginal peoples (from different nations) often engender different types of commitments for observance practices. In accordance with the principles of the Ontario Human Rights Code, which requires accommodations based on creed, this policy outlines how accommodations for the religious, Aboriginal or spiritual observances of Ryerson students will be determined.

Policy

Religious, Aboriginal or spiritual observances are often highly personal and subjective. This requires that instructors accept the sincerely held beliefs of students at face value and accommodate and address issues, through informal or formal procedures detailed in this policy. In responding to requests for accommodation, instructors will enable the observing student to meet the academic obligations of the course as presented in the course outline while ensuring that academic integrity is maintained. Accommodations should prevent academic disadvantage or penalty to the student in question. Instructors are encouraged to consult with the Discrimination and Harassment Prevention Office for further information.

This policy deals exclusively with academic requirements including, but not limited to, lectures, labs, tests, assignments, practicum and final examinations. Observance may restrict participation in course activities, including:

- absence from class
- absence from scheduled exams
- absence from scheduled placement
- following specific dress codes
- temporary absence from class for daily prayers, fasting or breaking a fast during class
- other required activities outlined in the course syllabus.

Procedures

If a student is requesting accommodation due to a religious, Aboriginal and/or spiritual observance, they ~~he or she~~ must submit their request via the online Academic Consideration Request (ACR) system~~a Request for Accommodation of Student Religious, Aboriginal, and Spiritual Observance AND an Academic Consideration form~~ within the first two weeks of the class or, for a final examination, within two weeks of the posting of the examination schedule.
If the required absence occurs within the first two weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these requests~~forms~~ should be submitted with as much lead time as possible in advance of the required absence. ~~Both documents are available at http://www.ryerson.ca/senate/forms/relobservforminstr.pdf. Full-time or part-time degree students must submit the forms to their own program department or school. Certificate or non-certificate students taking courses through the Chang School must submit the forms to the staff at the front desk of the Chang School.~~

To facilitate timely requests and decision making, the University will take all practical steps to ensure that students and instructors are aware of the policy and related observance issues.

In cases where the timing of the submission of the request cannot be resolved with the instructor, the student should consult with the Chair or Director of the department responsible for the course.

To minimize potential conflict between religious and academic obligations, instructors are strongly encouraged to consult the Ryerson Religious Observance calendar at http://www.ryerson.ca/humanrights/religious-cultural-observances/ to review religious observances prior to finalizing the course outline.

Instructors will respond to written accommodation requests in writing within five (5) business days of receiving the request.

In any case where a mutually agreed upon accommodation cannot be reached, students have the right to appeal decisions made by the instructor to the Chair/Director of the academic unit responsible for the course in question. Decisions of the Chair/Director may be appealed to the Dean of the Faculty.

YSGS report to Senate - January 2021

December 22, 2020

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

For Approval

Biomedical Physics - Periodic Program Review

The Biomedical Physics graduate program self-study report was reviewed thoroughly by the YSGS Program and Planning Committee on November 13, 2019. Following this review, the Peer Review Team completed a site-visit and provided their report.

On November 10, 2020 the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On November 30, 2020 the YSGS Council voted in favour of moving the proposal to Senate.

Motion: That Senate approves the periodic program review for the Biomedical Physics graduate program.

For Information

Architecture (MArch) - One year follow-up report

Chemical Engineering (MASc|MEng|PhD) - One year follow-up report

Civil Engineering (MASc|MEng|PhD) - One year follow-up report

Graduate Studies

Ryerson University

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

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Biomedical Physics (MSc|PhD)

Last Updated: Dec 08, 2020

FINAL ASSESSMENT REPORT

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

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

EXECUTIVE SUMMARY

The Biomedical Physics is full-time graduate program with M.Sc. (two years) and Ph.D. (four years) programs and a CAMPEP accredited add-on "Option in Medical Physics". The M.Sc. and Ph.D. programs were launched in 2006 and 2011, respectively, and the CAMPEP Option in 2013. The CAMPEP Option, accredited until December 31, 2022, is the only CAMPEP accredited program in the Greater Toronto Area. In addition, Ryerson University has the distinct advantage of being located in close proximity to world-class teaching hospitals and research institutions. The graduate program has 13 full time and 27 adjunct YSGS faculty members from Ryerson University, Sunnybrook Health Sciences Centre (SHSC), Princess Margaret Hospital (PMH) and St. Michael's Hospital (SMH), and inter-institutional agreements with Sunnybrook Health Sciences Centre (2015), Sunnybrook Research Institute (2016), and St. Michael's Hospital (2013 - Ryerson University partnered with St. Michael's hospital to form iBEST, the Institute for Biomedical Engineering, Science and Technology). The Biomedical Physics graduate program's focus is on physics-based concepts and methodologies such as medical imaging, radiation therapy, radiation protection and dosimetry with translatable potential applications in the medical and health fields. The Biomedical Physics graduate program specifically fits within Ryerson University's mission statement within the two major themes of Ryerson University's Strategic Plan: Technological & Industrial Innovation and Health & Well-Being, which continue to be part of the strategic plan for Ryerson University.

The Biomedical Physics Graduate Program offers four degrees: MSc and PhD in Biomedical Physics, and with CAMPEP Medical Physics Option. The curriculum consists of core required and core elective graduate courses. The CAMPEP Option has additional milestones based on the CAMPEP accreditation. The program successfully delivers the Graduate Degree Level Expectations (GDLEs) associated with the following learning outcomes: (1) The depth and breadth of knowledge in biomedical physics foundation, specialized areas, interdisciplinary knowledge and safety; (2) Research and scholarship in critical evaluation, scientific inquiry, research, data analysis, interpretation and initiative; (3) Application of knowledge in problem solving, practical application and clinical/health sense; (4) Professional capacity/autonomy in time management, cooperation and professional behaviour; (5) Levels of communication skills in written communication, oral communication, accurate inquiry and constructive response; and (6) Limits of knowledge. The program achieves the learning outcomes through coursework (lectures, labs, projects and tests), thesis research project (dissertation and defense),

experiential learning activities such as clinical shadowing, workshop and job shadow through the Industry Insights and Navigating Networks, and collaborations with industrial partners, scientific conferences, interaction with faculty members through supervision and supervisory committee meetings, colloquia, and commercialization activities at Biomedical Zone at iBEST. The Learning Outcomes are generally met at the proficient level. The graduate student and alumni surveys showed an agreement with achieving the learning outcomes. In addition, the alumni indicated an excellent satisfaction with their overall experience at Ryerson University.

The graduate program is well positioned to meet societal needs related to applications based on the principles of biomedical physics. The Biomedical Physics Graduate Program is the only CAMPEP accredited program in the Greater Toronto Area out of the 13 CAMPEP graduate programs in Canada; there are only two other CAMPEP accredited programs in Ontario. This accreditation has resulted in additional interest that would not otherwise exist and the CAMPEP Option has been popular among our graduate students and students from outside the University. In addition, Ryerson University is located within the vicinity of major cancer centres and teaching/research hospitals and the graduate program has successfully established inter-institutional agreements with Sunnybrook Health Sciences Centre and St. Michael's Hospital. The graduates from the program found employment within a few months within the biomedical physics field with high career satisfaction. In addition, the program has high demand both nationally and internationally.

The Biomedical Physics graduate program is well supported by the Department of Physics, three technical officers, a Graduate Program Administrator, and laboratory and computer resources. The graduate students are provided with office space and personal computers. The main research facilities of faculty members, located at Kerr Hall in the main campus of Ryerson University and iBEST (Institute for Biomedical Engineering Science and Technology) at St. Michael's Hospital, are: Advanced Biomedical Ultrasound Imaging and Therapy Laboratory; Optical Spectroscopy Laboratory; Biomicroscopy and Cellular Imaging Laboratory; Biological Systems and Cell Culture Laboratory; Photo-acoustics Laboratory; Biomedical Optics Laboratory; X-ray Fluorescence Laboratory; Innovative Nuclear Medicine and Radiation Metrology Laboratory; Radiochemistry & Nanotechnology Laboratory; Ultrasound Contrast Agent Laboratory; Quantitative Advanced Image Analysis Laboratory; and X-ray Imaging Laboratory. In addition, the program is financially supported by YSGS and the Department of Physics. The graduate program and faculty members has published ~400 papers and achieved ~4500 citations over the eight

years; ~50 papers and ~30 conference proceedings per year. The total funding awarded to the 13 core faculty members is ~$10.5 million.

