

# **SENATE MEETING AGENDA**

**TUESDAY, MAY 4, 2021**



## SENATE MEETING AGENDA

**Tuesday, May 4, 2021**

**Via ZOOM Video Conferencing**

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**5:00 p.m. Committee of the Whole Discussion:**

**Pages 1-2** Initial Consultation on Proposed School of Medicine

**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 May 4, 2021 meeting.*

4. Announcements

**Pages 3-20** 5. Minutes of the Previous Meeting

**Motion:** *That Senate approve the minutes of the April 6, 2021 meeting.*

6. Matters Arising from the Minutes

7. Correspondence

8. **Reports**

**Pages 21-27** 8.1 **Report of the President**

8.1.1 President's Update

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Pages 28-30

## 8.2 Communications Report

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### 8.3 Report of the Secretary

#### 8.3.1 Senate Elections Update

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### 8.4 Ombudsperson Report: K. Addo

[https://www.ryerson.ca/senate/senate-meetings/agenda/2021/Ombudsperson\\_2019\\_2020\\_AnnualReport.pdf](https://www.ryerson.ca/senate/senate-meetings/agenda/2021/Ombudsperson_2019_2020_AnnualReport.pdf)

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Pages 31-53

### 8.5 Committee Reports

#### 8.5.1 Report #W2021-4 of the Academic Standards Committee (ASC): K. MacKay

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Pages 31-53

8.5.1.1. Periodic Program Review for Accounting and Finance – Ted Rogers School of Management

**Motion:** *That Senate approve the Periodic Program Review for Accounting and Finance – Ted Rogers School of Management.*

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Pages 54-100

#### 8.5.2 Report #W2021-4 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari

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8.5.2.1. Interim Provost's Update

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Pages 55-99

8.5.2.2. Revised Policy 61: Student Code of Non-Academic Conduct (J. McMillen)

**Motion:** *That Senate approve the revised Policy 61: Student Code of Non-Academic Conduct.*

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Page 100

8.5.2.3. Waiving of residency requirements for graduation as stipulated in Policy 46 Section 2.5. c., that requires students to complete a minimum of 50% of their program at Ryerson University on a

one-time only, exceptional basis for Midwifery students transferring from Laurentian University to Ryerson in 2021, due to the unforeseen and sudden closure of the Laurentian program. Contingent upon the Ministry providing the funding to Ryerson to assume half of Laurentian's students (K. MacKay & C. Hack)

**Motion:** *That Senate approve the waiving of residency requirements for graduation as stipulated in Policy 46 Section 2.5. c., that requires students to complete a minimum of 50% of their program at Ryerson University on a one-time only, exceptional basis for Midwifery students transferring from Laurentian University to Ryerson 2021, due to the unforeseen and sudden closure of the Laurentian program. Contingent upon the Ministry providing the funding to assume half of Laurentian's students.*

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Pages 101-190

**8.5.3 Report #W2021-2 of the Yeates School of Graduate Studies Council (YSGS):** C. Searcy

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Pages 104-113

8.5.3.1. New program proposal for the MSc in Occupational and Public Health (C. Searcy)

**Motion:** *That Senate approve the new program proposal for the MSc in Occupational and Public Health.*

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Pages 114-124

8.5.3.2. Periodic Program Review for the MPC in Professional Communication (C. Searcy)

**Motion:** *That Senate approve the Periodic Program Review for the MPC in Professional Communication.*

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Pages 125-138

8.5.3.3. Periodic Program Review for the MA in Immigration and Settlement Studies (C. Searcy)

**Motion:** *That Senate approve the Periodic Program Review for the MA in Immigration and Settlement Studies.*

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Pages 139-190	8.5.3.4. For Information - One Year Follow Up Reports for
Pages 139-143	i. International Economics and Finance (MA)/Economics (PhD)
Pages 144-152	ii. Philosophy (MA)
Pages 153-160	iii. Applied Mathematics (MSc)
Pages 161-167	iv. Urban Development (MPI)
Pages 168-178	v. Mechanical and Industrial Engineering (PhD/MASc/MEng)
Pages 179-190	vi. Public Policy and Administration (MA)

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9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

13. Adjournment

# Proposed School of Medicine - May Senate Committee of the Whole Discussion

## Background Context

In a March 25 [Ryerson Today story](#), President and Vice-Chancellor Mohamed Lachemi announced that, as part of its budget measures, the provincial government would be providing financial support to Ryerson University in the planning for a proposal for a new institute of medical education in Brampton. Consultations with members of the Ryerson community began with a webinar on April 23 and continue with an [online questionnaire](#) that will be available until June 18th. In addition, the Vice-President, Research and Innovation, Steven N. Liss, will be holding weekly one-hour sessions, open to all members of the Ryerson community, via Zoom from May 6th to June 14th. Additional information can be found on the [online engagement portal](#).

This Senate Committee of the Whole discussion is an important part of the preliminary internal consultation process and is designed to inform the Senate about the process underway and invite contributions to the planning process. Along with the other consultation activities underway, key findings, themes, and insights will be synthesized and shared in a 'what we heard' report.

The School of Medicine development will be informed by the university's [SRC Health Strategy](#). The strategy focuses on integrating urban health and well-being initiatives that centre the experiences of individuals, families, and communities in four key priority areas: the health of urban communities, health care access and delivery, understanding disease, and technology in care.

The creation of a new School of Medicine impacts all aspects of the University and in recognition of that, the School of Medicine Planning Committee has been formed and consists of broad representation from across the institution including all of the Faculties as well as the administrative offices. The committee's mandate is to guide Ryerson's approach to the proposal development in a strategic and coordinated manner. This coordination is especially important given the focus of the proposed School of Medicine on community-based care.

The Planning Committee is guided by a [Terms of Reference](#) and is following [Senate Policy 112](#), which governs the Development of New Graduate and Undergraduate Programs. The Planning Committee will oversee the process for the School of Medicine development, consultation, and approval to ensure that the University is making coordinated decisions for program development, resource allocation, and external regulatory compliance.

## Committee of the Whole Agenda Overview

- VPRI presentation (5:00 - 5:10)
- Senate Consultation Questions (5:10 - 5:45)
- Questions from Senators (5:45 - 5:55)
- Wrap up (5:55 - 6:00)

## Questions to Guide Senate Committee of the Whole Discussion

1. What core values and principles should guide the development of Ryerson's proposed School of Medicine?
2. Equity, diversity, and inclusion are core values for Ryerson University. In what ways could Ryerson be bold and innovative in developing a diverse, equitable, and inclusive School of Medicine?
3. What impact do we want Ryerson School of Medicine graduates to have on their communities and on healthcare? What are the pressing healthcare challenges they need to be ready to address?
4. What kinds of challenges do you anticipate for Ryerson during the School of Medicine proposal development process? How might we navigate these challenges?
5. Given the global COVID-19 pandemic, your knowledge of Ryerson, and your own interest in the School of Medicine, if you had three wishes for a Ryerson School of Medicine, what would they be?

**SENATE MINUTES OF MEETING****Tuesday, April 6, 2021****Via Zoom Video Conference****MEMBERS PRESENT:**

<b>EX-OFFICIO:</b>	<b>FACULTY:</b>	<b>STUDENTS:</b>
L. Barnoff	R. Adams	J. Schmidt
D. Brown	S. Benvie	T. Schneider
D. Cramb	T. Burke	D. Scofield
G. Craney	D. Checkland	N. Thomlinson
T. Duever	M. Dionne	C. Thompson
C. Falzon	L. Escandon	M. Vahabi
C. Hack	S. Farshadfar	A. Valeo
G. Hepburn	A. Ferworn	I. Young
R. Iannacito-Provenzano	N. George	
M. Lachemi	E. Ignagni	
S. Liss	L. Kolasa	
K. MacKay	L. Lavallée	
J. McMillen	A. McWilliams	
I. Mishkel	P. Moore	
D. O'Neil Green	D. Oguamanam	
C. Searcy	R. Ott	
C. Shepstone	R. Ravindran	<b>EX-OFFICIO STUDENTS:</b>
P. Sugiman	H. Rollwagen	J. Rodriguez
D. Taras	S. Sabatinos	S. Satisch
D. Young	J. Saber	
S. Zolfaghari	I. Sakinovsky	
<b>SENATE ASSOCIATES:</b>		<b>ALUMNI:</b>
A. M. Brinsmead		N. Di Cuia
R. Kucheran		S. Rattan
N. Ponce de Leon Elphick		
<b>REGRETS:</b>	<b>ABSENT:</b>	
G. Carter	G. Bramesfeld	
J. Dallaire	S. Maitman-Markowski	
R. Noble	J. Spagnuolo	
	H. Zarrin	

1. Call to Order/Establishment of Quorum

2. Land Acknowledgement

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

3. Approval of the Agenda

**Motion:** *That Senate approve the agenda for the April 6, 2021 meeting.*

R. Ravindran approved; A. McWilliams seconded.

**Motion Approved.**

4. Announcements - None

5. Minutes of the Previous Meeting

**Motion:** *That Senate approve the minutes of the March 2, 2021 meeting.*

R. Ravindran approved; G. Hepburn 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. Medical School Planning Grant**

On March 24, the Province delivered its 2021 budget. The budget described the government's top three priorities of:

- combatting COVID-19
- supporting long-term care, and
- caring for the people of Ontario.

I'm pleased to share that, as part of the budget, the Province announced a planning grant that will support Ryerson in developing a proposal for a medical school in Brampton. We believe that Ryerson can offer a new approach to medical education in Ontario that will help shape the future of healthcare.

We requested \$1-million from the Province to aid in the development of the full business case for the first new medical school in almost two decades in Ontario that is focused on five pillars:

- Community-centric primary care and the social determinants of health
- Expanded use of technology to better meet patient needs
- Interprofessional practice
- Providing culturally competent care
- Focusing on the aging and supporting seniors as a growing portion of our society gets older.

The planning grant commits the Province to work with Ryerson in the full development of the medical school, creating a path for the final approval, hopefully expected in 12 to 18 months. Through the planning grant, we will engage in broad and meaningful consultations to develop a detailed plan including:

- curriculum
- a research plan
- a strategy for student placements, and
- an operating and financial plan.

We know that there are several other universities that are vying for a new medical school and this announcement is evidence of Ryerson's well-earned reputation as a leader in innovation. Planning for a medical school is led by the School of Medicine Planning Committee, chaired by Steven Liss, Vice President Research and Innovation. A series of consultations with students, faculty, staff and alumni will begin in the near future. I encourage you to take part. The first discussion of the Senate will be on May 4 where we will have a Committee-of-the-Whole discussion about the proposal of a medical school. I encourage all Senators and the rest of the community to be part of the consultation process that will take place in a few short months.

## **2. 2021-22 Budget: Government Funding Update**

The government confirmed core funding to universities with no cuts to base grants. We are maintaining the same level of grants and this situation has been happening for 10 years now; with no inflation factor. They are focusing on ensuring access to learners through investments in areas that foster life-long learning, such as virtual learning, micro-credentials and a new Ontario Jobs Training Tax Credit. The Province did not provide any information on the tuition fee framework for 2021-22 or any substantive investments that help universities deal with our core inflation. We are committed to working with this government to advance our common goals.

## **3. Planning for Fall 2021**

We know that faculty and students are eager to know what activities might be taking place on campus in the Fall. While many details continue to evolve, at this time we are optimistic that we will be able to safely open our campus to some degree in the Fall.

We continue to monitor provincial regulations related to physical distancing and public health guidelines. If social distancing remains a requirement, it will limit our capacity in classrooms.

It is our goal, as shared with the community, that by June 9 -- 90 days prior to the start of the fall term -- we will provide our community with an update on what the Fall semester will look like.

#### 4. Video

This video reflects on the past year and all the many ways that our community rose to the challenge, and all that we accomplished together. See: A Year of Resilience at Ryerson - <https://www.youtube.com/watch?v=LF2u8MDbE4I>

#### Comments/Questions:

Q. When is the opening of the school date? How long is the consultation period going to be so it is effective? I think that besides faculty, staff and alumni that we need to consult with community members, and I'm thinking more specifically those whose identities usually put them at the margins of receiving proper health care (indigenous communities, etc.).

A. I cannot tell you when the school will be open because this is a long journey and we will be having a discussion at Senate with a Committee of the Whole meeting. As I mentioned, the full proposal will take a minimum of one year and this is why it's important to engage all possible stakeholders and that discussion will be open to all of us. Of course, if we are talking about a medical school that is focusing on those pillars, I think it is important to reach out to those communities that will benefit from this innovative institution. Since this is going to be proposed to Brampton, Peel and beyond, I think it's very important to reach out to communities in the 905 region. The timing is very early for anyone of us to tell you when it will start. The government gave us the green light, which is a good sign, to come up with a full proposal. From here to proposing something complete to the government it will take about a year to a year and a half then after that it will take some time for the government to get back to us. We will keep everybody informed and will include everybody as part of the consultations.

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

#### 8.3 Report of the Secretary

##### 8.3.1 Senate Election Results 2021-2022

The Secretary welcomed three new Senators (Robert Ott, FCAD chair representative; Laurie Jacklin, Interim CUPE President; and Michael Dick, non-voting CUPE Associate). The Senate election results are included in the agenda. The alumni Senator election will take place in June so we will not have the results updated until that month.

#### 8.4 Committee Reports

##### 8.4.1 Report #W2021-3 of the Academic Standards Committee (ASC): K. MacKay

###### 8.4.1.1. Certificate review for Emergency Management and Response Planning – Chang School

**Motion:** *That Senate approve the certificate review for Emergency Management and Response Planning – Chang School.*

K. MacKay moved; G. Hepburn seconded.

A. Ferworn – We created this certificate about 10 years ago. In this time, the certificate has created many new positions for people interested in Emergency Management (from those who were unemployed with no training whatsoever to those who have related degrees to Emergency Management).

Thomas Bezruki, Lead Instructor – presented a slide on the Emergency Management Certificate Program and students who have graduated from this program. This program was tailored in the last minute to cater to the pandemic response. The content of the program is updated on a regular basis with the change in dynamics of COVID-19.

**Motion Approved.**

8.4.1.2. Certificate modifications to Emergency Management and Response Planning – Chang School

**Motion:** *That Senate approve the certificate modifications to Emergency Management and Response Planning – Chang School.*

K. MacKay moved; N. Di Cuia seconded.

**Motion Approved.**

8.4.1.3. Discontinuing the certificate in Fashion Coordination and Styling – Chang School

**Motion:** *That Senate approve discontinuing the certificate in Fashion Coordination and Styling – Chang School.*

K. MacKay moved; I. Young seconded.

**Motion Approved.**

8.4.1.4. Discontinuing the certificate in Financial Planning – Chang School

**Motion:** *That Senate approve discontinuing the certificate in Financial Planning – Chang School.*

K. MacKay moved; G. Hepburn seconded.

**Motion Approved.**

8.4.1.5. Discontinuing the certificate in Media Writing Fundamentals - Chang School

**Motion:** *That Senate approve discontinuing the certificate in Media Writing Fundamentals Chang School.*

K. MacKay moved; R. Ott seconded.

**Motion Approved.**

8.4.1.6. Discontinuing the certificate in News Studies - Chang School

**Motion:** *That Senate approve discontinuing the certificate in News Studies – Chang School.*

K. MacKay moved; N. Di Cuia seconded.

**Motion Approved.**

8.4.1.7. Remove from the table item 8.4.1.5. from the November 3, 2020 Senate Agenda Meeting: New Minor in Innovation and Zone Learning

**Motion:** *That Senate remove from the table item 8.4.1.5. from the November 3, 2020 Senate Agenda Meeting: New Minor in Innovation and Zone Learning.*

K. MacKay moved; C. Falzon seconded.

**Motion Approved.**

8.4.1.8. New Interdisciplinary Minor in Innovation and Zone Learning

**Motion:** *That Senate approve the new Interdisciplinary Minor in Innovation and Zone Learning.*

K. MacKay moved; C. Searcy seconded.

**Comments/Questions:**

C: I have the same concerns I raised in October, 2020, and when the presentation was made in January 2021 - the first thing is the title, which is mostly, except for the word “innovation” about the “how” you learn. I looked at the list of minors and all of our other minors, with the exception of the one for Entrepreneurship and Innovation, all are exclusively about the “what” you learn, and the “what” here is almost subterranean throughout much of the proposal. On the question of academic content, I recognize that different schools of thought within Ryerson have a different conception of what academic content consists of. But there is a line to somehow be drawn. There were so many streams in this proposal, some of them would clearly count as significant application of academic content. Some of these other streams, e.g. the scientific discovery zone, there are three streams. The first is participate where you have to show an interest in learning how to solve problems, and learning about the evidence-based approach to innovation – well some of that is going to be academic but there are already other courses that cover that material. Regarding the five stages mentioned in the January presentation, all those things are well and good but I fail to see how they are academic and why we would be giving those to people in a stream; they will be getting two academic credits towards their degree and probably one-fifth of these streams look vague. The academic part of it is about the “what”, not the “how” and so it relates back to the naming.

The final point: at first, I thought it was a self-minor for students in Computer Science and RTA but it's sort of telltale that to take these courses you should already be in the zone. This looks very much in accord with Section 7.4.1 of the Minors section in Policy 1 – The Curriculum policy, which states "*a minor can include a secondary area of study either for personal interest beyond degree program or an area of specific expertise related to the degree that will serve their career choice*". That looks like this fits it very well. But then, 7.4.2 says: "*there can be exclusions where the subject area of the minor is too closely related to the core studies of the program*". With RTA and Computer Science it looks like you're getting an extra practicum by calling it a minor. To me the whole idea of a minor seems to be something that is distinct enough and that troubles me.

A: I do think that part of what is emerging here is an interdisciplinary approach to problem-solving which has the academic rigor of what you are seeking although it might be in a form that is novel. But there is a large body of research about design innovation and the methodologies of it. The faculty involved in this as well as the people involved in the zone are cognizant of those methodologies and are applying them throughout all of the teaching and development of this particular minor.

C: I would like to counter a bit. My interpretation of learning and the value of a degree from a university is the process of reasoning of which a certain amount of understanding the "whats" is absolutely essential and I don't think that's lost in this. The application of those "whats" and the way to reason is something that the zones are all about and I fully support this effort.

C: I don't really understand what you mean by academic given that we have all these learning outcomes across the university that specifically state things like: 'will be exposed to'; will develop an awareness of'; will create this or that. None of us actually read any of that. Can you define what you mean by academic?

A: Academic content – much of it has to do with application. My point was that some of the streams presuppose almost nothing. They seem to duplicate what's in other courses. As I said at the incubator, accelerator and probably at the ideation stages, that looks academic to me but the attempt to bring almost anybody at those softer stages, it looks like exposure to the whole idea of innovation and entrepreneurship. Academic would include something that is evaluable.

C: I think this brings up good questions and I don't think it is antiquated thinking. It is part of the evolution we go through as an institution in society, as new ways of learning, new approach, so I think we may agree here. I think there are new ways of learning that is beneficial to the student. To me no word captures that. Innovative or zone learning doesn't capture that. We are giving it meaning. What it means to me is an inspirational way of thinking outside the box through design, through innovation. Here's why I'm so supportive of this. We are bringing three aspects of Ryerson, not only the concept of zone learning and hands-on entrepreneurship, but we are also bringing formidable Faculties and departments (Computer Science, Science and FCAD) and together I genuinely believe there is incredible academic strength and value that goes beyond a formula of how we should define.

C: I value these questions. The nature of this minor is that there are four courses that are maybe more on the academic side of learning what we are talking about and two that are on the experiential side. However, the nature of the courses that we folded into the minor are

different than just the activity in the zone that's why we have been motivated to do this. The activity in the zone does get credit, but it's not built into something that could be part of the minor. We want to formalize that. We want the chance to apply more methodology to the approach of engagement as in experiential learning. We give academic experiential learning credit for things like internships that are less structured. We do allow that. The key to judging and evaluating that kind of experiential learning are things like reflection. Are you able to reflect back analytically on what you did and put that into words; are you able to make a structure in advance, test those theories and then reflect back on what the outputs were. That's exactly what is built into this version of courses that are in the zones. These courses that make up part of the zone activity and part of the minor pass the curriculum committee in multiple schools, they are taught by CUPE and assessed by CUPE and are structured more like a regular course than other zone activity. That's why we want to formalize it because we want to bring some of that into the fold of understanding knowledge creation, etc.

C: I wanted to provide a comment from the perspective of a student in RTA. As an RTA student in FCAD, I experienced first-hand the importance and value of hands-on practical learning, and nothing gets more practical than the opportunity to enroll in a minor that encourages that entrepreneurial spirit, collaborating across Faculty with other students. In our so-called traditional sense of academic courses, I sure learned a lot about knowledge-based theories, about media and production but I couldn't know what exactly they meant until I applied them in our labs. I have been working on an app targeting this issue exactly. Working on this app, I've been learning more about academic theories, traditional sense of learning and this practical application are equally important. In my opinion as a student, I have to say that the leaders of the future are well-rounded people with a diverse set of skills. So unless I got involved in one of the zones as an FCAD student, that opportunity to practice my entrepreneurial spirit would not be available to me. From a student's perspective, it makes the diversity in skills and learning more available and encourages more students to explore their interests that is not limited to pure production or pure coding but rather, a combination. Also, it opens up possibilities of what could be created out of this minor.

C: I just wanted to reiterate that the minor is in line with our Policy 2: Undergraduate Curriculum Structure.

C: I have come to understand through the discussions exactly where everything is aimed for. While the wording may not show exactly how measured and how the steps will go from 1 to 2, I believe the course outlines and the course learning goals that are going to be defined can do this and I am supportive of the minor as it is presented.

C: I'm not questioning the value of a lot of stuff in the zone and I'm not questioning its importance – it builds all kinds of life learning, but I'm asking about academic credit. I still don't feel people have addressed it. There is a significant shift in the name of experiential learning to those kinds of life skills and to a degree that's fine, I support it, but somewhere there is a line and this troubles me.

C: I think I stated this before in October and January. My concern is – this is a critique of all of us, and I'm including myself in this critique – that we keep separating something as basic as making our programs very accessible as a separate thing. So this I see it as a missed opportunity to actually focus or maybe bring what Ryerson has – we have a school of Disability Studies for example. We could have actually imbedded it to make it something different, unique or maybe innovative to actually be the leaders in complying with legislation, especially when you're

talking about Media. We have a whole piece of legislation talking specifically about communications and technology under the AODA. The second thing, I have heard a lot of people talk about culture change, innovation and thinking, and being self-critical and embracing all of that uniqueness, by having hands-on practical experience, we can actually learn the difficult skills. One of the most difficult skills that one could possibly learn is to recognize how, by advancing technology, we are leaving behind marginalized fronts just for the advantages they have. How to identify issues of racism in AI technology which are very, very real. And that is something that we actually could learn, and I see this as a critique because I'm invested in this and I could have brought this maybe a little bit more forcefully, but I've brought this up twice before. Ryerson, we talk about equity but then we practice business. While we are teaching the students to be innovative and entrepreneurial, how are we making them aware that there is a lot of people with disabilities who have one or two degrees but, are left out by the margins because a lot of the solutions are not accessible. The same goes for personal and systemic bias for anti-Black racism and anti-indigenous racism and all the other discriminatory acts that we all have learned and practice daily whether we are aware or not.

C: M. Lachemi – We have one of the zones that is doing exactly what you are asking. The Social Venture zone is doing fantastic work in areas where we do not want people to stay behind. One of the most successful start-ups that we have in the DMP in the last 10 years is with a student with a disability who came from FCAD, developed an app and now it is shared with people around the world. Your point is very important but I can tell you that is also part of the process.

C: Computer Science faculty has realized that we have to make changes. Part of our standard curriculum – a course CPS412 - addresses exactly the issues you talk about and every Computer Science student takes this course (issues of equity, ethics and bias are all things that make our algorithms better).

C: With this upcoming minor, we are looking at the intersection between Arts and Science and the collaborative nature of that has proven to be immensely powerful.

### **Motion Approved.**

#### **8.4.1.9. For Information:**

- i. Certificate in Music: Global and Cultural Contexts: Course Addition (Elective)
- ii. Certificate in Occupational Health and Safety: Course Description Change
- iii. Certificate in Project Management: Course Deletion (Elective)
- iv. Certificate in Film Studies: Course Repositioning (CMPPF300 and CMPPF301); Course Addition (CMPPF207)

#### **8.4.2 Report #W2021-3 of the Academic Governance and Policy Committee (AGPC):** S. Zolfaghari

##### **8.4.2.1. Interim Provost's Update**

###### **1. Appointments**

Pamela Sugiman has been re-appointed dean, Faculty of Arts, for a five-year term. A highly

respected leader, professor, sociologist and researcher, Pam joined Ryerson in 2006 and brings a wealth of experience to this role. Her new term is effective July 1, 2021.

## **2. Fall 2021 Planning**

In planning for Fall 2021, a number of return-to-campus course delivery options are being considered, which reflect a variety of scenarios. There are many factors to consider as we review our options, such as the areas that would benefit most from in-person instruction, the technology needs of faculty and students, and the evolving public health advice.

- The most pressing factor is space, as the government's current two-metre distancing requirements are preventing most universities from holding classes on campus in person and Ryerson is no exception. This will create significant restriction on how much in-person activities we can plan for the Fall term.
- The Ontario Council of Academic Vice-Presidents is reviewing the regulations and discussing where there might be flexibility. Ultimately, we want students to have a positive learning experience, even if it's not on campus, and we do not want to put any members of our community at risk.
- We hope to share our finalized approach soon, as we're aware of the many scheduling deadlines across the university that are dependent on these decisions.

## **3. Budget Planning**

Three virtual budget town hall consultations were held to give members of the Ryerson community the opportunity to discuss our 2021-22 budget in a public forum. Those who attended have been able to share their feedback anonymously through virtual polls. We also held additional consultation meetings with Union Groups (including RFA, CUPE, OPSEU), Students of the Board and Student Societies (including RSU, CESAR, TRSS, RESS, RCDS, RSS, RCSS, RLAS, RLSS and RGSU)

## **4. Responding to Anti-Asian Racism**

Ryerson continues its work in response to the alarming increase in anti-Asian hate crimes and acts of racism toward Asian people in North America since the beginning of the COVID-19 pandemic.

Denise O'Neil Green, Vice-President, Equity and Inclusion, and Julia Shin Doi, General Counsel, released a statement on behalf of the university condemning racist acts, as well as calling on our community to honour the lives of the victims, and to take action towards addressing the roots of White supremacy that disproportionately impact Black, Indigenous, Asian and other racialized communities.

Student Affairs in collaboration with Student Wellbeing are leading a weekly support group to support East and South-East Asian identified students and staff at this challenging time. The online programming being offered may include topics such as building community space,

meditation, mental health & well-being.

8.4.2.2. Permit modifications to existing policies in order to facilitate the operational and logistical demands related to Ryerson's new Fall 2021 program offerings at the Universities of Canada campus in Cairo, Egypt. This will include such things as establishing culturally appropriate significant academic dates and deadlines and amending nomenclature. Senate hereby grants the Registrar authority to make such limited logistical and operational changes without further Senate approval. The Registrar will report back to Senate the changes made as soon as reasonably possible (C. Hack)

**Motion:** *That Senate will permit modifications to existing policies in order to facilitate the operational and logistical demands related to Ryerson's new Fall 2021 program offerings at the Universities of Canada campus in Cairo, Egypt. This will include such things as establishing culturally appropriate significant academic dates and deadlines and amending nomenclature. Senate hereby grants the Registrar authority to make such limited logistical and operational changes without further Senate approval. The Registrar will report back to Senate the changes made as soon as reasonably possible.*

C. Hack moved; C. Falzon seconded.

**Comments/Questions:**

C: In case anyone is curious, e.g. we actually state in our policy that Fall term classes start the day after Labour Day. This, of course, is a Canadian Labour Day, therefore we need to make the amendment for the Egyptian timelines in terms of their Fall term startup. This is a kind of change that is necessary to operationalize the program.

C: In many countries, they celebrate May 1 for working people (not necessarily called Labour Day as we do in North America).

Q: You mentioned policies, can you tell us what policies would you modify?

A: I can provide some examples, but we are currently working through the policies and there may be things that come up that we haven't yet identified. We are in the process of implementing all these plans (e.g. the academic term, we have to modify language to remove Ryerson, and they don't have a Senate, so where appeals policies refer to the Senate level of appeal, we need to change that to the terminology that's being used to support the UC campus. Some of the decision makers around appeals are different as well. These are just a few examples. They refer to different offices in a different way, e.g. an exam test centre. We have identified some things already but we do anticipate as we work towards the full launch of this program for September, there may be other things that we'll come across. When we make a change, we are ensuring is that there is no change fundamentally to the Senate approved number of weeks required in a term. That's a foundational piece, so really all we are changing is how this has to operate. We will provide to Senate all of the changes as we come across them.

Q: You are asking us to approve today a motion for something that hasn't yet happened, like the

policies that you will change have not been identified from what you are telling us. Secondly, are you able to tell us that policies that are absolutely important for students at Ryerson, such as accessibility, policy on Religious Observances, Policies on Academic Appeals, Policy 61, will all of these be included in what we are approving here today?

A: What we are referring here today are the policies that either fall under the Registrar's Office or policies that we execute on behalf of Senate and the University. The policies you refer to are being reviewed by a different group, either by the Office of the Vice-Provost students or Senate, or the Academic Integrity Office. I am referring in this motion to the policies that fall within our prevue or where we are required to apply the policy. Most of these changes to operationalize this initiative will fall into the procedures. There are just a few instances where there is a reference to something very specific in policy that won't work, either culturally or date or it is an Egyptian holiday.

### **Motion Approved.**

8.4.2.3. Renaming of the Faculty of Law (proposed name will be presented confidentially at Senate) (S. Zolfaghari)

**Motion:** *That Senate approve the renaming of the Faculty of Law (proposed name will be presented confidentially at Senate).*

S. Zolfaghari moved; I. Young seconded.

D. Young spoke to this motion: The Law School is very excited for this change. As many of you know, Lincoln Alexander has been a trailblazer in Canada, being the first Black Member of Parliament, devoting his life to public service and education and we believe that his name puts value to the understanding of the access to justice, racial harmony and progress. The initial discussion around Lincoln Alexander's name happened about 18 months ago, before I arrived on campus. I have taken this as a motion to Faculty Council of the Law School and it has been approved. We have gone to Lincoln Alexander's family for approval and input, and we have gone to certain community members to identify support for this. I just wanted to say a few words, if you will indulge me to say a little about the Law School and what we've done as we are at the end of our first year. We are hoping to have a ceremony celebrating the naming of the Law School at the end of the year. We have done an incredible job, I think, at the Law School. There's a lot to tell you but I won't go into all of the detail, but there's a few things about the Law School that demonstrate why the name of Lincoln Alexander might be so appropriate and so meaningful to us. Just like Lincoln Alexander, we have many students at the Law School and Ryerson who are from immigrant families –

- 75% of our students are eligible for financial aid;
- 75% of our students are the first in their family to attend Law school;
- 50% of our students are racialized;
- Starting on July 1, 93% of our Faculty will be members of equity-seeking groups;
- Our administrative team is 100% from equity-seeking groups and 80% of people of colour.

We have more than 2500 applications for admissions. We are well above the diversity markers that we were last year, and we are taking our commitment to social justice seriously and we believe that Lincoln

Alexander's name will bring stature to the Law School both nationally and internationally, and we are very excited about this naming.

C: M. Lachemi - You mentioned that he was the first Black person to be a member of the parliament. He was also the first Black Lieutenant Governor of Ontario and the first Black Chancellor at Guelph University. Many things to celebrate. This is why we wanted to keep this information confidential and why you didn't have any material in the agenda. We have to do this in partnership with the Senate, with the Board, and with the family. We wanted to make sure we protect the information. Once we get the approval from Senate, we can share the information with the rest of the community.

Q: Part of the Standing Strong Taskforce has been gathering information from the community about the university's approach to commemoration in general. Currently, Ryerson does not have robust guidelines on commemoration. I believe there are some policies in University Advancement related to donors and how names get attached to programs or buildings, etc. I'm just wondering, did you sketch out guidelines for the selection process, or how did that work?

A.: M. Lachemi – You mentioned the policy that we have with Advancement and that is actually a policy that is used when we are seeking donations or gift for a name. In this situation, this is very different. This is actually our initiative to name the Law School after Lincoln Alexander. We are not asking a single dollar from the family. I think it's very clear that the way we are doing this will send a strong signal to the community but we can also use this as a platform to do fundraising. People who believe in social justice and the importance of diversity, I think they would be pleased with this. I know the Dean and the Advancement team are working hard on the fundraising effort, but fundraising is not to ask from the family, but from friends and others.

C/Q: I admire Mr. Alexander. I think that as a Black man, as an immigrant person, he had to fight White supremacy and all the racism - institutional racism – that any immigrant person has to face; education, etc. Where are you seeing the benefit for Ryerson? The name of a Black man who had to suffer a lot of this on its own is commendable, it's a trailblazer, but what I'm saying is, are we equally putting the same effort to dismantle anti-Black racism not just from the Law School, but are we making tangible efforts to dismantle anti-Black racism because otherwise, it would be very offensive to, yet again, benefit from a Black person's name and life to sell our Faculty of Law without really being mindful that at every day, every moment and every class at Ryerson, there are discriminatory acts happening and some of them can be traumatizing enough that students have to quit. This also goes, not just for those who are Black, but for Black and queer, Black and disabled and all the other groups at large. I guess I'm asking to be mindful that if we are going to choose this person's name, how are we holding ourselves accountable today, and tomorrow and the day after. If you open up your zoom, look at the faces that are here in this very privilege space, which is the Senate. How are we including Black students, Black faculty, Black members of the Senate to have this conversation? I feel very mixed emotions because I like what Mr. Alexander represents but what are we effectively doing to dismantle racism?

A: M. Lachemi – Thank you for your question. It's very unfortunate that you are using all problems that we have in the world to put it in a motion that we should be celebrating. You know that we are putting a lot of efforts to combat all types of racism. But when we discuss about something

that is historical and we are doing very different from other universities – you are bringing only the problems. I am very proud of the Ryerson community. You mention diversity – I think we celebrate diversity; I think we are very diverse and I am very proud of this university. As a non-White person, I am offended by comments like this.

A: D. Young – I can only speak about this from my perspective. I have been in higher education for going on 30 years – all within the legal academy, mostly in the United States. I was part of the AAUP (American Association of University Professors) and I actually left my job thinking that maybe the academy was not always for me. I have felt isolated in my role as a professor. I have witnessed discrimination. I have since coming back to Toronto witnessed and been subjected to anti-racism. I loved my job; I wanted to stay in the States, but Ryerson drew me here because of its mission of anti-Black racism, anti-racism, the way that it approached the Law School, and I've been learning more and more about Ryerson. I'm speaking as the Dean of the Law School to serve the public, to being aware of racial injustice, gender injustice, homophobia and anti-Asian discrimination and violence, and I believe that Lincoln Alexander represents in his name what the Ryerson Law School is trying to do. We've only been in operation for only one year so far, we have a lot more to do. We haven't gotten there yet. We are trying – 50% racialized students; 93% members of equity-seeking groups in our Faculty. It's a small Faculty but we are growing and doing this in the right direction. Before this was announced and before there was a decision made, Lincoln Alexander's family was brought into the discussion. I inherited this, as this was a decision that was being made/explored before my arrival. I didn't know when I accepted the deanship that this was in the process and learned this after I got to be dean. One of the things I was concerned about, was what role the family had to play in that decision, and it was heartening to me that the university reached out to the family to make sure that this was what they wanted and that they thought his name meant. They have been completely in favour of this and very supportive. I want to make it very clear that there might be issues at Ryerson and there are issues at the Law School, there will always be issues in higher education. I learned it first-hand as a person who was a member of the AAUP and did nothing for a year except hear complaints and serious complaints by faculty members about how the administration and how other faculty members were discriminating against them, how their academic freedom was being violated, how shared governance was being completely ignored. I learned something about higher education, and I have only been at Ryerson for a year, but I have not seen that level of dysfunction at Ryerson, and I have never seen such a commitment to social justice, racial justice, gender justice in any other institution. I have to say that Ryerson is going to do this right and I have complete faith that this will help us achieve our goal of social justice at the Law School. I am very much in favour of this motion.