This is the first Periodic Program Review of the Biomedical Physics Graduate Program. The program has undergone a rapid growth over the last eight years. Based on the SWOT analysis, the program's strengths include the high quality of faculty members and their research programs, graduate student life and sense of community, the quality of the courses and curriculum, the employment opportunities and career satisfaction, and overall support by the program and faculty members. A main weakness within the program is the balance of course work and thesis project specifically students in the MSc CAMPEP Option. The main opportunity identified is the development of a new program in the Physics of Complex Systems; this will strengthen the existing program and expand the research scope and expertise within the graduate program. As such, the graduate program degree names will be proposed to change to MSc and PhD in Physics with three fields (Biomedical Physics, Biomedical Physics with CAMPEP and Complex Systems). The only threat to the graduate program is the cost of living in the Greater Toronto Area.

The priorities of the graduate program recommendations and implementation plan is to develop a new field in Complex Systems, and change the program name from "Biomedical Physics" to "Physics" with the fields of Biomedical Physics, Biomedical Physics with CAMPEP Option, and Complex Systems. In addition, the course requirements for each of the fields will be reviewed especially for students aiming to complete the CAMPEP Option. The topic of artificial intelligence and its applications within the Biomedical Physics field will be implemented within the graduate program. Furthermore, the program will initiate activities to improve applicant quality, and implement an online Graduate Student Tracking System to track student progress. Lastly, the program will identify ways to enhance the financial situation of graduate students in the program based on cost of living in the Greater Toronto Area.

PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM

Biomedical Physics (MSc|PhD)

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

The appraisal committee had a 2-day virtual site visit and included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Faculty Dean and Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The Peer Review Team (PRT) for the Periodic Program Review (PPR) consisted of Dr. Anne Martel (University of Toronto), Dr. Rowan Thomson (Carleton University) and Dr. Dimitri Androutsos (Ryerson).

The PRT site visit was conducted on June 2nd-3rd, 2020.   The PRT report was communicated to the Associate Dean, YSGS on July 13, 2020, and the response to the report from the graduate program and Faculty was submitted on Oct 1, 2020.

PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES

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

Strengths

- Feedback from the engaged students from the on-site visit as well the survey was positive.
- Faculty are active and engaged in relevant research areas
- Strong connections with research institutes across city exist
- Offers the only CAMPEP program in GTA which is advantageous for recruitment

Weaknesses

- Student funding is not competitive with other (competing) institutions, nor is it adequate for cost of living
- There are concerns with the quality of applicants to the program. The quality of the applicant pool has room for improvement; for example, some students have a limited background from previous (e.g. undergraduate) study or an inappropriate skill set for research project(s).

Opportunities

- The new "Complex Systems" programs offers opportunities to broaden department expertise, attract new funding, engage in new collaborations, and build bridges with other departments/units at Ryerson.

PRT RECOMMENDATIONS

The PRT made a total of 7 recommendations listed below. For clarity, the response in the following tables is provided using the same numbering.

1. Consider ways to reduce workload for the MSc with CAMPEP option.

2. Look for mechanism to increase stipends.

3. Consider how to collaborate and work with other units to fully realize the potential of the new Complex Systems area in Physics.

4. Consider coordination with other departments with common interests in order to offer courses in the area of Artificial Intelligence.

5. Consider changing restrictions on # of courses in degree that are in physics and modifying required courses to allow greater flexibility.

6. Consider methods to provide further guidance to graduate students (e.g. website, FAQ) on subjects such as expectations regarding candidacy exam and committee meetings, complaint-resolution process (who to direct complaints to).

7. Adopt additional EDI training/activities to support further development of EDI in Physics Dept amongst students, faculty and staff.

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

ACADEMIC RECOMMENDATIONS

PRT Recommendation	BP Program Response	FOS Faculty Dean Response	Action Items	Timeline & Responsibility/Lead	YSGS Response
Recommendation 1: Consider ways to reduce workload for the MSc with CAMPEP option.	The program has reduced the course workload for the CAMPEP Option through a major curriculum modification proposal.	The reduction of the course workload as part of the curriculum modifications have resulted in adequate changes.	No action	Approved by the Senate in May 2020.	YSGS commends the program for initiating changes to its curriculum in anticipation of this recommendation.
Recommendation 3: Consider how to collaborate and work with other units to fully realize the potential of the new Complex Systems area in Physics.	Through existing and potential collaborations within Ryerson and with St. Michael and Sunnybrook hospitals, the program will expand the potential of the new Complex Systems area in Physics.	The Dean's office and the Associate Dean Research and Graduate studies will assist the Graduate Program and Department in developing the relevant links to ensure productive collaboration.	Invite speakers to our graduate seminar colloquia; and expand on adjunct memberships.	Develop a list of topics/researchers and invite during 2020-2021 academic year.	YSGS fully supports the plans and is happy to assist in these, in necessary. The program should also look into ways to collaboratively deliver the courses related to Complex Systems by offering the courses to students in other programs and/or involving faculty members from other programs in the delivery of these courses. Doing this could also increase the efficiency in delivering these courses.
Recommendation 4: Consider coordination with other departments with common interests in order to offer courses in the area of Artificial Intelligence.	The Curriculum Committee is tasked with identifying the topics of Artificial Intelligence to be incorporated into the program.	The Dean's office and the Associate Dean Research and Graduate studies will assist the Graduate Program and Department in identifying opportunities in other Departments (e.g. Computer Science) at the GPD meetings, and other faculties (e.g. FEAS) through discussions with Associate Deans Graduate studies of other faculties.	Task the committee with assessing and developing a plan for incorporating AI into the graduate program through a course.	2020-2021 academic year.	YSGS fully supports the plan by the program and the Dean's office. This plan could be broadened to help address recommendation 3 above.

PRT Recommendation	BP Program Response	FOS Faculty Dean Response	Action Items	Timeline & Responsibility/Lead	YSGS Response
Recommendation 5: Consider changing restrictions on # of courses in degree that are in physics and modifying required courses to allow greater flexibility.	The program will maintain the requirement that the students are allowed to take at most one elective course outside the department, and address cases of students wishing to take two courses from outside the program on a one-on-one basis.	The graduate program has recently had a thorough and careful look at the curriculum, and will address cases where greater flexibility is required on an individual graduate student basis.	No action		YSGS is generally in support of greater electivity for students but agrees that the current ability for a student to take one course from outside the program adequately addresses this concern. This concern could be further addressed by collaborative delivery of courses with other programs.

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

PRT Recommendation	BP Program Response	FOS Faculty Dean Response	Action Items	Timeline & Responsibility/Lead	YSGS Response
Recommendation 2: Look for mechanism to increase stipends.	The aim of the program is to increase and maintain the minimum funding from $22,000 and $26,000, to $26,000 and $30,000 for the MSc and PhD students, respectively. This will be done by increasing the supervisor stipend, and obtain financial support from the Department and Faculty.	The Dean / Associate Dean have been actively advocating for funding for graduate students and will continue to do so. This advocacy has resulted in recent changes, such as 4th year funding for Ph.D. students. Moreover, the Dean introduced FOS funding specifically for graduate studies support in 2016/7 to help the graduate programs to support their students. In 2021, a faculty-wide initiative will revisit the funding formula for all FOS graduate programs, where further strategies and approaches will be explored.	Discuss the funding formula with the Department Chair and the FoS Dean/Associate Dean and assess feasibility in implementing the new minimum funding.	2020-2021 academic year	YSGS continues to advocate for increased student funding and reduced graduate program tuition. Noting that graduate student funding from the University is currently significant, it encourages the program to look into ways to increase contributions from other sources and further support supervisors in competing for external research funding.
Recommendation 6: Consider methods to provide further guidance to graduate	Procedures and tasks associated with completion requirements including plan of study, progress reports, supervisory committee	The tracking system developed by the Department, combined with recent changes in Policy and	Develop a "Graduate Roadmap" incorporating training on time-	2020-2021 academic year	The new online graduate progress tracking system is an excellent initiative from the program. YSGS also encourages the program to continue to educate students on the program's

PRT Recommendation	BP Program Response	FOS Faculty Dean Response	Action Items	Timeline & Responsibility/Lead	YSGS Response
students (e.g. website, FAQ) on subjects such as expectations regarding candidacy exam and committee meetings, complaint-resolution process (who to direct complaints to).	meetings, candidacy examinations and thesis defenses are provided to the students within the first week of their degree. A new online graduate tracking system has been developed and implemented within our graduate program where each of these tasks and processes are implemented for every student and their supervisor. In regards to procedures such as complaint-resolution, the "Graduate Supervision Guidelines" document is posted on the YSGS website.	Procedures (Policies 164), will allow the graduate program to better focus on procedures and tasks associated with monitoring the progress and completion requirements. The graduate program is encouraged to examine these Policy changes (effective on September 1, 2020) and harmonize their processes, as well as terminology, with these changes. The development of the "Graduate Roadmap" will assist students in navigating the processes, including complaint-resolution.	management, meeting-preparation and conflict resolution.		expectations and on all available options for complaint resolution.
Recommendation 7: Adopt additional EDI training/activities to support further development of EDI in Physics Dept amongst students, faculty and staff.	Ryerson University provides training on EDI; https://www.ryerson.ca/equity/ . Faculty members who were part of the Departmental Hiring Committee (DHC) were required to complete some EDI training. Currently, the program is incorporating EDI training as part of the "Graduate Roadmap" platform.	The Graduate program is also encouraged to incorporate training sessions for students, and work with the Dimensions Faculty Chair (DFC) for the Faculty of Science (FoS) in supporting the relevant initiatives. As part of a larger Faculty of Science initiative, the Graduate program will be encouraged to engage with EDI related events.	Incorporate EDI training into the "Graduate Roadmap". Consultations are in process to incorporate EDI training, such as grant writing with EDI lens, by the ECI Office.	2020-2021 academic year	The benefits of diversity in research and education are tremendous. Therefore YSGS is eager to help in any way it can to create an promote, recruit and retain diverse student, faculty members and staff. The program can encourage its students to apply for internal and external scholarships/awards that are aimed at increasing diversity, such as the recently launched YSGS awards aimed at Black and Indigenous graduate students.