**Motion Approved.**

C: M. Lachemi - Congratulated D. Young and her team, and all those who worked very hard to get us to this point.

8.4.2.4. Renaming of the Faculty of Communications and Design to The Creative School  
(S. Zolfaghari)

**Motion:** *That Senate approve the renaming of the Faculty of Communications and Design to The Creative School.*

S. Zolfaghari moved; R. Ravindran, C. Falzon, L. Lavallée, R. Ott seconded.

C. Falzon spoke to this motion: This is an exciting time for FCAD. This Faculty has been talking about the need for a name change for many years. In fact, it was my predecessor, Gerd Hauck, who presented it nine years ago. At the time, it was agreed that we needed to do more work to be more of a cohesive Faculty. Since then, over the last 10 years, the Faculty has gone through a transformation and I'm happy to say that we are happy for the next stage of having a common vision pronounced to Canada and the world, not just to the academic world and the professions but society as a whole and internationally. The truth is that FCAD is the incredible mix of nine profound, professional schools and several interdisciplinary hubs that have been created over the last few years that provide a unique experience for the students and unique educational institution in Canada. Over the last several years, we have introduced so many new things that you are familiar with – e.g.: the creative innovation studio, the creative technology lab. We have a research chair in creativity, and creative industries. After years of research and thinking, the conclusion has been that the best descriptor of everything we do is the word "creative". The Creative School. Coming out with a strong, bold adjective like "creative" with a new meaning of the word "creative" which is beyond just making, but also design thinking, problem solving, new social narratives. We have had a lot of support for this vision throughout the school and with our alumni and throughout the professions that we are in. I'm very happy to present this to Senate for your consideration.

**Comments/Questions:**

- C: I'm starting my 15<sup>th</sup> year now at FCAD – when you look at our nine schools like Dean Falzon mentioned, creative comes to mind. If you can express it in one adjective or one word, I think it would be creativity, if you look at School of Performance and even within that school there is performance acting, performance dancing, and set design where people are using programming to emulate lighting conditions on stage, not to mention the rest of the schools. I think this is a key term. I do want to add that the Dean conducted a number of school visits, townhalls over the last three months to discuss this and many were very enthusiastic about the name change.
- C: I would like to express my support for the motion to rename FCAD to The Creative School and as a new Senate representing the FCAD chairs, I want to share with everybody on Senate that there's an overwhelming majority of my colleagues that are supporting this change. We believe strongly that the name change reflects the unique and, contemporary positioning of FCAD as more than just an administrative arm, but really as a dynamic contributor and leader in the creative and cultural sectors that it serves.
- C: Over my long years at Ryerson, I have had interactions with many innovative leaders from the FCAD. One example I can give you is a PhD thesis on how the media affects human behavior. That student became a professor at Concordia and has written two or three books. Something very innovative, that really impacts society that's what really impressed me.

C: D. Checkland - I have a friendly amendment to propose. It's really not directly about this but about consequences of this.

**Amendment to Item 8.4.2.4:** *Senate affirms in approving this name change from "Faculty of Communication and Design" to "The Creative School", the shared understanding that the re-naming is done in a non-proprietary spirit, and further, that Senate expects that other uses of the term "creative" (and its cognates) and even "creative school" where any possibility of confusion is minimized, will be treated in this same non-proprietary spirit, and will not be subject to "branding" restrictions.*

M. Lachemi asked the mover S. Zolfaghari and C. Falzon if they accept the friendly amendment. They agreed.

D. Checkland – The reason behind this is not because I challenge or doubt C. Falzon's or anyone else's sincerity present at Ryerson. There are some universities that are moving in this directly very strongly and I just want Senate to put it on record. When it is a generic or specific work or specific discipline or somebody's name as a donor, benefactor or honoree, that's different. But when you are using a generic word like creative, as C. Falzon said, it's not meant to be proprietary.

C: I will vote against this proposal but my objection is not really about the use of the word "creative" is about the use of the word "school" (singular). I would say from the outset that if the proposal was to name it the "Creative Schools" (plural), I would not be saying any of this, but I'm troubled by the singular use of "school" in the proposed name, notwithstanding the assurances of chairs in FCAD don't appear to share my concern. What I'm concerned about is that it signals to me a kind of serious escalation in what I consider to be an alarming trajectory at Ryerson, and it's a trajectory that has been underway for some time. This trajectory involves an amplification of Faculties and deans, and the course on the diminution of departments and schools. We are surrounded by the evidence of this trend, particularly, when one contracts the level of funding and support attached to initiatives that originate in deans' offices with that of initiatives that originate in departments and schools. Further evidence is not too hard to find. If you look at hiring processes across the university, it is a distressingly common phenomenon to see Faculty-level priorities inserted or even allowed to influence or shape hiring priorities that really should be driven by the needs and aspirations of academic programs - programs, that were proposed by departments and schools in the first place and then approved by every council/committee of the university – Academic Standards, Senate, Board, University Planning Office, and probably more before finally being approved. When, somewhere down the road, there are retirements and other expansions of the program, the department finds itself no longer able to properly deliver the program, you would think that this would be the number one thing in terms of hiring in the department and in the Faculty. It's been my observation and it's not only in my Faculty, but these aspirations are often sidelined and ignored as other priorities prevail. I like to compare this with the phenomenon of municipalities and regional municipalities in Ontario, where regional municipalities spend a lot of money and time

trying to convince their citizens that they should identify with the regional municipality, but I've yet to run into a person from the Toronto area when asked where they are from that they respond, "oh, I'm from Peel Region". I would argue that the same thing applies with Faculties. I'm very seriously concerned about this trajectory and I think that this proposal actually perpetuates it in a very concrete and visible way and even though the departments and the schools as it is in FCAD are not particularly alarmed about this, I am alarmed about it for the message it sends to the world about what we value as a university.

C: I share the same sentiments. The name is a bit generic. About the "schools" part, I'm not sure I'm in line with but something percolated while I was listening and it was more along the lines of - The School of Creative Arts. The Creative School is generic in my view and can go beyond all of those disciplines, even engineering. It's creative in everything, even in Law. It doesn't sit well with me and I'm from the creative stream. Something along the lines of School of Creative Arts is all encompassing and envelopes all of the creative arts.

C: At the AGPC meeting, we discussed the name "Creative" and I was quite comfortable with it. There is proposed a friendly amendment of the motion, that was really nice. Secondly, many American schools use schools and faculty interchangeably, and as a result, I'm OK with the name.

C: I just wanted to reinforce what Dean Falzon said about the change. A lot of work has gone into figuring out what they want to call themselves. It seems that a vast majority of people want to call themselves this. The fact that we are here wordsmithing particular aspects of what they have already decided they want to call themselves is odd. FCAD, as it exists, is under a lot of pressure because a lot of people call themselves Communication and Design. They are making a bold statement about what they want to be called. They've had wide consultations on this and adding and "s" to schools or other suggestions will make very little difference. This is something that the will of the people have already decided themselves. We are just approving their approval.

C: I am a faculty member in FCAD and I would like to say that I support the motion to change the name, and yes, it does allow us to extend the realm of possibilities within FCAD and I think this is a positive thing. For example, I volunteer and every year I get asked if we have a program to design video games. It is part engineering, part creative, part design, communication, art – everything is in there. From the fact that with this name, we're allowing ourselves to explore those possibilities, I think it's a positive thing and I welcome that change.

C: A previous Senator's comments are directly and explicitly against this motion. In fact, I would counsel everyone and ask them to actually listen to the wider points being made. He's making a point about change in a name in the university which is more important than what he said about the name. It's really about how certain sorts of changes can happen at the university without any body actually deciding over time collectively, and just to notice that. A wonderful phrase in a book titled "Collapse", the author talked about landscape amnesia, how people don't notice the significance of how small changes are over time. The wider point is something all of us should think about – what do these kinds of gradual changes amount to, and they may amount to different things in different areas, irrespective of the point about the name.

C: M. Lachemi – I think the Senator is talking about the way that the power is divided between Faculties/Schools and departments/schools and I would say that out of this discussion, to both Saeed and Roberta, we have a group (CDD – Chairs, Directors and Deans). I think this would be a good topic of discussion among all chairs, directors and deans. My recommendation is to bring it to the group of people both Department and Faculty level to have these discussions. In terms of naming schools and Faculties, we do have the Chang School, Ted Rogers School of Management and we have just approved another – The Lincoln Alexander School of Law.

**Amended Motion – 8.4.2.4:**

*That Senate approve the renaming of the Faculty of Communications and Design to The Creative School.*

*Senate affirms in approving this name change from “Faculty of Communication and Design” to “The Creative School”, the shared understanding that the re-naming is done in a non-proprietary spirit, and further, that Senate expects that other uses of the term “creative” (and its cognates) and even “creative school” where any possibility of confusion is minimized, will be treated in this same non-proprietary spirit, and will not be subject to “branding” restrictions.*

**Amended Motion Approved.**

8.4.2.5. Department Bylaws for Languages, Literatures and Cultures (S. Zolfaghari)

**Motion:** *That Senate approve the Department Bylaws for Languages, Literatures and Cultures.*

S. Zolfaghari moved; A. McWilliams.

**Motion Approved.**

M. Lachemi – Regarding the CDD discussion, I just received confirmation from the Vice-Provost Faculty that this will be considered at the April 22 meeting of the CDD. Congratulations to the naming of two Faculties. The Lincoln Alexander School of Law will have an official celebration that will take place next month. Please stay safe, healthy, take care of yourself and have a good evening.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business - None

12. Consent Agenda - None

13. Adjournment

The meeting adjourned at 7:07 p.m.

**Ryerson University**  
**President's Update to Senate**  
**May 4, 2021**

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**CONGRATULATIONS**

*Victoria Anderson-Gardner*, a fourth-year undergraduate film student at the School of Image Arts, has won the Glenn Gould Foundation's \$15,000 Protégé Prize. Anderson-Gardner was chosen to receive the prize by 2020 Glenn Gould Prize winner Alanis Obomsawin (Doctor of Laws honoris causa '18), on the strength of Anderson-Gardner's documentary short *Becoming Nakuset*, which won the 2020 imagineNATIVE film festival's Audience Choice Award for Best Short Film.

*Anthony Brum* and *Yana Fox*, both Ryerson Law students, won the 2021 Canadian Client Consultation Competition, which was hosted virtually on March 13 and 14. In the competition, teams of two participated in simulated law-office consultations. A second Ryerson team, consisting of *Tudor Gagea* and *Safia Thompson*, finished in the Top 10. Yana and Anthony will represent Canada and Ryerson Law at the 2021 Brown-Mosten International Client Consultation Competition, to be hosted virtually in April by the Hillary Rodham Clinton School of Law at Swansea University, Wales.

*Cheri Bradish*, director of sport initiatives for TRSM, has been named one of North America's Top Sport Tech Innovators by SportTechX, a leading provider of data and insights about the global sports technology business, in the company's 2021 North American report.

*Kazik Radwanski* (Image Arts '08) has received the 2020 Rogers Best Canadian Film Award from the Toronto Film Critics Association (TFCA) for *Anne at 13,000 ft.* At \$100,000, the award is the largest annual film prize in Canada. Radwanski wrote and directed the drama feature, which premiered at the 2019 Toronto International Film Festival. TFCA president Peter Howell has said that the awarding of the prize "reflects our admiration of Kazik Radwanski's masterful filmmaking and a stellar title performance by Deragh Campbell." The film is available to stream at [digital.tiff.net](http://digital.tiff.net).

The *Ted Rogers Student Society (TRSS)* was named the Most Outstanding Business Students' Association at the 2021 Roundtable conference of the Canadian Association of Business Students, which was hosted virtually from March 12 to 14. The award recognizes progress made in managing and executing its operations. In addition, TRSS president and Marketing Management student *Brad Wells* received the All-Star President Award, given to a student society executive who goes "above and beyond their typical role or job description for the betterment of their ... business school student communities."

*Donna E. Young*, dean of the Lincoln Alexander School of Law, has received a Female Trailblazer of the Year Excellence Award in the "Academia / General Counsel" category of the 2021 Canadian Law Awards. Awardees are selected out of hundreds of nominations yearly across the country. In Donna's category, nominees were assessed according to community involvement, leadership, professional accomplishments, and contributions to gender equality in the legal profession. Donna is the only recipient in her category to be representing an educational institution.

## EVENTS & INITIATIVES

**NURSING STUDENTS AS FRONT-LINE STAFF** – In their practicum placements, fourth-year Ryerson students in the Daphne Cockwell School of Nursing are on the front lines of Toronto’s COVID-19 response. Sixty-four students are taking part in a new collaboration with Humber River Hospital whereby, in their practicum placements, they are administering vaccines, both at the hospital itself and in longterm care homes. Others are administering COVID-19 tests at major Toronto hospitals under preceptor supervision. All Ryerson nursing students in clinical placements are themselves in a priority vaccination group, and they are gaining sustained practical training that will help them—and the province—deal with any future breakouts of illness.

**WHISTLEBLOWER PRIZE** – On March 3, the Centre for Free Expression awarded its first-ever Peter Bryce Prize for Whistleblowing to Alberta physician John O’Connor. The prize honours and aims to help protect people who speak up courageously about wrongdoing and abuses of public trust. It was named after Peter H. Bryce, a federal medical inspector who in 1907 started to call attention to the devastating mortality rates in residential schools, along with their unacceptable sanitation and health practices, and who was eventually forced to retire from the public service as a result. In 2006, O’Connor began reporting on high rates of cancer among residents of the remote northern Alberta community Fort Chipewyan, whose population is predominantly First Nations and Métis, and which is located downstream from oilsands. O’Connor was subsequently fired from his job in the community and investigated by the College of Physicians and Surgeons of Alberta. He continues to press for an independent study of the issue and told the CBC he hopes the attention brought to him by the award will help.

**INTERNATIONAL WOMEN’S DAY** – During the week of Monday, March 8, International Women’s Day, the Ryerson community celebrated International Women’s Week with virtual events organized by Human Rights Services in collaboration with campus partners. The events’ overall theme was “Women at the front and centre of the COVID-19 pandemic,” and a panel discussion with that name was held on March 8<sup>th</sup>, featuring women leaders at Ryerson and beyond who addressed the pandemic’s disproportionate impact on women and the ways they have been driving change. Other events included the Alumni Relations-led discussion “Generous Futures: Women of colour challenging,” about the experiences of women of colour in charitable giving; “They Said This Would Be Fun: Black women in journalism,” a panel discussion moderated by CBC Radio broadcaster Nana aba Duncan; the workshop “Feminine Rage: Anger is for everyone!”; and panel discussions hosted by Student Life and Learning Support, the Ryerson Students’ Union, and Ryerson Women in Engineering. Ahead of the week, on March 4<sup>th</sup>, Consent Comes First, the Office of Sexual Violence Support and Education, the Faculty of Arts, and Ryerson’s Advisory Committee to Combat Anti-Asian Racism teamed up to host the discussion “Not Your Exotic: East and Southeast Asian Women Addressing Gender-Based Violence,” which was hosted by Toronto City Councillor Kristyn Wong-Tam and featured Olivia Chow, founder and academic lead at the Institute for Change Leaders; Hijin Park, Professor of Sociology at Brock University; hip-hop artist Masia One; and authors Kai Cheng Thom and Catherine Hernandez.

**GLOBAL LEARNING SYMPOSIUM** – On March 16, 23, and 30, Ryerson International hosted the three-part virtual student symposium “Equity, Access, and Inclusion in Global Learning.” Forty students from equity-deserving groups (including Indigenous students, racialized students, 2SLGBTQ+ students, students with disabilities, and low-income students) were selected to participate. The symposium, which was funded by the federal government’s Outbound Mobility Pilot Program, gathered students’ firsthand insights about global learning to develop a report outlining key findings and recommendations. Over the course of the three sessions, the students—including some who had previously participated in global learning through Ryerson and others who hadn’t—shared their experiences and feedback and were involved in the process of developing ideas for new inclusive and accessible opportunities for global learning.

**VIOLA DESMOND AWARDS** – On March 22, the Office of the Vice-President, Equity and Community Inclusion virtually hosted the 13<sup>th</sup> annual Viola Desmond Awards and Bursary Ceremony, celebrating the achievements of Black women at Ryerson and in the greater Toronto community. Held the day after the International Day for Elimination of Racial Discrimination, the event honoured Viola Desmond’s courage, defiance, and perseverance, all of which have empowered generations to continue to engage in critical dialogues about the fight for racial equity. Juanita Stephen, a part-time lecturer in the School of Child and Youth Care, received the Ryerson Faculty Award named after healthcare advocate Notisha Massaquoi, one of Canada’s leading experts in developing equity-responsive organizations; Sharmaine McKenzie, the executive director, strategic initiatives and operations in the Faculty of Law, received the Ryerson Staff Award named after Joan Pierre, whose varied career encompasses creative/artistic directing, production/stage managing, education, and event planning; disability studies student Pauline Mwangi received the Ryerson Student Award named after retired lawyer and former MP Marlene Jennings; and MP for Toronto Centre Marci Ien received the Ryerson Alumna Award named after politician and educator Daurene Lewis. This year, for the first time, there were two recipients each of the high school student award and the Ryerson student bursary, both named in honour of Desmond. A highlight of the ceremony was the chance to hear Wanda Robson, Desmond’s youngest sister, speak about Desmond’s life and story.

**INDIGENOUS HEALING GARDEN** – TRSM has launched a project to transform its almost 12,000 sq. ft. seventh-floor courtyard into an Indigenous healing garden. From March 22 to 26, it hosted three virtual consultations, inviting both Indigenous and non-Indigenous community members to share their insights and ensure the community approves of the plans. Currently, the courtyard is home to the Ted Rogers Urban Garden, where vegetables, herbs, and fruit are grown to be donated to Toronto meal programs. The current garden will serve as a catalyst for the larger healing garden, which is intended to help Indigenous students and staff feel at home on campus, to educate the entire Ryerson community about aspects of Indigenous culture, and to support students’ health and wellness. An Indigenous Advisory Circle, including Joanne Dallaire, elder (Ke Shay Hayo) and senior advisor – Indigenous relations and reconciliation, has been created to guide the project’s development.

**MEDICAL SCHOOL PLANNING GRANT** – On March 24, the Government of Ontario announced a planning grant to support Ryerson in developing a proposal for a medical school in Brampton. The proposal will detail Ryerson’s innovative approach to health education, focusing on primary care, expanded use of technology to meet patient needs, interprofessional practice, and the provision of culturally competent

care. It will build on Ryerson's substantial track record in health education, strong partnerships, diverse talent, and ability to foster career-ready graduates. The School of Medicine Planning Committee is chaired by Steven Liss, vice-president of research and innovation, and it oversees several internal working groups that will ensure that the university makes coordinated decisions for program development, resource allocation, and external regulatory compliance. The committee will lead a series of community consultations for Ryerson students, faculty, staff, and alumni this spring, to help align the proposal with the university's values, goals, and priorities.

**SIMPLY SECURE** – On March 29, Rogers Cybersecure Catalyst launched Simply Secure, a portal designed to help small and medium-sized businesses (SMB) catch up on cybersecurity knowledge and build resilience. Offered at [simply-secure.ca](http://simply-secure.ca), the portal is built around the free e-learning course "Cybersecurity Fundamentals for Business Owners," in nine e-learning modules and the related handbook "10 Steps to an Effective Cybersecurity Program." Simply Secure is inviting researchers and organizations to submit white papers to be published on the site. Its launch featured a webinar on cybersecurity involving representatives of the Ontario government, the Canadian Federation of Independent Business, the Toronto Region Board of Trade, and Cyber Defence Corporation. Sonia Sidhu, MP for Brampton South; Prabmeet Singh Sarkaria, Ontario associate minister of small business and red tape reduction; and Brampton Mayor Patrick Brown all contributed video messages of support.

**LINCOLN ALEXANDER SCHOOL OF LAW** – On April 6, Ryerson announced that its Faculty of Law will be renamed the Lincoln Alexander School of Law at Ryerson University. The renaming will be made official during the faculty's inaugural year-end celebration, to be held virtually on May 6. The faculty's namesake was a renowned lawyer and distinguished public servant who broke ground as the first Black MP in the House of Commons, the first Black federal minister, and subsequently, the first Black Lieutenant Governor of Ontario (from 1985 to 1991). Alexander then served five terms as chancellor of the University of Guelph. Throughout his life, he fought racism and discrimination, and for his pioneering contributions, he was appointed to the Order of Ontario and as Companion to the Order of Canada. By naming our law school after him, Ryerson honours his commitments to equity, diversity, and inclusion while affirming our own. We hope that our Law students will be inspired by Alexander to similarly serve and support others in their future careers.

**STUDENT DIVERSITY SELF-ID REPORT** – On April 6, Ryerson released its first-ever Student Diversity Self-ID Report, *Toward Inclusive Education at Ryerson*. It collects results from a survey conducted in 2018–19 and completed by more than 40,000 undergraduate and graduate students, representing a response rate of 96 per cent. The report provides representation data for women, racialized students, Aboriginal students, students with disabilities, and 2SLGBTQ+ students, as well as the three largest racialized groups at Ryerson and in the GTA: Black, Chinese, and South Asian. Representation within faculties has been assessed according to "report cards," in which each program is given letter grades from A+ to D- for representation of individual groups, as well as an overall program diversity score out of 100. The data will serve as a baseline from which the university will measure its progress towards equity, diversity, and inclusion, with the aspirational goal of having student representation in each program reflect representation in the broader community. The report stresses that inclusion requires deliberate action, and it concludes with recommendations for setting targets and achieving them.

***from the President's Calendar***

*March 8, 2021:* Along with Executive Director, Student Wellbeing Allan MacDonald, I met online with Tim Rutledge, president and CEO of Unity Health, about the possibility of setting up a mass vaccination centre at Ryerson.

*March 8, 2021:* I met online with Marc Newburgh, CEO of Hillel Ontario, and Sophie Helpard, director of government and university relations at the Centre for Israel and Jewish Affairs, to discuss Ryerson's commitment to supporting the Jewish community at Ryerson.

*March 8, 2021:* In my new role as chair of the finance committee of Universities Canada, I had an introductory meeting online with Universities Canada President Paul Davidson and his team.

*March 9, 2021:* I met online with two representatives of KPMG UK—global healthcare expert Mark Britnell and healthcare consultant Charlotte Refsum—to discuss Ryerson's strategy for healthcare education.

*March 9, 2021:* I met online with Ontario associate minister of transportation Kinga Surma to discuss Ryerson's ongoing collaboration with the provincial government.

*March 9, 2021:* I met online with the presidents and vice-chancellors of Carleton University (Benoit-Antoine Bacon), Concordia University (Graham Carr), and Simon Fraser University (Joy Johnson) to discuss a potential strategic partnership between our universities.

*March 10, 2021:* I met online with Todd Smith, minister of children, community, and social services, to discuss Ryerson's ongoing partnership with the provincial government.

*March 11, 2021:* Along with Deputy Provost and Vice-Provost, University Planning Glenn Craney; Assistant Vice-President, University Relations Jennifer Grass; and Vice-President, Research and Innovation Steven Liss, I met online with Anna Greenberg, vice-president of health system performance at Health Quality Ontario, to discuss Ryerson's strategy for healthcare education.

*March 11, 2021:* As chair of the Council of Ontario Universities (COU), I attended a meeting of the organization's government and community relations committee.

*March 11, 2021:* I attended the Canadian Club's virtual event "Trends in Healthcare," which featured Tim van Biesen, world healthcare practice lead and senior partner at Bain & Company, in conversation with World Health Innovation Network Chair Jodi Butts, about issues such as improving access to medicine and racism as a public health issue.

*March 11, 2021:* Along with Steve Orsini, president and CEO of COU, I met with the chairs of COU's affiliate groups.

*March 11, 2021:* I was interviewed for Radio Canada International by journalist Samir Bendjafer for a story published online the following day about Ryerson's campus in Egypt.

*March 12, 2021:* I co-chaired a joint chairs and executive heads meeting of the COU.

*March 12, 2021:* I attended the Norton Rose Fulbright webinar "Raising the Bar for Inclusion," which was moderated by Canadian chair and Ryerson Board member Waled Suleiman, featuring guest speakers Wes Hall, executive chairman and founder of BlackNorth Initiative, and Raphael Tachie, president of the Canadian Association of Black Lawyers.

*March 12, 2021:* I was pleased to participate in the virtual Multifaith Shabbat Experience organized by Hillel Ryerson and attended by 130 Ryerson students and leaders. I delivered remarks on the importance of taking time away from our day-to-day work to look after our own wellbeing.

*March 15, 2021:* I met online with Marco Mendicino, federal minister of immigration, refugees, and citizenship, to discuss the challenges international students face in getting visas on time.

*March 15, 2021:* I participated in a Ryerson budget consultation online with student Board members.

*March 15, 2021:* I participated in a Ryerson budget consultation online with members of student societies.

*March 16, 2021:* Along with Brampton Mayor Patrick Brown and Prabmeet Sarkaria, Ontario associate minister of small business and red tape reduction, I visited the Etobicoke office of Myant Inc., to see the work they are doing at the intersection of innovation, healthcare, and advanced textile manufacturing, and to discuss our collaboration in the area of healthcare.

*March 16 and 17, 2021:* I attended a two-day seminar for postsecondary presidents in North America about the future of post-pandemic work and its implications for higher education, organized by U.S. research consultancy firm EAB (formerly the Education Advisory Board).

*March 17, 2021:* Along with Vice-President, University Advancement and Alumni Relations Ian Mishkel and Dean of Law Donna E. Young, I met online with Ron Schmeichel, CEO of merchant bank JJR Capital, to seek his support for the Faculty of Law.

*March 18, 2021:* I participated in a Ryerson budget consultation with union groups.

*March 19, 2021:* As a member, I attended a meeting of the Coalition of Innovation Leaders Against Racism (CILAR), to discuss youth development, one of the coalition's priorities.

*March 22, 2021:* I attended the Viola Desmond Awards and Bursary Ceremony, for which I had pre-recorded remarks congratulating the award recipients for their courage in continuing to push boundaries.

*March 23, 2021:* I delivered opening remarks for the Revitalizing Democracy Forum, hosted by the Democratic Engagement Exchange and Ryerson student advocacy group Amplify, during which I introduced plenary speaker Ronald J. Daniels, president of Johns Hopkins University.

*March 24, 2021:* I met online with professors and instructors in the Department of English, checking in on how they are dealing with the challenges posed by the pandemic.

*March 24, 2021:* I recorded a video to welcome new international students to Ryerson.

*March 24, 2021:* I chaired a COU post-budget meeting of executive heads.

*March 24 and 25, 2021:* As a member, I attended a regular virtual meeting of the National Research Council.

*March 25, 2021:* I participated in the panel discussion "The Future of Higher Education in a Post-Pandemic World," which was being recorded for later broadcast by Ismaili Muslim digital networks tv.ismaili and iicanada.live. The panel was moderated by Global News anchor Farah Nasser (Radio and Television Arts '03), and its other members were Deborah MacLatchy, president and vice-chancellor of Wilfrid Laurier University; Graham Carr; and Joy Johnson.

*March 25, 2021:* I met online with representatives of Trillium Health Partners and the University of Toronto at Mississauga to discuss improving healthcare education in Peel.

*March 26, 2021:* Along with Ian Mishkel, I met with Ed Sonshine, former CEO and now non-executive chairman of the board at RioCan REIT, to seek his advice and support for Ryerson.

*March 29, 2021:* I spoke with Adam Kassam, president-elect of the Ontario Medical Association, to continue our discussion about partnership in healthcare education.

*March 30, 2021:* I was interviewed by Toronto Star journalist Kristin Rushowy about the provincial government's announcement of a planning grant for Ryerson's proposed medical school.

*April 1, 2021:* I chaired a regular round table of COU executive heads.

*April 1, 2021:* I chaired a regular COU council meeting.

*April 1, 2021:* I participated in a budget consultation with members of the Continuing Education Students' Association of Ryerson.

*April 5, 2021:* I was pleased to deliver closing remarks for the course awards ceremony for Prof. Elsayed Elbeshbishi's course Geology for Engineers. All students in the course had worked in groups on 3D-modeling projects, which they presented and which were judged by a team including professors, graduate and undergraduate students, and industry professionals.



## March 2021

### Media Relations

- Conducted ongoing media outreach for Generous Futures series, with focus on IWD event.
- Secured coverage in Toronto Star for Anna Triandafyllidou on migration and the future of work.
- Provided media support for Viola Desmond Awards, securing coverage with CBC news, CBC Metro Morning and 980 CFPL radio.
- Supported coverage on Daphne Cockwell Health Sciences Complex in the Globe and Mail.
- Conducted media outreach for the new Rogers Cybersecure Catalyst Simply Secure microsite, obtaining coverage in IT World Canada.
- Compiled and pitched Ryerson faculty to speak on various breaking news topics, including COVID-19 vaccines and vaccination roll out strategies, financial and mental health struggles due to the pandemic, International Women's Day, anti-Asian racism, Myanmar, and a potential housing bubble.

### Publications

- Ryerson Today published 15 editions in February.
- Edition with the most opens was the Friday, March 19th edition, "[Message from President Lachemi on fall 2021 plans.](#)"
- The best performing story was "[Planning for fall 2021 continues.](#)" (10,810) which was also the story that received the most page views over all (19,652 clicks on DataStudio).

### Leadership Communications

- Produced and distributed thrice weekly COVID-19 environmental scans for leadership team.
- All Faculty of Arts websites have been developed and launched in the responsive template.
- Continued planning for online hub (website for prospective fall 2021 students) and socializing the project with key stakeholders and partners in OVPS, the faculties, and zones, to launch May 2021.
- Developed re-appointment notice and managed communications roll out for Dean Pamela Sugiman
- Prepared leadership for Board of Governors meeting on March 30.
- Prepared leadership for Chairs, Deans and Directors meeting on March 25.
- Prepared the Vice-Provost, Students' remarks for the School of Performance Awards on March 21.
- Prepared leadership for upcoming Ryerson Awards in April.
- Developed March 3 update to faculty and staff re spring/summer international travel.
- Developed comprehensive communications plan for installation of the Truth and Reconciliation Committee's Indigenous "ring" public art piece
- Drafted congratulatory letters on behalf of the provost for team involved in securing funding for the DMZ's Black Innovation Program.
- Prepared March 5th community update from President re move to "lock down" restrictions



Prepared by:  
Marketing and Creative Services (University Relations)  
& University Communications (Central Communications)



- Prepared March 9th community update from President marking one year of COVID-19 pandemic
- Prepared March 18 update from President regarding planning for Fall 2021 term
- Created and carried out communications plan for provincial planning grant for School of Medicine in Brampton, including March 25 message to community
- Continued planning for community consultations for School of Medicine
- Supporting Chancellor Fukakusa with Anti-Asian racism awareness project, to launch May 2021
- Interviewed incoming provost Jennifer S. Simpson for Ryerson Magazine's summer 2021 issue
- Developed the university's Ombudsperson 2018-19 Progress Highlights and 2019-20 Response reports
- Liaised with Student Care to inform the community of upcoming Policy 61 consultations through online channels: Ryerson Today article, event postings, website updates and social media.
- Updated budget FAQs (online) with select questions from town halls.

## Marketing

- Started developing the Retrospective website for the Faculty of Community Services set to launch at the end of May.
- Launched The Chang School's spring/summer campaign. Updated creative to address the increase in competition and to position The Chang School as the only choice for online education.
- Developed TikTok advertising for the international campaign -- the first time we're using this platform to connect with prospective students. In the first few days the ad garnered 542K impressions and

- 2.8k clicks to the website (at an average of only \$0.07 per click).
- Launched the Alumni Acquisition and Call for Information Updates campaign aiming to target lost alumni to reconnect with us.
- Continued with creative development for the Master of Engineering Innovation and Entrepreneurship program (MEIE) recruitment campaign (set to launch by mid-April).
- Continued with creative development for the Spring Appeal campaign targeting alumni donors and non-donors with an urge to donate to the Student Relief fund (set to launch mid-April).
- Developed and delivered the first phase of Save the Date assets (email and digital) for the Law Renaming Event. Phase II to be deployed April 7.
- Captured interview footage and developed animations for Campus Core Revitalization Video (editing in progress).

## Website

- Comparing March 2021 to March 2020, we saw a 16.2% increase in sessions, a 33.5% increase in users and a 19.6% increase in pages viewed.
- With campaigns targeting international audiences, we have seen significant increases in traffic from outside of Canada. 179.3% increase in sessions, 213.9% increase in users, and 94.8% increase in pages viewed compared to last March.

## Social Media

- **Facebook:** Gained 378 followers to reach 80K. Most engaging post was the COVID by the numbers video, outlining Ryerson-specific stats from the past year.
- **Instagram:** Gained 564 followers to reach 38.2K. Most engaging post was a campus beauty shot



taken from the SLC stairway, looking south on Yonge.

- **Twitter:** Gained 80 followers to reach 59.5K. Most engaging post was a comms announcement about the Ontario government grant to propose a med school in Brampton.
- **LinkedIn:** Gained 1,981 followers to reach 259.5K. Most engaging post was a video of President Lachemi thanking the Ontario government for their med school proposal grant.
- **TikTok:** Grew TikTok following by 21% to reach 1,800 followers. Breakout post featuring Ryerson Aerospace Engineering team's solar-powered plane reached over 100K views with over 15K likes and 230 comments.

## Digital Marketing

- Welcomed a second Digital Marketing Officer to University Relations.
- Met with advertising reps from Facebook and TikTok to advance our account and web tag setup.
- Managed in-house, launched the Alumni call for updates digital campaign and a small event-based campaign for the Faculty of Arts Democratic Engagement Exchange.
- Working with agencies, launched a digital campaign for the Chang School's Spring/Summer term enrolment.
- Continued digital campaigns in market for the International Enrolment Office, the FEAS Master of Engineering Innovation and Entrepreneurship (MEIE) program, TRSM's BComm recruitment, the MBA recruitment campaign, the Alumni Generous Futures event series, and Ryerson Today article boosts for Communications.

**REPORT OF ACADEMIC STANDARDS COMMITTEE****Report #W2021-4; May 2021**

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

- **PERIODIC PROGRAM REVIEW – Accounting and Finance, Ted Rogers School of Management**

**A. PERIODIC PROGRAM REVIEW – Accounting and Finance, Ted Rogers School of Management****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 **Accounting and Finance** 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 ACCOUNTING AND FINANCE PROGRAM**

The Accounting and Finance program submitted a self-study report to the Vice-Provost Academic on October 2, 2020. 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 and employers along with the standard University Planning data tables. Appended were the course outlines for the core required and elective courses in the program and the CVs for all RFA faculty members in the School of Accounting and Finance (SAF), as well as other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Don Cyr, Professor of Finance, Goodman School of Business, Brock University, and Dr. Alex Lyubimov, Associate Professor of Accountancy, John Molson School of Business, Concordia University, were appointed by the Dean of the Ted Rogers School of Management (TRSM) from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit over a 3-day period from November 26 - 28, 2020.

The visit included meetings with senior administrators (Provost, Vice-Provost Academic, and TRSM Dean), department chairs and faculty members from the SAF, support staff in the Ted Rogers School of Management (TRSM), library services, as well as current students and alumni. The reviewers also had the opportunity to meet with several members of the SAF external advisory board.

In their report, dated December 28, 2020, the Peer Review Team (PRT) provided feedback that describes how the Accounting and Finance program 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 evidence of innovation in terms of content of the program, driven by professional accrediting bodies, as well as monitoring new developments in the field. In addition, there is a commitment to experiential learning, both within and outside the classroom and through the relatively recent adoption of co-op programming, which provides important learning opportunities for accounting

and finance students.

The PRT also identified areas for improvement, including a need for greater curricular collaboration between the two majors, and concerns related to further developing communication, critical thinking and leadership skills in students.

The Chairs of the Accounting and Finance program submitted a response to the PRT Report on March 8, 2021. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Ted Rogers School of Management on March 12, 2021.

The Academic Standards Committee completed its assessment of the Accounting and Finance Program Review on April 15, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, 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. Report on the status of the initiatives outlined in the Implementation Plan.

If the School wishes, in future it may consider submitting a proposal to request the Honours designation, based on meeting the requirements through the information contained in the self-study (i.e. mapping of LOs to courses/UDLES).

Presented to Senate for Approval: **May 4, 2021**

Start date of next Periodic Program Review: **2026-27**

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

**RECOMMENDATION 1.** There is a need for greater collaboration between faculty members in the two majors in terms of curriculum. The reestablishment of a program wide curriculum committee will contribute to this. It is important that finance courses remain closely aligned not just with the CFA curriculum but also with the CPA accreditation requirements, where necessary, and that any curriculum changes be considered in this light.

**Department's Response:** The SAF agrees with the PRT recommendation to establish a SAF Curriculum Committee to discuss and recommend proposals affecting the academic program of the School, including but not limited to course proposals, program changes, addition and deletion of programs, degree requirements, and general policies with impact on instruction and learning.

Such Committees are mandatory for all interdisciplinary programs and the structure and membership will be determined by a bylaw approved by the Dean and Senate. The Committee will be established via a consultative process involving the affected Chair(s), and relevant Dean(s) or designate(s). The roles and responsibilities of the Committee are outlined in Ryerson Senate Policy #45

The creation of this committee will ensure that finance courses remain closely aligned not just with the CFA curriculum but also with the CPA accreditation requirements, where necessary, and that any curriculum changes be considered in this light.

**Dean's Response:** I appreciate the evidence from the PRT that demonstrates the School's success in its educational mission. The strong assessment efforts initiated under AACSB and accreditation body protocols have added considerably to the evidence available of the program's success. Continued, steady progress in program level assessment will further enhance the quality of the School's work. The report is clear in its delineation of the stresses and opportunities in the SAF and I congratulate the effort to develop Writing Intensive courses.

**RECOMMENDATION 2.** It is clear that given the process of major selection by students in 2nd year, that there has not been significant exposure to finance as a discipline. Reducing the content with respect to intermediate financial accounting (three courses) as an option or reviewing the sequence of courses with the goal of a greater focus on finance early on in the degree program would provide students with a clear sense of future career paths they may pursue with respect to the finance major.

**Department's Response:** The creation of pathways related to specific topics of interest and career roles will complement the degree. It will help in developing clear marketing campaigns surrounding these pathways. This will enable current students to take increased ownership in directing their education to ensure that their study plans align with the individual goals and trends of industry.

The SAF is in full agreement with this recommendation and propose the design of one intermediate Accounting course, specifically for Finance Majors, and use that course as a substitute for the current three courses in the regimen. This recommendation has already been explored by the SAF and got so far as to be suggested but it has not yet been approved.

The SAF believes that the proposed solution will provide a more balanced curriculum that currently is more heavily focused on Accounting in the early years of the program. Additionally, this will provide our Finance Majors with the right amount of Financial Accounting detail given their specific needs and give them space to further concentrate on their desired Finance area.

Currently, the two Departments are evaluating the number of intermediate accounting courses required by Finance majors and comparator institutions, determining possible topics to include for a core first Intermediate Accounting course and exploring the implications of having SAF students declaring their major after semester three as opposed to semester four.

**Dean's Response:** Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees.

I am hosting regular townhall meetings for the TRSM community, which will be integral to gathering feedback on the three-year academic action plan that will lead the School through the pandemic and its aftermath. A long-term adoption of virtual and hybrid teaching models will enhance our program offerings; they provide flexibility of learning for students and professors alike, while also helping us to tackle the space shortage issues that were so prevalent before the pandemic.

**RECOMMENDATION 3.** Some concerns related to course availability and sequencing were noted. In particular some electives are not offered more than once a year, depriving students of the opportunity to take courses they may feel would be of value. Also, the introduction of co-op requires a greater focus on course sequencing so that students are not required to stay an extra semester to complete their programs. Some audit and tax courses are scheduled for the fourth year, however students might benefit from being exposed to these subjects earlier on in preparation for co-op placements in audit and tax.

**Department's Response:** The SAF will directly review this recommendation and review its planned schedule of courses. Both departments have indicated that there has been little evidence that students are required to stay for an extra semester to complete their programs because of course scheduling.

The School will attempt to better highlight the program plan on the SAF web page and work with our Student Advising unit to better understand the challenges proposed by students.

**Dean's Response:** I encourage Department Chairs in the SAF to examine previous semester loading documents in order to demonstrate a need that should be addressed with a permanent increase in staffing. The Department's effort to reduce the number of sections would be a persuasive element of future requests for additional faculty hires.

**RECOMMENDATION 4.** In order to enhance collaboration between accounting and finance faculty, particularly in the area of scholarly activity, SAF might consider the establishment of a regular joint seminar series featuring both

SAF and external researchers.

**Department's Response:** We are excited by the final recommendation of the self-study as further strengthening the research profile of TRSM and Ryerson. Several faculty have indicated that there is interest in a research seminar series. The SAF will host a “brown bag” seminar series for the informal presentation of research in progress by faculty, visiting scholars, and Ph.D. students.

Given the interdisciplinary nature of the accounting and finance disciplines, coupled with research that often utilizes similar research methodologies, the SAF is looking forward to launching this initiative. The goal of the seminar series will be to provide a forum for a cohesive group of researchers to meet regularly to discuss each other's ongoing research and to support junior faculty with their own research agenda.

The seminar series will feature both multi-disciplinary and discipline specific sessions that all SAF faculty will be invited to attend. Prior to the pandemic, the SAF held one seminar which was well received by colleagues. The series may also include external speakers from local Universities, keeping expenditures to a minimum.

**Dean's Response:** As referenced in the PRT report, I agree that the lack of integrated database systems limits the opportunity to advance research in the SAF. The School has already taken steps to address this recommendation.

## IMPLEMENTATION PLAN

RECOMMENDATION AND IMPLEMENTATION PLAN	
<p><b>Priority Recommendation # 1:</b> Reinstate the SAF Curriculum Committee within the School of Accounting and Finance. The committee will serve to facilitate the curriculum decision making of the School of Accounting and Finance as permitted by Senate Policy #45 and SAF bylaws.</p>	
<p><b>Rationale:</b> Curriculum committees are the consultative and collegial bodies responsible for academic matters. The reinstatement of the SAF Curriculum Committee will allow both the Accounting and Finance departments to collaborate in a transparent manner when consulting on matters of curriculum.</p>	
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Improve cross-departmental sharing of information related to curriculum content and design.</li> <li>• Develop and implement policies regarding content and curricular design.</li> <li>• Shared advising on curricular implementation and ongoing management of curriculum.</li> <li>• Improve oversight of ongoing evaluation and revision of the curricular content and design.</li> </ul>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Clarify roles and responsibilities of members of the council.</li> <li>• Recommend procedures for the implementation of the committee covered by policy 45.</li> <li>• Constitute the committee in a manner most appropriate for the needs of the respective Departments providing program majors.</li> <li>• Determine mechanism for the selection of a Chair.</li> </ul>	
<p><b>Timeline:</b> High/0-9 months</p>	
<p><b>Responsibility for leading initiative:</b> Program Chairs</p>	
<p><b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Program Chairs, TRSM Governance Committee and Senate</p>	
<p><b>Status for One Year Follow-up Report:</b></p>	

RECOMMENDATION AND IMPLEMENTATION PLAN	
<p><b>Priority Recommendation # 2:</b> To focus marketing of the SAF program on highlighting the opportunities for co-op and professional designations.</p>	
<p><b>Rationale:</b> Student survey feedback suggests that co-op opportunities and the unique nature/content of a degree that specializes in accounting and finance are the most important factors for prospective</p>	

applicants when considering program choice. This will enhance students' understanding about what a career in accounting and finance could mean and demonstrate the diversity of career possibilities.

**Objective:**

- Overcome perceptions about what a career in accounting and finance means.
- Focus on the relevance of the degree and interest in specific careers once individuals are made aware of the opportunities.
- Develop a consistent stream of content and messaging that highlights the diversity of career possibilities and skills to prospective students at the high school level.
- Improve employer relations and generate a greater number of co-op placements for students especially in the Finance major.

**Actions:**

- Develop a plan to highlight new alumni each year that match the interests stated by students and employer partners in annual surveys.
- Include focus on unique potential paths (or potential future concentrations) within the curriculum (i.e. investment banking) and certifications (e.g. Certified Financial Planner).
- Explore the value of targeted marketing of the degree beyond Ontario.
- Measure relevance / popularity of specific social media posts and online content with respect to career roles and employer brands.
- Survey new students each Winter inquiring top reasons for selecting the SAF program

**Timeline:** High/0-9 months

**Responsibility for leading initiative:** Program Chairs in consultation with TRSM Marketing and Communications team and TRSM Business Career Hub

**Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Program Chairs

**Status for One Year Follow-up Report:**

**RECOMMENDATION AND IMPLEMENTATION PLAN**

**Priority Recommendation # 3:** In light of the curriculum mapping analysis, review and optimize program learning outcomes and/or revisit whether program learning outcomes are aligned with SAF mission.

**Rationale:** While the curriculum mapping exercise required for periodic program review illuminated several areas of the curriculum that require attention, it also revealed deficiencies in the design and articulation of the learning outcomes. In particular, it became apparent that several outcomes were too specific and consequently only mapped to one or two courses. It is recommended that the SAF Curriculum-Committee carefully review the program learning outcomes and make revisions, where necessary.

**Objective:**

- Review and optimize program learning outcomes.
- Ensure program learning outcomes reflect the competencies outlined in designation body standards for both majors.
- Ensure program learning outcomes are accurately assessed for AACSB Assurance of Learning reporting requirements.

**Actions:**

- The newly formed Undergraduate Curriculum Committee will meet to review and make changes to the program learning outcomes.

**Timeline:** High 0 – 9 months

**Responsibility for leading initiative:** Program Chairs in consultation with the Associate Dean, Faculty

and Academic
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Program Chairs, Associate Dean, Faculty and Academic, and TRSM Manager, Accreditations
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>
<b>Priority Recommendation #4:</b> Entry into Year One of the School of Accounting and Finance should not exceed the recommended target set by the Office of Dean in consultation with the Chairs of both departments.
<b>Rationale:</b> Year one entry into the School of Accounting and Finance continues to grow year over year with the University routinely exceeding targets set by the Departments. Secondary school applications remain steady at approximately 4,000 applicants per year since 2015 and year one confirmations have grown from 289 admits in 2015 to 412 in 2019.
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Personalize the teaching and learning experience.</li> <li>• Deliver the learning outcomes that students and instructors aspire to.</li> <li>• With fewer students, the instructor is more capable of ensuring students participate and engage with course material.</li> <li>• Implement in-class group activities as an integral part of the learning environment.</li> </ul>
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Prepare admission targets proposal that align with faculty resources for consideration to the Office of the Dean.</li> </ul>
<b>Timeline:</b> High 0-9 months
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic and Faculty Dean.
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean.
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>
<b>Priority Recommendation #5:</b> Reinforce the importance of research and scholarship in Accounting and Finance by emphasizing intellectual productivity and contributions in both hiring and faculty promotion processes, and through embedding research-focused activities with the classroom and departmental functions.
<b>Rationale:</b> In terms of meeting AACSB qualification standards Finance handily meets two of the three research qualification thresholds outlined in AACSB standards. Although it technically meets the third criterion of having 10% or less of faculty resources classified as Other (10%), the department is at risk of breaching this important threshold.
With respect to Accounting, the faculty complement meets the overall AACSB criteria of having no more than 10% of faculty resources classified as Other (5%), but does not meet the 60% SA, PA, or SP threshold (41%), and is at risk of not meeting the 40% SA threshold (41%).
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Ensure AACSB faculty qualifications meet minimum standards for accreditation.</li> <li>• Solve various difficult problems faced by organizations in modern society.</li> <li>• Return research results to society and promote industry-academic-government research.</li> </ul>

<ul style="list-style-type: none"> <li>● Highlight various issues that are being prevalent in the discipline.</li> <li>● Help students learn how to identify a problem and reach a possible solution or develop a point of view on a specific topic.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>● Increase collaboration with the Associate Dean, Research to make faculty aware of research support services and funding opportunities.</li> <li>● Consider multi-disciplinary team of faculty members from both departments focused on a common theme and provides a mechanism for sharing research related resources.</li> <li>● Hiring research active faculty with reduced teaching loads.</li> <li>● Cultivating researchers from within SAF and expand mentoring opportunities</li> </ul>
<b>Timeline:</b> High 0-9 months
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Research and Faculty Dean.
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Associate Dean, Research and Faculty Dean.
<b>Status for One Year Follow-up Report:</b>
<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>
<b>Recommendation #6:</b> Hire more RFA faculty members to address high student-faculty ratios.
<p><b>Rationale:</b> Similar to other programs at the Ted Rogers School, overall average class sizes in Accounting and Finance are relatively high (above 50), with Accounting program classes slightly larger than Finance program classes across all four years. The size of lower level program classes in both Accounting and Finance tends to be in line with equivalent classes across Ryerson, but upper level program class sizes are comparatively higher than is typical throughout the rest of the University. Comparing program and service classes, lower-level Accounting program and service classes are roughly the same size, whereas lower-level Finance service courses are much larger than lower-level Finance program courses. Regarding upper-level classes, Finance service classes are slightly smaller than program classes and Accounting service classes are much smaller than program classes.</p> <p>A basic measure of faculty qualification employed at universities is the proportion of full-time tenured/tenure-track faculty members with a doctoral or equivalent terminal degree. The proportion of full-time Accounting faculty with doctoral degrees has trended significantly below Finance and slightly below Ryerson as a whole. Notably, where Accounting had similar proportions to the Ted Rogers School as a whole in 2013 and 2014, there has been a growing divergence between the two measures, with the percentage for the Ted Rogers School steadily growing while Accounting's proportion remained the same. Notably, Accounting saw a decrease in the proportion of full-time faculty with doctoral degrees in 2018 to 75%</p>
<b>Objective:</b>
<ul style="list-style-type: none"> <li>● Reduce the number of Accounting sections taught by contract lecturers (42%)</li> <li>● Reduce the average student-to-faculty ratio across SAF departments to be equal to the average level for Ryerson. (Currently, the SAF average is above 50.0 and the Ryerson average is 27.9).</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>● Prepare hiring plan proposals for submission to the offices of the TRSM Dean and Provost.</li> </ul>
<b>Timeline:</b> Moderate 1 – 2 years
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Faculty Dean
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Program

Chairs, Office of the Dean, TRSM and Ryerson Provost
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>	
<b>Priority Recommendation # 7:</b> Review alternative delivery formats and schedules of all SAF courses.	
<b>Rationale:</b> SAF instructors predominantly use a lecture style format in their course delivery. Given the number of students taught, the School believes that respecting different learning styles as well as content requirements encourage a move beyond lecture style to a more balanced approach. There were a number of comments in the Dean's survey from students that indicate that lecture style should only be one method, not 'the' method to convey information.	
<b>Objective:</b>	
<ul style="list-style-type: none"> <li>• Free resources from courses that can be commoditized; SAF would have more resources to commit to research-based teaching and activities, personalized problem solving, and student mentorship.</li> <li>• Increase the flexibility of training delivery, which has been shown to prepare young workers for environments that increasingly reward independence and self-direction.</li> <li>• Employ alternative delivery methods to offer opportunities for students who would otherwise have limited access to education, as well as a new paradigm for faculty in which dynamic courses of the highest quality can be developed.</li> <li>• Create interactive learning environments that contribute to self-direction and critical thinking.</li> </ul>	
<b>Actions:</b>	
<ul style="list-style-type: none"> <li>• Review current course syllabi to identify alternative pedagogical opportunities, including but not limited to the further use of technology and online opportunities, as it relates to any of information sharing, activities, discussions, assessments, etc.</li> <li>• Create an engagement plan thinking about how students might interact with faculty, course material, using alternative pedagogies, including, but not limited to the on-line environment.</li> <li>• Examine student outcomes in terms of module outcomes and technology.</li> </ul>	
<b>Timeline:</b> Moderate 1 – 3 years	
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic	
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Program Chairs, Associate Dean, Faculty and Academic, and Ryerson Centre for Learning and Teaching.	
<b>Status for One Year Follow-up Report:</b>	

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>	
<b>Priority Recommendation #8:</b> Ensure that the program includes active and experiential learning for every student. Identify appropriate core and major-specific courses to embed active and experiential learning. Work with faculty to develop new learning opportunities for students, while ensuring that there are sufficient physical resources to support these initiatives.	
<b>Rationale:</b> While the program identified several experiential learning opportunities for students, many of these learning opportunities are only available through extra-curricular and elective courses. The program desires to enhance the current array of programming available to students. This would include embedding more active and experiential learning opportunities in required courses across the core and major-specific curricula.	
<b>Objective:</b>	
<ul style="list-style-type: none"> <li>• Identify appropriate core and major-specific courses to embed active and experiential learning.</li> </ul>	

<ul style="list-style-type: none"> <li>Work with faculty to develop new learning opportunities for students, while ensuring that there are sufficient physical resources to support these initiatives.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>Consult with the TRSM Learning and Innovative Teaching Committee, as well as the Centre for Excellence in Learning and Teaching, in order to identify best practices across the faculty. Present ideas to SAF Curriculum Committee, discuss findings, and reach consensus on viable options for expanding experiential learning in the SAF program.</li> </ul>
<b>Timeline:</b> Moderate 1 – 3 years
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> SBM Curriculum Sub-Committee, Dean's Office, Learning and Innovative Teaching Committee, Centre for Excellence in Learning and Teaching
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>
<b>Priority Recommendation # 9:</b> Examine how to address Learning Outcome 8b (sustainability) at the reinforcement level in the curriculum.
<b>Rationale:</b> The curriculum mapping exercise revealed that Learning Outcome 8b is not currently addressed at the reinforcement level of the curriculum. In an effort to ensure consistency and progression across the curriculum, an examination should be conducted of the current lesson plans relating to this topic and a plan developed to reinforce this learning outcome in (an) appropriate mid-level course(s).
<b>Objective:</b>
<ul style="list-style-type: none"> <li>Shift the students' thinking by engaging with sustainability from different perspectives in accounting and finance, rather than presenting one version of sustainability to them.</li> <li>Help students understand the economic and marketplace trends related to sustainability.</li> <li>Demonstrate that sustainable business strategies must ultimately yield profits.</li> <li>Integrate the teaching of sustainable development with finance and accounting courses.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>Establish a working group to examine current best practices relating to sustainability pedagogy and curriculum at TRSM.</li> <li>Establish a working group to conduct analysis and present findings to SAF Curriculum Committee. Develop plan to implement curricular revisions relating to LO 8b.</li> </ul>
<b>Timeline:</b> Moderate 1 – 3 years
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Program Chairs, Associate Dean, Faculty and Academic, and Ryerson Centre for Learning and Teaching.
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>
<b>Priority Recommendation #10:</b> Examine how to address Learning Outcome 9a (Entrepreneurial Orientation) at the reinforcement level in the curriculum.
<b>Rationale:</b> The mapping exercise revealed that very little of the program curriculum addresses the

learning outcome related to entrepreneurship (LO 9a). This finding is particularly concerning given the overarching mission statement, which asserts that the Ted Rogers School of Management is “Canada’s preeminent entrepreneurial-focused business school.” While the School offers students opportunities to engage in entrepreneurial extra-curricular activities, greater effort should be made to ensure that all students in the program are exposed to entrepreneurial ideas through the curriculum.

**Objective:**

- SAF graduates starting a business will require entrepreneurs to understand and complete a variety of business functions. An important business function when starting a small business is accounting and finance.
- Examine the role of accounting and finance within an interactive business world and employ mainly in-depth case studies, focusing on accounting and finance in general or on a specific accounting and finance techniques required to be a business owner.
- Students studying finance and accounting will require an entrepreneurial orientation that will be valuable to an entrepreneur client and have the expertise to help them grow a profitable and lawful enterprise.

**Actions:**

- Establish a working group to examine current best practices relating to entrepreneurship pedagogy and curriculum at TRSM.
- Establish a working group to conduct analysis and present findings to SAF Curriculum Committee. Develop plan to implement curricular revisions relating to LO 9a.

**Timeline:** Moderate 1 – 3 years

**Responsibility for leading initiative:** Program Chairs in consultation with the Associate Dean, Faculty and Academic

**Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Program Chairs, Associate Dean, Faculty and Academic, and Ryerson Centre for Learning and Teaching.

**Status for One Year Follow-up Report:**

**RECOMMENDATION AND IMPLEMENTATION PLAN**

**Priority Recommendation #11:** Examine how to address Learning Outcome 5b (Deliver Oral Presentations) at the reinforcement level in the curriculum.

**Rationale:** The mapping exercise revealed that very little of the program curriculum addresses the learning outcome related to Oral Communication (LO5b). The curriculum mapping exercise revealed that Learning Outcome 5b is not currently addressed at the reinforcement level of the Accounting major curriculum and only minimally in the Finance major. In an effort to ensure consistency and progression across the curriculum, an examination should be conducted of the current lesson plans relating to this topic and a plan developed to reinforce this learning outcome in (an) appropriate mid-level course(s). While student survey respondents from the Finance major were more likely to assess the program’s contribution to “oral communication” skills more favourably than accounting majors, SAF students as a whole assessed this competency favourably less than 50% of the time.

**Objective:**

- Ensure SAF students are able to communicate verbally, both in person and over the telephone/video. Being able to explain complex financial issues in simple, layman's terms and answer questions clearly is important. Some jobs require presentations in front of groups of people, such as boards of directors, legal and financial regulators or professional membership organizations.

**Actions:**

<ul style="list-style-type: none"> <li>Establish a working group to examine current best practices relating to oral communication and curriculum at TRSM.</li> <li>Establish a working group to conduct analysis and present findings to SAF Curriculum Committee. Develop plan to implement curricular revisions relating to LO 5b.</li> </ul>
<b>Timeline:</b> Moderate 1 – 3 years
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Program Chairs, Associate Dean, Faculty and Academic, and Ryerson Centre for Learning and Teaching.
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Accounting Major Specific</b>
<b>Priority Recommendation #1:</b> Consider reintroducing AFA706 (Financial Accounting Theory) course to the program. This will be accommodated by reducing the number of Professionally Related electives from five to four.
<b>Rationale:</b> The Accounting Theory course would be an excellent finish to the program. The course would focus on critical thinking and communication while addressing more complex real-life issues referencing both IFRS and ASPE. The course would also have a group project and presentation component. This course would help develop enabling skills that will prepare students for CPA PEP as well as their professional careers.
<b>Objective:</b> <ul style="list-style-type: none"> <li>Meet designation body competency standards for enabling and technical competencies.</li> <li>Deliver the learning outcomes that students and instructors aspire to.</li> </ul>
<b>Actions:</b> <ul style="list-style-type: none"> <li>Communicate proposed change to the Accounting and Finance Departments.</li> <li>Formally vote on the proposed change at the Department level.</li> <li>Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.</li> </ul>
<b>Timeline:</b> High 0 – 9 months
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic.
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Appropriate Curriculum Committees
<b>Status for One Year Follow-up Report:</b> The Department of Accounting prepared the necessary documentation to reintroduce AFA706 (Financial Accounting Theory) course to the program. The proposal presented to the TRSM Undergraduate Curriculum Council on September 8, 2020 included the removal of ACC 706 (was no longer being offered) from the SBM PR Table I and retired. Additionally, after an intensive review by CPA last year, it was recommended to re-introduce accounting theory into the curriculum for the Accounting program; AFA 706 will be added to 4th year of the program; 1 PR course will be removed from 4th year following consultation with the Registrar's Office and was accommodated by reducing the number of Professionally Related electives from five to four.

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Accounting Major Specific</b>
<b>Priority Recommendation #2:</b> Faculty are supportive of keeping ITM102 in first year, to give students a grounding in IT. They were also in favour of the department investigating the creation of a specialized

course that combines the necessary parts of ITM696 and ITM595 into a stand alone course that would meet all of the CPA requirements and be delivered by the SAF.

Other DAIS competencies that relate to financial reporting, strategy and governance, management accounting, audit and assurance, finance, and taxation should be covered in the related courses in the program to allow for integration.

The recommended textbook for this new course is “Management Information Systems: Managing the Digital Firm”, by Laudon and Laudon, Pearson Education 16th Edition. If chapters one to fourteen of this textbook are covered in this new course, the student will have met most of the pure information technology/ information systems competencies in the CPA Canada Competency Map required for entry into CPA Canada’s PEP.

**Rationale:** In the current program Accounting majors wishing to pursue the CPA designation are required to take three IT courses: ITM 102 (Business Information Systems I), ITM 696 (Accounting Information Systems) and ITM 595 (Auditing of Information Systems). There is some overlap in these courses. Additionally, in consultation with the School of Information Technology Management, SAF has learned that the School would like to eliminate ITM595 and ITM696.

**Objective:**

- Meet designation body competency standards for enabling and technical competencies.
- Deliver the learning outcomes that students and instructors aspire to.

**Actions:**

- Communicate proposed change to the Accounting and Finance Departments.
- Formally vote on the proposed change at the Department level.
- Consult with Director of the School of Information Technology Management.
- Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.

**Timeline:** No later than September 2022 as required for accreditation purposes.

**Responsibility for leading initiative:** Program Chairs in consultation with the Associate Dean, Faculty and Academic.

**Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Appropriate Curriculum Committees

**Status for One Year Follow-up Report:**

**RECOMMENDATION AND IMPLEMENTATION PLAN - Accounting Major Specific**

**Priority Recommendation #3:** Add the Data Analytics and Information Systems (“DAIS”) CPA Canada financial reporting competencies to courses that are required for entry into the CPA Professional Education Program (PEP).

**Rationale:** CPA Ontario requires that post-secondary institutions with students that plan on entering the PEP add/ update DAIS competencies to the courses that are required for entry to PEP by September 2021. All the DAIS competencies can be added to one course, but it is recommended that it would best to add it to various courses so that students see the integration of technical knowledge and DAIS.

**Objective:**

- Meet designation body competency standards for enabling and technical competencies
- Deliver the learning outcomes that students and instructors aspire to.
- The competencies relating to IT/IS that may not be addressed in the current courses are as follows:
  - Quality of Information for Decision-Making:
    - Dimensions of information quality – relevance, ease of use, integrity and timeliness

<ul style="list-style-type: none"> <li>▪ Types of data and their attributes (nature, sources, format, timing, extent and level of aggregation)</li> <li>▪ Professional skepticism re: data</li> <li>▪ Information quality and the impact of processing models</li> <li>○ Data cleansing</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>● Communicate proposed change to the Accounting and Finance Departments</li> <li>● Formally vote on the proposed change at the Department level</li> </ul>
<b>Timeline:</b> No later than September 2022 as required for accreditation purposes.
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic.
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Appropriate Curriculum Committees
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Accounting Major Specific</b>
<b>Priority Recommendation #4:</b> The School of Accounting and Finance (SAF) should have a Course Coordinator for each course; one coordinator for each functional area (audit, tax, financial, managerial) to cover off CPA Competency Map compliance, material coordination, and subject matter continuity through the courses.
<b>Rationale:</b> Several courses in the program do not cover the same content and/ or are not assessed consistently in each section of the course. Students may not obtain the same technical and enabling competencies in the course leading to poor transitioning into the next level course/ professional career. A course co-ordinator should be one of the instructors of the course that approves the course outline, the mid-term and the final examination (with input from the other course instructors). The course outline should allow for academic freedom but not in the area of course content coverage and examinations.
<b>Objective:</b>
<ul style="list-style-type: none"> <li>● Provide direction for the development, expansion, and administration of multi section courses.</li> <li>● Better manage the growth, development, implementation, promotion, and administration of courses.</li> <li>● Enhance cooperation with the Faculty to coordinate course development and design and facilitate student access to courses.</li> <li>● Improve oversight and monitoring of courses throughout the instructional period by responding to student and faculty issues.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>● Communicate proposed change to the Accounting and Finance Departments.</li> <li>● Formally vote on the proposed change at the Department level.</li> <li>● Prepare a proposal and budget for consideration to the Office of the Dean.</li> </ul>
<b>Timeline:</b> High 0-9 months
<b>Responsibility for leading initiative:</b> Program Chair in consultation with the Associate Dean, Faculty and Academic and Faculty Dean
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Associate Dean, Faculty and Academic
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Accounting Major Specific</b>	
<b>Priority Recommendation #5:</b> Consider adding a laboratory ("lab") session for more technically challenging courses (examples: AFA 100, AFA 300, AFA 400, AFA 500, AFA 716, AFA 717, and AFA 817).	
<b>Rationale:</b> Students that are enrolled in courses that are technically challenging may find it useful to have an additional one-hour session led by a lab instructor (not the instructor of the course). In advance of the lab session, the students will be assigned problems from the textbook and will take up the problems in the lab session. The addition of lab sessions could also allow for in-class quizzes in applicable courses to be moved to the lab session. The addition of lab sessions will allow students to get a better grasp on the technical knowledge (be better prepared for class) and free up some teaching time in the classroom to address more complex concepts.	
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Personalize the teaching and learning experience.</li> <li>• Deliver the learning outcomes that students and instructors aspire to.</li> <li>• Allow students to practice and master class material.</li> </ul>	
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Communicate proposed change to the Accounting and Finance Departments.</li> <li>• Formally vote on the proposed change at the Department level.</li> </ul>	
<b>Timeline:</b> High 0-9 months	
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic	
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Appropriate curriculum committees.	
<b>Status for One Year Follow-up Report:</b>	

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Accounting Major Specific</b>	
<b>Priority Recommendation #6:</b> Intermediate and Advanced-level courses should have a classroom size capped at 40-50 students if sufficient resources are available.	
<b>Rationale:</b> Many instructors noted that group work is a challenge in the classroom because of class size. In the intermediate and advanced-level courses, students should be working in groups to help develop skills required in their professional careers. Both students and instructors will benefit from a smaller class size.	
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Personalize the teaching and learning experience.</li> <li>• Deliver the learning outcomes that students and instructors aspire to.</li> <li>• With fewer students, the instructor is more capable of ensuring students participate and engage with course material.</li> <li>• Implement in-class group activities as an integral part of the learning environment.</li> <li>• Ensure class sizes are at disciplinary norms and comparable to accredited peer institutions.</li> </ul>	
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Prepare a proposal and budget for consideration to the Office of the Dean.</li> </ul>	
<b>Timeline:</b> High 0-9 months	
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic and Faculty Dean.	
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty	

Dean
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Accounting Major Specific</b>
<b>Priority Recommendation #7:</b> Break-out rooms should be available to instructors to help facilitate group work during class time.
<b>Rationale:</b> To help facilitate group work in class, access to facilities with break-out rooms would be helpful. This would allow students to work in a contained and more private/quieter environment as the instructor moves from one room to the next to help facilitate the assignment. Examples of courses that could benefit from break-out rooms are courses that would benefit with the inclusion of in-class group work. These courses would be AFA 300, AFA 400, AFA 500, AFA 511, AFA 518, AFA 708, AFA 716, AFA 817, AFA 819, BUS 800, AFF 420, and AFF 713.
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Personalize the teaching and learning experience.</li> <li>• Deliver the learning outcomes that students and instructors aspire to.</li> <li>• With fewer students, the instructor is more capable of ensuring students participate and engage with course material.</li> <li>• Implement in-class group activities as an integral part of the learning environment.</li> </ul>
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Communicate proposed change to the Accounting and Finance Departments.</li> <li>• Formally vote on the proposed change at the Department level.</li> <li>• Prepare a proposal and budget for consideration to the Office of the Dean.</li> </ul>
<b>Timeline:</b> Moderate 1 – 2 years
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic and Faculty Dean.
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Accounting Major Specific</b>
<b>Priority Recommendation #8:</b> Computers should be used in the classroom and for examinations and other assessments. Computer labs should be available to instructors to allow students to write their examinations on a computer in a secure environment.
<b>Rationale:</b> Upon completion of the program (or during the program if the student is in co-op program) most students will find a job that requires them to use the computer to successfully complete their work. Students should be provided with the opportunity to use computers in class and on examinations to prepare them for their professional careers. Students should write their examinations in a computer lab on computers with no access to the Internet or programs except for what is required to complete the examination.
<b>Objective:</b> <ul style="list-style-type: none"> <li>• Students can take multiple, short, reliable assessments administered throughout the span of the course.</li> <li>• Deliver the learning outcomes that students and instructors aspire to.</li> <li>• Allow instructors to instantly visualize student on an assessment to make real-time instructional changes based on assessment evidence.</li> </ul>

<ul style="list-style-type: none"> <li>Allow for automated scoring of rubrics and ongoing assessment of learning outcomes.</li> <li>Reduce instructor reliance on multiple choice testing through the use of quiz-based video programs, video-notation tools etc. making assessments more engaging.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>Communicate proposed change to the Accounting and Finance Departments.</li> <li>Prepare a proposal and budget for consideration to the Office of the Dean.</li> </ul>
<b>Timeline:</b> Moderate 1 – 2 years
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic.
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Associate Dean, Faculty and Academic.
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Finance Major Specific</b>
<b>Priority Recommendation #1:</b> Introduce a new Applied Investment Management course; FIN 65A/B – Applied Investment Management I (Analyst) and FIN 76A/B – Applied Investment Management II (Portfolio Manager) providing students with an investment management experience in an institutional setting.
<b>Rationale:</b> The mission of the TRSM Student-managed Investment Fund is to complement student in class knowledge with real-life learning in equity research, analysis, selection, and management through hands-on experience with a real-money portfolio. For each offering, Fall and Winter, or Spring/Summer, there will be at least one faculty member taking on the role of faculty supervisor.
<b>Objective:</b>
<ul style="list-style-type: none"> <li>Engage students in an experiential learning environment that bridges the gap between the academic theory of finance and industry practice.</li> <li>Prepare graduates for global career opportunities in finance that are relevant and on trend.</li> <li>Provide a platform for the brightest and most ambitious finance students with experience in all stages of the portfolio management process, from research and trading, to reporting and compliance, effectively preparing them for a career in global capital markets.</li> <li>Build partnerships with industry and Advisory Council volunteers to provide guidance and mentorship to students.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>Communicate proposed change to the Accounting and Finance Departments.</li> <li>Formally vote on the proposed change at the Department level.</li> <li>Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.</li> </ul>
<b>Timeline:</b> High 0 – 9 Months
<b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic.
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Appropriate Curriculum Committees
<b>Status for One Year Follow-up Report:</b> On April 28, 2020, the TRSM Undergraduate Curriculum Committee approved that FIN 699, FIN 65 A/B, and FIN 75 A/B be added to the elective table for the Finance minor.