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

1 YEAR FOLLOW-UP REPORT

Last Updated: December 2, 2020

Graduate Program:	**Architecture (MArch)**
Peer Review Team:	Professor Brian Lilley (Dalhousie University)
	Dr. David Theodore (McGill University)
	Dr. Andrew Millward (Ryerson University)
Site Visit:	May 22 and 23, 2018
PRT Report:	July 3, 2018
Program Response:	September 26, 2018
YSGS Response:	September 26, 2018
PPR Approved by Senate:	Apr 2, 2019

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

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

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

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[1] https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf

PRT RECOMMENDATIONS

ACADEMIC RECOMMENDATIONS

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline to Address Recommendation	MARch 1 Year Follow Up
Explore implementing a one-year course-based professional MArch with an additional second year for students interested in a thesis-based research MArch.	Agreement. The program will form a committee to consider one-year MArch degree options. The program notes that some graduate programs at Ryerson have been developing and offering a Professional Masters Diploma (PMDip). The program believes that this is a more effective route to a one-year degree. It avoids the confusion of two graduate degrees (one professional and one non-professional) or the need to considerably re-work both the graduate and undergraduate curricula in the Department in order to provide two separate tracks for a professional degree, that is, the two MArch degrees suggested by the PRT. The Department has begun investigating the opportunity of offering a PMDip in Architecture and Technology. This approach to offering a one-year degree would also serve the growth scenario discussed by the PRT and offer other benefits the PRT outlined in their recommendation. The committee will complete its work in 2019.	YSGS supports the program response. YSGS refers the program to Policy 112 for further details on the process of developing a PMDip. YSGS also notes that the Associate Dean, Programs is available to consult on the potential development of a PMDip and encourages the program to meet with the Associate Dean early on in the process.	Formed a committee to consider MArch degree options Sep 2018	Graduate Program Director, Architecture, GPC and Department of Architecture	2019	Upon closer examination the program determined that developing and offering a PMDip would result in a program that was significantly different from, and would not reflect the critical values embedded in, the current thesis-based program. For the time being the program will continue to offer the thesis-based professional program. Student feedback supports this position, and the thesis remains an important cornerstone of the student experience, and increasingly differentiates the Ryerson MArch program from a number of professional programs that have abandoned the thesis.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline to Address Recommendation	MARch 1 Year Follow Up
Make concerted efforts to have second advisors on the thesis outside of the architecture faculty, starting with advisors from Building Science, but potentially drawing from across the University: Geography, Digital Media, Fashion, Management, Urban Development, Literature, and so on.	Agreement. The program notes that procedures and policies are in place to support this recommendation. For example, the program notes that faculty in the Department whose area of teaching is Building Science have worked with graduate Architecture students as Supervisors, as Second Readers and as Program Representatives (the third member of a Thesis Committee). Students have also worked with faculty in these Committee roles who have been drawn from other Faculties and Departments at Ryerson. The Thesis in the MArch Program is formulated as a very self-directed activity and the students have every opportunity to look beyond the Department faculty to form their Committees. The program will work on raising student awareness of opportunities for having committee members from outside the program on an ongoing basis.	YSGS supports the program response. YSGS encourages the program to review the procedures accompanying Policy 164 on Graduate Status, Enrolment, and Evaluation for further details on the requirements for a Master's examining committee (specifically section 21 of the procedures).	Procedures and policies are in place to support this recommendation. The program will work on raising student awareness of opportunities.	Graduate Program Director, Architecture Graduate students Graduate Program in Architecture	Ongoing	No action required, as the procedures and policies required to support this recommendation are already in place. The program continues to encourage students to explore opportunities to work with second readers from outside the Department of Architectural Science. This has met with limited success due to a variety of issues: faculty are already committed to graduate students in their home departments, students have difficulty identifying suitable faculty, etc.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline to Address Recommendation	MARch 1 Year Follow Up
Hire additional faculty for the MArch program.	Agreement. The program notes that two faculty members have recently been hired and the search for a third position is to take place during the 2018-2019 academic year. Other positions will be filled as opportunities arise.	YSGS supports the program response. YSGS notes that the hiring of tenure-track faculty is outside of its purview. It encourages the program to continue to work with the FEAS Dean's Office on issues related to its faculty complement.	Two faculty have been hired and a search for a third position is to start. Other positions will be filled when opportunities arise.	Graduate Program in Architecture	2018-19	A new tenure-track faculty member joined the Department in January 2020, and is playing a significant role in the MArch program, having taught in the winter 2020 MArch studio AR8103, and scheduled to teach in the Fall 2020 MArch studio AR8101. He is also active in thesis supervision. The Department has been given the go ahead to hire another architecture faculty member in 2020-21. At a minimum, an additional faculty member would participate in graduate thesis supervision.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendatio	MARch 1 Year Follow Up
Undertake a fundraising campaign to add three additional stories to the Architecture Building.	Agreement. The program notes that a full study of the space resource requirements of the Department and potential costed solutions would be the first step in resolving longstanding space issues. Results of a comprehensive study would provide a focus for a fundraising campaign. The Department is keen to work with the university administration on such an initiative, and plans to investigate the possibility of additional stories being added to the building, along with a major renovation to address current deficiencies. The program, working with the department and the Faculty of Engineering and Architectural Science, will initiate a detailed study to determine building opportunities. This will be initiated in 2019.	YSGS supports the program's commitment to complete a review of the options to address its space issues. YSGS notes, however, that any potential renovations to the Architecture building are outside of its purview. YSGS encourage the program to work with the FEAS Dean's Office, the Office of Academic Space Planning, and the Provost's Office on the review.	Initiate a detailed study to determine building opportunities.	Department Chair	2019 to resolution	The recently completed Ryerson Campus Masterplan has identified the site of the current architecture building as a potential development and intensification zone. To facilitate its development the university is currently examining options to create a new architecture building on an alternative site on campus. Two potential sites have been identified, and in May 2020 FMD hired programing consultants to start the process of developing a program for such a new facility for the Architectural Science and related programs. The department has created a facilities working group that will engage with the consultants and FMD staff through the summer of 2020 to prepare a functional program.

| Undertake a general fundraising campaign (e.g., to support student scholarships and awards) and improve alumni relations. | Agreement. The program will provide leads and other relevant information to FEAS and University Advancement. | YSGS supports the program response. | Provide leads and other relevant information. | Department Chair and Associate Chair of MArch Program | Ongoing | The department has had discussions with the FEAS Executive Director, Advancement regarding fundraising priorities. Graduate scholarships were identified as one of the priority areas. Whenever offers of funding for awards come forward the department has encouraged the donner to consider graduate scholarships. Due to the larger amounts required for graduate endowed awards this has not yet been successful.

The department is working on improved communications with alumni and other external audiences by developing an external Newsletter to better inform these audiences of our activities and successes. The web site was also substantially revised in 2018 to provide consistency across all departmental programs. |

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

(If applicable) Additional points that were raised by the reviewers throughout their review, but were not part of the section titled: Recommendations.

External Reviewer's Comments	Progress to date
Significantly, the students told us they lack relevant graduate-level electives. This is especially evident where students have come through Ryerson's architecture undergraduate program.	The department continues to invite faculty to propose graduate-only elective courses based on individual research expertise.
Ryerson has an opportunity to distinguish itself by producing strong, technically-advanced MArch graduates, by building on the training Ryerson students receive in the undergraduate program.	Each year, a number of MArch thesis students pursue research topics that draw significantly on the department's expertise in building science. The graduating class of 2019 included a group of students pursuing research in the area of new wood architecture, including more technical approaches such as seeking to exploit the hygroscopic qualities of wood, or the construction opportunities offered by cross-laminated timber technologies. The graduating class of 2020 includes students pursuing research in areas such as material science, digital fabrication techniques, robotics in architecture and thermal performance.