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Finance Major Specific</b>	
<b>Priority Recommendation #2:</b> Introduce a new financial technology course FIN 699 (Introduction to FinTech and Machine Learning in Finance)	
<p><b>Rationale:</b> Financial technology is at the forefront of economic development and is paving the way for tectonic shifts in long established orders. It is giving rise to rapid changes in the way we make, manage, interact with, and even define, money. This new course will provide students with a broad overview of the FinTech industry and lay the groundwork for students to analyze and identify opportunities in this emerging sector. This course is based around education through experiential learning, inquiry and case studies. The course will include collaborative group work and an individual presentation; both learning outcomes that require further reinforcement in the Department's mapping.</p>	
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Engage students in an experiential learning environment that bridges the gap between the academic theory of finance and industry practice.</li> <li>Prepare graduates for global career opportunities in finance that are relevant and on trend.</li> <li>Ensure graduates are aware of how technology is transforming finance as fintech moves from an upstart movement into the mainstream.</li> <li>Address the global talent shortage within finance and grow the next generation of financial professionals who are well versed in technology and its potential and who will help propel the industry into the future.</li> </ul>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Communicate proposed change to the Accounting and Finance Departments.</li> <li>Formally vote on the proposed change at the Department level.</li> <li>Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.</li> </ul>	
<p><b>Timeline:</b> High 0 – 9 Months</p>	
<p><b>Responsibility for leading initiative:</b> Program Chairs in consultation with the Associate Dean, Faculty and Academic.</p>	
<p><b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Appropriate Curriculum Committees</p>	
<p><b>Status for One Year Follow-up Report:</b> On April 28, 2020, the TRSM Undergraduate Curriculum Committee approved that FIN 699, FIN 65 A/B, and FIN 75 A/B be added to the elective table for the Finance minor.</p>	

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Finance Major Specific</b>	
<p><b>Priority Recommendation #3:</b> AFF 210 (Principles of Finance II), AFF 420 (Principles of Finance III) - Courses that are required for entry into the CPA Professional Education Program (PEP) should have a minimum of 36 contact hours.</p>	
<p><b>Rationale:</b> CPA Ontario defines "contact hours" as "structured/pre-planned learning that involves direct instruction by an individual who is qualified to teach the course, including but not limited to, facilitated in-class group work with presentations, panels and critiques on case studies or articles. Also, instruction time does not include summative assessments such as tests, and examinations". This course currently does not meet that requirement. This could lead to a course not being recognized and students would have to complete another course or a module with CPA. For this course to meet this requirement, it is recommended that the review session be removed and replaced by material throughout the course (or in one session) that covers Data Analytics and Information Systems (which will be required by the CPA Canada Competency Map as at September 2021).</p>	

<b>Objective:</b>
<ul style="list-style-type: none"> <li>• Meet designation body competency standards for enabling and technical competencies.</li> <li>• Deliver the learning outcomes that students and instructors aspire to.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>• Communicate proposed change to the Accounting and Finance Departments.</li> <li>• Formally vote on the proposed change at the Department level.</li> </ul>
<b>Timeline:</b> High 0 – 9 Months
<b>Responsibility for leading initiative:</b> Program Chairs
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Appropriate Curriculum Committees
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Finance Major Specific</b>
<b>Priority Recommendation #4:</b> AFF 713 - Advanced Corporate Finance - Short cases should be included in class and in both the mid-term and final examinations.
<b>Rationale:</b> The undergraduate program does not provide students with many opportunities to develop their communication skills in the analysis and recommendations required by a finance business case study. The AFF 713 - Advanced Corporate Finance course was developed for students to develop case writing and analysis skills in finance. This intermediate-level course would be an ideal course to start developing the students' skills in finance case-writing so they are better prepared for the more advanced finance course. Students need to develop their technical knowledge but in addition to their written communication skills. If the skill is taught in class it should also be evaluated on the examinations so students get feedback on their performance during a time-constrained task. The feedback should be in terms of comments (on the mid-term) and a grade (mid-term and final examinations).
<b>Objective:</b>
<ul style="list-style-type: none"> <li>• Meet designation body competency standards for enabling and technical competencies.</li> <li>• Deliver the learning outcomes that students and instructors aspire to.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>• Communicate proposed change to the Accounting and Finance Departments.</li> <li>• Formally vote on the proposed change at the Department level.</li> </ul>
<b>Timeline:</b> High 0 – 9 Months
<b>Responsibility for leading initiative:</b> Program Chairs
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Appropriate Curriculum Committees
<b>Status for One Year Follow-up Report:</b>

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Finance Major Specific</b>
<b>Priority Recommendation #5:</b> AFF 713 - Advanced Corporate Finance - Short cases should be included in class and in both the mid-term and final examinations.
<b>Rationale:</b> The undergraduate program does not provide students with many opportunities to develop their communication skills in the analysis and recommendations required by a finance business case study. The AFF 713 - Advanced Corporate Finance course was developed for students to develop case writing and analysis skills in finance. This intermediate-level course would be an ideal course to start developing the students' skills in finance case-writing so they are better prepared for the more

advanced finance course. Students need to develop their technical knowledge but in addition to their written communication skills. If the skill is taught in class it should also be evaluated on the examinations so students get feedback on their performance during a time-constrained task. The feedback should be in terms of comments (on the mid-term) and a grade (mid-term and final examinations).

**Objective:**

- Meet designation body competency standards for enabling and technical competencies.
- Deliver the learning outcomes that students and instructors aspire to.

**Actions:**

- Communicate proposed change to the Accounting and Finance Departments.
- Formally vote on the proposed change at the Department level.

**Timeline:** High 0 – 9 Months

**Responsibility for leading initiative:** Program Chairs

**Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Appropriate Curriculum Committees

**Status for One Year Follow-up Report:**

**RECOMMENDATION AND IMPLEMENTATION PLAN - Finance Major Specific**

**Priority Recommendation #6:** Explore possible mixed majors concentrations in finance such as Corporate Financial Analysis or an Investment stream and provide clear pathways for finance students to pursue their goals.

**Rationale:** While Accounting majors have a clear goal to pursue CPAs, Finance students often feel lack of guidance after they choose finance as their major. If we can officially establish various finance concentrations and package finance professional electives accordingly, that would help finance students figure out what goals they would pursue and how to get there.

This may promote greater interest in the Finance major which is currently experiencing a decreasing proportion of SAF enrolments.

**Objective:**

- Provide a program of high-quality finance education that enables graduates to become contributing members to the finance community and to provide graduates with a foundation upon which continued life-long learning can be built.
- Provide students with greater flexibility to choose between a program that has more breadth or a program that has more depth.
- Prepare graduates for global career opportunities in finance that are relevant and on trend.

**Actions:**

- Communicate proposed change to the Accounting and Finance Departments.
- Formally vote on the proposed change at the Department level.
- Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.

**Timeline:** Moderate 1 – 3 Years

**Responsibility for leading initiative:** Program Chairs in consultation with the Associate Dean, Faculty and Academic.

**Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:**  
Appropriate Curriculum Committees

**Status for One Year Follow-up Report:**

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Finance Major Specific</b>	
<b>Priority Recommendation #7:</b> Design one intermediate Accounting course, specifically for Finance Majors, and use that course as a substitute for the current three courses in the regimen. This recommendation has already been explored by the SAF and got so far as to be suggested but it has not yet been approved	
<b>Rationale:</b> Provide a more balanced curriculum that currently is more heavily focused on Accounting in the early years of the program.	
<b>Objective:</b> <ul style="list-style-type: none"> <li>Provide our Finance Majors with the right amount of Financial Accounting detail given their specific needs and give them space to further concentrate on their desired Finance area.</li> <li>Provide potential finance majors with a wider variety of elective course options.</li> </ul>	
<b>Actions:</b> <ul style="list-style-type: none"> <li>Communicate proposed change to the Accounting and Finance Departments</li> <li>Formally vote on the proposed change at the Department level.</li> <li>Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.</li> </ul>	
<b>Timeline:</b> Moderate 1 – 2 Years	
<b>Responsibility for leading initiative:</b> Program Chairs and Associate Dean, Faculty and Academic	
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Appropriate Curriculum Committees	
<b>Status for One Year Follow-up Report:</b>	

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Finance Major Specific</b>	
<b>Priority Recommendation #8:</b> Explore opportunities to identify and offer relevant paths of study within the curriculum. As such, the school will actively monitor course enrolment, student interests, and industry needs to identify potential paths within the accounting and finance curriculum that align with career fields and specialized topics.	
<b>Rationale:</b> Many prospective students consider the SAF program specifically due to CPA career aspirations. Current and prospective students may benefit from clearer suggestions about how courses relate to each other and to prospective career paths.	
<b>Objective:</b> <ul style="list-style-type: none"> <li>To outline paths through the SAF curriculum that relate to specific career interests. This may include special notation in the Undergraduate Course Calendar to show clusters of courses for specific streams/pathways.</li> <li>Provide a point of reference that may be useful in marketing to prospective students and advising current students.</li> <li>Explore the opportunity to develop a concentration in a field of finance with growing student interest and employer demand (e.g. Fintech, Blockchain etc.).</li> </ul>	
<b>Actions:</b> <ul style="list-style-type: none"> <li>Review curriculum clusters with career paths during faculty meeting.</li> <li>Conduct iterative research with students, alumni and employers in an ongoing basis about the positioning of these paths and currency/relevance with industry.</li> <li>Identify potential for one additional area of concentration within the finance major.</li> </ul>	
<b>Timeline:</b> Moderate 1 - 3 years	
<b>Responsibility for leading initiative:</b> Program Chairs	

<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Program Chairs, Undergraduate Program Council and Faculty Dean
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<b>Status for One Year Follow-up Report:</b>
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<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Out of Scope – Graduate Programming</b>
<b>Priority Recommendation # 1:</b> Explore the feasibility of launching a Master of Accountancy degree offering to replace the PMDip in Accounting.
<b>Rationale:</b> Many prospective students consider the SAF program specifically due to CPA career aspirations. This Accounting major is designed for those in the CPA pathway and encourages the development of critical thinking, analysis and communication skills and prepare students to write the CPA Common Final Exam (CFE). By offering a Master level degree in Accounting, students will acquire advanced knowledge in accounting and related aspects of business and potentially be granted advanced standing directly to the CFE. Currently, PMDip graduates are only advanced to Capstone 1 of the CPA PEP program.
<b>Objective:</b> <ul style="list-style-type: none"> <li>Provide advanced degree offering that may be useful in marketing to prospective students and advising current students.</li> <li>Offer students programming that will take them forward in a more theoretical and integrative direction.</li> <li>Introduce students to cutting-edge research in both Accounting and Finance and challenge students to use their knowledge to seek answers to difficult theoretical problems.</li> <li>The offering will take advantage of the growing industry need for professional designation.</li> </ul>
<b>Actions:</b> <ul style="list-style-type: none"> <li>Conduct comparator school and iterative research with students, alumni and employers about the positioning of the Master's offering with respect to currency/relevance with industry.</li> <li>Review TRSM Graduate Program Council (GPC) by-laws that define the successful functioning of graduate programs at Ryerson University.</li> <li>Coordinate program curriculum development; ensuring the quality, currency, and content of constituent courses.</li> <li>Undertaking a review of program objectives, learning outcomes, and career competencies.</li> <li>Prepare program proposal and budget.</li> </ul>
<b>Timeline:</b> Moderate 1 - 3 years
<b>Responsibility for leading initiative:</b> Program Chairs
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> TRSM Graduate Program Council, Associate Dean, Graduate Programs, Faculty Dean and YSGS.

<b>RECOMMENDATION AND IMPLEMENTATION PLAN - Out of Scope – Graduate Programming</b>
<b>Recommendation # 2:</b> Explore the feasibility of offering a specialization in Accounting and/or Finance in the recently launched PhD in Management at TRSM.
<b>Rationale:</b> The SAF is on a path of significant growth and change. Building on its tremendous success over the years in providing a holistic and integrated undergraduate education in accounting and finance, and years of experience integrating innovative and comprehensive experiential learning opportunities for students, it is now poised to launch new and innovative graduate program offerings – both research and applied.
<b>Objective:</b>

<ul style="list-style-type: none"> <li>• Meet the demand by institutions for high quality researchers with a background in Accounting and/or Finance.</li> <li>• Opportunity to generate management-oriented knowledge through exposure to and participation in academic research with a specialized discipline-specific application.</li> <li>• Equip graduates to disseminate knowledge to their research community, industry, government, and the public at large.</li> <li>• Further, build upon TRSM's existing long standing industry relationships, the proposed specialization in the PhD program will provide new collaborative research opportunities that will enable faculty and PhD candidates to provide industry with relevant research outcomes.</li> <li>• Carry out rigorous scientific research about complex management problems in a rapidly changing and globally-oriented economy.</li> </ul>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>• Conduct comparator school and iterative research with students, alumni and employers about the positioning of the Master's offering with respect to currency/relevance with industry.</li> <li>• Review TRSM Graduate Program Council (GPC) by-laws that define the successful functioning of graduate programs at Ryerson University.</li> <li>• Coordinate program curriculum development; ensuring the quality, currency, and content of constituent courses.</li> <li>• Undertaking a review of program objectives, learning outcomes, and career competencies.</li> <li>• Prepare program proposal and budget.</li> </ul>
<b>Timeline:</b> Moderate 1 - 3 years
<b>Responsibility for leading initiative:</b> Program Chairs
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> TRSM Graduate Program Council, Associate Dean, Graduate Programs, Faculty Dean and YSGS.

***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 Accounting and Finance Program, Bachelor of Commerce (Accounting and Finance) – Ted Rogers School of Management.*

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  
Graham Hudson, Faculty of Law  
May Yan, Library  
Linda Koechli, Chang School of Continuing Education  
Dalia Hanna, Chang School of Continuing Education  
Julia Spagnuolo, Student  
Kavin Nguyen, Student



**Academic Governance and Policy Committee (AGPC)**  
**Report #W2021-4 to Senate**

Academic Governance and Policy Committee Report – S. Zolfaghari

1. Interim Provost's Update
2. Revised Policy 61: Student Code of Non-Academic Conduct (J. McMillen)
3. Waiving of residency requirements for graduation as stipulated in Policy 46 Section 2.5. c., that requires students to complete a minimum of 50% of their program at Ryerson University on a one-time only, exceptional basis for Midwifery students transferring from Laurentian University to Ryerson in 2021, due to the unforeseen and sudden closure of the Laurentian program. Contingent upon the Ministry providing the funding to Ryerson to assume half of Laurentians' students (K. MacKay & C. Hack)

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  
R. Ott, 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

## Student Code of Non-Academic Conduct (Policy 61) Key Changes

1. Rewritten based on the Senate Policy Framework.
2. Rewritten using accessible, plain language that is student-friendly.
3. New Purpose and Introduction Sections.
4. Moved Information about Freedom of Expression to Values & Principles section.
5. Streamlined the language outlining who is covered by the Code: Removed the Persons Covered by the Code and replaced it with Students. Added a definition of students for clarity and simplicity. Added student groups to jurisdiction of those covered under the Code.
6. Revised On-Campus subsection for Application & Scope.
7. Revised Off-Campus subsection for Application & Scope.
8. Added Online Conduct subsection for Application & Scope.
9. Changed the Code Does Not Supersede Other Policies subsection to The Code and Other University Policies with revised content.
10. Revised Civil and Criminal Proceeding subsection.
11. New Definitions Section.
12. New Values and Principles section that outlines the key principles and values that guide the policy.
13. New Foundational Philosophy and Mission subsection clarifies that policy is not focused on students personal lives but can be enacted in exceptional circumstances when a student's conduct adversely impacts the safety of the community or the learning, teaching, living, research or work of community members.
14. Senate Policy Framework subsection outlines that the values of this framework are applicable and fundamental to the policy.
15. Statement of Student Rights and Responsibilities subsection points students to the Senate statement that commits to fundamental rights and responsibilities for students.
16. New Equity, Diversity, and Inclusion subsection highlights the importance of these values in the Code.
17. Revised Freedom of Expression subsection which has always been a key principle of the Code.
18. New Commitment to Support for People affected by conduct that does meet community standards subsection outlines a support framework that commits to provide support and assistance to community members impacted by student conduct.
19. New Accountability subsection outlines another key principle of the Code.
20. New Alternative Dispute Resolution subsection outlines the usage of this conflict resolution process where appropriate.
21. New Sanctions and Progressive Discipline subsection commits to sanctions proportionate to breaches and outlines that decision makers will consider the principles of progressive discipline when assigning sanctions.
22. New Harm Reduction and Good Samaritan Principles section outlines how amnesty will be used to promote help-seeking behaviour and to encourage students to seek assistance for themselves and others in order to prioritize safety and welfare.
23. New Accommodation subsection outlines commitment to the duty to accommodate.

24. New Procedural Fairness subsection outlines commitment to a fair process.
25. New Support subsection outlines commitment to ensure that all parties have support during the process.
26. New Community Standards section replaces the Offences section and outlines the University's expectations of students, providing a non-exhaustive list of conduct that does not meet the University's community standards. The list has been revised and shortened to 7 categories.
27. New Confidentiality and Privacy Section outlines University's expectations that the Complaints Resolution process is confidential and outlines how the University handles personal information and records.
28. New Complaints Resolution process outlines the components for resolving complaints through ADR or Investigations, the Decision Making Process and the standard of proof for decision making. A major change is the addition of a new level of decision maker, the Executive Director, Student Affairs (ED). Revised Interim Measures section outlines the framework for putting in place interim measures to support the safety of community members and the rights for appeal of an extension of interim suspension.
29. Revised Sanctions section outlines current and new sanctions that can be assigned by the three levels of decision makers. A major change is that the Vice-Provost, Students (VPS) can assign Non-Disciplinary Withdrawal (NDW) and Expulsion during the Complaints Resolution process. New sanctions include a limit on restitution amount up to \$500 that can be assigned by the Student Conduct Officer (SCO), Limitations on Future Enrollment in a specific course, and Professional Assessment and Support.
30. Revised Appeals section outlines the framework for appealing Interim Measures and decisions assigned by SCO, ED, and VPS. A major change is that SCO decisions have one level of appeal to the ED. Another major change is that complainants can now appeal decisions and sanctions assigned by the ED and VPS to SAC.
31. New Correspondence and Notice section outlines the notification framework under the policy.
32. New Records section outlines how records are managed.
33. Distribution and Communication Policy outlines that the policy will be posted on Senate website.
34. Timelines Section outlines that any timeline under the Code may be extended with notice to the parties.
35. Revised Procedures under the Code section outlines framework for updating procedures.
36. New Roles and Responsibilities section outlines the roles of employees and students under the Code.
37. New Related Policies section outlines key policies that are related or intersect with this Code.
38. New Making A Complaint Section outlines the steps for filing a Complaint, the information required and the time limit for filing a Complaint.
39. Complaints Resolution Process Section provides a framework for the SCO to review Complaints and determine whether they fall within the jurisdiction of the Code and how they may be resolved, including ADR, amnesty, or Investigation. It also provides

provisions for the SCO to coordinate or designate an investigation when a Complaint falls under multiple policies.

40. Interim Measures subsections outline how decision makers may put in place interim measures to address community safety concerns or to separate the parties during an investigation. Community Safety and Security can also put in place measures following their process. A major change in this section outlines that the ED can impose interim measures including campus restrictions or suspension for 10 business days. After 10 business days, the measures may be extended for an additional 30 days. Students may appeal an extension of suspension to the SAC.
41. New Decision Procedures section outlines the framework for making a decision after an investigation.
42. New Sanctions Procedures section outlines the framework for assigning and implementing sanctions. It provides the essential details for how Non-Disciplinary Suspension (NDS) and NDW sanctions are administered and how they impact a student's record. It also outlines the importance of providing support to respondents and complainants who are impacted by the implementation of assigned sanctions. And, it outlines the process for addressing non-compliance with sanctions.
43. Appeals Procedures section outlines the framework for appealing interim measures, decisions and sanctions. Respondents have a right to appeal decisions assigned by the SCO to the ED. Both complainants and respondents can appeal findings and sanctions assigned by the ED or VPS to SAC.

**RYERSON UNIVERSITY  
POLICY OF SENATE**

**STUDENT CODE OF NON-ACADEMIC CONDUCT**

**Policy Number:** 61

**Policy Approval Date:** [ ]

**Related Documents:** Discrimination and Harassment Prevention Policy; Sexual Violence Policy; Housing & Residence Life Community Standards; Experiential Learning

**Owner:** Vice-Provost, Students

**Approver:** Senate

**Next Policy Review Date:** [three years from above], or sooner at the request of the Vice-Provost, Students

**Implementation Date:** Fall 2021

**Responsible Office:** Office of the Vice-Provost, Students

**Contact Office:** Student Conduct Office

## 1. PURPOSE

The purpose of the Student Code of Non-Academic Conduct (“Code”) is to establish community standards of non-academic conduct for Ryerson University (“the University”). The Code educates the University’s students by providing a non-exhaustive list of the rights, expectations, and responsibilities related to non-academic student conduct. The Code provides a Complaint resolution process that is fair. The Code identifies sanctions that may be assigned which are proportionate to conduct that does not meet community standards; conduct that jeopardizes the proper and orderly functioning of academic and non-academic programs, activities, or operations of the University; conduct that endangers the health, safety, rights, or property of the members of its community, or conduct that adversely affects the property of the University or entities related to the University. The Code provides for and outlines the support available to University community members impacted by conduct that does not meet community standards.

## 2. INTRODUCTION

The University values equity, diversity, honesty, respect, inclusion, and the well-being and dignity of all community members. Students at the University are expected to conduct themselves in a manner that supports the University as a learning, teaching, living, research, and work environment where the rights and responsibilities of all students, staff, and faculty are respected.

The Code is educational:

- It provides guidance regarding the University’s expectations of appropriate student conduct.
- It builds awareness and understanding of the University’s community standards, and it defines what conduct negatively impacts the safety and well-being, rights, and property of others.
- It implements sanctions that are, where appropriate, educative rather than punitive, and that promote understanding of community standards and expectations.

The Code is supportive:

- It recognizes that student conduct that breaches this Code can impact the well-being of the community and it provides for and outlines resources to support and assist community members.

- It recognizes that students who cause harm may require assistance and support while participating in the Complaint resolution process.
- It ensures that the University is committed to responding to breaches of this Code from an anti-oppression and trauma-informed approach to ensure that all community members are treated with empathy, dignity, and care.
- It outlines the Office of Student Care's purpose and scope in coordinating education, prevention, supports, and processes under the Code.

The Code ensures accountability and fairness:

- It provides for a Complaint resolution process that is transparent and fair to all members of the community.
- It provides for a fair and independent investigation and decision-making process.
- Where appropriate, Complaints may be resolved by Alternative Dispute Resolution (ADR) measures.
- Where ADR is not appropriate or where it is unsuccessful, and a breach of community standards has occurred, a sanction proportionate to the breach will be assigned.

### **3. APPLICATION AND SCOPE**

This Code applies to the conduct of students and student groups while:

#### **3.1 On-Campus**

The Code applies to all student conduct that takes place on University premises.

#### **3.2 Off-Campus**

The Code applies to the conduct of students off University premises, when:

- They are a delegated representative of the University or when they claim to represent the University.

- They are in a University course, including, but not limited to, an organized class activity, co-op, and experiential learning opportunities.
- They are participating in a University event, activity, or program.
- The conduct reasonably has had an adverse effect on the safety and well-being of the community or on a complainant's course of learning, teaching, living, research, or work at the University or in exceptional circumstances where there is a sufficient connection to the University.

### **3.3 Online Conduct**

The Code applies regardless of the medium used for breaches of this Code. The Code applies to online activity connected to the University, whether on or off campus, when the conduct reasonably has an adverse effect on the safety of the community or a complainant's course of learning, teaching, living, research, or work at the University.

### **3.4 The Code and Other University Policies**

The Code is the foundation that governs student behaviour and conduct at the University. There are a number of other academic and non-academic policies that also guide student conduct at the University, including, but not limited to, Policy 60: Academic Integrity; the Residence Community Standards; the Sexual Violence Policy; and the Discrimination and Harassment Prevention Policy. A student may also be an employee of the University, and in this case, employment policies may also apply.

Where the alleged conduct may be a breach of community standards and another University policy, proceedings may be processed under this Code, referred to another University policy, or processed jointly. Regardless of which process is applied, sanctions are deemed to include any sanctions provided for in the Code and in any other applicable policy or policies.

### **3.5 Civil or Criminal Proceedings**

Where there are, or may be, ongoing civil or criminal proceedings arising from the same alleged breach of community standards, the University maintains the jurisdiction to proceed or to defer the Complaint resolution process. Where a Complaint resolution process has been deferred, the University may, depending on the circumstances, still take some action

under the Code, including imposing Interim Measures in an effort to mitigate risks and safety concerns.

### **3.6 Meeting Requirements under the Occupational Health and Safety Act**

Under the Ontario *Occupational Health and Safety Act*, all incidents of workplace violence, harassment that could lead to workplace violence, or domestic violence which may continue in the workplace must be reported and managed in accordance with University policies.

## **4. DEFINITIONS**

### **4.1 Advocate**

An individual sanctioned by one of the recognized Ryerson student bodies (e.g. the Ryerson Students' Union [RSU], Continuing Education Students' Association of Ryerson [CESAR], Ryerson Graduate Student's Union [RGSU]), or any other student group recognized by the University. An advocate may act as a support person or a representative as outlined under this Code.

### **4.2 Alternative Dispute Resolution (ADR)**

The process of resolving disputes outside of an Investigation through agreements between parties. ADR processes may include conciliation, mediation, restitution, and restorative justice.

### **4.3 Amnesty**

Based on harm reduction and good Samaritan principles, the Student Conduct Office may determine that students will not be subject to investigation or sanctions when they are seeking assistance for themselves and others during or after an incident.

### **4.4 Appeal**

The process for requesting a review to formally change an official decision or sanction imposed by a decision maker under this Code.

### **4.5 Appellant**

The party who requests an appeal to formally change an official decision or sanction imposed by a decision maker under this Code.

**4.6 Balance of Probabilities**

The evidence shows it is more likely than not the alleged breach of community standards occurred.

**4.7 Breach of Community Standards**

A finding by a decision maker that a respondent's conduct has not met the University's community standards.

**4.8 Business Day**

All weekdays, excluding University closures and statutory holidays as indicated on the University website Statutory Holidays page.

**4.9 Code**

Policy 61: The Student Code of Non-Academic Conduct of the Ryerson University Senate.

**4.10 Conciliation**

The voluntary process of addressing disputes with the help of a third party who meets with the parties separately in an attempt to help them resolve their differences, which may include a face-to-face meeting between the parties.

**4.11 Complaint**

A Complaint of an alleged breach of community standards under this Code.

**4.12 Complainant**

The person filing the Complaint of an alleged breach of community standards under this Code.

**4.13 Decision Maker**

The Student Conduct Office; the Executive Director, Student Affairs; or the Vice-Provost, Students (or their designates).

**4.14 Decision-Making**

The process of making an official decision after a Complaint is made under this Code.

**4.15 Executive Director, Student Affairs**

Executive Director, Student Affairs, or their designate.

**4.16 Interim Measures**

The temporary measures put in place to protect the parties, the Ryerson community, and the integrity of the Investigation and decision-making process.

**4.17 Mediation**

A voluntary process where a third-party facilitates a mutually agreeable resolution between the parties.

**4.18 Parties**

The complainant, the respondent, the University (in some cases). (See Procedures 5 for the meaning of party/parties in an appeal.)

**4.19 Personal Information**

The recorded information about an identifiable individual.

**4.20 Progressive Discipline**

Increased sanctions assigned with repeated breaches of community standards.

**4.21 Policy**

Any policy approved by the Board of Governors and Senate and other written regulations of the University.

**4.22 Representative**

An individual who assists either party at an Appeal before the Senate Appeals Committee. A representative may be a paralegal, lawyer, advocate, or any other individual.

**4.23 Residence Community Standards**

The Housing & Residence Life Community Standards as posted on the University website.

**4.24 Respondent**

Following a Complaint, the student accused of the conduct that is an alleged breach of this Code is referred to as the respondent.

**4.25 Restitution**

Compensation by way of a sum of money, material replacement, or services rendered to cover the losses or damages from a breach of this Code.

**4.26 Restorative Justice**

An alternative approach to resolving Complaints that focuses on addressing the harm caused by the breach and holds the respondent accountable for their actions. It involves engaging the complainant, respondent, and community in the resolution of the Complaint. Restorative justice processes take various forms and are always voluntary.

**4.27 Ryerson Community**

Students, student groups, faculty, and staff.

**4.28 Ryerson University Premises**

Lands, buildings, and grounds either rented or owned or using University-owned or run property, or equipment (including, but not limited to, telephones, computers, and computer networks), or during online courses, meetings, and programs.

**4.29 Student**

Currently enrolled students, students who are eligible for re-enrollment, as well as former students if they were enrolled at the time of the alleged breach.

**4.30 Student Conduct Office**

The Student Conduct Office staff, or their designate.

**4.31 Student Group**

Student organizations including student government, student and course unions, societies, clubs, and groups.

**4.32 Support Person**

An individual who attends meetings with either the complainant or respondent with the Student Conduct Office; Executive Director, Student Affairs; Vice-Provost, Students; or Senate Appeals Committee, solely for personal support, and shall not act as a representative. A support person should not be a witness.

**4.33 Vice-Provost, Students**

The Vice-Provost, Students, or their designate.

**5. VALUES AND PRINCIPLES**

The University is a learning, teaching, living, research, and work community of students, faculty, and staff committed to providing safe and suitable environments that respect the rights, responsibilities, well-being, and dignity of all its members.

**5.1 Foundational Philosophy and Mission**

Students should conduct themselves according to the University's educational mission and policies. The University is not concerned with the conduct of students in their personal lives. However, the University is concerned with conduct that reasonably has had an adverse effect on the safety and well-being of the community or on a complainant's course of learning, teaching, living, research, or work at the University or in exceptional circumstances where there is a sufficient connection to the University.

**5.2 Senate Policy Framework**

The values outlined in the University's Senate Policy Framework are applicable and fundamental to this Code.

**5.3 Ryerson University Statement of Student Rights and Responsibilities**

The spirit of the Ryerson University Statement of Student Rights and Responsibilities is applicable and fundamental to this Code.

**5.4 Equity, Diversity, and Inclusion**

The University values all community members' fair and equitable treatment by developing policies and procedures that attempt to remove structural barriers to address historical and current disadvantages for equity-deserving groups consistent with the Ryerson University Senate Policy Framework.

The University values and respects the diversity of knowledge, worldviews, and experiences from membership in different groups and the contribution that diversity and inclusion makes to the learning, teaching, living, research, and work environment.

### **5.5 Freedom of Expression**

The University recognizes students' right to express themselves and engage in respectful debate and discussion. Students have the right to participate in peaceful and lawful assemblies and demonstrations without harassment, disruption, or acts of violence in accordance with the University's Statement on Freedom of Speech.

### **5.6 Commitment to Support for People Affected by Conduct that does not Meet Community Standards**

In administering this Code, the University is committed to ensuring that community members impacted by behaviour that does not meet the University's community standards receive the support and assistance they need.

The Student Conduct Office will work within the Office of Student Care to ensure that community members can access support tailored to their individual needs. Community members affected by conduct that does not meet community standards will be informed and supported at every step of any process through the appropriate office.

The Office of Student Care will work with students in determining their support and/or academic consideration needs and assist them in accessing appropriate supports during a Complaint resolution process. Recognizing that each student's needs will be different, the types and forms of support and academic considerations made available will be tailored on a case-by-case basis.

Students affected by student conduct which breaches this Code are not required to participate in a Complaint resolution process to receive support.

Detailed information about on- and off-campus supports for students is provided at Ryerson's Office of Student Care's website.

### **5.7 Accountability**

The Code is meant to ensure student accountability, whether through Alternative Dispute Resolution or through sanctions assigned following a decision.

**5.8 Alternative Dispute Resolution**

Where appropriate, the University encourages Alternative Dispute Resolution (“ADR”) processes to resolve Complaints. ADR refers to processes to resolve disputes outside of the Investigation process through agreements between the parties.

**5.9 Sanctions and Progressive Discipline**

A decision maker assigns sanctions proportionate to the breach of the community standards and in consideration of the full context. The decision maker will consider the principles of progressive discipline that is premised on educating students on what constitutes unacceptable behaviour and increasing sanctions with repeated breaches of community standards.

**5.10 Harm Reduction and Good Samaritan Principles**

The University seeks to promote help-seeking behaviour to encourage students to reach out for assistance for themselves or others as needed. Because students’ safety and welfare are a priority, amnesty may be available to students requesting assistance for themselves, students requesting assistance for another person, and students for whom assistance was provided.

**5.11 Accommodation**

All processes and procedures associated with this Code shall be interpreted and applied in accordance with relevant law and University policies and procedures concerning the duty to accommodate, including, without limitation, the Ontario *Human Rights Code*.

**5.12 Procedural Fairness**

The University has a duty to be fair in the application of the processes and procedures at each stage of the Complaint resolution process under the Code. This includes the right to know the allegations, the opportunity to respond to those allegations, the right to a fair and impartial decision maker, and the right to a decision with reasons.

The duty to be fair is context-specific, and the University reserves the right to adjust the process to ensure procedural fairness in accordance with the facts of the individual case with notice to the complainant and the respondent.

### 5.13 Support

Complainants and respondents in the Complaint resolution process may attend meetings with the Student Conduct Office; Executive Director, Student Affairs; or Vice-Provost, Students with a support person of their choosing. During these meetings, the complainants and respondents are expected to speak on their own behalf. A support person may provide guidance and assistance throughout this process.

The parties involved in a hearing before the Senate Appeals Committee may attend with a support person and/or a representative of their choosing. The parties are entitled to be assisted by a representative during Senate Appeals Committee hearings.

## 6. COMMUNITY STANDARDS FOR NON-ACADEMIC STUDENT CONDUCT

All students at the University are expected to conduct themselves in a manner that supports the University as a learning, teaching, living, research, and work environment where the rights and responsibilities of all students, staff, and faculty are respected. Students may also be responsible for the conduct of their guests.

The Ryerson University Statement of Student Rights and Responsibilities outlines that students are expected to strive to make the community safe and uphold an environment defined by mutual respect, equity, civility, dignity, and inclusivity.

More information about the Ryerson University Statement of Student Rights and Responsibilities is found on the Senate website.

The Code works in accordance with the Sexual Violence, Residence Community Standards, and the Discrimination and Harassment Prevention Policies to combat sexual violence, harassment, and discrimination of all forms. The University is committed to fostering diversity and inclusion where all community members feel welcomed, valued, seen and heard. The policies must work in coordination to promote a culture of consent and to confront all barriers to equity, diversity, and inclusion such as racism, anti-Black racism, anti-Indigeneity, anti-Asian racism, Islamophobia, anti-Semitism, xenophobia, gender-based violence, gender inequity, sexism, homophobia, transphobia, colonialism, ableism, and ageism.

Students are to comply with all municipal, provincial, and federal laws and any professional standards related to their course of study.

A non-exhaustive list of conduct that does not meet the University's community standards includes:

**6.1    Violence, and/or Threats of Violence, to a Person's Physical or Mental Well-being, such as:**

Assault; intimate partner violence; hazing; or behaviour that results in or has a high likelihood of resulting in physical injury.

**6.2    Harassment, such as:**

Unwelcome remarks, words, actions or contact; verbal abuse; non-verbal abuse; unwelcome gestures; distributing malicious or untrue information about community members - unwanted physical or verbal behaviour that is known or should be known to be unwelcome, humiliating, threatening, or demeaning. This includes conduct that arises from, or is motivated, in whole or in part, by bias, prejudice or stereotypes of a community member or groups' personal characteristics as defined in the Discrimination and Harassment Prevention Policy.

The conduct may include a serious one-time or ongoing/repeated incident.

**6.3    Disrupting or Interfering with University Operations, such as:**

Disrupting or interfering with a class, examination, event, or operation; causing a dangerous situation; setting off a false fire alarm; or providing false identification or documentation.

**6.4    Conduct that Breaches the Law, such as:**

Possessing and/ or distributing weapons, including replicas of weapons; theft; misappropriation, or unauthorized possession of personal property; producing, distributing, or selling drugs or alcohol not permitted by law; breaking into University premises; or unauthorized use of keys or access to space on campus.

**6.5    Damage to University and Community Members' Property, such as:**

Damaging; vandalizing; or destroying the property of the University or community members.

**6.6    Conduct that Breaches University Policies and Procedures, such as:**

Failure to comply with University policies and procedures, including but not limited to the Sexual Violence Policy, Discrimination and Harassment Prevention Policy, Acceptable Use of Information Technology, Smoking

and Vaping Policy, and other Health and Safety directives, policies, and procedures. Breaches of decisions and directives issued under University policies and procedures, including but not limited to the Sexual Violence Policy and the Discrimination and Harassment Prevention Policy.

**6.7 Abuse of the Code or other University Policies, such as:**

Bringing an unfounded Complaint with a malicious or vexatious intent; breaching the confidentiality expectations; failing to comply with the reasonable requests of a University representative; retaliating against any participant in the Code process; failing to comply with the remedies and sanctions outlined in the Code.

## **7. CONFIDENTIALITY AND PRIVACY**

The University expects all members of the Ryerson community involved in the Complaint resolution process to keep confidential, outside the people supporting them, any personal information they learn in this process, to ensure the integrity of the Investigation and decision-making process.

The University protects personal information and handles records in accordance with its policies, procedures, applicable provincial and federal privacy legislation, regulations (including associated orders, directives, decisions, and rulings by the applicable Privacy Commissioner) relating to privacy, personal information, and personal health information. Without limitation, this includes the *Freedom of Information and Protection of Privacy Act*.

The University collects, uses, and discloses personal information in accordance with the *Freedom of Information and Protection of Privacy Act* and other applicable provincial and federal privacy legislation and regulations as noted above.

## **8. COMPLAINT RESOLUTION PROCESSES**

The Student Conduct Office receives Complaints of breaches of community standards and determines the process to be followed in order to resolve the Complaint.

**8.1 Alternative Dispute Resolutions (ADR)**

The Student Conduct Office will consider whether ADR processes, including conciliation, mediation, restitution, and restorative justice are appropriate to resolve the Complaint.

## **8.2 Investigations**

The Student Conduct Office will investigate Complaints under this Code. Following the Investigation, a decision maker will decide whether a breach of community standards has occurred or not.