Summary Statement/Conclusion:

We are grateful to the external reviewers for their thorough assessment of the strengths and challenges of the MArch program, and their thoughtful recommendations for the program moving forward. Significant progress has been made on some of the issues raised in the PPR, and we are looking forward to continuing to make progress on a number of fronts, from the academic quality of the program to the physical facilities that house the program.

This past semester (Winter 2020) the COVID-19 pandemic has posed unique challenges to the program – and indeed to all areas of post-secondary education, as well as every other sector – and we have been working diligently not only to deliver the best possible student experience under the circumstances, but also to leverage the lessons learned in this crisis to advance the delivery of our program and to make important innovations in architectural education. This will have implications for some of the ambitions outlined in the PPR, but at this point we are confident that these will offer at least as many opportunities as obstacles, and that the program will be able to nimbly and creatively negotiate this new landscape.

Graduate Studies

1 YEAR FOLLOW-UP REPORT

Last Updated: Dec 1, 2020

Graduate Program: **Chemical Engineering (PhD, MASc, MEng)**

Peer Review Team:
Dr. Alireza Sadeghian, Ryerson University
Dr. Ajay Ray, Western University
Dr. Michel Perrier, Polytechnique Montreal

Site Visit: May 7 - 8, 2018

PRT Report: June 15, 2018

Program Response: Sept 26, 2018

YSGS Response: Oct 1, 2018

PPR Approved by Senate: Apr 2, 2019

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs[1], 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.

For simplicity, all of this information is presented in the form of tables.

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[1] https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf

PRT RECOMMENDATIONS

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
The PRT raised a number of concerns and recommendations regarding the research productivity of the department. The first six recommendations and responses address these issues.							
1. Increase MEng enrollment.	The program notes that it admits all eligible MEng applicants with relevant academic backgrounds. It will continue to do so going forward.	YSGS supports the program response.	Admit all eligible MEng applicants with relevant academic disciplines	Associate Chair Graduate Program	Every Winter and Spring/Summer semester	The program office admitted all eligible MEng (domestic, and international) applicants with relevant academic backgrounds in Fall 2019. After consulting with all faculty members in the department, the program accepts the multiple intake admission cycle, starting Fall 2020. This action can allow faculty members to accept eligible applicants all year round, in order to increase our the enrollment of the graduate program.	FEAS Graduate office expresses concern about declining number of master's admissions in recent years: 3 in 2020-2021, 7.3 in 2019-2020, 6.6 in 2018-2019 (all FTE). This seems to be a result of declining number of master's applications as well. FEAS Graduate Studies Office is ready to support the Program and the Department in rethinking current recruitment approach and developing more aggressive strategies for attracting MASc and MEng students. In addition, although admissions of research students (PhD and MASc) was possible in FEAS since 2016, processed on case to case basis, we sincerely hope that multiple intake will result in increased number of MEng students as well.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
2. Attract in-house undergraduates for research and graduate programs.	The program notes that it has been promoting research projects for undergraduates for the last few years in an effort to attract more domestic students. The program will continue these efforts. The program also notes that it will begin promoting the option for an Accelerated MASc Pathway degree during the fall 2018 term.	YSGS supports the program response.	Grad. studies orientation, and Accelerated MASc Pathway	Associate Chair Graduate Program, Graduate Program Administrator	Fall 2018 – accelerated MASc (Done on September 12th, 2018); Winter 2019 – Grad. studies orientation (Scheduled on March 5th, 2019) and accelerated MASc (Done on January 18th, 2019)	The program continues these efforts: Fall 2019 – accelerated MASc (Done on Nov. 8th, 2019) to Year 2 students Winter 2020 – Grad. studies orientation (Done on March 3rd, 2020)	Accelerated MASc Pathway as a mean to attract excellent in-house undergraduate students seems to be working well in other FEAS graduate programs, as these students also attract external and internal competitive funding (NSERC CGS-M, OGS, RGS). Although Chem Eng program has not recruited any students through this pathway so far, FEAS Graduate Studies Office is ready to work with the program on promoting this option to both current students and faculty members. In addition, recruitment of in-house undergraduate students also depends on faculty members who teach UG courses and could be excellent champions in presenting benefits of graduate education and development of research and critical thinking skills. FEAS Graduate Studies Office is

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Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
							ready to support any effort of such nature.
3. Offer professional courses in order to generate funding and establish industrial relationships.	The PRT's suggestion of offering short courses to new immigrants, or diploma holders working in industries in Greater Toronto Area (GTA), was discussed during a Graduate Council Meeting. The majority of faculty members considered that offering short courses to industrial sectors in the GTA has no direct correlation with establishing industrial collaborations. In addition, the Program doesn't expect to attain any additional funding by offering such short courses. The program will not be adopting this option in the near future.	YSGS supports the program response.	No action is needed, because the suggestion is not adopted by the Department	n/a	n/a	No action is needed, because the suggestion is not adopted by the Department	FEAS Graduate Studies Office suggest to the Program to revisit this idea sometimes in the future, as it would increase visibility of the Program within the industry and potentially attract professionals from related disciplines. Finally, this could be an additional source of income to the Graduate Program and the Department.
4. Build additional industrial collaborations.	The program notes that many of its faculty members strive to communicate with industries in the GTA for research collaboration and funding supports through NSERC Engage, Engage Plus, CRD and/or MITACS grants. The program will continue its efforts in this area.	YSGS supports the program response.	Continuing efforts	All faculty members in the program	Ongoing	All faculty members in the program continue efforts in this aspect. For example: one faculty member secured NSERC Engage in 2019, NSERC CRD in 2020, MITACS Elevate in 2019.	FEAS Graduate Studies Office and FEAS Dean support Program's efforts. In addition, FEAS Director of Advancement and their team, currently have several initiatives in development that would increase visibility of researchers and their current graduate students in

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
							attracting industrial collaborations.
5. Consider establishing a dual PhD program with other international institutes.	The program notes that the PRT's suggestion of creating a Dual PhD program with other international institutes is creative. We are open to exploring the suggestion pending appropriate policies and guidelines from the University.	YSGS encourages the program to consult with the FEAS Associate Dean, Graduate Studies, the Associate Dean, Programs in YSGS, and Ryerson International if it is interested in discussing this option further.	No action is needed at this moment, because the suggestion is not adopted by the Department.	n/a	n/a	No action is needed at this moment, because the suggestion is not adopted by the Department.	FEAS Graduate Studies Office suggest to the Program to revisit this idea sometimes in the future, as the possibility of Dual PhD has been discussed at the FEAS Graduate Studies Committee in our regular monthly meetings
6. Recruit more out-of-province graduate students.	The program will explore and attend graduate fair events in other provinces where possible on an ongoing basis.	YSGS supports the program response. YSGS encourages the program to work with the FEAS Dean's Office to explore potential recruitment options.	Explore and attend graduate fair events in other provinces	Associate Chair Graduate Program, Graduate Program Administrator	Advertisement on 68th Canadian Society of Chemical Engineering Conference on October 28th, 2018. Fall 2019	Advertisement during 69th Canadian Society of Chemical Engineering Conference on October 20, 2019. The conference took place in Halifax, NS. GPA travelled to the conference, and setup a booth to promote the program.	FEAS Graduate Studies Office contributed to the revision of the Grad program brochure; a new departmental web site had also been developed by the FEAS MarComm team. In addition, under the sponsorship of the FEAS Graduate Studies Office, the program is being presented to the broader community of undergraduate students through participation in various regional and national student conferences/ congresses: (1) Conference in Sustainability in Engineering 2019, University of Northern

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
							British Columbia; (2) Conference in Sustainability in Engineering 2020 (U of Waterloo, Feb 2020) career fair; (3) Conference in Diversity in Engineering 2018 career fair, November 2018; (4) WISE (Women in Science and Engineering), January 2020 career fair; (5) Canadian Congress of Engineering Students, University of Alberta, January 2020 career fair, to name only some.
The PRT raised a number of concerns and recommendations regarding the curriculum and overload teaching. The next five recommendations and responses address these issues.							
7. Conduct a curriculum review.	Extensive discussions were conducted during the program's recent Graduate Program Council meeting (September 20th, 2018) regarding the Curriculum and course offering policy. The program will consider a number of options, including the deletion of courses, the consolidation of existing courses into new courses, and the introduction of required core courses. Full details on the preliminary plan	YSGS supports the program response.

YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, | Organize a meeting with Admission and Study Committee, and discuss/establish | Associate Chair Graduate Program and Admission and Study Committee | Fall 2019 | Currently, the Admission and Graduate Studies Committee and the new Associate Chair are reviewing the curriculum. One course has already been added and will be offered in Winter 2021, namely CE8610 (Aritificial Intelligence in Chem Eng). Addition and deletion of some courses are underway. | FEAS Graduate Studies Office encourages the Program to undertake curriculum review as soon as possible. It is understandable that additional delay may occur due to COVID-19 circumstances; however, we encourage Associate Chair to form a smaller, ad-hoc committee who would be |

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
	are available in the program's full response to the PRT recommendations. The review will take place during the 2018-2019 academic year.	Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.					able to commence this at the faster pace.

8. Change course offering policy.	The program will revise its course offering policy as follows, effective Fall 2019:
	(1) Six courses in total will be offered in an academic year. Additional courses will be offered based on students' request and sufficient enrolment.
	(2) The six courses in Item (1) will include
	    a. Three Core/Common courses, excluding CE 8100, CE 9100, and Group II.
	    b. One course on a rotational basis from each research theme of Process Systems, Functional Materials, and Water Treatment.
	(3) The PhD and MASc students will only be permitted to take courses
		YSGS supports the program response.
		
		As above, YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.
			Revise course offering policy. Due to the recent budget cut, the program considers to offer less than six courses. Currently, we plan to offer four courses in total (two Core/Common courses, and two Group II courses)	Associate Chair Graduate Program	Fall 2019	The cut in the number of course offerings resulted in unfortunate consequence that some MEng students who were gearing to complete their program in 3 terms which is the formal length of the program and also presented on the Program's website, had to extend their studies and pay tuition for additional term.
						
						In the summer 2020, this decision was revisited by the new Associate Chair and the number of courses for MEng students required to be from Chem Eng was reduced to 50%, which is also in accordance with other MEng programs in FEAS.
							FEAS Graduate Studies Office strongly support this decision by the Program and the new Associate Chair, Graduate Program.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
	from Group I (i.e., courses that are not cross-posted with the Undergraduate Program) (4) MEng students will be allowed to take a minimum of 70% of their courses from either Group I or Group II of the Chemical Engineering Graduate Program.						
9. Hire more new faculty members.	The program notes that two faculty hires have been approved in the Department: one is a new faculty position and the other is a replacement of a retiring faculty member. Both positions are expected to be filled by July 2019.	YSGS supports the program level response. Although the hiring of new RFA faculty is outside of its purview, YSGS encourages the program to continue to work with the FEAS Dean's Office on issues related to its faculty complement. YSGS notes that the curriculum review could have implications for faculty hiring and that these implications should be considered going forward as well.	Request of two new faculty positions was approved by the University and the Dean's office of FEAS	Chair, Department Hiring Committee	Fall 2019	The Department interviewed four faculty candidates in February, 2019, and three faculty candidates in April, 2019. One candidate joined the Department in July, 2019 to replace the position of a retired faculty member.	FEAS Dean supports hiring more faculty members. One position was approved for July 2020 hiring; however, due to the COVID pandemic the interviews were supposed to be held virtually. The DHC decided not to continue with hiring process as they were not feeling sufficiently confident in the virtual interview process. FEAS Dean's office encourages hiring of a new faculty member in the upcoming cycle

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
10. Offer fewer research-focused courses with small student enrollment numbers.	Please see the program's response to recommendations 7 and 8 above.	YSGS supports the program response. YSGS agrees that courses with low enrolments should not be regularly offered. As above, YSGS further notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.	Revise course offering policy	Associate Chair Graduate Program	Fall 2019	The program offered two research-focused courses in 2019-2020: one course from Functional materials, one course from Process Systems. Although these two courses are research-focused courses, the program was able to ensure enough	FEAS Graduate Studies Office caution the Program to carefully consider cutting the course offering, for the reasons described above, in Point 8. Therefore, this is another reason why curriculum review should be commenced sooner rather than later.
11. Consider Internships as course substitution.	The program considers the suggestion of substituting elective courses with an industrial internship is more suitable for the undergraduate students in the Department of Chemical Engineering. Graduate students must finish 4 core courses as their course	YSGS supports the program response. YSGS notes that if the program considers offering an internship in the future, any changes to the program's	No action is needed, because the suggestion is not adopted by the Department	n/a	n/a	No action is needed at this moment, because the suggestion is not adopted by the Department.	FEAS Graduate Studies Office supports Program's decision at this point. However, in the long run, we urge the Program to consider successful example from Bio-medical Engineering Graduate Program which introduced internship option for MEng

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
	requirement. The program considers the industrial internship doesn't have the necessary theoretical backgrounds as the core courses. The program will not move forward with this recommendation.	curriculum must be made in accordance with Ryerson University Policy 127.					students that would substitute for 2 elective courses (out of 10 courses in their degree requirement). In this case, the 4 mandatory core courses requirement would not be compromised. This option may be a point to attract more domestic MEng students.
The PRT raised a number of concerns and recommendations regarding the availability of research resources. The next three recommendations and responses address these issues.							
12. Approach CFI to set-up a central lab.	The program discussed this recommendation in its recent Graduate Program Council meeting (September 20th, 2018). The program will contact the Office of the Vice-President Research & Innovation (OVPRI) at Ryerson University to start planning a CFI proposal in Infrastructure Operating Fund. Furthermore, the majority of faculty members in the Department agreed to approach NSERC RTI grant to acquire specialized research instrument as a short-term strategy.	YSGS supports the program response. It encourages the program to continue to pursue funding to improve the labs and other infrastructure for its graduate students. YSGS encourages the program to consult with the FEAS Dean's Office prior to its discussions with the OVPRI.	Consult with OVPRI	Associate Chair Graduate Program	Fall 2019	No action was taken in Fall 2019. Associate Chair Graduate Program planned to focus on other issues as the first priority, and planned to postpone this action to Fall 2020, or later.	FEAS Dean and Associate Dean for Research and Partnerships welcome any proposal of such magnitude from the Program & Department.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
13. Approach NSERC RTI for additional funding.	Please see the program's response above to recommendation 12.	YSGS supports the program response.	Continuing efforts	All faculty members	Fall 2019	Continuing efforts	FEAS Dean and Associate Dean for Research and Partnership support any approach from the individual faculty members that would enhance research abilities, attract more graduate students and enhance Graduate Program
14. Create a Research equipment inventory and make it known to all departmental members.	Currently, the Department hosts 15 research laboratories for all faculty members. In its newly-developed website (https://www.ryerson.ca/chemical/research/), an inventory of research equipment in each laboratory is listed.	YSGS supports the program response.	The inventory list is on the website. The inventory will be updated annually during Spring/Summer semester	GPA	Fall 2019	Continuing efforts. The program notified faculty members to update their research equipment to GPA in June 2020. GPA will update the inventory by the end of Summer 2020.	FEAS Graduate Studies Office support this effort. However, we consider that developing and maintaining an inventory of research equipment would be more suitable for technical officers, rather than the GPA. Website updates are under the purview of FEAS MarComm team
The PRT raised a number of concerns and recommendations regarding the program culture. The next six recommendations and responses address these issues.							
15. Hold more departmental symposia.	The program notes that graduate students from across the university hold a GRADShowcase event annually in August. The program's graduate students are informed and encouraged to participate	YSGS supports the program response. YSGS also encourages the program to promote other faculty- and university-wide graduate student events to its	Advertise the event and encourage graduate students to attend the event	GPA	Every Spring/Summer semester	GPA advertised the event to all graduate students and encouraged students to attend the event.	FEAS Graduate Studies Office and FEAS Dean's office encourages the Program and the Department to start organizing even small-scale events, as this could be an attractive demonstration of