## **8.3 Decision-Making**

The Student Conduct Office may:

- Make a finding as to whether there has been a breach of the community standards and assign appropriate sanctions if a breach has occurred.  
OR
- Where the Student Conduct Officer believes that if a breach of community standards is found to have occurred, a more severe sanction than they are authorized to assign under Section 10.1 is warranted, present the Investigation to the Executive Director, Student Affairs or the Vice-Provost, Students to make a finding as to whether there has been a breach of the community standards and assign the appropriate sanctions if a breach has occurred.

## **8.4 Standard of Proof**

At each stage of decision-making, the onus of establishing that a breach of community standards has occurred shall be on the University. The standard of proof will be on a balance of probabilities.

# **9. INTERIM MEASURES**

Interim Measures may be imposed by a decision maker once the University becomes aware of an alleged breach of the community standards considering the alleged conduct and the relevant context, to protect the parties, the University community, and the integrity of the Investigation and decision-making process. Interim Measures are without prejudice to the ultimate outcome of the Investigation.

## **9.1 Appeal of Extension of Suspension**

Interim Measures which include an extension of suspension may be appealed under Section 11.

## 10. SANCTIONS

Sanctions are assigned by a decision maker following a decision that there has been a breach of community standards. Sanctions can range from a requirement to attend an educational program, up to and including expulsion.

### 10.1 Sanctions that may be Assigned by the Student Conduct Office

The Student Conduct Office has the discretion to assign the following sanctions:

#### 10.1.1 Written reprimand

A written notice to the respondent that they have breached the Code and a warning that any further breach of the Code could result in greater sanctions.

#### 10.1.2 Behavioural Expectations

A notice in writing to the respondent outlining their responsibility to engage in particular conduct and/or refrain from specific actions.

#### 10.1.3 Educational Activity

A requirement that the respondent completes a facilitated learning activity intended to address concerns raised by the conduct process that promotes growth, reflection, and development.

#### 10.1.4 Professional Assessment and Support

A requirement that the respondent seeks risk assessment and/or disciplinary counselling, and mental health treatment from the Centre for Student Development and Counselling or other appropriate professional and complete recommendations of the professional.

#### 10.1.5 Community or University Service

An activity that allows the respondent to reflect on and learn from their behaviour and its impact.

#### 10.1.6 Restitution

Compensation by way of a sum of money, material replacement, or services rendered to cover the losses or damages up to and including \$500.00.

**10.1.7 Restrictions on Services and Premises**

A limit on or loss of access to particular areas, buildings, services, resources, or activities of the University.

**10.1.8 Restrictions on Communication**

An order to refrain from direct or indirect communication with another individual or group.

**10.1.9 Recommendations**

A decision maker may make non-binding recommendations for specific actions or suggest resources to promote the learning, well-being, and success of the respondent. For example, the decision maker may refer or recommend academic resources, student services and support programs, participation in ADR processes or courses, mental health support, or preparation of an apology or statement of regret to a harmed party as appropriate.

**10.2 Sanctions that may be Assigned by the Executive Director, Student Affairs**

In addition to the sanctions that can be assigned by the Student Conduct Office, the Executive Director, Student Affairs has the discretion to assign one or more of the following sanctions:

**10.2.1 Restitution**

Compensation by way of a sum of money, material replacement, or services rendered to cover the losses or damages, up to and including the full cost of the losses or damages.

**10.2.2 De-enrollment**

Withdrawal from a current course.

**10.2.3 Limitations to Future Enrollment**

Restriction from enrolling in a specific future course.

**10.2.4 Non-Academic Disciplinary Suspension (NDS)**

Suspension for up to two (2) years. Students shall be prohibited from enrolling in any course at the University during the specified period and from enrolling in certificate programs or courses as determined by the Executive Director, Student Affairs.

**10.3 Sanctions that may be Assigned by the Vice-Provost, Students**

In addition to the sanctions that can be assigned by the Student Conduct Office and the Executive Director, Student Affairs, the Vice-Provost, Students has the discretion to assign the following sanctions:

**10.3.1 Non-Academic Disciplinary Withdrawal (NDW)**

Withdrawal from the University for at least two (2) years.

**10.3.2 Expulsion**

Permanent removal of a student from the University.

**11. APPEALS**

A decision maker cannot hear an appeal of their own decision.

**11.1 Interim Measures and Sanctions during the Appeal Process**

All Interim Measures and sanctions remain in place during the appeal process. Should the University receive an allegation of non-compliance with Interim Measures and sanctions during the Complaint resolution process, the University may investigate this allegation and include the non-compliance allegation into the Appeal hearing to determine appropriate sanctions.

**11.2 Appeal of Interim Measures which Include an Extension of Suspension**

The respondent may appeal an extension of a suspension imposed as an Interim Measure by the Executive Director, Student Affairs under Section 9. If a suspension is extended, the respondent may appeal to the Senate Appeals Committee that shall hear and decide the matter within ten (10) business days unless the student agrees to extend the period of time. See Procedures 5.1.

**11.3 Appeal of Findings and/or Sanctions from Decisions of Student Conduct Office**

The respondent may appeal the findings and/or sanctions assigned by the Student Conduct Office within ten (10) business days of the decision letter being issued. See Procedures 5.3.

**11.4 Appeal of Findings and/or Sanctions from Decisions of Executive Director, Student Affairs or Vice-Provost, Students where the Assigned Sanctions do not include Restitution over \$500, De-enrollment, Limitations to Future Enrollment, NDS, NDW, or Expulsion**

The respondent may appeal the findings and/or sanctions assigned within ten (10) business days of the decision letter being issued. See Procedures 5.4.

**11.5 Appeal of Decisions and/or Sanctions of Decisions by the Executive-Director, Student Affairs or Vice-Provost, Students where the Assigned Sanctions includes Restitution over \$500, De-enrollment, Limitations to Future Enrollment, NDS, NDW, or Expulsion**

The complainant or respondent may appeal the findings and/or sanctions assigned by the Executive Director, Student Affairs or the Vice-Provost, Students within ten (10) business days of the decision letter being issued. See Procedures 5.5.

## **12. CORRESPONDENCE AND NOTICE**

The University will provide the complainant and the respondent with regular updates. Consistent with Senate Policy 157, all formal notification and delivery of documents under the Code and the Procedures will be by email to a ryerson.ca email account.

## **13. RECORDS**

A record of the case files and final decisions made under this Code will be kept according to the University's record management policy.

## **14. DISTRIBUTION AND COMMUNICATION OF POLICY**

All Senate policies are posted on the Senate website.

## **15. TIMELINES UNDER THIS CODE AND RELATED PROCEDURES**

Any timeline under this Code or related Procedures may be extended by a Decision Maker with notice to the parties.

## 16. PROCEDURES UNDER THIS CODE

Procedural updates shall be the responsibility of the Office of the Vice-Provost, Students.

Should the Office of the Vice-Provost Student consider procedural changes that are significant, the Student Conduct Office will convene a committee to provide recommendations for this purpose. The committee will include representatives from faculty and RSU, CESAR, RSGU, or any other student group sanctioned by the University.

## 17. ROLES AND RESPONSIBILITIES

### 17.1 Students

- Be aware of the University's community standards and expectations.
- Monitor student email account, including during exam periods and holidays.
- To participate in a Complaint, Investigation, and decision-making process that is procedurally fair.

### 17.2 All Members of the Ryerson Community

- Build a community that values equity, diversity, inclusion, honesty, respect and the well-being and dignity of all community members.
- Keep personal information of others and student conduct outcomes confidential.
- Report to Community Safety and Security if an incident is witnessed that compromises the safety of the community.

### 17.3 Staff

- Follow appropriate procedures contained in the Code to address conduct that may be a breach of community standards.

### 17.4 Senate

- Ryerson University's Senate holds academic authority and is responsible for maintaining, communicating, and implementing this Code.
- Ryerson University Senate Appeals Committee hears appeals of Interim Measures which include an extension of a suspension and decisions and/or sanctions assigned by the Executive-Director,

Student Affairs or Vice-Provost, Students where the assigned sanctions includes restitution over \$500, de-enrollment, limitations to future enrollment, NDS, NDW, or expulsion.

#### **17.5 Senate Appeals Committee (SAC) Panel**

- The panel established by the Secretary of Senate, responsible for reviewing appeal submissions and upon evaluating the evidence provided, makes a decision on the appeal. Senate Appeals Committee decisions are final and not appealable.

#### **17.6 Vice-Provost, Students**

- Oversees the operation of Student Affairs.
- Ensures that the appropriate supports and services are put in place in the many units reporting to the Office of Vice-Provost, Students.
- Works in close partnership with the Executive Director, Student Affairs and Director, Student Housing and Community Care to interpret and apply this Code.

#### **17.7 Executive Director, Student Affairs**

- Oversees the operation of Student Housing and Community Care.
- Ensures that the appropriate supports and services are put in place in the many units reporting to the Office of Vice-Provost, Students.
- Works in close partnership with the Vice-Provost, Students and Director, Student Housing and Community Care to interpret and apply this Code.

#### **17.8 Director, Student Housing and Community Care, Student Affairs**

- Oversees the operation of the Office of Student Care.
- Works in close partnership with the Vice-Provost, Students and Executive Director, Student Affairs to interpret and apply this Code.
- May assign a designate for the decision maker for operational reasons or where there is a conflict of interest.

#### **17.9 Office of Student Care, Student Affairs**

- Provide advice and consultation regarding student conduct and students in crisis.
- Ensure all community members, including students who have been harmed or who have caused harm, are treated with care, empathy, and dignity and are provided with the services and support they require.

- Manager, Student Care, supervises the Student Conduct Office and co-chairs the Student Case Management team. Manager may assign a designate for the Student Conduct Office for operational reasons or where there is a conflict of interest.
- Ensure supports and services are in place to support students who are impacted by unacceptable conduct.
- Ensure all staff are trained in safety, risk management, behavioural intervention, emergency procedures, using trauma-informed practices, and student learning and development principles.
- Maintain information on Ryerson's Student Care Office's website about on- and off-campus supports for students.

#### **17.10 Student Conduct Office, Student Affairs**

- Administer this Code and its Procedures.
- Provide advice and consultation regarding student behaviour, Complaints, and Investigations under this Code.
- Manage education and training about this Code, the Complaint and Investigation process, including inquiries, consultations, alternative dispute resolution, and enforcement of outcomes and sanctions related to non-academic student conduct.
- Work in coordination with Human Rights Services to manage Complaints and Investigations for incidents with intersectional jurisdiction under the Student Code of Non-Academic Conduct, the Discrimination and Harassment Prevention Policy and/or the Sexual Violence Policy.

#### **17.11 Community Safety and Security**

- Provide appropriate services and supports such as documenting incidents, safety planning, assisting complainants who chose to report to police, referral of community members to the Office of Student Care, assisting the Student Conduct Office with Investigations, and enforcement of outcomes and sanctions where appropriate.
- Provide advice and guidance regarding behavioural intervention, risk assessment and management, crisis response, and emergency procedures and response.

**17.12 Human Rights Services**

- Work in coordination with the Student Conduct Office to manage Complaints and Investigations for incidents with intersectional jurisdiction under the Student Code of Non-Academic Conduct, the Sexual Violence Policy, and the Discrimination and Harassment Prevention Policy.

**17.13 Consent Comes First**

- Provide support and services for community members who have been impacted by gender-based violence.
- Develop and implement with on- and off-campus partners the awareness, prevention, education, and training strategy regarding gender-based violence.
- Work with Student Affairs in the development and delivery of training opportunities available for students and appropriate student staff.

**17.14 Student Case Management Team**

- Provide support and advice regarding complex student cases, including promoting early intervention strategies and ongoing case management.
- Meet weekly or as needed to assess and address unacceptable student conduct, self-harm, and risk of harm to others.
- Consists of a multi-disciplinary group of staff from across the University who provide expertise on addressing a wide range of concerning student behaviour in order to coordinate the University response to address student well-being and community safety.
- Provides guidance and recommendations for responding to emergency situations.

**18. RELATED POLICIES**

Discrimination and Harassment Prevention Policy; Sexual Violence Policy; Housing & Residence Life Community Standards; Experiential Learning.

## **POLICY 61**

### **PROCEDURES**

#### **1. MAKING A COMPLAINT**

##### **1.1 Filing a Complaint**

Any current student, faculty, or staff member may file a Complaint. The University does not accept anonymous Complaints.

A Complaint form is found at the Student Care Office website. The Complaint may also take the form of a report from Ryerson Security or a Ryerson Residence Incident Report.

The Student Conduct Office may advise Ryerson Community Safety and Security about reported conduct. The Student Conduct Office may also convene a Student Case Management Team meeting to assess the campus safety concerns and determine the best course of action to address safety concerns.

In some cases, the University may be the complainant.

##### **1.2 Required Information in a Complaint**

Complaints are to be submitted to the Student Conduct Office and should include:

- the complainant's name and contact information
- a description of the alleged breach of community standards, including location and time
- any witnesses and provide their contact information
- supporting documentation

##### **1.3 The Time Limit for Filing a Complaint**

A Complaint must be filed within thirty (30) business days of the alleged breach of community standards. This period for filing a Complaint may be extended at the discretion of the Student Conduct Office.

#### **2. COMPLAINT RESOLUTION PROCESS**

##### **2.1 Student Conduct Office Review**

The Student Conduct Office will review the Complaint and consider the following:

**2.1.1 Determine Jurisdiction to Proceed under this Code**

The Student Conduct Office will assess whether the alleged conduct falls under the jurisdiction of the Code. If not, they will notify the person making the Complaint and close the file.

In cases where the Complaint may be covered by a different conduct policy and not the Code, the Student Conduct Office may consult and refer the Complaint to the University office that deals with such Complaints and advise the complainant of the referral.

**2.1.2 Determine Whether to Proceed where there are Civil or Criminal Proceedings**

If the conduct which gave rise to a Complaint is also the subject of a criminal or civil proceeding, the Student Conduct Office may put the Complaint process under this policy on hold until it deems it is appropriate to proceed. In appropriate circumstances, the University may impose Interim Measures even when the Complaint resolution process is put on hold.

**2.1.3 Potential Breach of Multiple Policies**

Where there is a potential breach of the Code and another University Policy, the Student Conduct Office may work with the appropriate office to coordinate or designate the Investigation of the Complaint which could include a joint Investigation.

The Student Conduct Office will identify the appropriate decision maker.

**2.1.4 Residence Community Standards Procedures**

Where the alleged conduct could be a breach of the Residence Community Standards the Complaint will generally be handled by Housing and Residence Life (“HRL”) staff. However, in some cases, HRL may refer the Complaint to the Student Conduct Office.

**2.1.5 Amnesty**

The Student Conduct Office will consider whether students ought to be granted amnesty.

The University will consider the student's decision to request assistance, and in most cases, view the act of seeking assistance as good judgment. If it is determined that amnesty applies to a situation, the students involved will not be subject to Investigation and sanctions, however the Student Conduct Office may make a referral to appropriate supports or engage ADR.

Amnesty may not be available for students who have repeatedly violated non-academic student conduct policies or in more serious situations involving violence, threats, property damage, etc.

#### **2.1.6 Interim Measures, ADR, or Investigation**

The Student Conduct Office has the discretion to impose or recommend Interim Measures, to attempt ADR processes, or to proceed with an Investigation.

### **2.2 Interim Measures**

The Student Conduct Office may meet with the student and others to gather information prior to imposing Interim Measures. Consequences for breaching Interim Measures will be clearly communicated to the respondent at the time they are applied.

#### **2.2.1 Interim Measures Imposed by the Student Conduct Office**

The Student Conduct Office may impose a confidentiality and no-contact order between the complainant and the respondent to protect the integrity of the process and to separate the parties. This may include organizing alternate housing or educational arrangements.

#### **2.2.2 Actions taken by Instructors**

Where an incident occurs in a class or during an examination, the instructor may ask the student to leave, may take a break or end the class or examination as a way to address the matter. If a student is asked to leave, it should be reported to the Chair, Course Director, or Program Director. Community Safety and Security may be contacted to document the incident, if there are ongoing student conduct or safety concerns.

### **2.2.3 Community Safety and Security Measures**

Nothing in the Code affects the University's ability to respond to and address health and safety concerns, including, without limitation, its exercise of discretion under the *Trespass to Property Act* to control who enters and engages in activities on University premises.

In circumstances where a current student is restricted from certain areas of campus or has been barred from campus, Community Safety and Security will immediately refer the matter to the Student Conduct Office, who will immediately notify the student that they have become aware of the restriction or bar.

The Executive Director, Student Affairs will, within two (2) business days, decide whether to revoke the restriction or bar from campus and decide whether to impose Interim Measures.

### **2.2.4 Interim Measures imposed by the Executive Director, Student Affairs**

The Student Conduct Office may recommend to the Executive Director, Student Affairs a range of restrictions, up to and including campus restrictions and full suspension, for up to ten (10) business days if they receive information that leads them to believe that a student's continued presence on campus poses a risk of harm to the community, the safety of others is endangered, damage to University property is likely to occur, or the continued presence of the student would be disruptive to the legitimate operations of the University.

Where the Executive Director, Student Affairs imposes restrictions or a full suspension as Interim Measures, the student will be provided with a summary of the facts and the reasons for the decision, as well as specific conditions for the student to return to campus if applicable.

After the ten (10) business days, the Executive Director, Student Affairs may impose an additional thirty (30) business days of restrictions from campus or extend a suspension if there is reason to believe that the student would be disruptive to the legitimate operations of the University.

A student may appeal the decision to extend a suspension to the Senate Appeals Committee (see Procedures 5.1).

#### **2.2.5 Notifying University Offices**

Appropriate staff and offices at the University will be notified of the Interim Measures where necessary for the purpose of coordination, implementation, or otherwise in accordance with the *Freedom of Information and Protection of Privacy Act* and the University's policies and procedures pertaining to privacy.

### **2.3 Alternate Dispute Resolution (ADR)**

The Student Conduct Office will consider if ADR processes, which may include conciliation, mediation, restitution, and restorative justice, at any stage in the Complaint resolution process, are appropriate in the circumstances. If so, the Student Conduct Office will speak to both parties to seek their consent to proceed.

ADR processes are voluntary, and the parties must consent to their participation. Anything said in ADR cannot then be used against a party should the matter return to the Investigation and decision-making process.

While many elements may affect whether ADR is appropriate in the circumstances, the matter will normally proceed by Investigation and decision-making if:

- Either party does not respond to a notice for an ADR resolution meeting.
- A resolution is not reached.
- A resolution is reached, but the respondent does not comply with the resolution within the specified time period.
- A resolution is reached, the respondent completes the remedy but continues to engage in similar conduct which breaches the Code, which becomes known to the Student Conduct Office by way of either an on-going unresolved Complaint or a new Complaint.

If the complainant and respondent are able to reach a resolution, a written record of the resolution will be prepared by the Student Conduct Office to be signed by both parties. The Student Conduct Office will keep a copy of the signed agreement, and a copy will be provided to the complainant and the respondent and the file will be closed.

### **2.3.1 Notifying University Offices**

The decision will be provided to appropriate staff and offices at the University where necessary for the purpose of coordination, implementation, or otherwise in accordance with the *Freedom of Information and Protection of Privacy Act* and the University's policies and procedures pertaining to privacy.

## **2.4 Investigations**

An Investigation is a careful collection and examination of evidence to determine facts. Both parties will have an opportunity to know and respond to the evidence in the Investigation. An Investigation will be completed in thirty (30) business days.

The Student Conduct Office will conduct the investigation. Investigations include the following steps:

### **2.4.1 Meet with the Complainant**

The Student Conduct Office will schedule a meeting with the complainant and provide at least five (5) business days' notice of the meeting. At that meeting, the Student Conduct Office will ensure they understand the Complaint and explain the process to the complainant; inform them of the confidentiality expectations; identify any witnesses; identify and collect any documentary, electronic, video, or other evidence, and consider the appropriate resolution path.

A complainant is entitled to support and assistance from a support person of their choosing. The complainant is entitled to have a support person attend the meeting with the Student Conduct Office. During meetings with the Student Conduct Office, a complainant is expected to speak on their own behalf.

If the complainant does not respond to a request for a meeting or refuses to meet with the Student Conduct Office, the case may be closed.

#### **2.4.2 Notice to the Respondent**

The Student Conduct Office will provide a written Notice of Complaint to the respondent with at least five (5) business days' notice before a meeting.

The Notice of Complaint will provide:

- A description of the Complaint and notice that, if proven, may result in a finding and sanctions under the Code.
- The identity of the person making the Complaint, unless the Student Conduct Office decides not to do so due to safety concerns.
- A request for the respondent to meet with the Student Conduct Office to discuss the Complaint, the process, confidentiality expectations under the Code, and the potential outcomes.
- A statement outlining that the respondent is entitled to support and assistance from a support person of their own choosing. The respondent is entitled to have the support person attend the meeting with the Student Conduct Office. During meetings with the Student Conduct Office, the respondent is expected to speak on their own behalf.
- The Student Conduct Office contact information.

#### **2.4.3 Meet with the Respondent**

The Student Conduct Office will inform the respondent of the process; emphasize the confidentiality expectations; explain the allegations; hear the respondent's version of events; identify any witnesses; collect and identify any documentary, electronic, video, or other evidence; and consider the appropriate resolution path.

If the respondent does not meet with the Student Conduct Office at the scheduled meeting or does not contact the Student Conduct Office to reschedule the meeting, the Student Conduct Office may complete the Investigation and decision-making without any input from the respondent.

#### **2.4.4 Meet with Witnesses**

The Student Conduct Office will consider the witnesses identified by the complainant and respondent and interview any witnesses they

deem relevant. The Student Conduct Office will contact witnesses and provide them with a date to be interviewed.

#### **2.4.5 Further Meeting with Complainant or Respondent, as necessary**

The Student Conduct Office may choose to meet with the complainant and respondent again should they determine that the party has a right to reply to evidence they have heard.

### **3. DECISIONS**

Where the Complaint has not been resolved by ADR processes, the appropriate decision maker, considering the findings of the Investigation, will make a decision as to whether there has been a breach of the community standards and assign appropriate sanctions if a breach occurred.

#### **3.1 Sanctions and Progressive Discipline**

A decision maker assigns sanctions proportionate to the breach of the community standards and in consideration of the full context of the matter and the principles of progressive discipline.

#### **3.2 Standard of Proof**

The onus of establishing a breach of the Code shall be on the University. The standard of proof for determining that a breach of the community standards of the Code has occurred will be based on a balance of probabilities. This means that it is more likely than not that a breach has occurred.

#### **3.3 Decisions made by the Student Conduct Office**

Within ten (10) business days of the completion of the Investigation, a decision will be made and a decision letter will be issued to the complainant and respondent. The parties will be sent separate confidential versions of the decision letter.

#### **3.4 Decisions made by the Executive Director, Student Affairs or the Vice-Provost, Students**

Where the Student Conduct Officer believes that if a breach of community standards is found to have occurred, a more severe sanction than they are authorized to assign under Section 10.1 is warranted, the Student Conduct Officer, within ten (10) days of the completion of the Investigation,

will present the Investigation and all relevant evidence and submissions received from the parties to the Executive Director, Student Affairs or the Vice-Provost, Students to make a finding as to whether there has been a breach of the community standards and assign the appropriate sanctions if a breach has occurred.

The Executive Director, Student Affairs or the Vice-Provost, Students may conduct additional inquiries as they deem necessary. This may include meeting with the complainant, respondent, and witnesses or requesting additional evidence before making a decision. The decision maker shall provide the complainant and respondent with an opportunity to know and respond to any additional relevant information obtained during their inquiries.

The Executive Director, Student Affairs or the Vice-Provost, Students may consult as necessary before assigning sanctions; for example, they may consult with the Vice-Provost, Graduate Studies when considering de-enrollment, suspension, or expulsion of a graduate student.

Within ten (10) business days of the conclusion of any additional inquiries and consultation, the decision will be made and a decision letter will be issued. The parties will receive separate confidential versions of the decision letter.

### **3.5 The Decision Letter**

The decision letter will include:

- A summary of the allegations.
- The information provided by the complainant, respondent, and any witnesses.
- The findings, which will include a determination of whether or not a breach of the Code occurred, and the reasons for the finding.
- Sanctions, if assigned, and duration of the sanctions.
- Rights of appeal and information about how to appeal the decision.

### **3.6 Notifying University Offices**

The decision letter will be provided to appropriate staff and offices at the University where necessary for the purpose of coordination, implementation, or otherwise in accordance with the *Freedom of*

*Information and Protection of Privacy Act and the University's policies and procedures pertaining to privacy.*

## 4. SANCTIONS

### 4.1 Assigning Sanctions

When assigning sanctions, the decision maker will consider full context and may consult with relevant staff and University offices. Considerations may include, but are not limited to, the severity of the breach, the harm caused, whether the action forms part of a pattern of behaviour, whether the respondent has shown remorse, whether the respondent has sought support for underlying conditions that led to the breach, the recommendations of the parties, agreement on recommendations by the parties, and the principles of progressive discipline.

Sanctions are in effect once a decision letter assigning sanctions is issued to the respondent. The duration of the sanctions will be clearly communicated to the respondent. All sanctions remain in place during the Appeal process.

### 4.2 Implementing Sanctions

In implementing sanctions, the Student Conduct Office will attempt to work with the respondent to find reasonable solutions, to the extent possible, so as to not impede the student's academic progress.

### 4.3 Non-Academic Disciplinary Suspension (NDS)

A NDS will be noted on the student's transcript until the student graduates or for eight (8) years, whichever comes first. For continuing education students, the NDS notation shall remain for two (2) years. Students who subsequently graduate from another post-secondary institution may petition the Registrar's Office to remove the notation.

No courses may be taken at the University, including at The G. Raymond Chang School of Continuing Education during the period of NDS. Courses taken elsewhere during the suspension period will not be credited towards GPA calculations, Academic Standing, or graduation requirements within the student's program.

If the NDS is assigned during the semester, students may be permitted to complete some or all of the other courses they are enrolled in, and the suspension will become effective at the end of the semester.

A student assigned a NDS may not be admitted to any program or certificate until the specified period of suspension has been served and any specified conditions have been met.

When a NDS is assigned to a graduate student, the Vice-Provost, Graduate Studies (or designate) will be notified for the purposes of coordination.

#### **4.4 Non-Academic Disciplinary Withdrawal (NDW)**

A NDW shall be permanently noted on a student's academic record and an official transcript. When a NDW is assigned to a graduate student, the Vice-Provost, Graduate Studies (or designate) will be notified for the purposes of coordination.

A student assigned a NDW may not apply to the same program but may apply to any other program after serving the specified period of withdrawal and after meeting specific conditions established by the Vice-Provost, Students.

No course may be taken at the University, including at The G. Raymond Chang School of Continuing Education, during the NDW. Courses taken elsewhere during this period will not be credited towards GPA calculations, Academic Standing, or graduation requirements within any program at the University.

For continuing education students, NDW will result in the student being prohibited from enrolling in any courses at the University during the specified period and from enrolling in certificate programs or courses as determined by the Vice-Provost, Students.

#### **4.5 Expulsion**

An expulsion shall be permanently noted on a student's academic record and on an official transcript.

#### **4.6 Supports**

For complainants, the Office of Student Care will work with the Student Conduct Office to ensure appropriate supports are in place to support complainants impacted by the implementation of assigned sanctions.

In circumstances where a respondent indicates their intention to return to studies after completion of their assigned sanctions, the Student Conduct Office will work with the respondent to develop a plan for their return to studies including connecting to campus and community resources and supports.

#### **4.7 Compliance with Sanctions**

Respondents are required to complete and comply with their assigned sanctions.

The University may become aware of allegations of non-compliance. Depending on the circumstances, the allegation of non-compliance may form a new Complaint. Students who are found to have breached assigned sanctions may be subject to further sanctions in accordance with principles of progressive discipline.

If the respondent fails to complete the assigned sanctions, the Student Conduct Office may place an administrative hold on the student's account until the sanctions are completed.

### **5. APPEALS**

The complainant or respondent have the right to appeal as described below.

#### **5.1 Appeal of Interim Measures which Include an Extension of a Suspension**

Where the Executive Director, Student Affairs has extended Interim Measures which include a full suspension, the respondent may appeal those Interim Measures to the Senate Appeals Committee. The Appeal forms are found on the Senate website.

Grounds for appeal are limited to the following:

- That the Executive Director had no power under the Code to reach the decision made.

- That there was a fundamental procedural error that was seriously prejudicial to the appellant.
- That the appellant has new evidence to present that could not reasonably have been presented earlier.

A Hearing Panel of the Senate Appeals Committee shall be convened by the Secretary of Senate.

The Hearing Panel will hear, decide the appeal and issue the decision letter within ten (10) business days, unless the respondent agrees to extend the timeframe. The Senate Appeals Committee may confirm or amend the Interim Measures.

The Appeal decision will be issued to the respondent and the initial decision-maker.

There are no further appeals from the Appeal decision of the Senate Appeals Committee.

## 5.2 Appeal of Findings and/or Sanctions

When filing an appeal of a finding and/or sanctions the appellant should explain the reasons for their appeal, for example:

- The finding was not consistent with the evidence.
- Evidence submitted was not considered by the decision maker.
- The sanction was not appropriate or reasonable in the circumstances.
- The process was not procedurally fair.
- There is new evidence that could not have reasonably been presented earlier that could reasonably affect the decision.

The onus is on the appellant to establish that the decision was not reasonable.

## 5.3 Appeal of Findings and/or Sanctions from Decisions of Student Conduct Office

The respondent may appeal the findings/and or decisions of the Student Conduct Office to the Executive Director, Student Affairs within ten (10) business days from the date of issue of the decision letter.

The Student Conduct Office may file a response to the Appeal within ten (10) business days. The respondent may file a reply to the response within five (5) business days.

Appeals are generally based on the written reasons and responses received. The Executive Director, Student Affairs may choose to meet with the parties to gather more information.

Within ten (10) business days of receiving all submissions, and meeting with the parties if required, the Executive Director, Student Affairs will decide the appeal and may confirm or amend the findings or sanctions, and issue the Appeal decision letter.

The Appeal decision letter will be issued to the respondent and the initial decision maker.

There is no further appeal from the decision of the Executive Director, Student Affairs.

**5.4      Appeal of Findings and/or Sanctions from Decisions of Executive Director, Student Affairs or Vice-Provost, Students where the Assigned Sanctions do not include Restitution over \$500, De-enrollment, Limitations to Future Enrollment, NDS, NDW, or Expulsion**

Within ten (10) business days from the date of issue of the decision letter, the respondent may appeal all or part of the decision and/or sanctions assigned by the Executive Director, Student Affairs or the Vice-Provost, Students where the sanctions assigned do not include restitution over \$500, de-enrollment, limitations to future enrollment, NDS, NDW, or expulsion (i.e. sanctions under Policy Section 10.1 that could have been assigned by Student Conduct Office). The appeal will be to:

- Vice-Provost, Students where the decision was made by the Executive Director, Student Affairs
- Designate of Vice-Provost, Students where the decision was made by the Vice-Provost, Students

The initial decision maker may file a response to the Appeal within ten (10) business days. The respondent may file a reply to the response within five (5) business days.

Appeals are generally based on the written reasons and responses received. The decision maker may choose to meet with the parties to gather more information.

Within ten (10) business days of receiving all submissions, and meeting with the parties if required, the decision maker will decide the appeal and may confirm or amend the findings or sanctions in the decision, and issue the Appeal decision Letter.

The Appeal decision will be issued to the respondent and the initial decision-maker.

There is no further appeal for decisions under this section.

**5.5   Appeal of Decisions and/or Sanctions of Decisions by the Executive-Director, Student Affairs or Vice-Provost, Students where the Assigned Sanctions include Restitution over \$500, De-enrollment, Limitations to Future Enrollment, NDS, NDW, or Expulsion**

Within ten (10) business days from the date of issue of the decision letter, the respondent or complainant may appeal to the Senate Appeals Committee all or part of a decision and/or the sanctions assigned where the sanctions include restitution over \$500, de-enrollment, limitations to future enrollment, NDS, NDW, or expulsion. The appeal form is found on the Senate website.

There may be three parties in an appeal before the Senate Appeal Committee, the complainant, the respondent and the initial decision maker. In an appeal, the “appellant” is the party who started the appeal process and the other participants are referred to as the “other parties” or “parties”.

**5.5.1   Notice of Appeal, SAC**

Once an Appeal has been filed, the Secretary of the Senate shall provide the parties with a Notice of the Appeal and a copy of the

Appeal package submission. The Notice of Appeal will provide information about the Appeal process including:

- The right to make a written submission for consideration within ten (10) business days.
- The right to request witnesses at the hearing. The parties should explain why the witness is relevant. The parties will be given ten (10) business days to request witnesses at the hearing that they wish to be considered.
- The right to request new information or supporting documentation for consideration. The parties must indicate why the information or documentation was not provided earlier. Parties will be given ten (10) business days to provide this information.
- The right to a representative.
- The right to have a support person attend.
- The next steps in the appeal process.
- Information on how to request an adjournment or postponement of the hearing or timelines.

Within ten (10) business days of receipt of all submissions for the Appeal, the Secretary of Senate will issue a Notice of Hearing to all parties.

### **5.5.2 Notice of Hearing, SAC**

The Notice of Hearing will inform the parties:

- Of the date, the time and place of the hearing and provide at least ten (10) business days' notice. A hearing may be scheduled with fewer than ten (10) business days' notice with the written agreement of all the parties.
- That should one of the parties fail to attend, the hearing may proceed in their absence.
- Of the composition of the Hearing Panel and who the Chair is.
- Of the right of the Hearing Panel to control its process, including determining relevant witnesses and order of proceedings.
- Of the expectations of confidentiality.

- That the hearing is closed, except to the parties and their representatives and support persons.

### **5.5.3 Appeal Package, SAC**

The Hearing Panel and the parties will be provided with the decision letter, the Appeal form, all submissions received from the parties, and the evidence received at least five (5) business days before the hearing.

## **6. AT THE HEARING, SAC**

The Hearing Panel has the discretion to control the hearing process, including the order in which it hears appeal submissions, whether they wish to hear oral evidence and who is a relevant witness.

If any of the parties do not attend the hearing, the hearing may proceed.

At the outset of the hearing, the Chair of the Hearing Panel will welcome the parties and outline the process of the Hearing to the parties, including:

- The expectations of confidentiality.
- The expectation of respectful behaviour.
- The prohibition of recording the hearing.
- The role of representatives and support persons and witnesses.
- Remind the parties that all requests to speak and ask questions must go through the Chair.

### **6.1 Order of Presentation**

In most cases, the order of presentation will be as follows:

- The initial decision maker, or their designate, will make an opening statement, and present their findings and decision, based on the evidence that they heard. The initial decision maker may also present new information or witnesses.
- The appellant will have an opportunity to make an opening statement and oral arguments as to why the decision in whole, or in part, is not reasonable, and present any new information or witnesses to support their argument.
- The other party will have an opportunity to provide an opening statement and to respond to the arguments raised by the

appellant, or make their own oral arguments if they believe the decision, in whole, or in part, is not reasonable, and present any new information or witnesses to support their argument.

- The Hearing Panel will have the opportunity to question all the parties or their witnesses.
- Each party will have an opportunity to question the other parties or their witnesses by directing their questions to the Chair.

#### **6.2 Hearing Panel Composition**

The Hearing Panel shall be three (3) panel members, at least one of whom must be a student. It may be possible to proceed with only two panel members if the parties agree.

#### **6.3 Closed Hearings**

Hearings are confidential and will be closed. Only the parties, their support persons and their representatives may attend the hearing. The Hearing Panel will decide on requests to allow other participants to attend the hearing.

#### **6.4 Witnesses**

The Hearing Panel has the discretion to decide who is a relevant witness. A relevant witness has information about the alleged incident and does not provide character evidence. As the hearing is closed, witnesses will be called into the hearing room only for their evidence.

#### **6.5 Right to Question**

The parties may direct questions to the other parties and witnesses through the Chair who has the discretion to determine if it is an appropriate question.

#### **6.6 Hearings are not Recorded**

The Hearing Panel and each party may take notes for their personal use.

The University does not record the Hearing and does not permit the parties to record the Hearing. The Appeal decision letter will serve as the official record of the Hearing.

## 7. HEARING PANEL DECISIONS, SAC

The Hearing Panel will decide if the decision was fair and reasonable. The Hearing Panel may confirm or amend all or part of the findings and assigned sanctions. The Hearing Panel will provide reasons in the Appeal decision.

The Hearing Panel decision will be by a majority vote. The Chair of the Hearing Panel will cast a vote in the case of a tie. All members of the Hearing Panel must be present for the entire Hearing in order to participate in the deliberation or decision. It may be possible to proceed with only two panel members if the parties agree.

The Secretary of Senate will provide the Appeal decision letter to all the parties within ten (10) business days of the completion of the Hearing.

There is no further appeal from the Appeal decision of the Senate Appeals Committee.

## 8. NOTIFYING UNIVERSITY OFFICERS

Appeal Decisions will be provided to appropriate staff and offices at the University where necessary for the purpose of coordination, implementation, or otherwise in accordance with the *Freedom of Information and Protection of Privacy Act* and the University's policies and procedures pertaining to privacy.

**Senate Agenda Item 8.5.2.3:****Background**

Midwifery is one of a number of undergraduate programs being closed by Laurentian University and Ryerson, along with McMaster University, is being asked to support students impacted by this decision so they can complete their degrees. Laurentian currently has students in all years of the program, ranging from 2nd through 4th year and has admitted a new incoming class for fall 2021.

Ryerson, McMaster and Laurentian launched their programs as part of a consortium. The curriculum is identical, though different course names and semester structures reflect their home institutions. Laurentian was the campus designated to offer the program in French.

Ryerson is keen to support these students and recognizes the incredible challenge this sudden announcement and current circumstances is placing on students.

The following motion is tabled in recognition of this to ensure Laurentian Midwifery students who transfer to Ryerson in 2021 receive credit for all courses they have completed within Midwifery.

**Policy #46 Reference****2.5 Graduation Requirements**

To be eligible for their program's graduation award as authorized by Senate, students must have met the following academic requirements:

- a. successful completion of all courses in the program's curriculum with at least a minimum passing grade (or a non-graded transfer credit) in each course,
- b. and achievement of a cumulative grade point average of 1.67 or higher in graded Ryerson courses;
- c. completion, as a Ryerson student registered in the program, of studies that normally include at least a final one half of the program's curriculum.

**We motion to:**

Waive the residency requirement for graduation as stipulated in Policy #46 2.5 c., that requires students to complete a minimum of 50% of their program at Ryerson University on a one-time only, exceptional basis for Midwifery students transferring from Laurentian University to Ryerson in 2021, due to the unforeseen and sudden closure of the Laurentian program. Contingent upon the Ministry providing the funding to Ryerson to assume (half of) Laurentian University's students.



# YSGS Report to Senate

April report for May 2021 Senate

Submitted April 19, 2021

The Yeates School of Graduate Studies Council (YSGS Council) submits to Senate its evaluation and recommendation on the following items:

## New Graduate Program Proposal

### Occupational and Public Health (MSc)

The MSc in Occupational and Public Health self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On March 24, 2021, 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 April 7, 2021, the YSGS Council voted in favour of moving the proposal to Senate.

*Motion: That Senate approves the new program proposal for the MSc in Occupational and Public Health.*

## Periodic Program Reviews

### Professional Communication (MPC)

The MPC in Professional Communication self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On March 30, 2021, 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 April 7, 2021 the YSGS Council voted in favour of moving the FAR to Senate.

*Motion: That Senate approves the periodic program review for the MPC in Professional Communication.*

## Immigration and Settlement Studies (MA)

The Immigration and Settlement Studies self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On March 30, 2021, 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 April 7, 2021, the YSGS Council voted in favour of moving the FAR to Senate.

*Motion: That Senate approves the periodic program review for the MA in Immigration and Settlement Studies.*

## One Year Follow Up Reports (for information only)

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

On March 24, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MA in International Economics and Finance/PhD in Economics program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

### Philosophy (MA)

On March 24, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MA in Philosophy periodic program review and approved the documents to

move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

## Applied Mathematics (MSc)

On March 24, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MSc in Applied Mathematics program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

## Urban Development (MPI)

On March 24, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MPI in Urban Development program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

## Mechanical and Industrial Engineering (PhD/MASc/MEng)

On March 30, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the PhD/MASc/MEng in Mechanical and Industrial Engineering program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

## Public Policy and Administration (MA)

On March 30, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MA in Public Policy and Administration program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.



School of Occupational and Public Health  
Faculty of Community Services

## New Graduate Program Proposal

### **Master of Science (MSc) Occupational and Public Health**

Submitted by:  
The School of Occupational and Public Health  
Faculty of Community Services

Submitted to YSGS: February 14, 2020

Last Updated: March 29, 2021

## Executive Summary

The School of Occupational and Public Health, within the Faculty of Community Services, is proposing a new **Master of Science (MSc) graduate program in Occupational and Public Health**. The program is a comprehensive research-based degree that will provide interdisciplinary and experiential learning opportunities in evidence-based prevention related to occupational health and safety and public health. The program will leverage the existing and long-standing strengths of the School of Occupational and Public Health in providing undergraduate education in both fields, drawing upon the diverse and unique expertise of the School faculty in various occupational and public health disciplines.

The program will attract students from diverse backgrounds, including recent graduates and professionals currently working in the field, and will enhance their research abilities, skills, and core competencies and improve their career opportunities. Graduates will be well prepared to address current and emerging societal challenges and issues related to occupational and public health and safety in Canada and globally, such as an aging population, environmental changes (e.g. the health effects of climate change), infectious diseases, workplace injuries and accidents, and occupational diseases.

The program aligns strongly with Ryerson University's mission and academic plan, as well as the academic plans of the Faculty of Community Services and School of Occupational and Public Health. It will offer:

- Opportunities for student engagement and exceptional experiences through its applied and experiential curriculum
- Increased research activity and impact through the capstone master's thesis
- An innovative ecosystem through the collaborative and interdisciplinary focus
- Expanded community engagement through existing and future linkages and networks with various public and private partners and stakeholders

The School of Occupational and Public Health is one of only three schools within the Faculty of Community Services that does not currently have a graduate program, and will contribute to the Faculty's key strategic goal of "developing new graduate programs."

Applicants with an honours Bachelor's degree in science, applied science, health science, or a related field from a recognized university will be considered for entry into the proposed MSc program, and prospective applicants will be evaluated based on their academic excellence and research potential. Meeting Ryerson's admission criteria, prospective students will be required to list potential supervisors from the School of Occupational and Public Health in their application, and they will be strongly encouraged to contact those supervisors in advance of submitting their application to discuss possible research and supervision opportunities. There will be a target enrollment of 20 student FTEs per year.

Both full-time (2 years) and part-time (4 years) options will be offered. Our prospective clientele and applicants will include a number of professionals currently working in the field.

Offering a part-time option will help the program maximize its enrolment from this crucial near market and offer a valuable networking opportunity for students not yet working in professional or practitioner settings.

The proposed MSc program in *Occupational and Public Health* will comprise a research thesis and coursework to support the development of the thesis. Coursework will consist of six one-semester courses, including four core courses and two electives, and a seminar series course completed over two semesters. The core courses will provide advanced training to students in research methodologies and study design, data analysis, and current scholarly topics relevant to occupational and public health. The seminar course will provide students an opportunity to work and learn from their peers and faculty to achieve key program milestones, including developing and obtaining feedback on their thesis topic and research.

The School of Occupational and Public Health will initially offer four electives, two of which will be offered in any given year. One will be focused on public health, another will have an occupational health and safety focus, and the others will be special topics and directed studies courses. Electives from other graduate programs at Ryerson University will be available for students in this proposed program to customize their training (see Table 5), and students from other existing and proposed graduate programs will be invited to take elective courses in this program. Electives will be tailored to the student's research focus and desired area of specialization, and will be determined in consultation with their supervisor. Students will conduct a master's thesis relevant to a targeted area of occupational and public health under the supervision of a faculty member and supervisory committee. Full-time students will take courses in Year 1 of the program, and they will conduct their thesis research in Year 2.

The program has several unique and distinguishing features, including:

- Research-focused degree that brings together the fields of occupational and public health, with a master's thesis that will address a relevant and applied topic of societal need
- Focus on experiential learning and student engagement
- Builds upon the long tradition of undergraduate education in the School
- Includes diverse faculty membership with interdisciplinary expertise in several fields of occupational and public health, as well as strong networks and partnerships with various professional bodies and private and public agencies
- The home department is located in downtown Toronto in a new, state-of-art health sciences building (Daphne Cockwell Health Sciences Complex)
- Recently opened research facilities including a CL2 laboratory for faculty and student research

The proposed MSc program in *Occupational and Public Health* will promote and foster interdepartmental partnerships and collaborations with different departments across Ryerson University. It is supported by strong societal need to address current and emerging issues in

occupational and public health, as well as strong demand from current students and alumni from the School of Occupational and Public Health's undergraduate programs in both fields. Based on the program development plan, the anticipated launch date is September 2021.

Link to full proposal:

[MSc Occupational and Public Health Program Brief](#)

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Vice-Provost  
& Dean**Response from YSGS on the PRT Report for the  
Proposed MSc Occupational and Public Health****Dr. Carl Kumaradas, Associate Dean, Programs**  
**February 3, 2021**

The Peer Review Team (PRT) for the proposed MSc in Occupational and Public Health consisted of Dr. Michelle Dionne, Ryerson University; Dr. Susan Bondy, University of Toronto; and Dr. Paul Villeneuve, Carleton University.

The PRT site visit was conducted virtually on September 10, 17, and 25, 2020. The PRT report was communicated to the Dean and Vice Provost, Yeates School of Graduate Studies (YSGS) on October 23, 2020, and the response to the report from the proposed graduate program and Faculty was communicated on December 7, 2020.

During the site visit the Peer Review Team (PRT) met with the Dean and Vice Provost and Associate Dean, Yeates School of Graduate Studies (YSGS); representatives from the library, members of the senior University administration (Interim Provost; Dean of Faculty of Community Services (FCS)), and academic leaders, faculty, staff and students of the School of Occupational and Public Health (SOPH).

The PRT cited several strengths of the proposed MSc in their report including that the program is strongly conceptualised, adequately supported by the School, Faculty and University, and represents a unique and well-timed graduate offering to students looking to enhance research training and career preparation in Occupational and Public Health. The PRT report includes several recommendations, which are discussed below.

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

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

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

PRT Recommendation	PRT Rationale	SOPH Response	FCS Response	Implementation Plan	YSGS Response
<b>Recommendation 1:</b> <b>Ryerson allocates at least two new tenure track positions to support the new program.</b>	The creation and implementation of the new program will require a substantial effort to deliver a high-quality program. There is the danger that the quality of the undergraduate program might be compromised with efforts expended on the new program. Further, while the expertise of the faculty is diverse, it still does not encompass all areas of expertise that are tied into current research priorities in occupational and public health.	We agree with the PRT that two tenure-track hires will best support the new program. One faculty growth hire has been allocated for 2020-2021, and we will continue to advocate for additional hires to ensure an adequate faculty complement.	The Dean's Office allocated three net new RFA positions to the School over the last two hiring cycles. Most recently, one net new position was allocated to the School in Fall 2020 with a July 1, 2021 start date. If the School continues to require additional faculty members even after these three net new positions we will continue to work with the Provost on identifying options for net new faculty positions.	One growth position for the new Master's program has been allocated to the program in Fall 2020, with a start date of July 1, 2021.	The hiring of faculty members is outside of the purview of YSGS. However, YSGS notes that the faculty complement has increased substantially over the last two hiring cycles and that these new hires will support the delivery of a high-quality graduate program. Any additional hires will be subject to discussion between the program, FCS Dean's Office, and the University Planning Office.
<b>Recommendation 2:</b> <b>Ensure the program has a primary focus on providing dedicated contemporary training in occupational health.</b>	There is ambiguity as to whether the core courses are sufficiently focussed on occupational health. The provided course descriptions in the report are not explicitly tied to occupational health topics. Each is titled 'Occupational and Public Health', and there is the danger that the curriculum strays to a large degree out of	We have revised proposal learning outcomes, societal need rationale, and course outlines to more prominently feature occupational health and to emphasize our objective of reducing artificial scholarly barriers between the inextricably linked domains of occupational and public health.	The Dean's Office supports the program response.	Proposal has been updated accordingly.	YSGS agrees with the recommendation and the updates to the proposal to address this recommendation.

PRT Recommendation	PRT Rationale	SOPH Response	FCS Response	Implementation Plan	YSGS Response
	<p>an occupational health focus. The description of the program should emphasize the specific learning objectives of the courses as it pertains specifically to the field of occupational health.</p> <p>The curriculum should address the changing field of occupational health, and include research around vulnerable populations, and occupational groups. A greater recognition of the role of social determinants of health would be helpful.</p>				
<b>Recommendation 3: Ensure equity in the workload of faculty</b>	The earlier recommendations around development of curriculum and recruitment of new faculty should be considered while keeping in mind issues related to workload policies, and equities in responsibilities across teaching, administrative and research responsibilities.	We will leverage our existing track record of interdisciplinary work and co-supervision as key components of our workload equity strategy. We will ensure workload distribution is a key priority for the program implementation committee.	The Dean's Office supports the program response.	Ongoing component of program implementation.	YSGS supports the consideration of equity in faculty workload.

PRT Recommendation	PRT Rationale	SOPH Response	FCS Response	Implementation Plan	YSGS Response
<b>Recommendation 4:</b> <b>Additional student supports/ resources</b>	Additional student supports would enhance student access, quality and retention. These supports include financial/placement supports and increased availability of quiet student space to work. A target of a minimum of \$15,000 in student support is recommended.	We have increased our target financial support minimum from \$12,000/year to \$15,000/year. We will work to identify additional quiet workspaces currently available at Ryerson University that can be used by our graduate students.	The Dean's Office supports the program response.	Proposal has been updated accordingly.	YSGS support the program and Faculty responses.
<b>Recommendation 5:</b> <b>Identify administrative support for development and maintenance of partnerships.</b>	Support for maintaining/developing partnerships is essential. Partnerships present administrative and personal contact time and the burden cannot fall solely upon the teaching staff.	In addition to the committed 0.5 FTE administrative staff position requested in our proposal, our School plans to fund an additional temporary part-time position during the program phase-in period to support and coordinate external outreach and partnerships, including additional forms of student support (Rec. 4).	The Dean's Office supports the program's proposal for short term temporary staff in the start up phase to support and coordinate external outreach and partnership development. We believe however, that the work of identifying additional forms of student support is work that the GPD will be able to do.	Proposal has been updated accordingly.	YSGS commends the School and Faculty's commitment to supporting students by allocating additional resources for external outreach and partnerships.
<b>Recommendation 6:</b> <b>Identification of thesis research topic in first year.</b>	Students coming into the program should identify their research topic during the first year of study, ideally near the beginning of the start of the Winter term. This will support student progress and create more opportunities for presentation and engagement with partners.	Students will be required to identify a thesis topic by the end of their first semester, with this requirement embedded within the new seminar series course that students will take in their first semester of study.	The Dean's Office supports the program response.	Proposal has been updated accordingly.	YSGS supports this modification to the proposed program.

PRT Recommendation	PRT Rationale	SOPH Response	FCS Response	Implementation Plan	YSGS Response
<b>Recommendation 7:</b>  <b>The program should consider the addition of a research seminar course or regular seminar series starting in first year.</b>	This is a potential mechanism to ensure students start thesis work early and make progress in the second year. The model has advantages for enhancing communications skills and engagement across multiple projects and with external partners. Coordination of the series should be recognized as faculty workload.	We have created a new Seminar Series course that students will take twice, once in their first semester of study and again in the Fall of their second year.	The Dean's Office supports the program response.	Proposal has been updated accordingly.	YSGS agrees with this addition to the curriculum since it will not only increase engagement of students with their thesis work early on but it will also enable students to engage with each other early in the program.
<b>Recommendation 8:</b>  <b>Transparent and consistent admissions and recruitment procedures to ensure equity and access.</b>	A detailed admissions and recruitment plan should be developed which addresses breadth of prior training of suitable applicants and which also addresses equity to ensure that underrepresented groups (racialized, indigenous, black, rural) are able to secure a position in the program.	We will prepare a detailed admissions and recruitment plan to ensure transparent and equitable student admissions into the program. We will work with the FCS Dean's Office and YSGS to discuss opportunities and options for wide promotion of the program, particularly to underrepresented community groups.	The Dean's Office supports the program response.	The admissions plan will be finalized prior to launch of the program. The recruitment plan will be developed once the program is approved.	YSGS is happy to work with the program on ways to ensure more equity and access in admissions.

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

In conclusion, we thank the external reviewers and colleagues in FCS for a very thorough assessment of the strengths and challenges of the proposed MSc in Occupational and Public Health. The PRT recommendations and Faculty responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



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



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Dr. Carl Kumaradas,  
Associate Dean, Programs  
Yeates School of Graduate Studies



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& Dean

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

Periodic Program Review (PPR)

**Master of Professional Communication (MPC)**

Last Updated: April 08, 2021

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

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

## Executive Summary

The Master of Professional Communication is designed to provide students with the knowledge and skills they need to address complex communication issues facing organizations in the 21st century. The program's strengths include its balance of theory and practice, the interdisciplinary expertise and interdisciplinary research of the faculty, and the holistic approach to communication afforded by the program's courses, major research paper and internship. With a strong focus on experiential learning, the MPC program echoes the spirit of Ryerson's educational mission: to foster intellectual, social, and cultural development in the context of advancing knowledge in response to existing and emerging societal needs.

The MPC program has a number of aspects that make it unique in Canada, including its structure as a full-time, one-year master's program and the integration of an internship and major research paper, both of which are required. Moreover, its location at Ryerson in downtown Toronto enables students to connect with industry leaders, startups, and the individuals and executives developing tomorrow's communication strategies and technologies today. In accordance with Ryerson's mandate for practical learning, the program includes skills-based elements in across the four required courses and three electives as well as experiential learning opportunities for hands-on learning in the form of internship placements, research assistant positions, work opportunities at ProCom's Centre for Communicating Knowledge, and course assignments. The program has an in-take of approximately 25 students per year. The relatively small size of the MPC program, and the fact that we are able to focus attention and mentoring on one cohort at a time given that the program is one year long, enables us to closely monitor our students' success, respond quickly to problems when they arise, and create opportunities for their professional and personal development as researchers, future professional, and graduate assistants.

The MPC program has many strengths, including its capacity to attract and retain strong students, the employment of our graduates in a wide range of organizations and types of professional communication, our ability to attract new faculty members with strong research programs and external funding, and our growing list of internship partners. We anticipate that future changes to the program will focus primarily on issues related to the structure and positioning of program components, in particular the MRP and the internship, to better support the students in their research projects and their preparation for careers in professional communication. More generally, we will continue to strengthen the program by, for example, expanding and consolidating our local connections with the city of Toronto and the professional organizations that make it such a rich environment for professional communication opportunities; expanding and deepening the content of our required and elective courses by continuing to hire new faculty with diverse research programs; and expanding our network of internship partners and building stronger links with alumni who are now becoming leaders in the fields that create the internship opportunities held by our students.

Going forward we believe that the MPC program is in an excellent position to adapt to the changing needs and interests of our students. It remains a young program and as it approaches its tenth birthday a new cohort of 10 permanent faculty members who have been hired since the program's launch in 2010 will collaborate with established faculty members to build upon the program's strengths while being responsive to changing professional communication contexts, technologies, disciplinary directions, and students' needs and expectations.

Our first program review process has been an excellent opportunity for us to reflect on the original vision for the program, how the program and the School more broadly have evolved since the program's launch, and where we would like to go in the future. We are very pleased with the success of our program and the success of our graduates and are excited to continue building on these achievements. We look forward to updating our program so that we can continue to provide our graduates with an experience that is academically rigorous; theoretically, practically, and ethically grounded; and career-oriented -- elements we believe our students need to be leaders in their professions and to connect meaningfully with audiences and stakeholders in the 21st century

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## Periodic Program Review and Peer Review Master of Professional Communication (MPC)

The graduate program in Professional Communication (MPC), Faculty of Communication & Design (FCAD), 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 PRT site visit was conducted virtually on June 4, 2020. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, FCAD Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Professional Communication (MPC) consisted of Dr. Jay Dolmage, University of Waterloo; Dr. Terry Flynn, McMaster University; and Dr. Stéphanie Walsh Matthews, Ryerson University. The PRT report was communicated to the Associate Dean, YSGS on September 9, 2020, and the response to the report from graduate program and the Faculty was communicated on December 15, 2020.

## Program Strengths, Weaknesses and Opportunities

The PRT cited several strengths of the MPC in their report, including the program having a strong complement of faculty, both tenure-stream and non-tenure-stream, and noted faculty producing innovative scholarship and research in the form of academic books, peer reviewed journal articles, chapters in books, feature films, and conference papers. The PRT chose to outline the program weaknesses and opportunities within the recommendations below.

### PRT Recommendations

The PRT made a total of 7 recommendations which are listed below.

- Recommendation 1: Cross-Graduate Program Collaborations and Course Access
- Recommendation 2: Reduce class size and provide more support for MRP supervision
- Recommendation 3: Increase writing support and instruction
- Recommendation 4: Move current research methods course to Fall semester
- Recommendation 5: Better onboarding of new faculty members
- Recommendation 6: Consider a course-based MPC option
- Recommendation 7: Enhanced Internship Opportunities

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

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
<b>Recommendation 1: Cross-Graduate Program Collaborations and Course Access</b>	Students have requested additional access to courses and professional opportunities as they pertain to critical issues (race, gender, political landscape) that are usually provided via elective courses. These need to be enhanced in these courses.	The MPC program will continue to incorporate the expertise of our recently hired and tenured faculty. Additionally, the MPC program will continue to pursue cross-graduate program collaborations (with particular focus on FCAD and Faculty of Arts courses).	2021-2022: MPC GPD, MPC GPA, ProComm Chair Offer a wider range of courses by formalizing cross-graduate program collaborations while actively incorporating newly hired ProComm faculty.	The faculty supports a decision to deepen the program's commitment to exposing its students to critical intersectionality both through course study and professional opportunities.	YSGS is happy to support the program in finding ways to increase student access to courses and professional opportunities. It should be noted that programs can allow their students to take a limit number of courses from other programs with approval from the GPD and the other program.
<b>Recommendation 2: Reduce class size and provide more support for MRP supervision</b>	Graduate level classes of 25 put an extra strain on the instructor to provide timely and meaningful feedback to students. This is amplified during the MRP supervision process especially when there are a limited number of supervisors available.	The MPC program agrees with the PRT that the size of the MPC cohort – 25 students per year – is causing extra strain on our instructors, particularly their ability to offer timely and meaningful feedback on written assignments and MRPs.	2021-2022: MPC GPD, MPC GPA, ProComm Chair, Associate Dean of Graduate Studies (FCAD). We discussed reducing the MPC program's annual intake with FCAD's Associate Dean of Graduate Education. These discussions resulted in an agreed upon initial reduction in MPC cohort size from 25 students, to 22-23 students.	FCAD supports reducing the MPC program's cohort size from 25 students to 22-23 students.	The program and FCAD can choose to reduce their intake targets but need to be aware of the potential resource implications in doing this. YSGS is happy to work collaboratively with the program and FCAD in addressing this concern.

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
<b>Recommendation 3:</b> <b>Increase writing support and instruction.</b>	<p>The professional communications sector is based on the written and spoken word.</p> <p>Those that excel in the profession enter the sector with excellent written and oral skills.</p>	<p>The PRT's affirmation of the need to place even more emphasis on writing skills concurs with ProComm's longstanding commitment to writing excellence, but also to their ongoing observation that this is an area that needs ongoing attention and increased resources.</p>	<p>2021-2022:</p> <p>MPC GPD, MPC GPA, ProComm Chair, Ryerson Writing Centre</p> <p>A reduction in class size and offering two sections of core courses will enhance instructors' ability to give individual attention to MPC students and their written work.</p>	<p>FCAD-supported reduction in overall cohort should address some of these problems. The Faculty supports the plan to engage with the Writing Centre for further support.</p>	<p>YSGS recommends exploring all ways to improve writing support including editorial feedback from course work, reducing class section sizes, and utilizing the resources from the Student Life and Learning Support Centre. The program should be aware of the potential impact of reducing enrollment on resource allocations.</p>
<b>Recommendation 4:</b> <b>Move current research methods course to Fall semester.</b>	<p>This course moved to the Fall would allow students to learn about the various research methods utilized in professional and applied research methods. Those interested in the MRP could then opt to also complete a specialized research course for academic research.</p>	<p>The MPC program agrees with the PRT's recommendation to shift some of the emphasis on research methods to the fall term; however, we do not feel that adding methods to the fall should result in a loss of research methods in the winter, since this is the term that immediately precedes MPC students beginning work on their MRPs.</p>	<p>2021-2022:</p> <p>MPC GPD, MPC GPA, ProComm Chair, MPC faculty</p> <p>We suggest a more deliberate focus on research methods be incorporated into the communication theory core course (PC8002) that MPC students take in the fall. This course would become a blended theory and methodology course.</p>	<p>The Faculty supports MPC's innovative approach to solving this problem.</p>	<p>YSGS is fully supportive of introducing the learning of research methodology as early as possible. The program is advised to refer to Policy 127 when making any changes to its policy.</p>

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
<b>Recommendation 5: Better onboarding of new faculty members.</b>	The PRT recommends that when new ProComm faculty are hired to teach at both the undergraduate and graduate levels, a specific orientation program is developed to ensure that there is a fit between the new faculty and the MPC instructional and supervisory requirements.	The MPC program agrees that new faculty members should be contributing to the MPC program early in their career through teaching MPC courses and supervising MPC students.	2021-2022: MPC GPD, MPC GPA, ProComm Chair, MPC faculty  The MPC program will ensure that new faculty are made aware of local teaching norms and graduate supervision expectations, and that new faculty are given early opportunities to contribute to the graduate curriculum.	FCAD supports the program in onboarding new faculty members to engage in graduate education and has contributed to this endeavor by connecting directly with them to underscore their roles as potential supervisors and to encourage them to become members of YSGS.	While the recruitment and training of new faculty members is outside the purview of YSGS, it agrees that raising awareness of graduate education with new hires will be for the benefit of all.
<b>Recommendation 6: Consider a course-based MPC option</b>	For those students who are not intending to pursue further graduate studies and are interested in gaining further industry knowledge and skills, the MRP doesn't seem like a proportional and effective use of their summer term. Industry/sector specific courses could be offered as electives during	The MPC program is committed to the Major Research Paper / Project component of the program, particularly since it requires MPC students to engage in original research in an area related to professional communication.	2021-2022: MPC GPD, MPC GPA, ProComm Chair  The PRT's recommendation will be brought to the MPC Curriculum Committee for discussion; implementing this change would require support from the committee as well as our Graduate Program	The Faculty supports the curriculum changes that the program deems necessary for serving the diverse interests of the students provided that these are academically sound, economically feasible and supported by input from industry partners.	YSGS notes that, if pursued, this would be considered a major curriculum modification that should be worked on about 1 year in advance of the planned implementation date. Policy 127 and the YSGS Associate Dean, Programs, should be consulted when working on major curriculum modifications.

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
	this time, which would also require fewer MRP supervisors.		Council and would likely take several years for the approval of curriculum changes and the development of new courses.		
<b>Recommendation 7: Enhanced Internship Opportunities</b>	In discussions with current students and alumni of the program, there was a general sense that the MPC internship course/program was under-resourced and dependent on individual students to source their own opportunities. Current students commented on cancelled events in 2019 and a lack of support from the MPC program. With the decision to hire and support a dedicated Internship staff member, this should provide future students with greater clarity and assurances of obtaining an internship at an earlier time in the program. Furthermore, observable and reportable learning objectives should be established	The MPC program is pleased the PRT identified the MPC internship program as needing additional resources and support. The staff position devoted to MPC internships has been made permanent and now resides under the umbrella of FCAD. This move to centralize and administer internships at the faculty level will create synergies across FCAD departments and internship programs.	2021-2022: MPC GPD, MPC GPA, ProComm Chair, MPC Internship Coordinator, MPC internship faculty representative  The MPC program convened a meeting with the GPD, MPC internship coordinator, and MPC faculty internship representative to discuss how to improve current internship learning objectives, as well as ways to refine and clarify the host employers understanding of internship terms, outcomes, and objectives. We agree that all MPC internship opportunities should be paid.	The Faculty supports the MPC in strengthening internship opportunities between the program and hosts.	YSGS supports the program and Faculty responses.

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
	and discussions with the host employer should be established to ensure agreement on the terms and outcomes of the internship. The PRT strongly recommends that the MPC program endorse paid internships for its program 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.



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& Dean

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

Periodic Program Review (PPR)

**Immigration and Settlement Studies (ISS)**

Last Updated: April 08, 2021

## 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 Immigration and Settlement Studies (ISS). 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 MA Program in Immigration and Settlement Studies (ISS) has been in existence since 2004. It is an interdisciplinary program housed in the Yeates School of Graduate Studies (YSGS). Currently, ISS draws on faculty expertise from across campus, including the Faculty of Arts, Faculty of Community Services, Ted Rogers School of Management, the School of Urban and Regional Planning, and the School of Fashion. Faculty from a wide range of academic disciplines are teaching ISS courses, and ISS-affiliated faculty members from across campus act as student advisors and supervisors. The program works closely with the Ryerson Center for Immigration and Settlement (RCIS) and the Canada Excellence Research Chair in Migration and Integration (CERC) to enhance the connection between excellence in education and world-class research. ISS is designed as a one-year full-time program, although it also offers a part-time option. Full-time students must enroll in the program for a minimum of three terms to complete the degree requirements. Part-time students must enroll in the program for a minimum of six terms or two academic years.

All students must complete 4 required courses covering the Canadian immigration and settlement experiences, immigration law, policies and politics, and research methods. In addition, students must take at least 3 elective courses on a variety of topics, such as the changing multicultural mosaic in the Greater Toronto Area, immigrant voices in Canadian literature, the economics of immigration, women and immigration and settlement, race and ethnic relations, or refugee issues. The program serves the needs of both research- and professionally-oriented students; therefore, they must complete a 150-hour Field Placement and write a Major Research Paper under the supervision of an affiliated faculty member. Guest speakers, fieldtrips, events, and other activities expose students to the wider academic and settlement communities and experiential learning opportunities.

The ISS program meets societal needs by providing graduates with enhanced in-depth knowledge of the history, theories, methodologies, policies, and other societal issues related to immigration and settlement in Canada. It also critically analyzes the historical and ongoing connections between immigration, settlement and Indigenous displacement and genocide. Graduate possess academic and practical skills, including technical, critical thinking, communication, and transferrable professional skills they can apply in the workplace and further education. The most recent ISS Alumni Survey shows that 82.8 % of the sampled alumni are employed on a full-time basis in several key employment sectors, including public service, universities and colleges, the NGO/non-profit sector as well as the private and legal sectors, and consulting/self-employment. One in ten ISS graduates moved on to get a PhD and about 3 % went to law school.

The program's strengths include a high society need for the program, an accelerated one-year time frame that enables students to complete the program in an efficient manner, the availability of both full-time and part-time options, the program's mix of academic and practical orientation, the connections to world-class research institutions, the outstanding level of

faculty expertise in immigration and settlement across campus, and the strong networks ISS entertains to the settlement sector, government, and other organizations that facilitate field placements and employment. Weaknesses include that only two faculty members are formally appointed to ISS, the tight one-year timeframe creates anxieties and stress among full-time students, the program is limited to admitting very few international students, and student funding is low and admissions letters do not reflect the full extent of funding opportunities. Opportunities exist in continuing to recruit affiliated faculty from across campus and multiple disciplines and faculties, possibly developing a PhD program, further integrating on-campus research in the ISS Program structure and activities (e.g. CERC, RCIS), further recognizing Indigenous experiences related to immigration and settlement and advancing reconciliation, responding to calls for addressing structural racism, enhancing students' international experiences, strengthening the theoretical foundations in the course curriculum, rewarding the top 1-2% students with top available marks, and initiating discussion about permitting students to choose between the MRP or Field Placement and adding a two-year full-time option with a thesis requirement to the program.

The recommendations highlight the immediate, high-priority need to hire and/or cross-appoint additional ISS faculty. Actions of medium priority include increasing student funding, expanding international student intake, initiating periodic curriculum reviews, enhancing the coverage of migration theories in the curriculum and updating the Field Placement seminar, deepening the research-education relationship with RCIS and CERC, improved the consistency of contents and delivery of course sections taught by different instructors, establishing task forces to examine the feasibility of a PhD program, offering a two-year full-time option, permitting students to choose between the MRP and Field Placement, and responding to structural racism. Lower-level priorities include recruiting a more gender/sexual-orientation diverse student body, rewarding top students with top marks, and asking the province to count part-time students as full FTE.

## Periodic Program Review and Peer Review Team Immigration and Settlement Studies (ISS)

The graduate program in Immigration and Settlement Studies (ISS) 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 PRT site visit was conducted virtually on January 18-21, 2021. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Immigration and Settlement Studies (MA) consisted of Dr. Margaret Walton-Roberts, Wilfrid Laurier University, Dr. Victor Satzewich, McMaster University, and Dr. Carolyn Johns, Ryerson University.

**The PRT report was communicated to the Associate Dean, YSGS on February 8, 2021, and the response to the report from graduate program was communicated on February 17, 2021.**

## Program Strengths, Weaknesses, and Opportunities

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

### Strengths

The ISS is relatively unique in Canada, and as a result its applicant pool is generally strong in terms of number and quality (though variable). The faculty associated with the program represent 9 impressive interdisciplinary and scholarly quality. The curriculum includes a range of components that support both applied and critical thinking skills, including MRPs and placements. The employment record of ISS graduates is strong, and the alumni network offers novel opportunities for further strengthening the reputation and placement features of the program. The review team was also impressed with the dedication and commitment of both the Program Director, Dr. Harald Bauder, and Program Administrator Igor Rosic, towards both the program in general and to students in particular. They are to be commended for the hard work associated with carrying the bulk of heavy administrative duties and responsibilities attached to the program.

### Weaknesses

While the ISS is a flagship graduate MA program for Ryerson, and reflects the immense investment Ryerson has made in immigration through the RCIS and CERC, it risks losing its competitive advantage due to some persistent and emerging weaknesses. The student financial awards are not competitive with one-year MA programs in similar policy fields. While there are many GTA and RA opportunities for students once in the program, it would serve the program to have these funding options more formally presented at the admission stage so that they do not lose better students to other programs or universities.

The ISS also depends upon the tacit good will of chairs and deans in terms of permitting faculty to teach in the program, and the small number of officially cross appointed faculty limits the ability to coordinate and review curriculum content and delivery.

There are a few areas where curriculum development would be advisable. This includes quantitative research methods, and technical aspects of immigration law and policy. In addition, the field placement requirement as it is currently organized creates some weaknesses in terms of the student experience, with students typically organizing their own unpaid placements in the second or third semester. The placement is mandatory, and only some are paid. Moreover, some students are informally pitted against each other finding placements. This suggest an inequity in the program in terms of how internships are secured, the quality of the experience and the compensation received. This may have an impact on overall student morale.

## Opportunities

There are several opportunities to consolidate the strength of this program. In terms of faculty engagement, more official cross-appointments would permit consistency in terms of the content taught between sections. More active faculty engagement in governance and an annual retreat for faculty associated with the program would facilitate effective curriculum review and development by drawing in the scholarly strengths of the associated faculty more formally.

More formal association between the ISS, RCIS and CERC would allow for more effective resource planning in terms of the financial supports offered to incoming students, and would also consolidate the research synergies that exist between Ryerson's teaching and research strengths in immigration and settlement. Perhaps this could be considered related to the program's governance structure.

There are several opportunities for enhancing the placement aspect of the program. This includes hiring a facilitator to seek out paid placement opportunities through government, non-government, and alumni networks, and assist students to secure placements. The review committee also felt hiring a practitioner in residence to teach the immigration, law and policy course would serve the need to include deeper technical and timely knowledge of immigration policy. The practitioner might also contribute to securing placements in the government, non-government and corporate sectors.

## PRT Recommendations

The PRT made a total of 11 recommendations listed below.