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
	in this event. The program will also consider hosting its own events within the Department when the number of MASc and PhD students sufficiently increases.	students, faculty, and staff.					faculty members' research and work by graduate students to current undergraduate students and potentially be used as a recruitment tool.
16. Hold a departmental 3MT competition.	The program notes that YSGS holds a university-wide 3MT competition annually. The program's graduate students are informed and encouraged to participate in this event. The program will also consider hosting its own competition within the Department when the number of MASc and PhD students sufficiently increases.	YSGS supports the program response.	Advertise the event and encourage graduate students to attend the event	GPA	March, 2019	GPA advertised the event to all graduate students and encouraged students to attend the event.	In addition, 3MT and other Faculty and university wide events are also promoted by FEAS Graduate Studies Office through weekly eNewsletter that targets graduate students and FEAS social media (Twitter, Instagram handles: @FEASGrad)
17. Invite more external speaker for Seminars.	The program notes that it currently invites external speakers for seminars. It will continue to make ongoing efforts in this area.	YSGS supports the program response.	Continuing efforts	Associate Chair Graduate Program	November 19th, 2018	The Department organized three seminars delivered by three faculty candidates: April 29, 2019: Dr. Adam Westbrook April 30, 2019: Dr. Nariman Yousefi May 2, 2019: Dr. Hamidreza Sadeghifar	FEAS Graduate Studies Office encourages the Program to increase offerings of external speakers, beyond seminars offered by candidates for RFA positions. Current situation with mandated virtual program delivery allows for inviting speakers/ research collaborators from all over the world.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
						The department continues to make ongoing efforts in this area.	
18. Invite librarians to provide Seminars.	The program will start organizing seminars with librarians on an annual basis in Fall 2018.	YSGS supports the program response.	Invited a librarian to introduce Ryerson Library resources	Associate Chair Graduate Program	October 1st, 2018	The program organized a seminar with a librarian on October 1, 2018.	FEAS Graduate Studies Office supports Program's effort and encourages continuation of such events on more frequent basis.
19. Provide soft skills workshops.	The program notes that the FEAS Dean's Office has provided several soft skills workshops during the past year, including Writing Café, Stress Management, Teaching Skill Development, etc. The program's graduate students are fully-informed and encouraged to participate in those workshops, as well as the GRADTalks events organized by YSGS.	YSGS supports the program response. YSGS encourages the program to continue to support graduate student participation in soft skills workshops.	Advertise events of FEAS workshop series in conjunction with YSGS GRADtalks	GPA	Fall, 2018 Winter, 2019	Advertise events of FEAS workshop series in conjunction with YSGS GRADtalks	FEAS Grad Studies Office's Fall workshop series Get Going and Winter Series Keep Going have been offered the 5th year in a row. These workshops in addition to offerings by YSGS are additionally advertised through weekly eNewsletter that targets graduate students and FEAS social media (Twitter, Instagram handles: @FEASGrad)
20. Create more social events for graduate students.	The program notes that it has a Chemical Engineering Graduate Students Association (CEGSA). CEGSA does hold social events for students occasionally. The Department also provides an annual fund towards the social events. The Program Office will	YSGS supports the program response. YSGS also encourages the program to promote faculty- and university-wide graduate student events to its students.	Work with CEGSA to organize social events or meetings at least once in a semester	Associate Chair Graduate Program, and GPA	Fall 2018 Winter 2019 Spring/Summer 2019	Associate Chair Graduate Program and the president of CEGSA exchanged the ideal of creating social events for faculty members and graduate students in the program.	Chemical Engineering Graduate students have also been strongly represented in the FEAS Grad Ambassadors for the past 5 years, and actively organized and participated in various social

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
	work with CEGSA to organize more social events and professional activities.					The president of CEGSA conducted a survey to graduate students. No further action to organize the event was taken place from CEGSA.	events such as boardgames and trivia nights, attending Ryerson Rams games, archery tag, gingerbread competition, bbq, bowling, pumpkin carving, scavenger hunts, but also industry link tours
The PRT raised a number of concerns and recommendations regarding the clarification of program and student responsibilities. The next three recommendations and responses address these issues.							
21. Review the currency of graduate courses.	As noted in the response to Recommendation 7 above, the program will conduct a curriculum review. This will include a review of the currency of all graduate courses.	YSGS supports the program response. As above, YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127.	Establish the review mechanism with Admission & Study Committee	Associate Chair Graduate Program, and the Admission and Study Committee	Winter 2019	Currently, the Admission and Graduate Studies Committee and the new Associate Chair are reviewing the curriculum. One course has already been added and will be offered in Winter 2021, namely CE8610 (Aritificial Intelligence in Chem Eng). Addition and deletion of some courses are underway.	FEAS Graduate Studies Office encourages the Program to undertake curriculum review as soon as possible. It is understandable that additional delay may occur due to COVID-19 circumstances; however, we encourage Associate Chair to form a smaller, ad-hoc committee who would be able to commence this at the faster pace.
22. Explore more consistency in the allocation of TA hours.	The program notes that graduate students are only allowed to have a maximum of 130 hours per semester or a maximum of 390 hours per academic year, based on TA/GA	YSGS supports the program response.	Work with the Department, so that the allocation of TA hours is in line with TA/GA	Associate Chair Graduate Program, GPA	Spring/Summer and Fall semesters in each year	During the academic year of 2019-2020, the program worked with the Department administrator to distribute	FEAS Graduate Studies Office supports Program's efforts on this matter, especially considering that income from GA/TA contracts is counted as a part of the FEAS

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Chemical Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
	Collective Agreement. Occasionally, a few graduate students might receive additional TA/GA hours, due to their superior past performance, their chemical engineering expertise, and the shortage of available applicants (due to low graduate student number). The program will work with the Department to minimize the inconsistency of TA/GA allocation. It is expected that the consistency of TA/GA assignment would be improved when the number of graduate students grows.		Collective Agreement			TA/GA hours to all PhD, and MASc students more evenly.	Guaranteed Funding Package for all research students.
23. Implement a policy requiring the active engagement of the Supervisory Committee.	Currently, each doctoral student is required to submit an annual report to their Supervisory Committee, in order to gather the committees' timely feedback on their research progress. The program will maintain this mechanism.	YSGS supports the program response. YSGS also encourages the program to refer to Ryerson University Policy 164 for further information on the duties of supervisory committees.	Maintain the current mechanism	Associate Chair Graduate Program, GPA	Fall, 2018	The program still keeps this mechanism. Supervisors who have PhD students in their research groups are notified by GPA in June, to submit the supervisory committee progress report by the end of the current academic year.	FEAS Graduate Studies Office supports Program's efforts on this matter not only because this is required by the Ryerson Senate Policy 164 but also because the renewal of guaranteed funding depends on satisfactory feedback by the supervisory committee.

(If applicable) Additional points that were raised by the reviewers throughout their review, but were not part of the section titled: Recommendations. These points have all since been addressed

External Reviewer's Comments	Progress to date
Setup Seminars as a regular course, i.e. a scheduled time, and venue.	The program office changed Seminars from a milestone course, to a regular graduate course in February 2019

Summary Statement/Conclusion:

The program thanks the PRT for their thorough assessment on the strength and challenges of Chemical Engineering Graduate Program, and for their comprehensive recommendations in terms of increasing research productivity, connecting with industrial collaborators, maintaining graduate students' well-being and soft skills, fostering program culture, and promoting program's visibility.

The program thanks the University, YSGS, and the Dean's Office of FEAS for their supports on the approval of new faculty positions, and graduate student scholarships. Highly qualified personnel is one of the vital components in this action plan. With the addition of the new faculty member in the program, more external grants are secured. The population of graduate students is expected to increase. These will set off constructive ripple effects on research productivity, and program visibility for the years to come.

1 YEAR FOLLOW-UP REPORT

Graduate Program:	**Civil Engineering (PhD, MASc, MEng)**
Peer Review Team:	Dr. Ata Khan, Carleton University, Ottawa, ON
	Dr. Amir Fam, Queen's University, Kingston, ON
	Dr. Chil-Hung (Henry) Cheng, Ryerson University, Toronto, ON
Site Visit:	December 10th and December 11th, 2018.
PRT Report:	Jan 2, 2019
Program Response:	Mar 4, 2019
YSGS Response:	Mar 6, 2019
PPR Approved by Senate:	June 4, 2019
1 Year Follow Up Report Due:	June 4, 2020

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

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

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

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[1] https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf

ACADEMIC RECOMMENDATIONS

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Civil Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
ACADEMIC RECOMMENDATIONS							
1. Increase capacity by adding three new faculty members in the Transportation Geotechnical, and Project Management areas.	Agreement. Submit annual requests from the Department to the FEAS Dean. This will occur on an ongoing basis (full program response on page 4 of its response to the PRT report).	The hiring of new RFA faculty is outside of YSGS's purview. YSGS encourages the program to continue to work with the FEAS Dean's Office on issues related to its faculty complement. YSGS also notes that the PRT "observed that there exists a gender imbalance among the faculty members of the program" (page 8 of PRT report). YSGS encourages the program to consider this issue in future faculty hiring.	Submit annual requests to FEAS Dean.	Civil Engineering Department Chair	Ongoing	The Department has continued to seek support of the new positions in the area of geotechnical engineering, structural engineering, transportation engineering, and construction management and engineering.	To date, no positions have become available. The FEAS Graduate Studies Office echoes the comment from YSGS for the program/ department to consider a gender balance and other demographic inclusions in future hiring: with 27% female graduate students in Civil Engineering, having <10% of the female faculty underestimates the importance of these role models for our student body.
2. Reinstate the PhD program in Transportation.	Agreement. Consult with YSGS if formal approval is required. This will occur in 2019-2020? (full program response on page 5 of its response to the PRT report).	YSGS notes that the addition of Quality Council approved "fields" is considered a major curriculum revision under Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.	Consult with Associate Deans in FEAS and YSGS; develop curriculum change proposal; obtain the approval of the graduate program council; submit change request	Associate Chair for Graduate Studies	Before the end of Fall 2019	The transportation field was not approved in the 2008 program periodical review, due to the lack of critical mass of faculty required. As per the letter from YSGS Dean Jennifer Mactavish in June 2012 regarding the program letter on June 4th requesting reinstatement of the Transportation	FEAS Graduate Studies Office supports Civil Engineering Graduate Program's efforts to promote Transportation within this graduate program.