- Recommendation 1: The University should formally cross appoint one additional full time faculty member to the ISS program.
- Recommendation 2: The program/YSGS should include GRA/GTA funding in its letter of admission to make the offer competitive with other universities and programs.
- Recommendation 3: The program should update content and delivery of the Seminar and Field Placement course (IS8100) to reflect state of the field and workplaces, and further resource the placement process with a placement coordinator who has extensive government/non-government/corporate experience and networks in the sector.
- Recommendation 4: The program should consider establishing a way for placement organizations to provide feedback about student placements.
- Recommendation 5: The program should undertake a curriculum review of (a) the IS 8904 and (b) IS 8903 to ensure these courses meet program objectives and learning outcomes.
- Recommendation 6: The program should consider ways to introduce more flexibility in how students fulfill requirements.
- Recommendation 7: The program should strengthen its governance structures and establish a curriculum committee that meets on a regular basis to discuss curriculum related issues
- Recommendation 8: The program should consider ways to ensure more consistency in required course content when more than one section is taught in the same term.
- Recommendation 9:
  - a. The program should consider ways to encourage the broader group of affiliated faculty members to take a more active role in MRP supervision.
  - b. The program should consider ways to help students match their research interests for their MRP with those of faculty supervisors
- Recommendation 10: The program may want to consider collecting data on times to completion, how frequently students withdraw from the program, and alumni data.
- Recommendation 11: The program should consider ways to capitalize on the international reputation of the program by admitting more international students.

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

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
<b>Recommendation 1</b>  <b>The University should formally cross appoint one additional full time faculty member to the ISS program.</b>	The program has been sustained with two cross-appointments and the good will of Deans and Chairs. An additional cross appointment of faculty is needed to secure curriculum quality and innovation (external action).	General agreement, although the previous PPR recommended hiring <i>three</i> cross-appointed faculty. Since then YSGS was successful in cross-appointing one more faculty member.	ISS will continue working with YSGS in implementing this recommendation.	ASAP/ISS, Dean of YSGS, Dean of TRSM, and Provost	<p>YSGS has been strongly advocating for additional cross-appointments for all its interdisciplinary programs. It has been successful in obtaining several of these, including one for the ISS program. YSGS agrees that an additional cross-appointment to the program is important and will continue to advocate for this.</p> <p>Other venues to increase participation in the program and its quality is to consider forming a group that includes the Graduate Program Director, the Associate Dean, Programs from YSGS, the Vice Provost and Dean of YSGS, and the Deans of all Faculties involved in the program. This group could meet at least once a year to review the involvement of their faculty members in the program and the adequacy of resources allocated for the program. This would also help address recommendations 2, 8, 9, and 10.</p>

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
<b>Recommendation 2</b> <b>The program/YSGS should include GRA/GTA funding in its letter of admission to make the offer competitive with other universities and programs.</b>	The program remains attractive, but for Ryerson to maintain their competitive advantage in this area and attract the highest quality students, student funding offers need to be improved (external action).	Agreement; RA funds allocated to ISS could possibly be allocated to incoming students. Additional funding could possibly come RCIS and CERC.	ISS will work with YSGS, stakeholders (e.g. CERC, RCIS) and faculty with access to grant funding.	2021-2023/ISS, Dean of YSGS, stakeholders, ISS affiliates with research grants	YSGS notes that student funding from centralized sources has significantly increased but advocating for increased student funding and/or reduced tuition costs remains one of its main priorities. It should be noted that GA (what the reviewers refer to as GTA funding) commitments are at the discretion of the departments/schools delivering courses and that these commitments are typically not finalized at the time of offers for graduate admission.
<b>Recommendation 3</b> <b>The program should update content and delivery of the Seminar and Field Placement course (IS8100) to reflect state of the field and workplaces, and further resource the placement process with a placement coordinator who has extensive government/non-government/corporate experience and networks in the sector.</b>	Updating the curriculum is internal to the ISS program, but resourcing the placement officer requires additional resources (both internal and external).	Agreement; ISS will form a Curriculum & Placement Standing Committee to oversee the necessary changes	ISS will form a Curriculum & Placement Standing Committee.	ASAP/ISS (& YSGS)	YSGS agrees that the student experience is important and supports ways to improve this experience through better quality placements with improved equity in the types of placements obtained.

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
<b>Recommendation 4</b> <b>The program should consider establishing a way for placement organizations to provide feedback about student placements.</b>	<p>There does not appear to be any mechanism for the program to solicit feedback from placement organizations about student preparation for placements, and potential gaps in knowledge or skills (internal).</p>	Agreement	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS agrees with this recommendation.
<b>Recommendation 5</b> <b>The program should undertake a curriculum review of (a) the IS 8904 and (b) IS 8903 to ensure these courses meet program objectives and learning outcomes.</b>	<p>(a) Some students indicated that research methods could be strengthened to include more quantitative skills; also should be offered in Fall to provide foundations for MRPs earlier (internal).</p> <p>(b) The immigration law and policy course should be reviewed and strengthened to include more practical knowledge related Canada's immigration laws, policies, programs, administration and operations. Ideally this would involve hiring a practitioner in residence who could teach and support placement operations. The program can address this with internal changes in how courses are delivered, but additional funds may be necessary to hire a practitioner</p>	<p>Agreement; the Curriculum &amp; Placement Standing Committee to oversee the necessary changes</p>	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS will support the development of any curriculum revision and reminds the program to consult Policy 127 when developing any revisions.

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
	in residence (internal and external).				
<b>Recommendation 6</b>  <b>The program should consider ways to introduce more flexibility in how students fulfill requirements.</b>	Providing students with the option of undertaking a placement or MRP would help address concerns about the intensity of a one-year program of study. Providing students with a two-year thesis option would allow some students to further build their research skills (internal).	Agreement; the Curriculum & Placement Standing Committee will explore the option to allow students to choose between the MRP or Field Placement, and to add a two-year thesis option.	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS will support the development of any curriculum revision and reminds the program to consult Policy 127 when developing any revisions. It should be noted that such a change is considered a major modification. YSGS is happy to work with the program in developing a major modification proposal.
<b>Recommendation 7</b>  <b>The program should strengthen its governance structures and establish a curriculum committee that meets on a regular basis to discuss curriculum related issues</b>	A broader curriculum committee or an annual retreat would provide the necessary forum for discussion about the contents of courses, exchanges regarding curriculum and pedagogical approaches used by faculty. It could also provide an additional opportunity to create a sense of community between the faculty members, those core and more remote to the program. Student representation in governance should also be considered (internal).	Agreement; a Curriculum & Placement Standing Committee will be established	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS notes that program governance structures need to adhere to Policy 45. It is typical for curriculum committees to be a standing committee of the Graduate Program Council.  Retreats to discuss curriculum and pedagogy are great ideas. In both cases, it is important to involve student representation.

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
<b>Recommendation 8</b> <b>The program should consider ways to ensure more consistency in required course content when more than one section is taught in the same term.</b>	There is inconsistency in required course content and requirements when two sections are taught in the same term by different instructors. This issue might be best addressed via recommendation 5 above (internal).	General agreement, although instructors enjoy academic freedom. Measures can include cross-appointed faculty teaching both sections of a course, device a mechanism through which different instructors can coordinate course contents.	An additional faculty appointment (Recommendation 1) would have the responsibility to teach two courses, i.e. 2 sections of one course, in ISS; Curriculum & Placement Standing Committee	Additional faculty appointment: ASAP/ISS, YSGS, and Provost; Curriculum & Placement Standing Committee: ASAP/ISS	YSGS agrees with the importance of equity between multiple sections of a course and recommends that instructors take this into consideration when they are involved in the delivery of the same course.
<b>Recommendation 9(a)</b> <b>The program should consider ways to encourage the broader group of affiliated faculty members to take a more active role in MRP supervision.</b>	MRP supervisory loads are unevenly distributed across the 70 'core' faculty attached to the program (internal).	Agreement; the implementation of Recommendation #6 may alleviate pressures on students to find supervisors.	Program will correspond with faculty and students	Ongoing/ISS	YSGS agrees that MRP supervisions should be distributed more broadly among affiliates. It supports the program in the implementation of recommendation #6.
<b>Recommendation 9(b)</b> <b>The program should consider ways to help students match their research interests for their MRP with those of faculty supervisors</b>	Some students reported frustration and difficulties associated with finding an appropriate MRP supervisor (internal).	Agreement; facilitate student-supervisor matches	Annual "Find Your Supervisor" workshops	Ongoing/ISS	YSGS encourages the ISS program to organize a workshop or other events that facilitate better matching students with supervisors who are located in different faculties and departments across campus.

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
<b>Recommendation 10</b>  <b>The program may want to consider collecting data on times to completion, how frequently students withdraw from the program, and alumni data.</b>	The review team did not have access to times to completion and withdrawals from the program (academic or administrative). It is not evident that the program has alumni data (internal and external).	Agreement	Collect corresponding data	Ongoing/ISS, YSGS	YSGS will work with the program, the University Planning Office, The Registrar's Office and Alumni Relations to track this data and shared it with the program.
<b>Recommendation 11</b>  <b>The program should consider ways to capitalize on the international reputation of the program by admitting more international students.</b>	The program receives a considerable number of applications from international students but is only able to admit one per year. International students may help to internationalize the program, and may also be a revenue generator (external).	Agreement	Admission of 3-4 international students annually	2021/ISS, YSGS	YSGS has been advocating for institutional support for international graduate students. YSGS welcomes the plan to admit more international students into the program.

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

**Graduate Program:** International Economics and Finance (Master of Arts)  
Economics (Doctor of Philosophy)

**Peer Review Team:** Dr. Miquel Faig, Professor and Department Chair, Department of Economics, University of Toronto – Mississauga  
Dr. Alok Johri, Professor and Chair of Graduate Studies, Department of Economics, McMaster University  
Dr. Yuanshun Li, Associate Professor, Finance Department, Ted Rogers School of Management, Ryerson University

Site Visit: April 8 and 9, 2019

PRT Report: May 26, 2019

Program Response: October 30, 2019

YSGS Response: November 13, 2019

PPR Approved by Senate: Jan 28, 2020

1 Year Follow Up Report Due: Jan 28, 2021

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

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

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

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

## ACADEMIC RECOMMENDATIONS

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response	Economics 1 Year Follow-Up
1. Increase the number of shared courses between the MA and the PhD programs.	The program agrees that it needs to explore options to better utilize the scarce resources of the department. The Department of Economics graduate program committee will review existing master's field courses and recommend which courses may be suitable to be listed as PhD Electives Category A field courses, or to be jointly taught with PhD Electives Category A field courses. As suggested in the PRT report "it would be natural to expect higher standards of preparation and learning from PhD students as well as some additional work from them such as a term paper and/or a paper presentation at the end of term" in these joint field courses. As suggested by the PRT "it is necessary that a careful consideration of pre-requisite or co-requisite courses be conducted by the department".	We support the program's willingness to consider this possibility and identify and discuss possible courses to be shared.	The department will review the list of elective courses in both programs and determine a potential list of courses that could be delivered jointly.	Implementation by Fall 2020. Lead: Economics Graduate Program Director.	YSGS supports the Program and Faculty responses.  YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127. YSGS encourages the Program to contact the Associate Dean, Programs in YSGS to discuss the process.	Done.  We introduced a cross-listed MA/PhD course EF8937/EF9911 in Fall 2020, and we are exploring additional cross-listings for the 2021-2022 academic year such as EF8933/EF9910, EF8943/EF9908, EF8939/EF9909.
2. Offer an optional internship program to MA students. Possibly as an alternative to a research paper.	The program agrees with the PRT's recommendation. The department is already facilitating not-for-credit internship opportunities to MA students through existing employers' contacts, and it understands the benefits to students of these employment opportunities. The program will propose to the university that we allow a capstone option for Master of Arts (International Economics and Finance) students between courses only, masters research paper, or internship.	We welcome and look forward to reviewing the program's proposal related to this.		Implementation by Fall 2020. Lead: Economics Graduate Program Director.	YSGS supports the Program and Faculty responses.  As above, YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127.	Done.  Effective Fall 2020 the Master Paper milestone requirement in the old curriculum has been replaced with one of (i) internship, (ii) Master's Paper or (iii) additional course in the new curriculum.

## ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response	Economics 1 Year Follow-Up
3. Offer more competitive salaries to job market candidates.	The program agrees with the PRT's argument that low starting salaries present an important challenge in hiring top candidates. The program will collaborate with the Dean of Arts, VP Faculty Affairs, VP Planning and Provost in order to find solutions that would allow the university to offer starting salaries to new Economics faculty on par with starting salaries offered at comparable institutions.	Given budgetary constraints a very careful review of this is essential.	The department will set up meetings with the Dean of Arts, VP Faculty Affairs, VP Planning and Provost.	Implementation by Fall 2020. Lead: Chair of Department.	YSGS notes that starting salaries for new faculty members are beyond its purview. YSGS encourages the Program to continue to discuss this issue with the Dean of Arts.	In progress.  The Chair has been discussing this issue with the Dean of Arts, the VPFA and the RFA. All parties have been made aware of the fact that the starting salary in economics is significantly higher than other disciplines in Arts at comparable institutions.
4. Allow the Department to make the best possible use of the faculty complement it has. Teaching graduate and upper-level undergraduate courses should be the first priority for scarce professors who are most prominent in research and most up to date in their knowledge.	The program will collaborate with the Dean of Arts, VP Academic and VP Faculty Affairs in finding ways to reduce the number of required and advanced program courses taught by non-tenure stream faculty (i.e. CUPE sessional/ Limited Term Faculty). The program would like to note that, with a faculty size of 30 (Program Recommendation 3), the program would be able to assign both large introductory courses and most required and advanced program courses to tenure stream faculty. In the meantime, the program will study alternative delivery methods for the large introductory courses that could release some of the faculty assigned to teach those courses without impacting the student experience.	We are grateful to the program for its efforts to review existing practices and consider a range of course delivery options that would not negatively affect the undergraduate learning experience.	The department will set up meetings with the Dean of Arts, VP Academic and VP Faculty Affairs.	Implementation by Fall 2020. Lead: Chair of Department.	YSGS supports the Program and Faculty responses.	In progress.  All graduate courses, except the math review, are taught by tenure stream faculty with expertise in the corresponding field. Furthermore, the cross-listing of MA and PhD courses (recommendation 1) offers more choice in the graduate programs without involving additional resources.  At the undergraduate level, two faculty members experimented with a hybrid (synchronous/asynchronous) delivery model for large classes in Fall 2020, which received very good reviews from students. The department will explore the possibility of offering a similar alternative once we return to campus.

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response	Economics 1 Year Follow-Up
5. Provide more financial support to PhD students after year 3.	<p>The program agrees with the PRT's that it needs to provide additional support to PhD students in order to be competitive. In particular, this additional support would help attract and retain better students to the PhD program, which would reduce our dropout rates and increase completion rates, two concerns raised in the PRT response (page 7). Despite the recent reductions in funds available for graduate funding, the department will make an effort to secure PhD funding for students in their later years into their PhD degrees. In particular, besides encouraging grant applications, the department will explore initiatives to raise additional funding for the PhD program, such as: (i) revisiting the possibility of receiving funding from offering the engineering economics transition course, (ii) offering more courses in the Chang School of Continuing Education, (iii) running a profitable fully costed Master of Applied Economics and Policy Analysis program, (iv) Economics Summer Program for International Students. The department is strongly committed to strengthening and further developing the PhD program, as it is a strategic contributor to the department's research activity and to its ability to attract high quality researcher-oriented faculty members.</p>	<p>The Dean's office is offering grant-writing workshops and is looking to providing other grant-writing support. We welcome the opportunity to work with the program to explore appropriate external funding options. We support a multi-pronged approach to addressing this issue.</p>	<p>The department will set up meetings with the Dean of Arts, VP Planning and Provost to discuss revenue generating opportunities.</p>	<p>Implementation by Fall 2020. Lead: Chair of Department.</p>	<p>YSGS supports and commends the Program's and Faculty's efforts to pursue options for improved funding packages for all students.</p> <p>YSGS notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students, including beyond the third year for PhD students.</p> <p>YSGS also notes that students completing their degree during their fourth year are eligible to receive a Doctoral Completion Award of up to \$10,000.</p>	<p>This has been implemented with a multi-pronged approach:</p> <ul style="list-style-type: none"> <li>-The department has been actively encouraging all PhD students to apply for internal/external grants/scholarships wherever they are legible.</li> <li>- YSGS has increased the PhD funding from 3 years to 4 years.</li> <li>- The Dean's office is well aware of this issue and is providing more support to our graduate programs.</li> <li>- The department has been actively working with other potential sponsors including CERC in Migration and Integration, which has provided generous funding opportunities to graduate students in economics (one PhD for four years, one MA for one year starting in Fall 2020).</li> <li>- Note that the norm in economics is that on average students spend six years for their PhD studies; but our graduates have been doing exceedingly well finding work after graduation.</li> <li>- We support and encourage our PhD students to apply for CUPE contract teaching positions in economics (in the Faculty of Arts and at the Chang School), while</li> </ul>

Recommendation	Program Response	Faculty of Arts Response	Program Action Item	Timeline and Lead	YSGS Response	Economics 1 Year Follow-Up
					YSGS further notes that it offers workshops for external scholarships and encourages the Program's students to attend (where applicable).	respecting the CUPE Collective Agreements. Their success in securing positions depends on the pool of applicants and the courses being offered. Several students with specialized expertise, in their 4 <sup>th</sup> year and above, have been successful in obtaining such positions.
6. Design a system to reward and recognize the research and the successful PhD supervisions accomplished by tenured faculty.	The program will discuss with the Dean of Arts and the Dean of YSGS the possibility of designing such a system. The program would also like to note that the need of such a program would be less pressing in a department with a larger number of faculty members, as supervisory duties would be shared by a larger number of faculty, and teaching needs could be better accommodated to faculty's areas of expertise.	We will carefully review any proposal brought forward by the program. At the same time, we must be mindful of the RFA collective agreement.	The department will set up meetings with the Dean of Arts and the Dean of YSGS.	Implementation by Fall 2020. Lead: Chair of Department.	YSGS echoes the Faculty response that we must be mindful of the RFA collective agreement.  The Vice-Provost and Dean of YSGS will meet with representatives of the Program and Faculty to discuss this issue.	Withheld.  The department has prioritized other issues including recommendations 1-5 above and COVID-19 related issues. The department will revisit this recommendation once we are back on campus.

#### Summary Statement/Conclusion:

In conclusion, we have addressed several PRT recommendations and, in collaboration with our colleagues both within and outside the Economics Department, are focused on the remaining recommendations. We are grateful to the external reviewers for their thorough assessment and insightful recommendations for the Master of Arts (International Economics and Finance) and Doctor of Philosophy (Economics) programs, as well as to our colleagues for their help in addressing those recommendations. This process has strengthened both programs and will promote successful future growth.

**1 YEAR FOLLOW-UP REPORT****Last Updated: March 29, 2021****Graduate Program: Philosophy (MA)**

**Peer Review Team:** Dr. Andrew Botterell, Associate Professor of Philosophy and Law,  
University of Western Ontario  
Dr. Lorraine Markotic, Associate Professor of Philosophy,  
University of Calgary  
Dr. Chris MacDonald, Associate Professor of Law and Business,  
Ted Rogers School of Management, Ryerson University

**Site Visit:** March 5-6, 2019

**PRT Report:** April 15, 2019

**Program Response:** October 29, 2019

**YSGS Response:** October 30, 2019

**PPR Approved by Senate:** Jan 28, 2020

**1 Year Follow Up Report Due:** Jan 28, 2021

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

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

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

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

## ACADEMIC RECOMMENDATIONS

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

## ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response	Philosophy (MA) 1 Year Follow- Up
3. To stabilize funding for students.	<p>The Faculty of Arts, YSGS and the Provost have recently injected additional funds to support graduate students.</p> <p>We are also holding grant-writing workshops and will ensure that students in this program are informed/invited.</p>	<p>The Program will:</p> <ul style="list-style-type: none"> <li>(a) use departmental funds for small scholarships;</li> <li>(b) work with students to make them more competitive in pursuit of OGS's and SSHRC's.</li> </ul>	<ul style="list-style-type: none"> <li>(a) GPD will consult with Chair during admissions cycles about dept.-funded scholarships;</li> <li>(b) (i) faculty will provide feedback on their students' applications;</li> <li>(ii) faculty will hire more students as RA's and</li> <li>(iii) students will be urged and mentored to give conference presentations.</li> </ul> <p>Lead: GPD</p>	<p>YSGS supports the Program and Faculty responses.</p> <p>YSGS notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students.</p> <p>YSGS also notes that it offers workshops for external scholarships and encourages the Program's students to attend (where applicable).</p>	<p>(a) Current Chair has guaranteed \$15,000 for the GPD to increase funding offers to best applicants with multiple offers to make our student funding more competitive.</p> <p>(b) (i) instituted as on-going practice</p> <p>(ii) instituted as ongoing practice</p> <p>(iii) practice adopted plus GPD has instituted an annual First-year Philosophy Graduate Student Conference in Feb. (grad seminar instructors recommend the very best papers submitted in fall seminars) to enhance c.v.'s of applicants for OGS and RGS for their second year.</p> <p>Very welcomed increased funding by YSGS and the Faculty of Arts: YSGS funded Public Scholarships for 2019-</p>

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response	Philosophy (MA) 1 Year Follow- Up
					2020 (3 of our students received these) and YSGS added Ryerson Graduate Scholarships to be adjudicated in tandem with OGS's beginning in 2020-2021 (3 of our students received RGS's). The Dean of Arts funded Arts Graduate Scholarships for 2020-2021; this will allow \$3,000 to be awarded to each of our 14 first-year students for the spring-summer term. Arts funding for 2021-2022 will be even more generous.
4. Funding for the second year of the MA be guaranteed and, if possible, increased.	We support departmental commitments to 2nd year students and will do what we can to communicate with students any commitments to and opportunities for 2nd year funding. We have recently announced changes to how TA/GA allocations will be administered which we	The Program will: (a)guarantee offers of employment as teaching assistants or graders to 2nd year students in admission offers and publicize this on our website,	(a) Guarantee of employment to 2nd years (who want to work and whose first year T.A. performance has been satisfactory) to be posted on website. GPD will communicate the posting to webmaster in September for next admissions cycle. Lead: GPD	YSGS supports and commends the Program's and Faculty's efforts to pursue options for improved funding packages for all students, including in their second year.	(a)Done

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response	Philosophy (MA) 1 Year Follow- Up
	hope will help with this matter.	(b) explore whether small departmental scholarships for 2nd years can be guaranteed to students when admission is offered.	(b) GPD to meet with Chair. Meeting to take place by Feb. 2020 before admission decisions are made. Lead: GPD		(b) Done; each 2 <sup>nd</sup> year student now guaranteed scholarship of \$2,500 in each of the fall and winter terms
5. The student lounge be retained for use by graduate students in the Program.	Space is limited at Ryerson however we will consider the program's requests and needs.	The Program is committed to maintaining the grad student lounge.		YSGS notes that space issues are outside of its purview. It does, however, support the Faculty's consideration of the Program's request.	Commitment to maintaining the grad student lounge continues.

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response	Philosophy (MA) 1 Year Follow- Up
6. The Program take steps to increase its visibility as a place to pursue an MA in Philosophy.	The Faculty of Arts is assisting programs with the revising of their program brochures and is in the process of organizing a Faculty of Arts Graduate Fair to help showcase our programs to interested undergraduate students.	The Program will (a) hire a part-time communications officer to make effective use of social media to promote our program.	(a) GPD will discuss with Chair the hiring of a communications officer with hopes of hiring him/her/them to begin work in fall 2019 to increase application numbers for the next admissions cycle. Lead: GPD	YSGS supports the Program and Faculty responses. YSGS also notes that it has returned to graduate fairs in Southern Ontario this fall, has increased its marketing budget, is working with University Relations to update its marketing campaign, and will explore other opportunities to increase the visibility of graduate studies at Ryerson.	(a) Communications officers were hired and promoted our program before the admissions cycle in 2019-2020. In 2020-2021 we hired three of our current students (now called 'Program Ambassadors'). They promoted the program, publicized departmental events, news, etc. on Twitter and through contacts with undergraduate philosophy clubs throughout Canada. One of our ambassadors, the founder of Philosophy Meetups in the GTA, had a list serve of thousands of students and others interested in philosophy through which he disseminated information about our program, our speaker series, grad

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response	Philosophy (MA) 1 Year Follow- Up
		<p>(b) will post on website more information about faculty members' research and areas of supervision competence;</p> <p>(c) will explore hosting an undergrad conference where MA can be promoted</p>	<p>(b) GPD will invite faculty members to write letters to prospective students about their research, areas in which they have supervised, areas of supervision competence, and their approaches to supervision.</p> <p>Will post letters on website in Fall 2019.</p> <p>Lead: GPD</p> <p>(c) GPD will meet with UPD to discuss an undergrad conference.</p> <p>Initial meetings in Fall 2019.</p> <p>Lead: GPD</p>		<p>conference, and other grad events.</p> <p>(b) Letters from faculty members to prospective students (as described in 'Program Action Items Timeline' column) have been posted on our website.</p> <p>(c) Undergrad. Conference for spring 2020 scheduled, but cancelled due to COVID; Will reconsider post pandemic</p>

Recommendation	Faculty Arts Response	Philosophy Response	Program Action Items Timeline & Lead Responsibility	YSGS Response	Philosophy (MA) 1 Year Follow- Up
7. The Program increase the number of international applicants to the Program.	We will work with the program and YSGS to consider any options to increase the number of International students admitted to the program.	The Program will seek a commitment from YSGS for a small, annual intake of international students not contingent upon domestic intake.	GPD will make the case for international students to the YSGS Dean and/or YSGS Associate Dean, Programs. GPD will meet with YSGS Dean and/or Associate Dean in Fall 2019	The Vice-Provost and Dean of YSGS will meet with representatives of the Program and Faculty to discuss increasing the annual intake of international students.	YSGS now allows our program to admit 2 international students not contingent upon domestic in-take (in the last two admission cycles, the domestic targets were met and one excellent international student entered our program)
8. Opportunities for academic work (both as TAGA's and RA's) across campus be better communicated to students in the Program.	We support this initiative. We also have revamped how the Faculty of Arts TA/GA allocations will happen in the future, which we hope will assist with this matter.	GPA will inform students before each term begins of their eligibility to apply for any jobs posted on T.A.G.A.; 2nd-year students will be encouraged to apply for marking jobs for BUS 221 Business Decision-Making in cases where they are a good fit.	GPD will liaise with instructors regarding BUS 221 marking contracts and the timing of the postings. GPD will inform students of G.A. postings for BUS 221. Lead: GPD	YSGS supports the Program and Faculty responses.	As we have been able to increase our TAships by 3 or 4 a year and hire all of our first and second years for 130 hours of GA work for fall and winter semesters, we have not encouraged their applying for BUS 221 or additional work that is likely to compromise their fulfilling the program's requirements. Some of our faculty with SSHRC grants have offered students small RA contracts (that they can feasibly handle).

**Summary Statement/Conclusion:**

The program has welcomed the reviewers' recommendations, and most have been successfully implemented. With the Dean's consent, we have been able to offer our students more course options; our first-year students are now able to choose to enroll in three out of five grad seminars in the winter term, rather than choose three out of only four course options. We have enriched our faculty complement with the hire of an expert in Ancient Greek Philosophy. YSGS and Arts have increased scholarship funding from which our students have greatly benefitted and will benefit in the future. The program has worked to make our best students more competitive in OGS and RGS competitions by instituting an in-house conference in which those recommended by their course-instructors can give presentations. In addition, the department has guaranteed \$5,000 in funding for each of our second-year students who are not awarded more lucrative scholarships. Moreover, we are now able to accept more international students. Our program is flourishing, but we continue the efforts to raise our profile such that we will attract more domestic and international applicants.



## 1 YEAR FOLLOW-UP REPORT

**Graduate Program:** Applied Mathematics (MSc)

**Peer Review Team:** Dr. Gail Wolkowicz (McMaster University)  
Dr. Ruodu Wang (University of Waterloo)  
Dr. Ali Miri (Ryerson University)

**Site Visit:** July 4 and 5, 2018

**PRT Report:** August 2, 2018

**Program Response:** November 26, 2018

**YSGS Response:** November 29, 2018

**PPR Approved by Senate:** Jan 28, 2020

**1 Year Follow Up Report Due:** Jan 28, 2021

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

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

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

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

## ACADEMIC RECOMMENDATIONS

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

2. Restructure the MSc Seminar AM8000.	The program agrees with the recommendation. GPAM has already modified the MSc Seminar course to replace the requirement to attend a weekly two-hour seminar with a requirement to attend a certain number of seminars/colloquia and deliver one presentation. Further details are available on page 4 of the program's response to the PRT report.	YSGS supports the program response.  YSGS notes that revisions to the course description in the graduate calendar is a Category 1 minor revision under Policy 127. If any changes to the course description have been made, the approvals designated in Policy 127 will need to be obtained.	GPAM has already modified the MSc Seminar course to replace the requirement to attend weekly two-hour seminar to attend a certain number of seminars/colloquia and deliver one presentation.	GPAM	(2018) Fall	Done.
3. More elective courses offerings in each of the Fall and Winter. Offer Applied Statistics course each year.	The program agrees with the recommendations. GPAM will work on restructuring the elective course offerings, including the possibility of cross-listed courses with other departments, in both the Fall and Winter terms in 2018-2019 to create new electives. Further details are available on pages 4 and 5 of the program's response to the PRT report.	YSGS supports the program response.  YSGS notes that the addition of any new courses to the curriculum are considered a Category 2 minor revision under Policy 127. As above, the program is encouraged to consult with the Associate Dean, Programs of YSGS as needed.	GPAM works on restructuring the elective course offerings in both the Fall and Winter terms and to create new electives.	GPAM, FOS, YSGS.	(2018-2019)	Done.

4. Increase the size of the program.	The program agrees with the recommendation. GPAM will work with FOS and YSGS to expand the MSc program from a target of 10 MSc students/year to at least 12 MSc students/year. Further details are available on page 5 of the program's response to the PRT report.	YSGS is open to discussing the target for the MSc program with the program and the Faculty of Science. It notes, however, that any adjustment to the program's target needs to take into account slot allocations within both the Faculty of Science and the university as a whole.	GPAM works with FOS and YSGS to expand the MSc program from a target of 10 MSc students/year to at least 12 MSc students/year	GPAM, FOS, YSGS.	2019	FOS proposed a pilot program to increase the target from 10 MSc students/year to 13 MSc students/year, for the Fall 2020 admission cycle. Its impact will be evaluated by the FOS. The GPAM met the new target.
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5. Recruit more outstanding international students, with substantial resources and funding from the University.	The program agrees with the recommendation. The GPAM will work with Faculty and YSGS to provide additional funding to attract very strong international students. Further details are available on pages 5 and 6 of the program's response to the PRT report.	YSGS supports the program response. YSGS notes, however, that the university already provides substantial funding to the program. YSGS also notes that it will continue to advocate for international graduate scholarships as a part of a broader university strategy for international graduate student recruitment and retention.  YSGS encourages the program's faculty to continue to pursue external funding to continue to provide strong funding packages for international students. YSGS further encourages faculty members interested in supporting specific international students to contact the Associate Dean, Research and Graduate Studies in the Faculty of Science.	The GPAM works with Faculty and YSGS to provide additional funding to attract very strong international students	GPAM, FOS, YSGS.	2019	Done.
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6. Change the requirement that students must take both core courses, to requiring one of them and counting the other as elective.	The program will study this recommendation and investigate the implications. The current structure of the program, including the core courses, ensures training in modern Applied Mathematics (AM). The GPAM will investigate if such a change is appropriate for a degree in AM, since other Applied Mathematics graduate programs in Ontario have similar requirements. Further details are available on page 6 of the program's response to the PRT report.	YSGS supports the program response. As previously noted, any curriculum modifications will need to be completed in accordance with Policy 127.	The current structure of the program, including the core courses, ensures training in modern Applied Mathematics (AM). The GPAM will investigate if such a change is appropriate for a degree in AM, since other Applied Mathematics graduate programs in Ontario have similar requirements.	GPAM, FOS, YSGS.	2020	The current structure of the program, with the two core courses, is maintained. Other AM graduate programs in the province have similar requirements.
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## ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

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

**Summary Statement/Conclusion:** We thank the external reviewers and colleagues in Applied Mathematics for a very thorough evaluation of the strengths and challenges for the MSc program in Applied Mathematics. The PRT recommendations helped improve the program.



## 1 YEAR FOLLOW-UP REPORT

**Graduate Program:** **Urban Development (MPI)**

**Peer Review Team:**  
Dr. Betsy Donald, Queen's University  
Dr. Richard Milgrom, University of Manitoba  
Dr. Fiona Yeudall, Ryerson University

**Site Visit:** April 9, 2019

**PRT Report:** June 25, 2019

**Program Response:** Dec 17, 2019

**YSGS Response:** Dec 18, 2019

**PPR Approved by Senate:** Mar 3, 2020

**1 Year Follow Up Report Due:** Mar 3, 2021 (Submitted February 4, 2021)

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

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

The recommendations are categorized as administrative/financial and for simplicity, all of this information is presented in the form of a table.

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

## ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response	Urban Development (MPI) 1 Year Follow Up
1. Given the central nature of the internship to the program, consider full time staffing to develop and co-ordinate internship opportunities and engage with university level experiential learning initiatives.	The program agrees with the PRT's recommendation that the protection and enhancement of the mandatory internship is essential. The internship course is appropriately taught by a sessional instructor currently. However, it is under-resourced as it also needs a staff person to develop and coordinate internship opportunities. As such, the internship course requires both continued support and resourcing; it is a critical differentiating element of the program, and yet is under threat. The MPI program is committed to improving and enhancing the internship course. It is important to note that the Undergraduate program PPR also identifies the need to support undergraduate student placement and experiential learning opportunities. The School sees the opportunity to harness these needs together in the form of requesting support from the FCS Dean's office for a new Student Affairs position that would take leadership on	Submit a budget request to FCS Dean for a student affairs position.  GPD to submit the budget request by March 2020	The Dean's Office supports the program response.  The Dean's Office understands the School's needs regarding additional staffing to develop and co-ordinate internships. We would like to work with the School's Director and Graduate Program Director to discuss the potential provision of additional staff resources to support students. The Dean's Office acknowledges the need to secure internships and maintain strong sustained relationships with community/industry partners. As such, the Dean's Office provides support for experiential learning opportunities and suggests that the School contact Nadia Bello, Manager, Experiential Learning Strategy to support the School's efforts.	YSGS supports the Program and Faculty responses.  YSGS notes that it is currently developing an online hub for experiential learning for graduate studies. This should be released in the Winter 2020 term.	The FCS Dean's Office has provided base funding for a new Student Success Facilitator position. The School is in the process of getting the job description finalized and hopes to have the position filled by Spring 2021. This person will support the GPD in efforts to grow funded experiential learning opportunities (e.g. MITACS, network building with alumni). Progress has already been made on securing additional funded internships (see item #2 below) which the Facilitator will build on and amplify through 2021-2022.

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response	Urban Development (MPI) 1 Year Follow Up
	placements, internships and other experiential learning for both graduate and undergraduate programs. We will also begin to build new and strengthen relationships with the newly hired Director of Experiential Learning and the University's Career and Co-op Centre to explore experiential learning support and resources.				
2. The University alumni office could work with the program to find ways to encourage SURP alumni working in private planning offices to find paid internships for SURP students as this is a key component of their graduate student experience.	<p>The program agrees with the PRT's recommendation. Alumni and students respond favourably to the internship experience and emphatically would not want it eliminated or replaced with an elective. They also appreciate both the option for self arranged placements as well as the range and diversity of SURP-arranged placements. However, there is widespread dissatisfaction with those placements that are unpaid.</p> <p>Furthermore, it is likely that there will soon be legislative changes that will prohibit unpaid internships and this will significantly affect SURP's ability to arrange placements. The MPI program has continued to</p>	<p>Consult with both the University alumni office and the Ryerson Planning Alumni Association to lay out an action plan; continue to lobby to the OPPI.</p> <p>GPD to implement the action items by May 2020. School Director will lobby OPPI.</p>	<p>The Dean's Office supports the program response.</p> <p>The PRT recommended that the School engage the University alumni office and SURP alumni to help find paid internships. The School, in its response, indicated that the Graduate Program Director will consult with both the University alumni office and the Ryerson Planning Alumni Association by May 2020 to lay out an action plan. Furthermore, the School Director will lobby the OPPI. The Dean's Office reminds the School that we now also have staff support in the Dean's office (Claudia Hughes) to increase</p>	YSGS supports the Program and Faculty responses.	The School and Program have been working with the Alumni Association (RPAA) throughout 2020 in a more formal and coordinated way to advertise, recruit and add paid internships to the School's internal placement roster (which is exclusive to the Graduate Students in our program). In 2020, during COVID, the School was able to ensure a virtual internship placement for every graduate student. We also worked with placement agencies and hosts to begin the transition to offering paid placements. This year, in early 2021, with the continued support of RPAA we are now exclusively posting paid placements on our internal

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response	Urban Development (MPI) 1 Year Follow Up
	communicate with and directly engage the University alumni office, the SURP alumni network and our professional organization, OPPI, in developing more paid internship opportunities.		alumni engagement. We encourage the School to follow up with Claudia as well.		School placement roster. Students will still be encouraged to self-initiate externally-sourced paid internships if they wish. We are also posting several placements with NGOs (offering honouraria or stipends), as well as partnerships with MITACs as these opportunities develop. The School Director and GPD are meeting with OPPI in February and March 2021 to continue the discussions around securing more paid internships through the profession.
3. The University should work with the program to find ways to plan for further space and computer infrastructure needs given the growth of the program and the changing nature of practice in planning.	The program agrees with the PRT's recommendation. Both the PRT and the MPI program have identified the shortage of physical space (for studios and research labs) and the long-term lack of investment in physical and computing infrastructure as the major weaknesses, which are "well below the quality found in most planning programs in Canada" and "failing to meet program needs." The PRT has addressed these issues in their meeting with Provost and VP Academic Benaroch.	Submit a budget request to FCS Dean for studio and computer renovation; Explore shared lab spaces across campus. GPD to submit the budget request by Fall 2020 after consultations with SURP community.	The Dean's Office supports the program response.  The PRT raised the issue of the need for space and computer infrastructure improvement. The Dean's Office understands this need as it is applicable to multiple FCS Schools. We propose a meeting with the School's leadership to discuss this further to see what we can do in the short and in the long term.	YSGS supports the Program and Faculty response.  Although space allocation is not within its purview, YSGS supports and will continue to advocate for additional space for graduate programs.	Through capital funding from the Dean's Office, our School lab and studio spaces have undergone significant renovation to update and support technology-assisted learning and teaching. Specifically:  We have replaced 66% of the computers in our physical computer lab in 2020-21.  We worked with CCS to use VPNs to "open" the physical lab to students virtually.  We are currently renovating all three of our studio spaces on the

Recommendation	MPI Response	Action Item, Timeline, and Lead	Faculty Response	YSGS Response	Urban Development (MPI) 1 Year Follow Up
	<p>Following the discussion, the program is prioritizing a funding request to the FCS Dean for a building renovation focusing on studio and computer lab spaces. The program is currently exploring options to share spaces throughout the university. There exists strong collaborative potential and cross-platform sharing for hands-on “making and building” opportunities across campus; these may be realized more effectively and efficiently through infrastructure integration and program collaboration, e.g., if SURP could move and/or share space with Architecture or FCAD (e.g. Fabrication Lab in FCAD, modelling lab in architecture, Digital Media Experience Lab, GIS labs, etc). The program recognizes that space allocation is a multi-level issue including the school, faculty and university. The program will continue to lobby space expansion and sharing and investment in computing infrastructure in line with the expected growth and success of the MPI program.</p>				<p>3<sup>rd</sup> floor of the 105 Bond St building. The graduate studio (SBB 306) has received new classroom technology, new furniture and a new sound system. All 3 studios support graduate student learning and we have invested approximately \$380,000 in classroom enhancements (with thanks due to the FCS Dean for this important capital investment).</p> <p>During COVID 19 remote learning, the School paid for 1 year access to the Adobe Creative Suite Cloud services for all of our graduate students. Moving forward, and having negotiated this special rate, the software access will be extended through ancillary fees to all students.</p>

The table below shows an additional more general point raised by the visiting team during the review, but which was not part of the formal Recommendations. This point reflects existing and ongoing program improvements which have been further addressed with specific strategies and outcomes.

External Reviewer's Comments	Progress to date
Continue to bring equity, diversity and inclusion content into the curriculum.	<p>The School has established an Anti-Black Racism and Anti-Systemic Racism Working Group which collaborates with the RPGSA student leaders and the graduate students' EDI Committee on strategies for a more equitable, diverse and inclusive SURP community. These include (for example, to date) the establishment of a Black Planners' Scholarship, a Speakers' Series featuring BIPOC planners and community leaders, and outreach and engagement to BIPOC students as part of the <b><i>RUaPlanner</i></b> program.</p> <p>Specifically, the School's ongoing collaboration with <b><i>RUaPlanner</i></b> has our graduate students partnering with <b><i>Urban Minds</i></b> (a community based organization) on their high-school student focused 1UP event in March 2021 geared toward engaging a wider range of students, including members of BIPOC communities, and to consider planning a future activity (<a href="https://www.1uptoronto.org">https://www.1uptoronto.org</a>). We have jointly submitted a MITACs summer internship application for one of our graduate students if funded. This internship focused on research on best practices to engage BIPOC youth in city building practices and civic engagement efforts.</p> <p>Finally, the School has recently hired and welcomed Prof. Summer Sutton, an Indigenous (tenure-track) faculty member who brings Indigenous perspectives into our curriculum. We are currently engaged in a search for a new faculty member working in the area of Anti-Black Racism and planning law.</p>

#### **Summary Statement/Conclusion:**

The School and the Program are grateful to the external reviewers and colleagues for a thorough, thoughtful and open assessment of the strengths and challenges of the Urban Development graduate program. The PRT recommendations and our program responses reflect both the proactive nature of

planning and our community-centred research and practice, as well as the evolving challenges of contemporary planning praxis. We are particularly grateful for the support of the FCS Dean in meeting the capital investment needs of the Program and the School—investments that will ensure contemporary skills development and ongoing community-engaged experiential learning for our students. Overall, we are pleased to report these positive developments in the evolution of the program.

Respectfully submitted,



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## 1 YEAR FOLLOW-UP REPORT

Last Updated: April 22, 2021

**Graduate Program:** **Mechanical and Industrial Engineering (MEng, MAsc, PhD)**

**Peer Review Team:** Dr. Alidad Amirfazli (York University)  
Dr. Chi-Guhn Lee (University of Toronto)  
Dr. Murtaza Haider (Ryerson University)

**Site Visit:** February 1 and 2, 2018

**PRT Report:** March 29, 2018

**Program Response:** June 7, 2018

**YSGS Response:** June 11, 2018

**PPR Approved by Senate:** November 6, 2018

**1 Year Follow Up Report Due:** November 6, 2019

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

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

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

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

## ACADEMIC RECOMMENDATIONS

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	MIE 1 Year Follow Up	FEAS Faculty Dean Response
1. Organize courses around natural thematic subjects. This is important to satisfy the educational needs of the diverse graduate student population in the program.	Agreement. The MIE program notes that it already organizes courses around natural thematic subjects. The themes are: Thermofluidics, Solid Mechanics and Design, and Industrial Engineering.	YSGS supports the program response to each of these curriculum-focused issues (i.e., recommendations 1 – 6).  YSGS notes that it will support the program as needed for any minor or major curriculum modifications, per Policy 127.	Completed				
2. Use directed reading courses to fill boutique gaps for very specialized topics.	Agreement. The MIE program notes that it offers a Directed Studies course (ME8135) for this purpose and will continue offering the course as needed.		Completed				

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	MIE 1 Year Follow Up	FEAS Faculty Dean Response
3. Introduction of core courses to provide solid common competencies for graduates.	Taken under consideration. The MIE program notes that it did employ the model of "core courses" at the program's inception. They were later dropped in favour of elective courses since it was concluded that the model does not match the level of diversity in research topics in this program. The GPC, however, will revisit this decision in the Fall 2018 semester.		GPC consideration	Associate Chair Graduate	Winter 2019	Consultation within program indicated that the current model serves a majority of graduate students in tailoring the courses to their needs and interests.	FEAS Graduate Studies Office supports MIE grad. program's decision.
4. Ensure that a sufficient and consistent number of courses are offered annually to avoid inconsistency in training.	Agreement. The MIE program notes that it offers close to 35 graduate courses each year. It also notes that close to 90% of these courses are repeated each year. The program will continue its ongoing efforts to offer a sufficient and consistent number of courses.		Continuing efforts	Associate Chair, Departmental Chair, Home Faculty Associate Dean for Graduate Studies	Ongoing	Ongoing	FEAS Graduate Studies Office supports MIE grad. program's efforts.
5. Courses that are popular among MEng students are recommended to be aligned with the needs of a practicing engineer and to have an enriched applied content.	Agreement. The MIE program notes that the majority of courses use specialized software used in industry.		Continuing efforts	Associate Chair Graduate, Departmental Chair, Home Faculty Associate Dean for Graduate Studies	Ongoing	Ongoing	FEAS Graduate Studies Office supports MIE grad. program's efforts.

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6. The seminar course can be improved by including lectures on how to deliver a high-calibre scientific talk.	Agreement. The MIE program notes that it has invited guest speakers for a variety of topics including best practices in technical presentations. Nevertheless, will strive to do so more systematically.		Continuing efforts	Associate Chair Graduate	Ongoing	One lecture on best practices in technical presentation is included in the beginning of each semester.	FEAS Graduate Studies Office supports MIE grad. Program's efforts. We also ask the Program to encourage students to attend the proposed lecture.
7. To be able to develop actionable proposals around the above points, perhaps the MIE can consider striking a smaller and more nimble and focused graduate curriculum committee.	Agreement. The program notes that its Graduate Program Council (GPC) includes all faculty involved in graduate programs and graduate student representatives. The GPC, however, has a number of standing committees including Graduate Admissions and Studies, Awards and Scholarships, etc. The Curriculum committee is an ad hoc committee that is struck from time to time to deal with specific issues brought to the attention of GPC. As per the PRT's suggestion, the mandate and membership of this committee will be determined at the time the committee is constituted.	YSGS supports the program's response. As noted above, YSGS will support the program as needed for any minor or major curriculum modifications, per Policy 127. YSGS will also provide support to the program as needed if modifications to the GPC bylaws are required.	Completed				

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	MIE 1 Year Follow Up	FEAS Faculty Dean Response
8. The PRT believes that if the department were to continue running the MEng program, it must consider improving the quality of the students it attracts to the program. Their academic preparation should be on par with those enrolled in the MASc program.	Taken under consideration. The GPC will consider this in the Fall 2018 semester. The MIE program does note, however, that the minimum GPA requirement for the MEng program is B, which is in line with all major universities in Ontario. The program also notes that the courses taught are not categorized based on students who take them (MEng or otherwise).	YSGS supports the program response. Should the program determine modifications to its admissions requirements are needed, YSGS will support the program, per Policy 127.	GPC consideration	GPC	Fall 2018	The number of exemptions on GPA is greatly reduced. The practice of allowing applicants to improve their GPA by taking undergraduate courses has been terminated.	FEAS Graduate Studies Office supports MIE grad. program's efforts. In addition, as a part of the FEAS' strategy on broadening the internationalization of the graduate studies, the MIE Program started admitting a number of international MEng students since the Fall 2019 (~15% of the domestic intake). As the international pool of applicant is considerably larger, selected applicants have excellent academic credentials.

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9. The Department should take steps to improve graduate student support as soon as possible. The minimum guaranteed funding should be increased for all students, particularly international students.	Agreement. The MIE program notes that the funding package for research students (MSc and PhD) has been updated since the visit and currently aligns with the visiting team's recommendation. All eligible PhD students will receive the same take home amount after fees are considered. The same holds for all MSc students.	YSGS supports the program response and encourages the program to continue to pursue opportunities to improve funding packages for its graduate students.	Continuing efforts	Associate Chair, Department Chair, FEAS Dean, FEAS Assoc. Dean Graduate Studies, Vice-Provost and Dean of YSGS	Ongoing	The funding package has been harmonized by FEAS and increases have been gradually implemented to match those of comparable graduate programs in Ontario.	In addition, FEAS Graduate Studies office has been increasing support for graduate students in preparation of applications for internal and external competitive scholarships in forms of workshops series (August for NSERC PGS-D, October for NSERC CGS-M, February for OGS/RGF)
10. The Department should offer opportunities for professional development to students by encouraging them to participate in international conferences.	Agreement. The MIE program notes that a number of professional development opportunities exist with the Faculty (FEAS) and the Graduate School (YSGS). The program also notes that it does provide funding for graduate student attendance at international conferences.	YSGS supports the program response.	Continuing efforts	Associate Chair, Department Chair, FEAS Dean, FEAS Assoc. Dean Graduate Studies, Vice-Provost and Dean of YSGS	Ongoing	New funding for travel has become available through FEAS Graduate Studies Office in the amount of \$1000 per year for each graduate student who presents at the conference.	FEAS Graduate Studies Office supports MIE grad. program's efforts.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	MIE 1 Year Follow Up	FEAS Faculty Dean Response
11. The Department should consider the possibility of graduate students starting in January and May.	Agreement. The Program shares the view that a more streamlined admission process would be helpful. It should be noted that winter and spring admissions have always been possible on a case by case basis.	YSGS supports the program response. YSGS notes that winter and spring admissions are already possible on a case-by-case basis.	Discussions with YSGS	Associate Chair Graduate, FEAS Associate Dean Graduate Studies, YSGS Graduate Admissions office	Ongoing	As of January 2021, the program will move to 3-term admission for all degree streams.	FEAS graduate studies office has been supporting the program in admission of research students (MASc and PhD) in winter and summer. The commencement of the formal 3-term admissions process is welcome.

## ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	MIE 1 Year Follow Up	FEAS Faculty Dean Response
12. The PRT recommends implementation of a formal process for scheduling equipment use services provided by technical staff.	Agreement. Following the strategic plans of the Faculty and the Department, these recommendations are being implemented.	YSGS supports the program response.	Completed				
13. The PRT believes that the number of staff members dedicated to responsibilities related to graduate students might be increased to provide better support to graduate students whose number is likely to expand in the future.	Taken under consideration. At the current level of enrollment, the staff numbers (Associate Chair Graduate Program and Graduate Program Administrator) seem to be adequate and in line to other graduate programs in FEAS. There are no plans for growth and increase in number of graduate students in the program under the next strategic plans, both at the Faculty and the university level.	YSGS supports the program response.	Department and FEAS Dean consideration	Department Chair, FEAS Dean	Winter 2019	No change.	FEAS Graduate Studies Office supports program's response. This office plans to closely follow should the workload for the Associate Chairs and Program Administrators increase with the 3-term admissions and expansion of intakes of international graduate students in all FEAS grad programs and will act accordingly.

Recommendation	Program Response	YSGS Response	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	MIE 1 Year Follow Up	FEAS Faculty Dean Response
14. The Department should consider creating a new Associate Chair of Research position to streamline research among colleagues and provide mentorship to research graduate students.	Taken under consideration. This is being considered as a part of the Faculty and Department strategic plans. The program will consult with the Associate Dean, Research and Dean of FEAS.	YSGS supports the program response. It notes, however, that the creation of a new Associate Chair position is outside of its purview. YSGS encourages the program to work with the Dean of FEAS to explore this possibility.	Department and FEAS Dean consideration	Department Chair, FEAS Dean, FEAS Associate Dean Research and Partnership	Unknown	No change.	FEAS Graduate Studies Office supports program's response. It also notes that the creation of the new Associate Chair position is outside of its portfolio.
15. The Department may consider improving opportunities for social gatherings among faculty members and students.	Agreement. The MIE program notes that, currently, a number of social events are organized at the FEAS level specifically for graduate students, by the FEAS Graduate Students Ambassadors team, including: Orientation Networking & Social, Bowling, Pumpkin Carving, Pub Night, Archery Tag and BBQ. As for the Program, some faculty members attend weekly seminars and there is also opportunities for socializing at Awards Night. The Program will explore other faculty-student social events.	YSGS supports the program response and its efforts to improve the social cohesion of the department.	GPC discussion	Associate Chair Graduate, GPC	Fall 2018	Awards night includes graduate students.	FEAS graduate students Ambassadors initiative is still active, even during COVID situation, albeit remotely.  In addition, since COVID related university lockdown in March 2020, there have been several town halls for graduate students organized by the MIE Associate Chair as well as with other FEAS graduate students, organized by the FEAS Associate Dean Graduate Studies

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16. The PRT believes that the program must improve its efforts to engage with alumni.	Agreement. The recommendation is appreciated. While we do have sample information, a full database would be useful. This will be undertaken with support from the university.	YSGS supports the program response.	Part of curriculum review	Associate Chair Graduate Studies, Department and Dept. Chair, FEAS Development and Alumni Officer, Ryerson University Advancement	Ongoing	Nothing to report	FEAS Graduate Studies Office supports program's response. In addition, FEAS Dean's office, has been expanding its Advance team, which already has several new initiatives under development.

**Summary Statement/Conclusion:**

The external review and discussions arising from it has been helpful in further strengthening MIE graduate program. Many of the points have been addressed and the remainder are subject of ongoing efforts.

## 1 YEAR FOLLOW-UP REPORT

Last Updated: April 9, 2021

**Graduate Program:** Public Policy and Administration (MA)

**Peer Review Team:** Dr. Joan Grace, University of Winnipeg  
Dr. David Siegel, Brock University  
Dr. Patrizia Albanese, Ryerson University

**Site Visit:** May 8-9, 2019

**PRT Report:** May 30, 2019

**Program Response:** Dec 2, 2019

**YSGS Response:** Dec 2, 2019

**PPR Approved by Senate:** Mar 3, 2020

**1 Year Follow Up Report Due:** Mar 3, 2021

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

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## ACADEMIC RECOMMENDATIONS

Recommendation	PRT Noted Action by:	MPPA Response	Faculty Arts Response	YSGS Response	MPPA 1 Year Follow-Up
1. The PRT recommends that the MPPA keep the current three options and the one-year course-based program.	MPPA Program Council, Department Graduate Program Director (GPD)	The program fully agrees with this recommendation. Students and alumni expressed high levels of satisfaction with the one-year program and the program having three paths, while additionally having the option for an internship/co-op placement.	We support this recommendation and the program's response.	YSGS supports the Program and Faculty responses.	Completed September 2019.
2. The PRT recommends that the current 'Public Sector Budgeting and Financial Management' course become a required course for all students who have not already taken a comparable course.	Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty	The program has already had some preliminary discussions about this course being a required course in the program based on student, alumni and employer feedback. This would require 2 sections of this course being offered if it changed from an elective to a required course. This recommendation will be brought forward at Program Council meeting in Fall 2019 and discussed with the current faculty member who teaches the current section of this course.	We support the decision to engage in further discussions with the Program Council and faculty member(s).	YSGS supports the Program and Faculty responses.  YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127. YSGS encourages the Program to contact the Associate Dean, Programs in YSGS to discuss the process.	Ongoing:  Short term (2021-22):  Plan to strongly recommend students take this elective; work with course instructor to review course content and to ensure this course has maximum enrolment; provide overview of this course at Orientation  General support in MPPA Council and Curriculum Committee for moving towards this as a required course in medium term given constraints in one-year program; desire to keep program as 4 required and 6 electives; and current faculty complement/expertise  Medium term (2023-25):  Pursue the option of allowing students to take either this course or the State

Recommendation	PRT Noted Action by:	MPPA Response	Faculty Arts Response	YSGS Response	MPPA 1 Year Follow-Up
					and the Economy PA8102 as required and strongly encouraging students to take both. This would require PPC approval as it would be a change to program required courses. Curriculum committee will continue to work on this. Need for future planning related to faculty hire in this area.
3. The PRT recommends that the program develop a course on Human Resource Management in the Public Sector that would be required for all students who have not already taken a comparable course.	Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty	The program agrees public sector HR management is a critical body of knowledge. HR management is currently covered in the required PA8100 Public Administration and Governance course: leadership, all HR functional areas, performance management, etc. are introduced. HR mgmt. is also covered in Equity and Diversity course and PS Union-Management Relations course. The program agrees HR management is critical subject matter and will review this recommendation at Program Council meeting in Fall 2019.	Our office supports a thorough review and consultation prior to implementing this change.	YSGS supports the Program and Faculty responses.  As noted above, if the Program chooses to move forward with a curriculum modification, it will need to be carried out in accordance with Ryerson University Policy 127.	Completed  The program currently covers HR related topics in several courses. The required PA8100 Public Administration and Governance course, PA8210 Diversity and Equity in Public Service, and PA8208 Public Sector Union-Management Relations (all courses offered each year).  After review by the Curriculum Committee, additional HR content was added to the first section of PA8208.
4. The PRT recommends that the program develop a course in Administrative Law that would be required for all students who have not already taken a comparable course.	Graduate Program Director, in concert with Chair of the Department of Politics and Public Administration, and Faculty	The program currently covers admin law and administrative tribunals in the required PA8100 Public Admin and Governance course through assigned readings. The program will table this recommendation as another possible required course but notes	We support the program's response noting the value of further discussion and consultation on this matter.	YSGS supports the Program and Faculty responses.  As noted above, if the Program chooses to move forward with a curriculum modification, it will need to be carried out	Completed  Curriculum committee does not see scope to add this course as an additional elective in the program given

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		that only one other MPPA program in Canada has this as a required course: the York MPPAL (Masters in Public Policy, Administration and Law). The program will explore the possibility of this as an elective course.		in accordance with Ryerson University Policy 127.	restrictions on the number of course offerings.  Medium-term: explore the possibility of developing a cross-listed elective course with the Law School and/or other graduate programs (as there may be wider interest in the course (in the Criminology MA, for example).
5. The PRT recommends that the methods course offer more content on data analysis.	Graduate Program Director, and Faculty teaching methods course(s) and MPPA Program Council	The program agrees that data analysis and data analytics are critical curriculum requirements. The current Research Methods course does have an emphasis on data analysis in the lab component of the course and assignments. The program will bring forward this recommendation at the Program Council meeting in Fall 2019 and consult with the instructor(s) currently teaching this course. The GPD will also follow up with the PRT to request more elaboration on what specific content on data analysis they feel needs to be covered more in this required course.	We support the program's response, identifying the need for further clarification and discussion prior to implementing any changes related to this recommendation.	YSGS supports the Program and Faculty responses.	Completed  2020-21 GPD met with instructor of research methods course to discuss coverage of data analysis.  Instructor does cover data analysis, and data presentation.  2021-22: Program arranging a workshop with the data librarian for all MPPA students. Program also exploring a workshop on data visualization as part of the regular set of skills-workshops offered each year.

Recommendation	PRT Noted Action by:	MPPA Response	Faculty Arts Response	YSGS Response	MPPA 1 Year Follow-Up
6. The PRT recommends that the program and faculty consider aligning, or finding congruence, in course content and delivery for multiple sections of core courses.	Graduate Program Director, and relevant Faculty teaching those courses  MPPA Program Council	Agree. Students have brought this to the attention of the GPD particularly related to the required Policy Analysis required course (PA8101). Although the learning outcomes are similar in the two sections of PA8101 and the instructors use the same text book, the outlines for PA8101 and all core courses will be reviewed for congruence and consistency and learning outcomes in Fall 2019.	We agree with the importance of reviewing course sections for congruence and consistency.	YSGS supports the Program and Faculty responses.	Completed in 2021-22.  <i>PA8100 Public Administration and Governance</i> taught by two different instructors who work collaboratively on the course outline and therefore aligned  <i>PA8101 Policy Analysis</i> has been taught by 3 different instructors; alignment issues found; template developed for PA8101 for better alignment in 2021-22  <i>PA8102: State and the Economy</i>  Taught by two different instructors; some minor alignment issues found; Curriculum Committee recommended alignment of learning objectives and topics covered; PA8102 course instructor for Winter 2021 modified course outline to better align with Fall section  <i>PA8103: Research Methods</i> taught by the same faculty member and thus already aligned

## ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	PRT Noted Action by: (Program additions in <b>BOLD</b> )	MPPA Response	Faculty Arts Response	YSGS Response	MPPA 1 Year Follow-up
7. Given pending retirements and possible new curriculum development, the PRT recommends that the Faculty Dean consult with the GPD and department Chair about medium term staffing needs.	Department Chair (and DHC), GPD, Dean of Arts, Provost, Vice Provost Academic	Agree. The program will be affected by retirements in the next few years including retirements of faculty who teach required courses in the program. New curriculum recommended by the PRT may also require new faculty and practitioner instructors. The program is very pleased a new faculty member is joining the Dept. this Fall and will be teaching one of the required courses however the faculty complement is an issue that will need to be addressed over the next 2-5 years. The GPD will work with the Dean of Arts, Dept. Chair and DHC on succession planning related to this recommendation.	We welcome further discussion of the department's medium-term staffing needs.	The hiring of new RFA faculty is outside of YSGS's purview. YSGS encourages the Program to continue to work with the Faculty of Arts on issues related to its faculty complement.	Short-term 2020-21:  Curriculum committee identified Indigenous, public sector finance and economics as hiring needs  GPD to submit hiring needs for MPPA to Chair, DHC and Dean in May 2021 for short term and medium-term hiring needs related to PPR and pending retirements.   Medium term 2022-:  Need to hire someone for Public Sector Budgeting & Finance, Indigenous faculty member, and public sector economics (possibility of cross-listed elective with the Economics Dept).
8. The PRT recommends multi-year funding for the Public Servant in Residence at a remuneration level that will attract and maintain a public administrator of high caliber and who has had a distinguished career in the public sector.	VP Academic, Dean of Arts  Associate Dean of Arts, Research and Graduate Studies  Dean of YSGS	The Program fully supports this recommendation and has been asking for multi-year support and stability related to the PSIR role which has become a critical role in the MPPA program. We fully support the recommendation to retain and attract the highest calibre PSIR possible for the program.	We recognize the importance of a multi-year commitment to hire high calibre public servants, however such discussions and decisions depend on budgetary review and assessment of the plan's economic feasibility.	YSGS supports the Program and Faculty responses.	Ongoing:  There was no change in the PSIR contract in 2020-21  Short-term:  GPD and MPPA Program Council to make formal request in May 2021 to Dean of Arts and YSGS for multi-year commitment to this critical position for our program and including PA8213 (Co-op) and PA8219 (Policy Enrichment Seminar) in PSIR

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					contract as critical experiential learning electives in our program.  Medium-term: succession planning for PSIR
9. The PRT recommends that a small to medium size room space be made available for MPPA student especially given that a substantial portion of their course assignments requires group work, and which provides appropriate space for, among other things, the annual case competition preparation.	Dean of Arts, Library, GPD, Vice Provost Academic, Dean of YSGS	The program fully supports this recommendation and has had some preliminary discussions with the Dean of YSGS about this, tabling some ideas for graduate space for MPPA students.	We support this, however are restricted by significant challenges when it comes to securing space on campus.	YSGS will continue to lobby for additional space for graduate students on campus.  YSGS further notes, however, that decisions on space allocations are outside of its purview.	Short-term:  GPD began exploring possible space for students in the program; this did not proceed given the pandemic  Medium term: next 2-3 years GPD and MPPA Council to submit formal request for designated student space for MPPA program

Recommendation	PRT Noted Action by: (Program additions in <b>BOLD</b> )	MPPA Response	Faculty Arts Response	YSGS Response	MPPA 1 Year Follow-up
10. The PRT recommends maintaining, and if possible enhancing, the program's current extra-curricular components and expanding public sector placements to the municipal and federal levels of government.	Graduate Program Director and Public Servant in Residence (PSIR)	Expanding extra-curricular components and expanding placements are priorities articulated in our implementation plan in the self-study report. While the program already places students with the municipal and federal levels, the GPD and PSIR had plans to begin work on targeting the municipal sector in 2019-20 and the federal government in 2020-21 however, this is contingent on support for the PSIR and may have to be moved to a medium or long-term implementation priority, particularly given the DVP role supporting the program was eliminated in 2019-20.	We recognize the value of these components and support exploring new options contingent upon budgetary limits and other constraints.	YSGS supports the Program and Faculty responses.	<p>No additional support was provided for the PSIR to implement this recommendation; already offer several extra-curricular and skills workshops each year; GPD and PSIR did focus on federal government placements and public sector consulting firms in 2020-21; secured one placement with Ryerson's Public Policy Task Force; requested placements at Ryerson Leadership Lab; worked with newly appointed Faculty of Arts co-op staff to ensure cooperative approach with undergrad co-ops coming online in 2022.</p> <p>Short-medium term 2021-22: expand placement efforts at federal and municipal levels depending on support for PSIR.</p> <p>Pursue placement opportunities through Ryerson Centres and Institutes (Ryerson Leadership Lab, Yellowhead Institute, Ryerson Urban Water, etc.)</p> <p>Medium-term: expand placements and extra-curriculum component with support for PSIR and GPD; possible annual co-op placement related to PES; continue to work with new undergraduate co-op coordinator in Dept. and co-op staff in Faculty of Arts</p>

Recommendation	PRT Noted Action by: (Program additions in <b>BOLD</b> )	MPPA Response	Faculty Arts Response	YSGS Response	MPPA 1 Year Follow-up
11. The PRT recommends the continued enhancement of the teaching and study of Indigenous public administration, the strengthening of existing partnerships with the First Nations Technical Institute and the Yellowhead Institute, and the continuation and expansion of scholarship opportunities through venues such as the Hydro One program.	Department, Dean of Arts, Dean of Yeates School of Graduate Studies, Provost/VP Academic GPD and Indigenous program faculty, students and grads	<p>The program fully supports this recommendation. The program has a course on Indigenous Law and Policy taught by an Indigenous faculty member since 2010 and the Hydro One scholarship to attract Indigenous students since 2006. The TRC Calls to Action were released while the program review self-study was underway. As mentioned during the PRT site visit the GPD and Indigenous faculty member applied for a grant from the Aboriginal Education Council in February 2019 and were successful at getting some funding to undertake a curriculum review related to the TRC Calls to Action and assist with the implementation of this recommendation. An incoming Indigenous student and Indigenous graduates of the program will be engaged in this curriculum review in 2019-20. The Yellowhead Institute will also be consulted during this review. Hiring more faculty members with expertise in Indigenous governance would greatly benefit the MPPA program and students.</p>	<p>As you know, the Dean of Arts is committed to supporting this recommendation and to exploring possibilities of hiring additional Indigenous faculty and supporting Indigenous students. We welcome further discussions on this matter.</p>	<p>YSGS supports the Program and Faculty responses. YSGS further notes that it will be releasing a new website and framework for Indigenous graduate education in the coming months.</p>	<p>Completed and Ongoing: Started implementing this in May 2019. Full program and curriculum review related to TRC. Full report in June 2020 with 25 recommendations to be implemented: Complete curriculum review related to Indigenous content Added Indigenous content to Orientation Distributed TRC Review report broadly across Canada through Canadian Political Science Association, Canadian Association of Programs in Public Policy and Administration and on program website Submitted formal request to Dean of Arts for additional section of Indigenous Law and Policy course 2021-22 Met with Dean of YSGS to confirm internal scholarship funds could be allocated to Indigenous students Worked to secure co-op placement with Canadian Roots Exchange Indigenous organization (Indigenous student took another placement with Transport Canada and had CERC)</p>

Recommendation	PRT Noted Action by: (Program additions in <b>BOLD</b> )	MPPA Response	Faculty Arts Response	YSGS Response	MPPA 1 Year Follow-up
					Medium Term:  Work to implement remaining recommendations in the TRC review report; work with Yellowhead Institute.
12. The PRT recommends enhancing the profile of the MPPA by looking to partnerships with institutions outside of Canada and the admission of international students.	GPD, Dean of Yeates School of Graduate Studies, Dean of Arts  Department Chair  Ryerson International  PSIR	The program agrees with this recommendation. Currently the program receives 60-80 international applications each year but has no funded spots to accept international students due to the very high demand from domestic students. As a result, only 1-2 fully funded international students have been admitted to the program each year. This has also resulted in the program not having an outward orientation in terms of partnerships and international students. This issue will be tabled at the Program Council meeting in Fall 2019.	We are aware of the challenges of funding and supporting international students; however are committed to exploring innovative ideas for the development of creative partnerships aimed at internationalization.	YSGS supports the Program and Faculty responses.  YSGS will continue to advocate and work towards improved funding and support for international graduate students.  YSGS further notes that it supports partnerships with institutions outside of Canada. If the Program is interested, YSGS will help facilitate conversations on those issues with representatives from Ryerson International.	Short term – domestic capacity limits the number of international students in the program  – explore possibility of having 1-2 funded spots for international students with YSGS  Medium term - explore resources for more international experiential learning abroad opportunities and placements.

Recommendation	PRT Noted Action by: (Program additions in <b>BOLD</b> )	MPPA Response	Faculty Arts Response	YSGS Response	MPPA 1 Year Follow-up
13. The PRT recommends enhancing scholarship funding to attract top tier applicants and to fill funding gaps for all applicants to the program.	Dean of YSGS; Dean of Arts, Provost/VP Academic University Advancement	<p>The program fully agrees with this recommendation. While the program attracts many top tier applicants, many of the A range applicants decline our offers of admission. In the last admissions cycle we lost the highest level of A range applicants since the program started (more than 60%). The level of support Ryerson provides is not competitive with what other universities with similar programs are offering and the program is conducting a follow-up survey of A applicants who declined our offers to collect more information on this issue. The program is also looking at changing the distribution of current funding across the 40 FTEs admitted each year. The program also has some donor-funded scholarships and will continue to work on this with University Advancement and Alumni. The program fully supports this recommendation and also agree with the PRT that this is particularly important given the high levels of graduate tuition in Ontario and high cost of living in Toronto.</p>	<p>We support and welcome the program's efforts to explore donor-funded scholarships.</p>	<p>YSGS supports and commends the Program's and Faculty's efforts to pursue options for improved funding packages for all students.</p> <p>YSGS will support the Program's efforts to explore donor-funded scholarships. YSGS encourages the Program to contact the Vice-Provost and Dean of YSGS to discuss this issue.</p> <p>YSGS further notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students.</p>	<p>Completed: Strategy for strongest possible first round offers completed in 2020 and continuing in 2021.</p> <p>Evidence of success as higher percentage of applicants with A GPAs accepted offers in 2020-21 and 2021-22</p>

**Summary Statement/Conclusion:**

The Graduate Program Director (Carolyn Johns) initiated several actions shortly after the self-study report was completed in 2018-19 and actively engaged MPPA Council in the PPR process. Flowing from the PPR and recommendations from the PRT, two major initiatives were undertaken and completed from May 2019 through February 2021.

In 2019 the GPD and Indigenous faculty member (Pam Palmater) in the program applied for a curriculum review grant from the Ryerson Education Council to **complete a full review of the MPPA program and curriculum related to Truth and Reconciliation**. An Indigenous student coming into the program (Monika Young) was hired to lead this initiative, reach out to the 10 Indigenous grads of the program to complete a short survey, helped with a workshop and sharing circle with Indigenous grads, monthly meetings, research and report writing. A committee of Indigenous and non-Indigenous MPPA faculty and students was established to support the review. A template was developed to review all course outlines for Indigenous content and components. Members of the review committee reviewed all course outlines and template summaries were then provided to each faculty member for review and feedback. The committee reviewed all program features; developed a list of undergraduate Indigenous studies programs across Canada; developed a comprehensive bibliography of Indigenous publications; and reviewed drafts of the report. A draft report was circulated to all MPPA program faculty in April 2020, a revised draft incorporating feedback was completed in June 2020 and the final draft was formally adopted by MPPA Council in September 2020. The final draft report was circulated to Deans and Associated Deans in YSGS and Arts, posted on the MPPSA website, and posted on the websites of the Canadian Association of Programs in Public Policy and Administration and the Canadian Political Science Association.

In 2019 the GPD engaged **MPPA Council and established a Curriculum Committee to review the PPR and PRT in detail and work on recommendations**. Following on the model used in the TRC review, the committee developed a template to review all courses in the program; an MPPA student was hired to review all courses using the template. The student also completed a cross-course review to generate a curriculum report containing all learning objectives, topics, delivery and evaluation components. The program also conducted an exit survey with students in August 2020. All templates were sent to faculty members for review and feedback, two reports were generated (curriculum review report and student exit survey report), and the curriculum committee used these documents to continue work in 2020-21 related to PPR recommendations, the TRC review, and updating the curriculum and calendar. The Curriculum Committee including student representatives has been very active since the PPR. This report summarizes the work and accomplishments of the Curriculum Committee related to the PRT recommendations as of February 2021.