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Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Civil Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
						Engineering field, the approval is not necessary because "fields are not required as part of the QC approval process" and we can promote the area of Transportation Engineering within the program.	
3. Enhance the geotechnical engineering part of the curriculum.	Agreement. This is one strategy for improving graduate course offerings under the Department's 5-year Strategic Plan. The program will continue to work on initiatives to identify the best options. This will occur in 2019-2020 (full program response on page 5-6 of its response to the PRT report).	YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.	Continue work on the initiatives to identify the best option(s); create a development plan	Associate Chair for Graduate Studies	2019/2020	The program curriculum has been modified and all geotechnical courses are now coded or re-coded in a separate group (CV86xx), which was approved in 2018.

Ongoing revision of geotechnical courses is part of the systematic review of the program curriculum. | FEAS Graduate Studies Office supports Civil Engineering Graduate Program's efforts in ongoing review and revisions of the graduate curriculum. |
| 4. Infrastructure Engineering should be strengthened, in association with Structures, Geomatics, and Transportation. | Agreement. The Program has also been working on two new initiatives, including a PMDip in Infrastructure Management and the field of infrastructure asset management within the current Master's and PhD programs. Further, the Program has been involved in discussion with the Department of Architectural Science about a possible new | As above, YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes. | Continue work on the options (i.e., additional field, new PMDip and joint program); create a development plan | Associate Chair for Graduate Studies | 2019/2020 | Discussions occurred during the initial preparation of possible joint graduate programs on Project Management in the Built Environment between the Architectural Science and Civil Engineering departments, including Master of Project Management (MPM) and Master of Applied Science in Project Management in the | The Program, and specifically Dr. Arnold Yuan, had discussions with FEAS Associate Dean Graduate Studies about this PMDip on April 25th, 2019. The framework for the development of the PMDip as well as accompanying forms have been provided to Dr. Yuan at that time. |

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Civil Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
	joint PMDip and Graduate Programs on Project, Construction and Infrastructure Management. The Program will continue to work on these initiatives to identify the best option(s) (full program response on page 6 of its response to the PRT report).	YSGS also notes that if the program is interested in developing a PMDip it must be done in accordance with the Ontario Universities Council on Quality Assurance Quality Assurance Framework. Moreover, the development of any graduate programs (including PMDips) must be done in accordance with Ryerson University Policy 112. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential PMDips or other graduate programs.				Built Environment (MASc) in 2018 and 2019. The Department of Architectural Science decided to proceed with the program, and submitted a LOI of the program, with the support of the Civil Engineering department, in terms of courses and faculty members. A draft proposal for the PMDip on Infrastructure Asset Management was prepared by Arnold Yuan and circulated in 2018-2019. The follow-up discussion on the PMDip on Infrastructure Asset Management occurred during the graduate council meeting on Jan 24, 2020. The plan is to move forward a LOI of the program, which will be hosted by the Civil Engineering department.	FEAS Associate Dean looks forward for the next step and reviewing the LOI in the nearest future.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Civil Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
5. Systematically review the curriculum. Specifically, course contents can be fine-tuned to meet Provincial PhD and MASc degree level expectations. It is recommended to monitor and implement quality control of graduate courses such that content is not watered-down to meet the abilities of certain student groups. This penalizes stronger and/or more specialized students.	Agreement. The Program is currently undergoing a systematic review of its current curriculum together with course contents. This will be completed in 2019 (full program response on page 6 of its response to the PRT report).	YSGS supports the program response. As above, it notes that any curriculum modifications must be done in accordance with Ryerson University Policy 127. YSGS encourages the program to pay particular attention to ensuring its learning outcomes are met as a part of the curriculum review.	Revisit the program's learning outcomes; review the program's curriculum and courses; review the mapping between courses and the learning outcomes	Associate Chair for Graduate Studies	2019/2020	The systematic review of the program curriculum is still ongoing – currently at the level of individual specialty groups including construction and project management, environmental, geomatics, geotechnical, structural, and transportation.

The revised curriculum is expected to be submitted to FEAS and YSGS in Fall 2020 for approval by February 1, 2021 and be effective starting Fall 2021.

A new course, CV83XX Earthquake Engineering and Seismic Design, was approved by April 3, 2020 council meeting. | FEAS Dean's office supports all Program's efforts and looks forward to reviewing the proposed curriculum changes prior to sending them to YSGS, as per Policy 127. |
| 6. Consider offering courses in statistical methods and GIS. | Agreement. The Program will consider this as a part of its curriculum review (full program response on page 6 of its response to the PRT report). | YSGS supports the program response. As above, it notes that any curriculum modifications must be done in accordance with Ryerson University Policy 127. YSGS also encourages the program to explore if cross-listings with other programs could address | Explore the option of co-listing of CE8140 Statistics in Engineering vs. developing a new statistics course (Note: the program has already offered | Associate Chair for Graduate Studies | 2019/2020 | Currently, both CV8311 Risk and Reliability for Engineers and CV8400 Road Safety have statistical components, and they are included in the curriculum review that the Program is currently undertaking in order to determine the best integration | Based on the informal information from the CE8140 Statistics for Engineers' course instructor, enrolment by the students from the Civil Engineering Graduate Program has been consistent |

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Civil Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
		any identified course needs, so as to avoid unnecessary duplication.	CV8505 GIS for Civil Engineering)			into the Program. Students also have options to take CE8140 – Statistics for Engineers open to all graduate students in FEAS.	and strong since the course began 4 years ago.
7. Consider offering part-time MASc and PhD programs.	Agreement. The Program will discuss these options in a Graduate Program Council meeting (full program response on page 7 of its response to the PRT report).	YSGS notes that any changes to the program's curriculum must be made in accordance with Ryerson University Policy 127. Under the policy, the addition of a part-time option is considered a major curriculum modification. YSGS also notes that consultation with the University Planning Office would be required in order to determine the revenue implications of such a change. YSGS encourages the program to consult with the Associate Dean, Graduate Studies in FEAS and the Associate Dean, Programs in YSGS on any potential curriculum changes.	Consult with Associate Deans in FEAS and YSGS; discuss within the Graduate Program Council Consult with UPO if the Council decides to add part-time options; develop the curriculum change proposal	Associate Chair for Graduate Studies	Fall 2019 Winter 2020	Delayed due to the temporary change of PD in Fall 2019 and COVID-19 in Winter 2020. The information about part-time graduate program offerings in Ontario universities has been collected in Winter 2020. Consultation with the department advisory council about the possible P/T offerings occurred on April 20, 2020 during the Annual Advisory Council meeting. Further discussion within the program and final decision are expected in later summer 2020 or early Fall 2020, so the submission can be made before February 1, 2021.	The possibility of the development of part time research programs (MASc and PhD) has been on a table of the FEAS Graduate Studies office for some time, not only in light of the evolvement of graduate studies in our disciplines, increased funding and collaboration with industry, but also to be competitive with other engineering graduate programs in Ontario and Canada who already have this option. These efforts have been delayed due to the COVID-19 situation and related priorities that the pandemic imposed on all of us. FEAS Graduate Studies office welcomes this initiative and invites representatives of the Civil Eng. Grad program to the working group that is

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							being formed in the Fall 2020. The FEAS Dean's office looks forward to the review of the contributions that the Program already have made to date.
8. Consider offering some graduate courses in the evening.	Agreement. The Program will discuss these options in a Graduate Program Council meeting (full program response on page 7 of its response to the PRT report).	YSGS supports the program response. YSGS encourages the program to consider offering courses that accommodate student demand (e.g., spring/summer offerings). YSGS also notes that these decisions would also have implications for any potential part-time option (as discussed above).	Encourage faculty members to teach classes from 6:00 to 9:00 pm	Department Chair, Associate Chair for Graduate Studies	Ongoing	We have continued to encourage evening teaching by both faculty members and CUPE instructors.	FEAS Graduate Studies office supports program's efforts on this issue.
9. Consider offering the MEng program in both	The Program believes this is already possible in the current program (full program	YSGS supports the program response. YSGS agrees this is	N/A	N/A	N/A	N/A	N/A

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course and project formats, as well as allowing students to move from one format to the other.	response on page 7 of its response to the PRT report).	already possible in the current program.					
10. Consider accepting University of Toronto and McMaster University students in Ryerson University courses.	The Program notes that this is already being done through the OVGS (Ontario Visiting Graduate Student) program. The Program has been accepting students from University of Toronto, McMaster University, University of Waterloo and Western University, etc. through the OVGS program and will continue to do so.	YSGS supports the program response. YSGS notes that OVGS is a mechanism for graduate students registered at other universities to take courses at Ryerson University.	N/A	N/A	N/A	N/A	N/A
11. Investigate expanding the recruitment of self-funded students and domestic students outside of Ontario.	Agreement. In 2020, the Program will explore ways of better utilizing scholarship programs in other countries (full program response on page 7 of its response to the PRT report).	YSGS supports the program response.	Explore ways of better utilizing scholarship programs of other countries	Associate Chair for Graduate Studies	2019/2020	As per the new FEAS funding model established in 2018, we do not accept any self-funded students, except for those with government scholarships.	It is the Faculty's decision that we will not have unfunded research students, and implemented as a part of the FEAS Strategic Plan 2015-2020

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Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Civil Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
12. Develop a plan and tools to assess student progress towards GDLEs.	Agreement. The current course-GDLE mapping table will be reviewed in the context of the systematic review of the Program curriculum and courses. A plan and effective tools to monitoring the progress will be developed.	YSGS supports the program response. YSGS encourages the program to consult with Ryerson University's curriculum development consultants to explore potential options. YSGS also notes that any potential changes to the program's learning outcomes must be made in accordance with Ryerson University Policy 127.	Consult with the university curriculum development consultants; develop plan and tools	Associate Chair for Graduate Studies	2019/2020	The review of the current course-GDLE mapping table is part of the systematic review of the program curriculum. The plan and tools for monitoring the progress will be developed in 2020/2021.	FEAS Graduate Studies Office supports the Program's efforts
13. Develop strategies to recruit out-of-province domestic graduate students.	Agreement. The Program's website is now undergoing redesign and this will be taken into consideration to highlight the uniqueness of the Program. Further promotional materials will be developed to distribute to other institutions outside Ontario.	YSGS supports the program response. YSGS also encourages the program to consider additional in-province recruitment strategies as well.	Develop strategies for recruiting students outside Ontario	Associate Chair for Graduate Studies	2019/2020	Ongoing – continue to work on social media promotion and revision of the program brochure.	FEAS Graduate Studies Office contributed to the revision of the Grad program brochure; a new departmental web site had also been developed by the FEAS MarComm team. In addition, under the sponsorship of the FEAS Graduate Studies Office, the program is being presented to the broader community of undergraduate students through participation in various regional and national student conferences/ congresses: (1) Conference in Sustainability in Engineering 2019, University of Northern British Columbia; (2)

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							Conference in Sustainability in Engineering 2020 (U of Waterloo, Feb 2020) career fair; (3) Conference in Diversity in Engineering 2018 career fair, November 2018; (4) WISE (Women in Science and Engineering), January 2020 career fair; (5) Canadian Congress of Engineering Students, University of Alberta, January 2020 career fair, to name only some._

_It is also important to mention the recruitment of exceptional undergraduate students through the Accelerated MASc Pathway: out of 14 FEAS students who have gone through (or still are in) this program for the past 2 years, 7 of them are from Civil Engineering. Five of them received NSERC CGS-M funding towards their full time MASc studies. The program should continue supporting recruitment of excellent undergraduate students through these means. |

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14. Facilitate alternative communication paths for graduate students to freely voice any concerns they might have.	Agreement. The Program will continue to encourage students to use existing channels, but also consult with them to explore if they prefer alternative communication paths (full program response on page 8 of its response to the PRT report).	YSGS supports the program response. YSGS also encourages the program to make students aware of other avenues to voice concerns (e.g., Associate Deans in FEAS) or for support (e.g., counselling services). YSGS also encourages the program to stress the role supervisory committees play in resolving student concerns related to their research. Ryerson University Policy 164 contains further information on the duties of supervisory committees.	Consult with faculty, students and admin/technical staff to identify alternative paths	Associate Chair for Graduate Studies, Program Administrator, Civil Engineering Graduate Course Union, FEAS Graduate Studies Office	Fall 2019	The planned consultation was not done as scheduled due to the temporary change of PD in Fall 2019, as well as COVID-19 in Winter 2020. However, students are continuously encouraged to raise issues and concerns to their supervisors, PA, PD and Department Chair, and through the supervisory committee and the student representatives in the Graduate Council.	Over the past 5 years, graduate students in the Civil Engineering have been very active in self-organizing and being a driving force behind several initiatives such as the creation of the Graduate Students Council within RSU, taking active participation in FEAS Grad showcase, and YSGS GRAD Showcase. Civil Engineering Graduate students have been playing a pivotal role as Grad Ambassadors and in creating social networks with and amongst graduate students in other programs in FEAS. In addition, a Ryerson Senate graduate student representative in the 2019-2020 year was from the Civil engineering. It is a hope of the FEAS Graduate Studies Office that this will continue in the future.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Civil Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
15. Enhance morale among MEng students.	The perception, if any in the Program, may come from the factors that MEng students don't receive any funding support from the Program and generally not from faculty members because the MEng program is primarily designed as course-based program. Some MEng students may also have had trouble when attempting to find a supervisor for Directed Studies and/or degree project. The Program's Recruitment and Admission Committee will analyze the MEng cohorts over the years and look into the balance between the number of MEng students accepted into the Program and the workload required from faculty members to provide proper supervision.	YSGS supports the program response. YSGS, however, also encourages the program to investigate the possible sources of low morale amongst MEng (and other graduate) students. YSGS also encourages the program to ensure that expectations are clear for MEng students, particularly with respect to funding.	Consult with MEng students; develop preventive measures	Associate Chair for Graduate Studies	2019/2020	Ongoing – Associate Chair has communicated with all MEng students to advise them to discuss with faculty members whose specialization is in their area of study and who may accept to be their advisor. Currently, we have a large number of MEng students are under PD's administrative advising. We have added explicit information about program nature and funding on the program website, and will explore with the admission office the possibility of adding the same information in application forms.	FEAS Graduate Studies Office supports Program's efforts in addressing these matters and offers any help that may be required.
16. Encourage students and supervisors to have a meeting with Technical Support Staff early on in the research project.	Agreement. The Program will consult with both technical staff and students/supervisors to develop the best approach to encourage such meetings.	YSGS supports the program response.	Consult with staff, students and supervisors to develop approaches	Associate Chair for Graduate Studies	Fall 2019	The planned consultation was not done as scheduled due to the temporary change of PD in Fall 2019, as well as COVID-19 in Winter 2020.	This could be considered an internal departmental issue. FEAS Grad Studies office supports the Program's response.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	Civil Engineering 1 Year Follow Up	FEAS Graduate Studies Office follow up
17. Encourage faculty members to visit the labs periodically to get a feel and an update for space constraints.	Agreement. (full program response on page 8 – 9 of its response to the PRT report).	YSGS supports the program response.	Encourage faculty for such communications	Department Chair, Associate Chair for Graduate Studies	Ongoing	Ongoing	N/A
ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS							
18. Add net new space to the department.	Agreement. Submit annual requests from the Department to the FEAS Dean. This will occur on an ongoing basis (full program response on page 5 of its response to the PRT report).	YSGS supports the program response, but it notes that space allocations are outside of its purview. YSGS encourages the program to continue to work with the FEAS Dean's Office on issues related to space.	Continue identifying critical space need and submit requests to the FEAS Dean	Department Chair	Ongoing	The Department has been working with the FEAS Dean and FMD to acquire a storage space for materials used by Materials professors and their graduate students for their research. A design has been made and the project is in the bidding stage. The space for a wet lab in the CUI building, to be shared by Drs. Rania Hamza and Elsayed Elbeshbishy, has been allocated upon the department request. Drawings were shared with the contractor and it is currently in the planning/budgeting stage for renovations.	The Faculty and the Dean's office has been working with Departmental Chair to secure wet lab space and support tenure track (Dr. Hamza), and recently tenured (Dr. Elbeshbishy) faculty members. The COVID related lockdown may have slowed down the renovations, but still those labs are amongst the first which received approval for controlled access of PIs and research students.

Table below shows additional points that were raised by the visiting team during the review, but were not part of the section titled Recommendations. These points have all since been addressed.

External Reviewer's Comments	Progress to date
"updating contents of courses that are offered in association with undergraduate courses"	Part of the systematic curriculum review - we aim to detach all these courses from undergraduate courses starting Fall 2021.

Summary Statement/Conclusion:

Relatively good progress has been made in terms of the systematic review of the program curriculum and a few other recommendations related to the review, although the proposed timeline for addressing some recommendations has been delayed due to the temporary change of the Associate Chair in Fall 2019 as well as the impact of COVID-19. We expect to complete most proposed actions by February 1, 2021, which is the deadline for submitting curriculum changes for Fall 2021. Addressing and implementing the PRT's recommendations will help improve the quality and delivery of the program.